

Improving Student Knowledge on Selected History Topics through Tiktok Platform as Digital Learning Tool

Shelly April S. Decenilla*, Rona C. Apolinario, Zaldy T. Cuaton, Cathyleen Clarido

Teacher Education Department, Davao de Oro State College, 8804, Philippines

*Correspondence: shellydecenilla12@gmail.com

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Abstract: According to several studies, many students perceive History as rigid, static, and boring because of its reliance on narration pedagogy, limiting their ability to develop critical-thinking abilities. To address the issue, the researchers applied utilization of Self-made mini-lecture Tiktok videos as intervention to enhance the knowledge of thirty-three (33) second year Education students in selected topics in their history course subject. After 5 weeks duration of implementation phase, results unveiled that students' knowledge in selected history topics were improved as data showed that the knowledge gained by students were analysed as *comprehensive* and *reflective*, compared to their knowledge in pre-intervention that were categorized as *general* and *lack of knowledge*. In this regard, students demonstrated that using self-made mini-lecture Tiktok video has positive influence on students' learning behavior by triggering their desire to learn in order to gain confidence in educating their audience while making learning history fun and entertaining.

Keywords: Tiktok, History, Digital Learning Tool

INTRODUCTION

The constant development on the system of education from the past few years have contributed to the goals and objectives it aims particularly to the learning of students. Many academic subjects were prioritized and reviewed to ensure the relevance of its knowledge to the demands of the current era. One of these is the presence of History in academic study. According to Tok (2016), history is considered as one of the most essential subjects especially in the secondary level of schools as its curriculum knowledge promote awareness on the events happening in our world which benefit humans to understand how things work as they are now as well as the potential events that will occur in the future. Meanwhile, Van Straaten et al. (2016) revealed that there are many claims that have been made during the last hundred years regarding to the benefits of history in shaping either patriotic or critical-democratic citizens, morally responsible human beings or individuals who are aware of their own ancestry and identity.

Despite of the necessity of History to be included in academic curriculum, many researchers have exposed that learning history among students are still not progressive as it is in the recent years. Ahmad et al. (2015) stated that the pedagogy being used in teaching history has receiving too much criticism and described as 'too conventional' and 'teacher-centered'. In result, students in Malaysia are bounded from list of opportunities in enhancing their talents and abilities. The researchers further elaborated that the reason why many people perceive history as rigid, static, and boring is due to the pedagogy and strategy being used that fail to challenge students' critical thinking skills. In addition, the common teaching approach also discourage the students to participate.

The same circumstance was marked in the Philippines where teaching history is recognized under the subject of *Araling Panlipunan* or Social Studies. As reported by [Pana & Escarlos \(2017\)](#), students manifested low academic performance in the said subject whereas students also demonstrated lack of interest, poor participation, and lack of comprehension in a usual class set-up. The situation cited directly conclude that the teaching approach or strategies being utilized failed to achieve the goal of new curriculum in prioritizing development of Filipino students' attitude towards learning, academic performances, and acquisition of 21st century learning skills. In most cases, students were not able to retain their knowledge from the previous lectures due to teaching approach which is mostly done through discussion or narration.

By assessing the status of students' learning in history, it is considered that student knowledge can be assessed through both direct and indirect measures. Direct measures are common and prevalent where teachers conducted homework, exam, quizzes, essay, and projects. However, indirect measures like knowledge evaluation through student survey, and reflection are estranged in the context of learning assessment. Teachers sometimes overlooked that qualitative assessment on student knowledge would mean a lot in measuring student learning. The goal of educational video motivation is to engage and motivate learners to take charge of their own learning and identify with the stories in the course ([Khlaif et al., 2021](#)). Tiktok platform as a tool to enhance students' learning progress in history could generate their creativity which could enable them to understand historical facts than merely memorizing them. The same platform also acquires huge possibility to attract more learners as it can easily be integrated in the current era.

Conducting action research to promote utilization of social media as learning tool particularly Tiktok platform is essential given that the current education system emphasizes relevant learning where students are able to cope up with the lectures of a subject to the demands of society. With the fact that society is firmly established in technological evolution, the students can able to explore learning through the presence of digital medias under technology.

In line with this, the researchers of this study aimed to utilize self-made mini-lecture Tiktok video to enhance the knowledge of selected education students from Davao de Oro State College – New Bataan in their course subject *Reading in Philippine History*.

Specifically, the following objectives were addressed:

- a. To describe the knowledge of students on selected Philippine History topics prior the utilization of self-made mini-lecture Tiktok videos as intervention.
- b. To identify the factors that affect students' knowledge prior the intervention.
- c. To describe the knowledge of students on selected Philippine History topics after the utilization of self-made mini-lecture Tiktok videos as intervention.
- d. To discover how the intervention enhanced the knowledge of students on selected Philippine History topics.

METHOD

This study utilized a Generic Qualitative Approach. While there are many types of qualitative approaches that have been introduced in the field of research, an expanding practice of conventional approaches where participatory action research belonged is extensively growing. Contrary to the principles linked to other types of studies, generic approaches are directed to producing pure description and interpretation on analysis of a qualitative inquiry instead of being grounded on philosophical foundations ([Auta et al., 2017](#)).

The standard of the research approach applies to the objectives of this study as it places a strong emphasis on generating a pure description of the analysis of the data collected and assessment from intervention. In this case, the researchers contextualized the approach by aiming to integrate Tiktok Platform particularly through self-made mini-lecture Tiktok video in learning process as an intervention to enhance the knowledge of students in the subject Readings in Philippine History. This allows the researchers to explore students' perspective as to how Tiktok platform could assist them in generating their critical thinking and creative skills in presenting their knowledge on the selected topics in History compare to the strategy of memorization.

The participants of this study were thirty-three (33) second year students of BSED major in Mathematics class consisting of eleven (11) students and second year students of BSED Social Studies consisting of twenty-two (22) students. They were chosen as participants for the reason that they are merged as one class during Readings in Philippine History class. Given that all students participated in the conduct of implementation, the researchers utilized universal sampling which is defined by Glen (2018) as “a type of purposive sampling where the whole population of interest is studied”. Universal sampling is also called as total population sampling. It was considered as the research sampling of the study considering that the whole population of merged class of second year Math and Social Studies students are the interest participants of researchers for the class of Philippine History.

Since History subject encompasses broad topics, the researchers conducted a pre-survey to participants of the study to determine the topics in the subject that they find the most challenging. According to the results of a survey conducted, students said that topics on Philippine concerns and controversies such as the Site of the First Mass, the Cavite Mutiny, Rizal's Retraction, and the Cry of Balintawak or Pugadlawin were the most difficult topics they faced. Furthermore, researchers went through Research Ethics Committee for evaluation of the research study. The same committee ensured whether the goals, intervention, data procedure, and ethical consideration of the study align to the guidelines set by them. This was also done to ensure the safety of participants in all aspects during the implementation of intervention.

The implementation of the self-made mini lecture Tiktok video intervention was established through three processes namely pre-intervention assessment phase, intervention phase, and post-intervention assessment phase. The pre-intervention phase addresses the first research objectives of the study which is to determine how students describe their knowledge prior to the conduct of intervention. This also played an important role in determining the effectiveness of the intervention in the latter part of the study. The data gathering tool that was utilized in this phase is In-depth interview using open-ended survey via Google Meet. Meanwhile during administration of intervention, the researchers assigned the students to make a mini-lecture Tiktok video according to the content knowledge on *Philippine issues and controversies including Site of the First Mass, Cavite Mutiny, Retraction of Rizal, and Cry of Balintawak or Pugadlawin*. In ensuring that students gain the basis of facts, the provided a learning materials and credible references. The total duration of the conduct of the intervention was implemented within 4 weeks. Each week, students are designated to pass two mini-lecture Tiktok videos per topic in a Google folder created by researchers. In total, each student was required to have eight mini-lecture Tiktok videos at the end of implementation of intervention. Lastly, the post-intervention phase has procedure similar to pre-intervention assessment wherein researchers interviewed the participants via Google Meet to gather their insights and learnings from using Tiktok mini-lecture videos as tool for improving their knowledge in History. All the data that were gathered were analysed by researchers to assess the research questions presented in the beginning of research.

Unlike common technique done in history class, the intervention contradicts the set-up where students only attempt to memorize specific names, date, and place of a historical event. Such strategy only emphasizes the lower category of learning which is remembering. Instead, the researchers attempt to emerge students to manifest creativity and critical thinking skills. This attainment of learning category could also increase the possibility of students retaining the knowledge they have gained during the learning process.

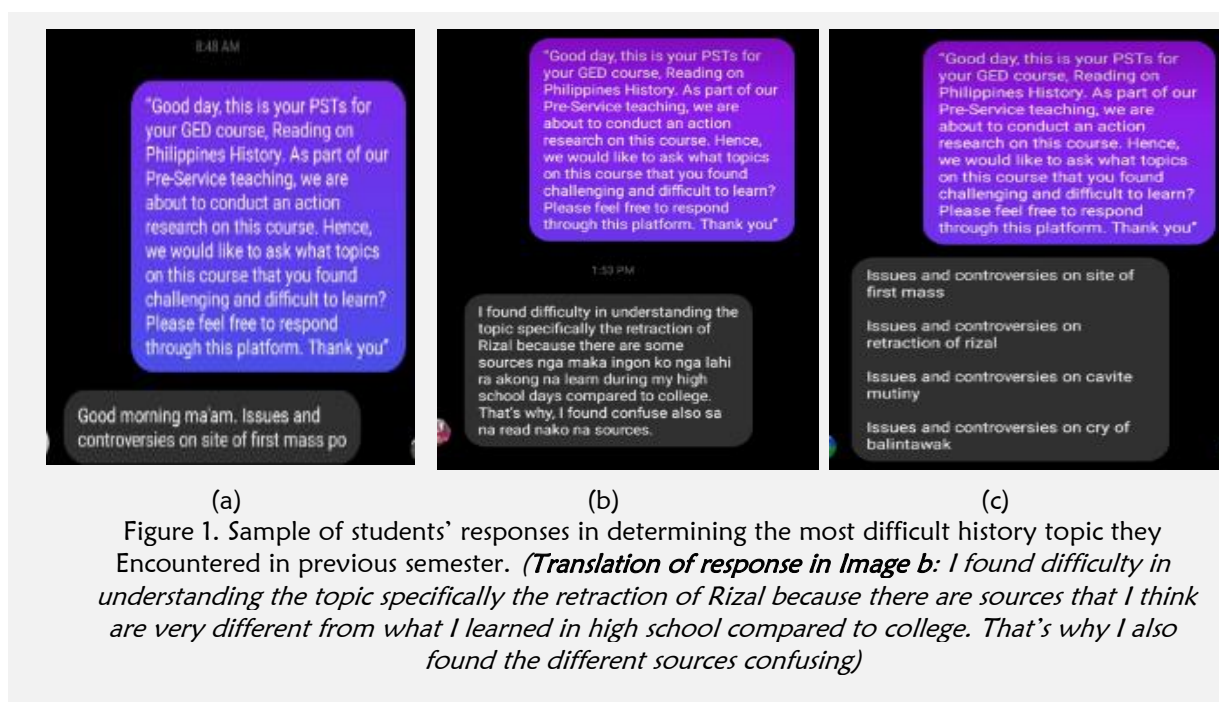
In analysing the data, the responses of participants from the conduct of In-depth interview during pre-intervention assessment phase and post-intervention assessment phase were subjected through thematic analysis to identify the themes from the descriptive data gathered regarding the insights of students before and after the implementation of intervention.

RESULTS AND DISCUSSION

In accord to the research objectives of this study, the researchers discuss the themes regarding the initial knowledge of thirty-three (33) BSED Math and Social Studies students on

selected Philippine History topics prior the implementation of intervention and their perception on their utilization of the said intervention. Clarified in prior chapter, both courses were identified in the same class of Readings in Philippine History making them the target participants of this intervention.

The Planning phase took during the conceptualization and was already presented during manuscript proposal unveiling that the concept of the study was based on the class observation witnessed by researchers in a specific class in Reading in Philippine History course subject. With the issue associating to challenges in learning History, the intervention was hypothesized to address the existing issue. Thus, allowing the researchers to plan for the entire implementation in achieving the goal and objective set. It was clarified during the conceptualization of the study that the selected topics from the subject were nominated by majority as the most difficult topics they have encountered (see [figure 1](#)).



In general, the [table 1](#) below summarizes the responses of students during the pre-survey.

Table 1. Pre-survey Data

No	Philippine History Topics	Frequency
1	Issues and Controversies on Retraction of Rizal	15
2	Issues and Controversies on Cry of Balintawak and Pugadlawin	12
3	Issues and Controversies on Cavite Mutiny	11
4	Issues and Controversies on Site of First Mass	10
5	Agrarian Reform Policies	8
6	The Philippine Constitution 1898 (Malolos)	3
7	The Philippine Constitution 1935	3
8	The Philippine Constitution 1973	2
9	The Philippine Constitution 1987	2
10	Taxation	2

Source: Primary research data, 2022

As presented above, the issues and controversies consecutively ranked with higher frequencies based on responses of students during the pre-survey. For this reason, the researchers made the nominated topics the basis of history knowledge of students that must be enhanced. This was also done to make the content more specific given that history encompasses broad topics.

After identifying the topics, a pre-intervention interview was conducted to attain the study's first objective, which is to assess the students' knowledge in Selected Philippine History topics before the implementation phase. Through Google meet platform, the researchers were able to meet the students and inquire them questions which is established in the research instrument (see figure 2). To specifically describe the students' knowledge in History, the topic under Issues and Controversies was inquired to them to assess the knowledge they have acquired from the last semester.

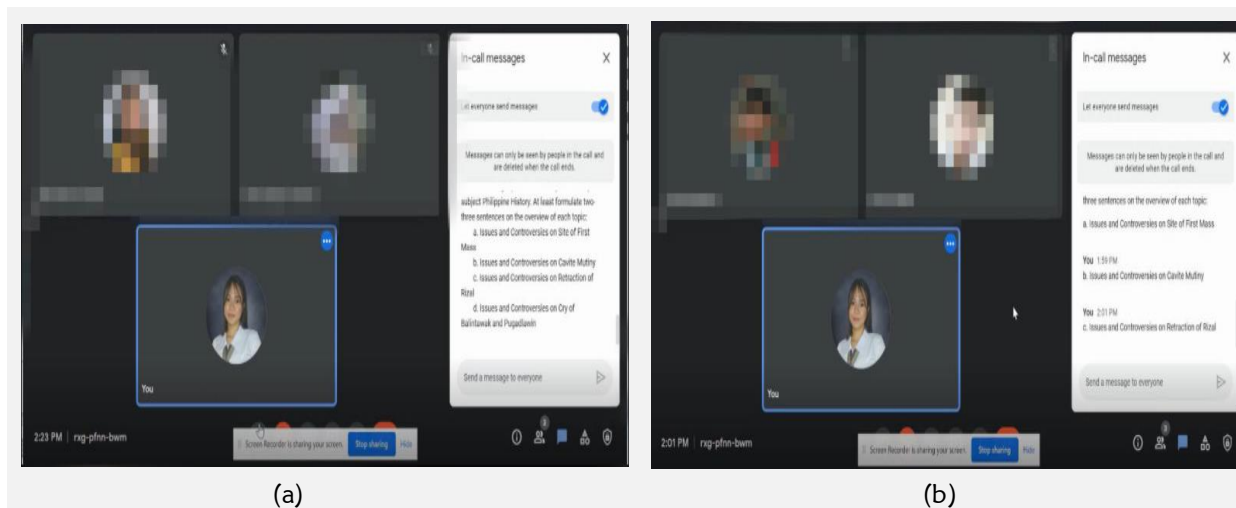


Figure 2. Sample of screenshots during pre-intervention interview in Google meet platform

The first question provided in this interview suggested the students to formulate at least two to three sentences on what they know per each topic. The transcription of the responses on the first question of the interview where students were asked about their knowledge on the selected topics of readings in Philippine History provided bounded scope for their insights regarding the matter. Meanwhile, the researchers clarified in the beginning of the interview that no answers from participants will be corrected in the process as the agenda of the pre-intervention phase is to gather their responses. Hence, researchers methodically analysed the responses which have been divided into two themes regarding the students' knowledge as well as the factors of the given outcome prior the implementation of intervention

Students' Knowledge on Selected Philippine History Topics Prior the Intervention

The first theme describing the knowledge of participants' prior utilization of self-made mini-lecture Tiktok video is named **Generalize Knowledge**. From the operational definition of the term 'generalize', it is the overview knowledge of the students on the content and historical event that were discussed in the past. Most of the main concepts of the topics were pointed by the students but not profoundly elaborated. For instance, several participants were able to answer the interview questions. They were, however, unable to expand on the major concerns and debates surrounding the selected historical events. It was clearly demonstrated that the students' overall notion of the chosen topic was limited since it was unable to point the procedures of the debate or the issue itself.

Issues and Controversies on Site of First Mass

The issue on site of the first mass has been debated in long term whether Mazaua, as claimed by journal of Antonio Pigafetta (one of eye-witnesses of Magellan's expedition), is in Butuan from Mindanao or Limasawa in Visayas. After years of fact-checking and Butuan celebrating the event

in their locale, it was declared by National Historical Commission that Limasawa is the real site of first mass.

The students' perspectives on the subject were expressed in a variety of ways. Among all the issues and controversies inquired to the participants, the site of first mass was the popular and known historical event that can be familiarized by anybody. To mention few, participants such as Student 22, Student 16, Student 13, and Student 10 recognized the confusion on the controversy. For example, student 10 calmly expound the ideas he had saying:

"As far as I remember, sa first mass.. the historians.. the first mass was held in Butuan.. pero mao pud ilahang pagtoo but the truth is sa Limasawa sya nahitabo kay sila Magellan niadto sa Limasawa Island. The first mass was conducted by Father Pedro" (As much as I remember about first mass.. The historians.. The first mass was believed to be in Butuan but the truth is, it was held in Limasawa because Magellan went to Limasawa Island. The first mass was conducted by Father Pedro.)

On the other hand, some just stated the location of the initial mass without going into greater detail. Student 20 and Student 14 respectively said,

"Ang first mass happened in limasawa island" (The first mass happened in Limasawa)

and

"Kuan po, kadtong mass sa Limasawa" (Uhm, the mass was on Limasawa)

Meanwhile, most students were able to figure out certain aspects from the first mass, such as Student 6 who stated, *"I think nahitabo ang mass nung 1521. Mao tong gi spread nila ang Christianity sa pilipinas maong na consider sila na hero sa Spain. Naa sila gidala na priest na maong nag lead sa mass."* (I believe the mass took place in 1521; it was at this time that they (Spaniards) introduced Christianity in the Philippines, and as a result, they were regarded as heroes in Spain. They brought a priest from their own nation to conduct the mass.)

On the other hand, Student 2 shared insights on expanding his initial understanding,

"Uhm.. What I remembered is, the first mass in the Philippines was held on March 31, 1521. That was Easter Sunday. It was conducted by Padre Valderama and Ferdinand Magellan along shores of Mas.. maswa ata." (Uhm. What I remembered is, the first mass in the Philippines was held on March 31, 1521. That was Easter Sunday. It was conducted by Padre Valderama and Ferdinand Magellan along shores of Mas.. I think Maswa.)

As the interview continued, other students answered erroneous concepts regarding the controversy. While Limasawa is the final verdict on site of first mass, several students remained unaware of the fact as they mentioned Butuan as the place of the said historical event. For example, Student 26 answered,

"Ang mass na nahitabo sa Butuan para iconvert ang daghang Pilipino na mahimong Christian" (The mass happened in Butuan to convert many Filipinos to become Christians)

Issues and Controversies on Cavite Mutiny

The Cavite mutiny is an incident of Filipinos uprising against Spanish. Both Filipinos and Spaniards had their own point of view on causes of the attack. The governor general and friars at

that time insisted that Filipinos are trying to start a rebellion for the reason of attaining complete independence from Spain. However, accounts from Filipinos stated that the attack of particular event is due to injustice system of labor and oppression to Filipino workers. The act of the Spaniards account are being suspected as their move to maintain their authority given that main government from Madrid before the incident ordered a decree to remove the powers of friars in handling colonial government in Philippines. Without investigation, the Madrid government believed the friars and governor general and junked the decree. To threaten the Filipinos from making an attack again, the colonial government executed GomBurZa who were suspected as the leaders of mutiny.

In comparison to other issues, the Cavite mutiny has showed a lower knowledge and awareness, with half of the population responding the same ideas. Almost all of the students mentioned crucial concepts such as forced labor, rebellion, and oppression, all of which are detailed in the Filipino version of the conflict. Meanwhile, Gomburza's death is the most well-known case in the matter. None of the students were able to identify the primary notion of the issue, which are the two accounts defended by the side of Spaniards and side of Filipinos.

Issues and Controversies on Retraction of Rizal

In the 1910s, a priest discovered a letter from Rizal that was identified as a copy, in which Rizal claimed to have retracted all the books he authored against Spain and been converted to Catholicism. The other duplicate of the letter, as well as the original letter, were claimed to be preserved in Spain. However, the years specified in three copies differed, making it difficult to know whether the letters discovered are authentic. The ruling of the aforementioned papers has not been proclaimed by the Historical Commission until the present times.

From the interview, majority of the responses of students identified the concept of Rizal dying as a catholic. Only Student 16 and Student 13 provided ideas closer to its context, expressing that,

“Kani kay ang pagbawi ni.. kuan.. ni Rizal sa iyahang mga gi publish na novels against Spanish kay nibalhin sya nga Christian pagkamatay niya.”
(This was about the withdrawal of... uhm..of Rizal on his novels against Spanish for the reason of his conversion to Christianity before he died.)

and

“Kini kay kadtong letter daw ni Rizal na nag ingon na ginabawi nya tanang writings nya against Spaniards ug mamatay sya na katoliko.” (This issue was about the letter of Rizal claiming that he retracted all of his writings against Spanish and died as a Catholic)

The rest of the students' explanations were found to be incorrect, such as Student 14's claim that the issue is about Rizal's exile and Student 9's claim that it is about Rizal's death at Bagumbayan. None of the students were able to disclose the inconsistencies in the dates and legitimacy of the letters.

Issues and Controversies on Cry of Pugadlawin or Balintawak

The site and date on the mark of the beginning of rebellion against Spain where Bonifacio led the tearing of cedula were debated whether it is Balintawak or Pugadlawin on August 23 or 26. With several accounts from eye-witnesses, it was finally declared in 1963 by former President Diosdado Macapagal that the cry happened in Pugadlawin, Quezon City on August 23, 1898.

Regarding the interview, almost everyone recalled the important keywords from the historical event, such as the start of the Philippine revolution against the Spaniards, Bonifacio, and the tearing of the cedula. Despite the final judgement issued in 1963, the students continued to identify Balintawak as the place of Filipinos crying and tearing cedula instead of Pugadlawin. Furthermore, no one was able to pinpoint the conflict's occurrences in terms of dates and locations.

Meanwhile, the second theme named **Lack of Knowledge** is the polar opposite of the first theme from the study. Based on students' responses, it can be reflected that they possess little to

no knowledge at all. During the interview, the majority of the students stated that they couldn't recall a single idea from the topics presented to them. When the students were queried about their perception on their knowledge on the selected topics. All students responded the same thoughts expressing that they were not confident and satisfied on the knowledge that they can recall. Majority of the responses gathered during the interview demonstrate that the students are aware of further underlying concepts related to the topic. However, they admitted that they were not able to retain or grasp during the time that it was introduced to them. The number of students who acknowledged to having little knowledge of each topic is shown in the [table 2](#).

Table 2. Number of Students Who Were Not Able to Recall the Concept of Each Selected Topics

No	Topics	Number of Students
1	Issues and Controversies on Retraction of Rizal	7
2	Issues and Controversies on Cry of Balintawak and Pugadlawin	8
3	Issues and Controversies on Cavite Mutiny	7
4	Issues and Controversies on Site of First Mass	4

Source: Primary research data, 2022

When the students were queried about their perception on their knowledge on the selected topics. All students responded the same thoughts expressing that they were not confident and satisfied on the knowledge that they can recall. For example, Student 18 answered,

"No ma'am. I'm not confident on my knowledge because I felt like it is shallow compare to the whole concept of the topics".

They are all aware that there are more underlying concepts that they were not able to retain or grasp during the time that it was introduced to them. Student 22, on the other hand, expresses:

"Honestly ma'am, dili ko confident sa akoang knowledge sa history kay feeling nako ang uban mali. Wala kaayo namo maremember ang deeper scenarios kay mas maka focus mi sa pag memorize sa dates and names" (Honestly ma'am, I am not confident in my understanding of history since I believe part of it is inaccurate. We were unable to remember much more complex scenarios because we place an emphasis on recalling dates and names.)

Likewise, the students were questioned during the interview process about the causes that may have hampered their understanding of the history lessons. During the in-depth interview conducted on pre-intervention stage, the researchers found out that students had only possessed general knowledge or lack of knowledge on Readings in Philippines History course as follow-up questions revealed the factors affecting student's lack of knowledge in History. All of the replies were analysed by the researchers, resulting in three sub-themes that were defined as factors that influence the knowledge that students have prior to the intervention.

Factors affecting Student's Knowledge on Philippine History prior the intervention

A) Lack of Interest

Most of the participants regarded the lack of their interest in the subject as one of the reasons that affected their knowledge in remembering the issues of selected history topics. [Sumyadi et al. \(2020\)](#) discussed the significance of learning interest in achieving the learning outcomes of

students. For them, students with low learning interest commonly demonstrate academic behaviors such as less sympathetic, lazy, and absence of enthusiastic in gaining knowledge during teaching-learning process.

Amid the significance on the inclusion of History in curriculum, it has always been receiving criticism from most academic stakeholders describing the subject as too conventional and teacher-centered. The content were delivered with pure narration from teachers impeding students to develop their students and abilities. It was also claimed from few studies that the common approaches utilized in teaching history fail to generate students' thinking skills leading the entire discussion in becoming too dry, static, and boring. In return, students are unable to participate meaningfully because the approaches reduce their interest, preventing them from interpreting, analyzing, and evaluating learning materials (Ahmad et al., 2015).

B) Uncatchy Teaching Strategies

The strategies of the teacher in teaching History was also recognized by students as a factor in learning History. Majority of the participants admitted that they were not satisfied by how their instructor taught the lesson in their Readings in Philippine History. According to studies, teachers are critical factors in education and effective teaching is the characteristic of every successful teacher. Due to the abstract character of the subject, it was thought that teaching History could be a difficult process. As a result, history teachers are required to have a strong foundation in the theory and practice of teaching and assessing students' learning outcomes in order to provide students with a "intellectual toolkit" that will enable them to "make connections with the past and make informed decisions about their lives in the present and future." (Boadu, 2015).

Contradicting the common teaching approach for history, few studies have encouraged new tools for teaching that would generate students' learning interest in the subject. Instead of forcing students to memorize specific names of familiar figures, dates, and events without discussing the objectives of doing the task, creativity must be enforced in crafting teaching method where students can be able to understand the topics deeply. The narration type of discussion and memorization are obsolete since it does not allow students to interact and extend their thoughts. In terms of cognitive behavior, low-performing children struggle with reading, thinking, and learning strategies. These issues obstruct their learning process and prevent them from achieving high levels of success in the classroom. As a result, this group of pupils requires assistance in improving their cognitive skills in particular. According to historians, the ideal approach is to treat the subject its academic element through a variety of relevant teaching approaches (Ahmad et al., 2015).

C) Complexity of the Subject

This factor can be associated to the interest of students in History. During the data-gathering procedure, many students explained the possible causes on their lack of interest to the subject. Some expressed that history usually requires memorization of specific information like dates, names, and places. The ideas shared by the participants unveil that the nature of the subject. The more details the subject entail to elaborate, the lesser the interest the students get during the learning process.

To summarize the responses of students from the pre-intervention interview, the [figure 3](#) below depicts the model of students' knowledge on selected topics in history prior to the study's intervention of a self-made mini-lecture Tiktok video.

Utilization of Self-Made Mini-lecture Tiktok Video on Selected Philippine History Topics

The implementation phase was carried out within a month where participants were tasked to create two Tiktok mini-lecture tiktok videos per topic each week. In week 1, students were assigned to create two mini-lecture tiktok videos about the topic on site of first mass, while week 2 focuses on Cavite mutiny. Week 3 is centered on the issues and controversies of Rizal's retraction and lastly, the cry of balintawak was tasked as the topic in week 4. They were permitted with

artistic freedom in how they presented their thoughts and learnings. Additionally, they were provided with learning materials to study each controversies given that the topic were discussed in their online class during their semester. The sample of mini-lecture Tiktok video can be seen in figure 4.

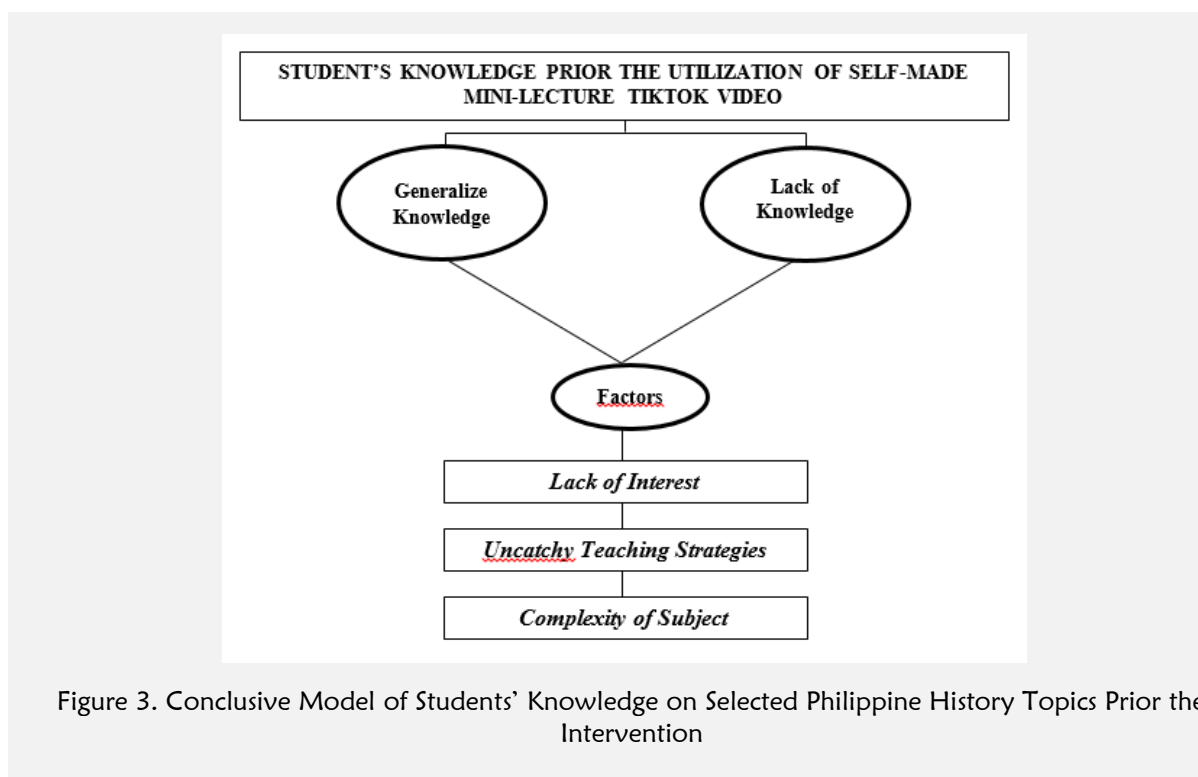


Figure 3. Conclusive Model of Students' Knowledge on Selected Philippine History Topics Prior the Intervention

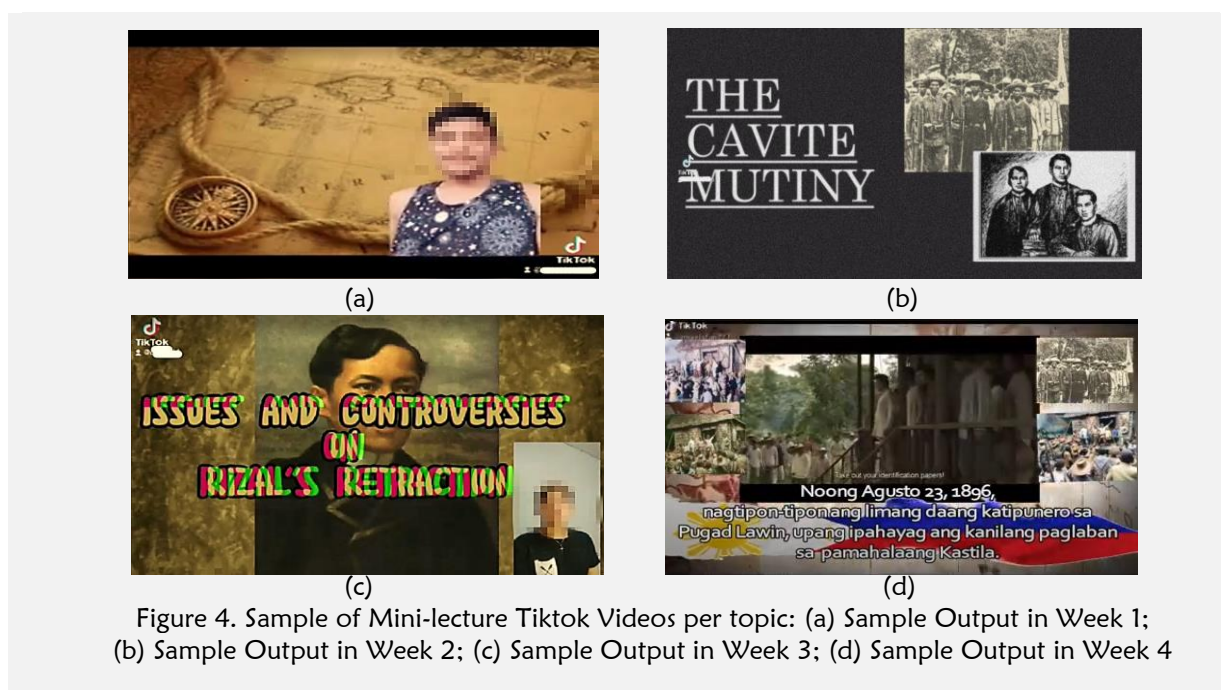


Figure 4. Sample of Mini-lecture Tiktok Videos per topic: (a) Sample Output in Week 1; (b) Sample Output in Week 2; (c) Sample Output in Week 3; (d) Sample Output in Week 4

After completing the implementation phase, the researchers proceeded to re-gathering of data through in-depth interview as step to attain the second objective of the study, which is to assess the knowledge of the students on the given topics after the utilization of self-made mini-

lecture Tiktok Video. From the analysis of the responses, the researchers can assert that there are changes and modification of responses from students. From this, a new set of themes were created out of the participants' ideas and answers.

The first theme that describes students' knowledge after the utilization of intervention was named **Comprehensive Knowledge**. It pertains to the knowledge of students in selected Philippine History topics that provide broad discussion on the details surrounding the event. Many students demonstrated a progress of asserting ideas in comparison to their responses from pre-intervention interview. After weeks of creating self-made mini lecture, most of the participants were able to retain the knowledge they acquired during the process.

Issues and Controversies on Site of First Mass

In one of the interviews, Student 15 responded to the question when she was inquired regarding her learnings on the site of First Mass,

“First, I have learned that the controversies during the First Mass was held in the Limawasa Leyte and not in Butuan, it was proven through many processes. I also learned that Pigafetta was a credible source that time so that's why it is proven the truth behind that Issues. I also learned that there are bill and Limawasa where the first mass was held... was held... as a national shrine in the Philippines”.

In addition, Student 29 also gave a clear elaboration on the events of first mass,

“The issues surrounding the first mass is the confusion of its site whether it's from Butuan or Limasawa. For years, Butuan were celebrating the commemoration of the first mass believing that it was held in their locale. However, the findings on the decision of Historical Commission proved that the distance of Limasawa from Homonhon is more accurate to the distance that Pigafetta claimed in his book, The final verdict of the commission is Limasawa.”

It can be traced back from the pre-intervention interview that Student 29 plainly explained that she only remember Ferdinand Magellan bringing Christianity in the Philippines when she hear the words 'site of first mass'.

Issues and Controversies on Cavite Mutiny

Shifting to another controversy, several students also displayed comprehensive response on their learnings regarding issues and controversies in Cavite Mutiny. It can be recalled from the previous interview that almost all participants only gave a same brief answer saying that they only remember GomBurZa while others give emphasis on injustice of Spaniards to Filipino workers during Spain colonialism. At this point, Student 9 described his learnings telling,

“Cavite Mutiny happened on January 20, 1872, and it is all about the 200 Filipino workers in Cavite arsenal who was deprived of their work payment and force to labor. This issue has 2 sides: the Spanish and Filipinos side that has different views about the issue”.

Another learning shared by Student 14,

“The controversy that arose in Cavite Mutiny is the conflicting accounts of Filipino and Spaniards. Gina insist nila Governor General Rafael.. Rafael de Izquierdo na gusto sa mga Pilipino ang complete independence maong nag-

aklas sila. While Filipinos only want fair treatment in labor and taxes. Uhm.. Gi-report nila Governor General sa Spain ang nahitabo sa pag aklas sa 200 Filipinos para ma retain nila ang ilahang powers sa colonial government with prayle's." (The controversy that arose in Cavite Mutiny is the conflicting accounts of Filipino and Spaniards. The side of Governor General Rafael.. Rafael de Izquierdo were insisting that Filipinos wanted complete independence from Spain. While the true reason on the side of Filipinos is because they want fair treatment in labor and taxes. Uhm.. Governor General reported the incident about 200 Filipinos revolting, in Spain so they could maintain their power in colonial government together with the friars).

Their knowledge was seen progressive as they were able to review more contentious issues between Filipinos and Spaniards at the time. They made a point on rumors and perspectives conceived by two different perspectives on the subject igniting the tragedy that happened in the particular event.

Issues and Controversies on Retraction of Jose Rizal

Among all the selected topics, participants expressed their insights saying that the issue of retraction is the easiest to remember. Others gave the details of the event confidently. During the pre-assessment, almost all of the responses gathered by researchers highlighted the retraction of Rizal's writing and his conversion of Catholic point. None of the students were able to mention the conflicting dates and versions of the letters found by the priests. In the statement of Student 10, he was able to mention the discrepancies in years of the versions of letter,

"Ang letter about retraction is very a controversial issue given that it involves our national hero, Rizal. Uhm, ang issue ani po is due to the versions of the letters and dates. Ang letter na nakit-an sa pari sa Pilipinas kay murag replica nalang daw or copy kay naa sa Spain ang original. Nag conflict sa date kay nay version na 1890 ang year, nay 189C, ug 1896 pero tanan kay December 29. Naay mga expert na nag claim na tinuo daw tong retraction base sa ilahang analysis. Until now, wala gi officially declare kung tinuod ba daw to." (The letter about retraction is very a controversial issue given that it involves our national hero, Rizal. Uhm, the issue here is due to the versions of the letters and dates. The letter that was found by a priest here in Philippine sis said to be a replica or copy because the original version is in Spain. The dates were conflicting against each other because some version is dated back in 1890, some has 189C, and some has 1896 but all were written in December 29. There are experts who claimed that the retraction is true based on their analysis. But until now, the letter wasn't officially declared whether it's true or not).

Meanwhile, Student 4 also gave a comprehensive detail on the issue,

"I have learned that in 1935, a letter was found by Father Manuel A. Garcia. The content of the letter was that Dr. Jose Rizal declared himself as a Catholic, and that he retracts everything he had said, written, published, and did against the Catholic Church. Moreover, the Catholic Church's refusal to allow him to marry Josephine Bracken was one of the reasons for his retraction, knowing that he wrote a lot that was against the Catholic faith. On the other hand, many believe that his retraction is just a lie, yet despite all the issues and controversies, his status as a national hero cannot be changed, and what he did in our country cannot be erased."

Issues and Controversies on Cry of Balintawak or Pugadlawin

Pre-intervention interview shows that participants stated that the place of the cry that they thought was true was on Balintawak. It is popularized over the years that the cry of rebellion happened in Balintawak. Despite of the proclamation declaring that it is Pugadlawin, most of the Filipinos until present times retained in their memory that it is in Balintawak. One of the participants, Student 11 shared his insights on the issue on cry of rebellion,

“The Cry of Pugadlawin, All of us know that it happened in 1896 but there’s still so many details regarding the event some people say it’s in Balintawak, Pugadlawin or Bahay Toro or somewhere else. Cry marked the beginning of the Philippine Revolution against the Spanish Empire. The term “cry” refers to the first clash between the Katipuneros and the Civil Guards tearing up of community tax certificates (cedulas personales)” in defiance of their allegiance to Spain, accompanied by patriotic shouts.”

On the other hand, the remaining answers of the participants were analysed and classified as **Reflective Knowledge**. Some of their answers did not directly review the discussion surrounding the conflict or issue. Instead, some answered their reflection on the interview questions of researchers during the post-intervention when they were asked on the learnings they acquired from the selected topics. Most of interview responses did not focus on the details of the mass but instead on the emotions they acquired while learning the topic. The content of the responses can have the similarities of the emotions expressed by each student. The details of the history were inadequately explored but the reflection on the issues can be asserted on the affective domain that they assimilated from their learnings. For example, Student 6 responded,

“I realize something that studying history is fun. The topic was very helpful specially knowing where the place of first mass truly happens.”

His answers did not focus on the details of the mass but instead the emotions he acquired while learning the topic. Another answer from Student 19 gave an answer to the question on retraction saying,

“The entirety of Rizal’s retraction was his moral courage to fight. And whether Rizal retracted or not, he will remain as a Filipino Hero.”

In addition, Student 22 gave the same reflective answer stating,

“Based on my understanding about the issues and controversies on cry of Pugad lawin on Balintawak is that how we understand the past, how they influenced Filipinos and how they free from battle against the Spanish period in the Philippines.”

The content of the three responses can have the similarities of the emotions expressed by each student. The details of the history were inadequately explored but the reflection on the issues can be asserted on the affective domain that they assimilated from their learnings.

Positive Influence of Self-Made Mini-Lecture Tiktok Video to Learning Behavior of Students

As the interview continued, the researchers inquired the students on their experiences and perspectives from creating mini-lecture tiktok videos. Questions in post-intervention interview include their insights on the knowledge they acquired and the effects of the task to their learning in selected topics in history. The responses of participants can be concluded with commonalities as they entail same ideas during the process. In result, the researchers came up with two themes after the data analysis procedure.

A) Encourage learning to boost confidence

It was assessed from the answers that confidence has a huge factor in creating mini-lecture tiktok videos. For most of the participants, mini-lecture requires broad knowledge as they transmit the content to their viewers. Due to the reason that Tiktok application is a social platform, they consider the opinions, feedback, and reactions of their viewers which fuels them in producing an informative mini-lecture video. In result, many participants become motivated in learning the issues enabling them to search more reliable facts to ensure the content of their output. Acquiring adequate knowledge gives them confidence to share what they have to the viewers.

Students' educational experiences have been significantly altered by ongoing technological advancements and the impact of social media. Whether these tools are referred to as social media or social software, the popular press and academic research have both referred to Millennials as "digital natives", with social media playing an important role in their lives. (Neier & Zayer, 2015). This made way to the utilization of social media platforms as educational tools of the students where purpose are exclusively designed as innovation of education. More than the features of messaging or texting, students are being taught on specific use of tools to make educational classes better – both for course delivery and assessment. Few researchers have also claimed of increased collaboration of students in learning process (Siddiqui & Singh, 2016). These benefits have been made accessible for all students through different sites.

B) Influence to make learning fun and entertaining

Tiktok platform is known to be a popular social media app that boost users' engagement as well as their interest. With the rapid advancement of technology, many academic sector consider integration of social media apps to enable students' participation during the process of learning. In fact, in May 2020, this app introduced a program called LearnOnTiktok, in which videos are created by professionals from many fields, students, and other users who have shared their knowledge with the audiences of this social network (Fiallos et al., 2021). The program already produced thousands of creative educational videos that dealt with complex topics. The program has been reported to be effective especially to the fact that it can easily attract young users like Generation Z (Khlaif & Salha, 2021). In connection with this, previous research has shown that using video mini-lectures through this platform increases participant satisfaction. Storytelling becomes increasingly important in connecting various learning elements, and films are a natural way to do it.

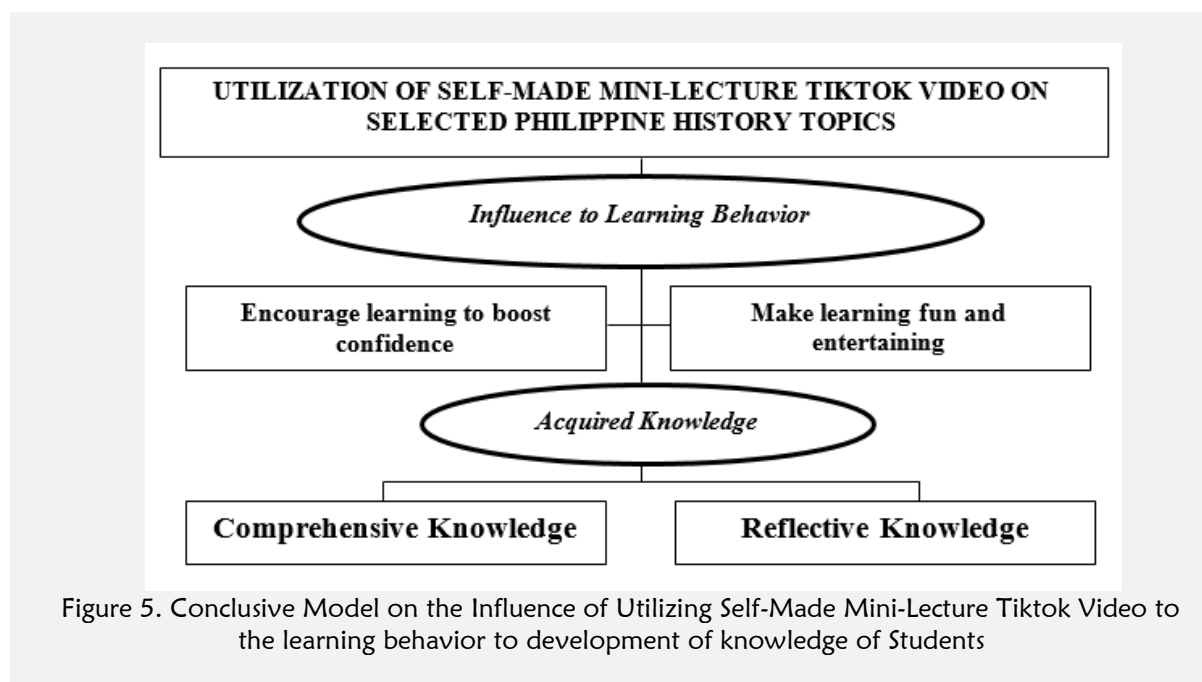


Figure 5. Conclusive Model on the Influence of Utilizing Self-Made Mini-Lecture Tiktok Video to the learning behavior to development of knowledge of Students

The data gathered from the interview proved that students become more interested in learning when digital inclusion is present in the process. The responses of the students reveal that creating mini-lecture allows them to cultivate both learning and passion given that they can express their creativity. In general, the analysis on the knowledge of students after the utilization of self-made mini-lecture Tiktok video on selected Philippine History topics is presented through a model below.

CONCLUSION

Based on the results, it can be implied that the problems attached to inclusion of History subject in the curriculum relates to numerous conclusions derived from other researchers that *uncatchy teaching strategies* and pedagogy as well as *lack of interest from the learners* lead to poor learning performance in the said subject. In addition, the researchers also found out that the *complexity of the subject* and *internet connection* are also factors on the learning of students

In addition, it can be concluded that creating self-made mini-lecture Tiktok video as learning tool internally reinforced the students to search more reliable history facts to become confident in educating their viewers as well as allow them to enjoy the acquisition of knowledge due to the reason that Tiktok encourage them to show their passion and creativity. With the influencing behavior of creating mini-lecture in their learning process, they demonstrate comprehensive knowledge where they are able to expound the details of the issues and controversies of selected topics in History and reflective knowledge where they internalize the emotions on their reflection regarding the issues they learned.

Integration of technology in education can also be identified through the implementation of digital or social media as learning tools for students. Many institutions nowadays consider these platforms as it increases interest of learning among students and promote explorative and collaborative learning. It is by then implicated, that utilization of self-made mini-lecture Tiktok video as a strategy to enhance knowledge and learning performance of students accurately deals to the concept of 21st century education on integration of technology in learning.

RECOMMENDATION

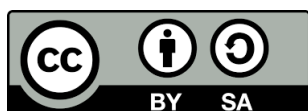
Based on the results, the researchers recommend the following:

1. Based on the results, the researchers highly recommend utilization of social media platform like Tiktok app to facilitate explorative learning of students in History.
2. Future researchers should consider media literacy in the study of technology and social media integration in learning as teaching strategies given that media misinformation are prevalent in present days.
3. It is highly recommended to explore more technology and social media features in Tiktok and other platforms to retain and increase the interest of learners especially that pedagogy is one of the factors that affect their learning.

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