

CREATING INDONESIAN YOUNG CONTENT CREATORS THROUGH CIJECT-BALE AS AN ENGLISH LEARNING INNOVATION

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Abstract

Since being introduced by the Minister of Education and Culture, the Kurikulum Merdeka dan Merdeka Belajar program has become a trend at the higher education level in Indonesia. On the other hand, the trend of the industrial world today is starting to touch the virtual world with several systems. The purpose of this study is to describe the implementation steps of Ciject-Bale as a creativity-based English learning method, the advantages of the Ciject-Bale method, and the effectiveness of this method in learning English. This research used descriptive qualitative and quantitative research methods with experimental research design. The results were the Ciject-Bale can be implemented through determining the theme and location, making the draft, doing a lot of practices, doing a live report, editing and uploading. Ciject-Bale has many advantages as an integrated English learning method and ICT. Through t-test analysis which showed that sig. (2-tailed) of all = 0.000 and the probability less than 0.05, Ciject-Bale was an effective method to be used in English learning. The conclusion was the learners will become young content creators in English by implementing this method and it needs more focus and high creativity.

Keywords: English learning; creativity; technopreneurship

INTRODUCTION

Indonesia is one of the countries that realize the strategic role of education as a milestone in the civilization of a nation. Since being introduced by the Minister of Education and Culture, the *Kurikulum Merdeka dan Merdeka Belajar* program has become a trend at the higher education level in Indonesia. Students are allowed to take courses according to their interests in other study programs that have been prepared by their majors. This is very relevant to the era

of the Industrial revolution 4.0 where everything is connected to cyber systems and the internet which are now starting to become a necessity.

The direction of industrial policy has undergone a significant change, namely towards the industrial revolution 4.0 which is initiated and put forward by Klaus Martin Schwab through his book "The Fourth Industrial Revolution" (Schwab, 2016). The industrial revolution is a combination of automation technology with cyber

technology. The trend of the industrial world today is starting to touch the virtual world with several systems. Among them are cyber-physical systems, the internet of things (IoT), cloud computing, and cognitive computing (Suwardana, 2018). New technologies and approaches that combine the physical, digital and biological worlds in a fundamental way will change humankind (Tjandrawinata, 2016). In short, revolution 4.0 develops an intelligent technology that can be connected to various fields of human life especially education for learners. On the other hand, besides having impacts on environmental problems, the industrial revolution will also leave many problems related to the loss of humanity's social values (Prasetyo & Trisyanti, 2018). It is also an important section to be aware of educated unemployment in Indonesia which still needs to be reduced by accelerating the availability of job opportunities. Getting job opportunities with the emergence of new job opportunities or the development of existing job opportunities is something that young people want today.

In this era of the industrial revolution 4.0, the skills that every young individual must have are also developing. Today's skills that young individuals should possess are complex problem solving, critical thinking, creativity, people management, coordinating with other, emotional intelligence, judgment and decision making, service orientation, negotiation, and cognitive flexibility (Dauletbekova et al., 2020). Creativity is one of the main keys to survival in this era. Through creativity, individuals will grow and develop their potential. Previously, there was only entrepreneurship, now it is developing into techno-preneurship and even creative-preneurship. In other words, creative learning will have many positive impacts on learners.

From the description above, the rese-

archers were intended to conduct an alternative method of learning English based on creativity, namely *CIJECT-BALE* in creating more young Indonesian content creators even during the pandemic. The purposes of this study are to describe the implementation steps of *Ciject-Bale* as a creativity-based English learning method, the advantages of the *Ciject-Bale* method, and determine the effectiveness of this method in learning English. In addition, through *Ciject-Bale*, the next generation of learners are also expected to be job creators (not to be job seekers anymore) who work tens, hundreds, or even thousands of workers. In the era of the industrial revolution 4.0, even during a pandemic, it is the right time for us to stand on our own feet.

Ciject-Bale

Ciject-Bale is an acronym for Creative Project-based Learning. It is an alternative learning method in English learning, which is based on students' creativity. Project-based Learning (PjBL) is an effective and creative learning approach that is widely implemented by 21st century teachers (Suhroh et al., 2020). In addition, PjBL also greatly affects a person's level of creativity (Anazifa & Djukri, 2017) while XI MIPA 1 was as control group. Data was collected using two instruments to measure student's creativity and student's critical thinking. Data was analysed using t-test, multivariate analysis, and univariate analysis. The results reveal that (1. Project-based Learning itself is a learning method that uses project/activity as a medium.

Ciject-Bale is created based on the assumption that teaching English must regard the age and characteristics of the learners as well as the challenges of the world today and in the future. Learning will be very easy to be accepted and understood if it is delivered according to the conditions and

interests of students (Hussin, 2018). Learning a second language, especially English, is known as specific language learning with certain goals such as technology and business. By knowing the specific reasons, the learning objectives will be more focused because they are tailored to one's needs (Chairiyani, 2013) Jakarta in 2012. The data were collected through observation, interview, document study, and recording. The focus of this research is learning business English by e-learning with sub-focus the process of learning English for business through e-learning. The results obtained from this study are based on the focus of the study: the process of learning English through e-learning. English language learning via e-learning in Binus online uses e-learning system that is asynchronous, which means do not coincide. Both lecturers and students access not at the same time; logging Binus Online, timing set, so that everything goes according to schedule. The process of teaching and learning through e-learning course is different from the conventional classroom. This process requires both lecturers and students to play an active role and really should take the time for it. Based on the findings of research on learning English for business through e-learning at Binus Online, it can be concluded that the learning process goes well and effective in improving student competence and achievement. The learning process is also a result of good support for students and faculty as well as the adequate support given means of learning English for business done through e-learning at Binus Online. In addition, learning through e-learning has a direct impact with the emergence of spirit of the students to always work hard, on time, independent, and active (Chairiyani, 2013). Thus, if learning is associated with specific job-related functions, it will make it more relevant in the context of

the discussion. Learning English should be taught by integrating it with students' learning interests (Leonardi, 2009).

Techno-preneurship in the Industrial Revolution Era 4.0

Industrial revolution 4.0 is a combination of automation technology with cyber technology. The trend of the industrial world today is starting to touch the virtual world with several systems. Among them are cyber-physical systems, the internet of things (IoT), cloud computing, and cognitive computing. In short, revolution 4.0 instills intelligent technology that can be connected to various fields of human life. The Industrial Revolution has changed the way humans work from manual use to automation or digitization. Innovation is the key to the existence of change itself, including innovation in the world of technology-based business (techno-preneurship).

Techno-preneurship is a business activity related to technological advances that require the courage to take risks and see business opportunities. However, there must also be cautious in taking attitudes, steps and decisions. An entrepreneur must also be able to produce a higher value or called creative destruction that will increase creativity skills. Currently, the government through the ministry of industry supports everyone who dares to be an entrepreneur because this indirectly supports the country's economy and significantly decreases the unemployment rate (Maryanti et al., 2020). Thus, entrepreneurship becomes a very important part to teach the skills to think and behave like entrepreneurs to the young generation of Indonesia (Özdemir, 2015) which requires systematic and effective actions to be taken to promote entrepreneurial mindsets in society, suggests some proposals to realize this. Some of these can be applied in an EFL class, thus making it

a dual-purpose one, which is both teaching English and creating an entrepreneurial mindset. The aim of this paper is to show that a lesson can be designed in a theme-based way to make this possible. In this study, entrepreneurship-based exercises have been used in the class for a certain period of time and the attitudes of the students towards entrepreneurship have been compared before and after the activities. It was promising to see that there was a positive change in their attitudes towards entrepreneurship. The study revealed that embedding theme-based activities on entrepreneurship in EFL classes can be a way to stimulate entrepreneurship spirit and to promote entrepreneurial mindset of the students (Özdemir, 2015).

Content Creator

A content creator is someone who creates material (content) that has educational and entertainment value and is responsible for any information in the media, especially digital media and various available social media platforms, such as YouTube, Instagram, or Facebook. A content creator usually has a certain target audience so that the content will also be adjusted to the wishes or interests of the audience.

In addition to social media such as Facebook, Instagram, or YouTube, they also use blogs, infographics, and ebooks to share content. In other words, anyone can become a content creator without becoming a famous public figure or a top artist first. What is needed first is creativity that is always comprehensively trained. Creativity is a tool for a content creator to make people want to see the content created because a person's level of creativity greatly affects his entrepreneurial spirit (Rosly et al., 2015).

METHOD

The research used a mixed research method namely descriptive qualitative and quantitative research methods. According to (Sugiyarto & Kusmayadi, 2009), the qualitative method aims to describe phenomena or relationships between phenomena being studied in a systematic, factual, and accurate manner. Furthermore, Sudaryanto in Heriyanto & Khudlori (2020) explained that the descriptive method in language research means that studying the phenomenon of language empirically and only based on the facts of the speaker so that the results of this method related to being portraits/ conditions/ exposure according to what is in the field. Primary data include documentation in the form of *Ciject-Bale videos*. Secondary data include references/ literature/journals/ books related to the discussion.

This research also used one group pretest-posttest design to measure the effectiveness. It is also called pre-experimental research design. According to Mohamad (2003), experimental research is an observation of artificial conditions that is made and managed by the researcher. It is used to investigate whether there is a causal effect or not and measure the correlation of the causal effect on experiment groups by giving some treatments.

The data here will be analyzed by using SPSS Application. The population of this research is the students' college of English Literature Study Program at Universitas AKI who take English for Media Enterprise subject.

FINDINGS AND DISCUSSION

The implementation steps of *Ciject-Bale*

The following are how to implement *Ciject-Bale* in English learning (especially in the Speaking course). Learners have to:

Choose a theme that matches their

passion

Themes are the key to all academic and non-academic activities likewise in the implementation of *Ciject-Bale*. The themes can be in the form of public facilities (places of worship, sports fields, sidewalks, city parks, etc.), public service facilities (integrated payment counters, health services, investment services, etc.), tourist attractions, historical places, culinary and so on. Let the learners feel free to choose a theme based on their wishes.

Determine the place/location

After determining the theme, the learners determined the place/ location to be appointed. In times of a pandemic like today, places did not mean to be far and gorgeous. The surroundings sounded better. However, the important part is the chosen place must have more value according to the learners compared with other places of the same kind.

Prepare/make a draft (the content that wants to be revealed)

For beginners, drafting is something that must be done to be more systematic when doing speaking in front of the camera later. If they have high self-confidence, at least there will be some kind of charts/ notes that will be disclosed. This draft contains news or information from the chosen place/location which contains at least 5W1H (what, where, who, when, why, how). It can also be added by knowing how much the entrance ticket is, what facilities are in, how to get to the location, and so on. It depends on their creativity. Before entering the headline, they started and ended the work with an opening and closing statement to make it more systematic and interesting.

Take a lot of exercises

After the draft is complete, they took

some practices to make it smoother. This exercise focused on pronunciation, intonation, fluency, gesture, and creativity. The exercise can be done anywhere and anytime. They can check the pronunciation of vocabulary in the Oxford or Cambridge dictionary, which can be enjoyed and equipped with voice online on the Google Playstore. Intonation and gesture/mimic can be adjusted to the situation and condition of the location covered. The angle can be learned through the experience of watching television, Youtube, or other media.

Prepare equipment needed

The equipment used did not mean to be expensive and technologically advanced like real reporters. However, they can use their equipment, such as cellphones, costumes, tripods/selfie sticks, mic clips, and so on. Shortly, they must maximize what they have and begin to explore their ICT skill.

Take on camera / do a live report

This session is the core of *Ciject-Bale* where the learner can conduct live reports in the selected location. To be more flexible, they can ask for help from their friends, relatives, colleagues to become a cameraman with directions/orders from the learners themselves. If it was not possible, they can do it themselves by using a tripod or a selfie stick.

Do editing (opening and closing videos)

Editing is needed to refine and beautify the video that has been recorded by adding an opening and closing statement. They can also add back songs or special notes in certain sections to make the video more interesting and not monotonous.

Do Uploading

They had to upload their works on their Youtube channel where they had made it previously by doing registration first. They followed the uploading steps and provided the data requested by Youtube. They saved the video URL address and submitted it to me as the lecturer for assessment.

The English Learning through Ciject Bale

Based on the explanation above, *Ciject-Bale* is an integrated English learning with ICT. Therefore, *Ciject-Bale* has several advantages compared to other methods, namely:

It can increase the communication ability in public although it was in the form of video on learning activities.

It can increase creativity and independent learning. This can be seen from the implementation steps that prioritize creativity in creating interesting content.

It is interactive, integrative, and applicable English learning that is suitable with the learner's passion even though it must be directed. It is interactive means that it is not monotonous and textual. It is Integrative means that it is involving various language skills and today's technology. It is applicable means that it is easy to be implemented and simulated. This learning method is very suitable in this century, as stated by Goodwin et al., (2009) as demonstrated on multiple-choice test items; and to what extent are there gender differences in the frequency of employing back substitution as an informed guessing strategy on mul-

iple-choice test items? Instruments were (a) that strategies and methods that have great potential in learning English for adult learners (adults) in the 21st century are performing/ showing/ performing/ simulating.

Ciject-Bale is highly adaptive to social developments and ICT. The rapid development of technology must be utilized properly. All forms of convenience should be able to provide maximum effect in understanding and implementing a learning method or strategy.

Ciject-Bale can reveal some potential English technopreneurship/ content creators. They can cultivate positive attitudes that must be possessed as the basic values of entrepreneurship like self-confidence, leadership, creativity, interpersonal communication, originality, and never giving up.

The Effectiveness of Ciject-Bale in English Learning

This study used a pre-experimental research design. Therefore, after the research data were collected in the form of videos, an assessment was carried out. The assessment is carried out by using an assessment rubric. The rubric assesses pronunciation, fluency, gesture, and creativity. The pretest assessment data was taken from the initial test in several speaking tasks, namely delivering the idea of some important cases and problem-solving. The following are the results of the pretest, posttest, and t-test analysis:

The followings are the results of the analysis of pretest, posttest, and t-test which can be seen from the following table.

Table 1: Statistic Description of Pretest

	N	Minimum	Maximum	Mean	Std. Deviation
Pronunciation	25	50	80	65.35	15.624
Fluency	25	50	80	65.35	15.624
Gesture	25	50	75	62.50	16.179
Creativity	25	50	65	57.55	9.852
Total Score	25	50	75	62.88	12.149
Valid N (listwise)	25				

From each aspect tested, the minimum score was 50 and the maximum one was 80. From the table, the learners' pronunciation and fluency scores were good. However, the ability to use gestures and creativity still needed to be improved which had a score of 65 and 75. Gestures were

important in communicating with someone else to make them easier to understand and look interesting. Likewise, creativity, an aspect that was able to support the other three aspects by utilizing the existing technological advances.

Table 2: Statistic Description of posttest

	N	Minimum	Maximum	Mean	Std. Deviation
Pronunciation	25	50	85	67.88	13.720
Fluency	25	50	85	67.88	9.393
Gesture	25	50	80	65.82	14.951
Creativity	25	50	80	65.06	18.630
Total Score	25	50	85	67.41	11.843
Valid N (listwise)	25				

In the table of posttest scores above, it can be seen that the learners' pronunciation and fluency abilities increased simultaneously, reaching a value of 85 as well as gesture and creativity also reached a value

of 80. This showed that the good development experienced by the learners. The followings were the results of the t-test to measure the effectiveness of *Ciject-Bale* in English learning.

Table 3: t-test Description of pretest and posttest

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Post-test	67.4118	25	11.84303	2.87236
Pre-test	62.8824	25	12.14950	2.94669

The mean value of the post-test was 67.41, and the mean value of the pre-test was 62.88. From the standard deviation value; post-test < pre-test, 11.84 < 12.14, meaning that the learning process was li-

near and the difference was significant. It means that all participants can jointly improve their ability in linear speaking skills through *Ciject-Bale*.

Table 4: t-test Description of pretest and posttest

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post-test - Pre-test	8.52941	3.85872	.93588	6.54544	10.51338	9.114	16	.000

The table above was the result of the main analysis. The basis for decision-making was:

H_0 : the population mean before and after is identical.

H_1 : the population mean before and after is not identical.

If probability > 0.05 then H_0 is accepted, but if probability < 0.05 then H_0 is rejected.

From the output, it can be seen that sig. (2-tailed) = 0.000. This means that the probability was less than 0.05; H_0 is rejected; pre-test and post-test scores were not identical. In other words, the use of the *Ciject-Bale* method was effective in learning English, especially in the Speaking course.

CONCLUSION

The conclusion of this research is the *Ciject-Bale* can be implemented through determining the theme and location/place, making the draft, doing a lot of rehearsal, doing a live report, editing and uploading. *Ciject-Bale* has many advantages as an integrated English learning method and Internet and Computer Technology (ICT). The participants are expected to be English technopreneurs like content creators as well. Through t-test analysis which showed that sig. (2-tailed) of all = 0.000 and the probability less than 0.05, *Ciject-Bale* was an effective method to be used in English learning.

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