

Student Assistance Model by Digital Content Creator Practitioner in English Language and Literature Department

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Abstract. Business and Industrial world have required technology mastery in job vacancy they offer, as an indicator of the skill that someone must have. Digital world is developing very rapidly, making good opportunities for people who want to pursue various prestigious professions, one of them is to be content creator. Content creator is a profession that produces content, whether in the form of writing, images, video, sound, or a combination of two more materials. This study applied a mentoring model by content creator practitioners. The design of this research was research and development. The result of the research showed that the assistance of the digital content practitioner gave positive influence to the students in developing their ability in designing digital content. All products produced by the research reflected the knowledge and the skills of students being trained

Keywords: digital content creator, Industry skills, mentoring model

1 Introduction

In order to prepare students to face social, cultural, world of work changes and rapid technological advances, student competencies must be prepared to be more relevant to the needs of the times. Link and match not only with the world of industry and the world of work but also with the rapidly changing future. Higher Education is required to be able to design and implement innovative learning processes so that students can achieve learning outcomes covering aspects of attitude, knowledge, and skills optimally and always relevant. The Independent Learning Policy – *Kampus Merdeka* is expected to be the answer to these demands. *Kampus Merdeka* is an autonomous and flexible form of learning in tertiary institutions so as to create a learning culture that is innovative, not restrictive, and in accordance with the needs of students.

Unimed has implemented and executed the Independent Learning Curriculum, *Kampus Merdeka* (MBKM). The latest policy from the Indonesian Ministry of Education and Culture (Kemendikbud) is the implementation of 8 *Indikator kinerja utama* (main performance indicators). These eight indicators then become one of the forms of achievement for each higher education institution in the implementation of the Freedom to Learn program, abbreviated as MBKM[1]. Unimed has also implemented forms of learning activities in accordance with Minister of Education and Culture Regulation No. 3 of 2020 Article 15

Paragraph 1 within Study Programs and outside of Study Programs, such as *Pertukaran Mahasiswa* (Student exchange), *Kampus Mengajar* (Campus' teaching), *Magang Bersertifikat* (Certified Internship), *studi independen* (Independent study) and so on. The establishment of the eight Main Performance Indicators (IKU) then serves as a means for the Ministry of Education and Culture (Kemendikbud) and the government to monitor the performance of each higher education institution. This is because their ability to achieve these eight indicators demonstrates their seriousness in successfully implementing the MBKM program. Through the implementation of the MBKM program, higher education institutions can help produce graduates of higher quality, simultaneously possessing high competitiveness, which opens opportunities for them to pursue careers both domestically and internationally. The primary focus is to generate graduates with competence. As a premier educational institution, Universitas Negeri Medan must fulfill the eight Main Performance Indicators (IKU) for Higher Education institutions set by the Ministry of Education and Culture (Kemendikbud). Among these indicators are graduates obtaining suitable employment, students gaining experiences off-campus, faculty engaging in activities beyond the campus, practitioners teaching on campus, faculty work being utilized by the community or gaining international recognition, Study Programs collaborating with global partner classes, collaborative and participatory classes, and Study Programs meeting international standards. There is a connection between the Dean's Work Plan (PK Dekan) that descends from the Rector's Work Plan (PK Rektor) and the implementation of MBKM, as well as the demands of IKU addressed by the Department of English Language and Literature as part of the Faculty and the University. This involves a pattern of collaborative activities between the business and industry sectors with educational activities on campus[2].

The synergy between Higher Education, research, and the business world is significant. Until now, the industry has benefited from Higher Education graduates working in their companies, but the level of support in terms of scholarships, internship opportunities, or training provided to students in Higher Education is not substantial. Furthermore, faculty members can also share information or knowledge with the business and industrial sectors, fostering a strong collaborative relationship. One of the components of the Main Performance Indicator for Higher Education institutions (IKU-PT) is the presence of practitioners from the industrial, business, and work sectors outside the campus. This is because teaching at a higher education institution also requires instructors who have practical experience in the industry and the workforce. The Department of English Language and Literature intends to invite Professional Practitioners in the field of Digital Technology, who will subsequently provide numerous benefits to students in the utilization and implementation of digital technology. This is particularly relevant since the industrial and professional sectors necessitate a mastery of technology within their respective domains.

Digital media is a broad term that encompasses a wide range of practices, These talents encompassed numerous digital media production skills including working with HTML, recording and editing photos, audio, and video, and telling stories using design and graphics [3]. The rapidly evolving digital world presents excellent opportunities for individuals interested in pursuing a profession as a Content Creator. Content creation is a profession that involves producing various forms of content, such as text, images, videos, audio, or combinations of multiple elements. This content is crafted for digital media platforms such as YouTube, Instagram, Blogger, and other social media platforms. Various digital media outlets

are emerging, each offering its unique appeal to attract audiences. YouTube stands out as a prominent platform frequently used by content creators to distribute their videos and build their presence in the digital realm[4]. YouTube is extensively employed as a medium for learning nowadays. Digital technology in education encompasses more than just the physical contribution of technology as a learning tool. It involves a multidimensional concept, as exemplified by one definition of educational technology provided by the Association for Educational Communications and Technology (AECT) in 2004: "educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources." Educational technology involves studying and ethically practicing the facilitation of learning and performance improvement through the creation, utilization, and management of suitable technological processes and resources.

One of the applicable models is the mentoring model. mentoring programs are established due to the gap between the mentoring provider and the recipient group. The mentoring model can have a substantial and meaningful impact on students [5]. This is because it offers them the opportunity to receive guidance and direction from mentors in the specific field, they are being trained in.

Therefore, the research team is intrigued by the collaborative model as a method of cooperation with the business world, facilitated through practitioner lecturers who can teach across two Study Programs within the Department of English Language and Literature. Learning collaboratively and in an integrated manner aims to foster collective learning experiences and enable students to be more actively engaged. This becomes a primary focus when implementing a mentoring model for students, allowing them to develop creativity and skills in mastering a specific field of education. Ultimately, students are integral members of the societal group with equal roles and rights in pursuing education, both within higher education institutions and other higher-level schools[6]

Students can consistently be seen as individuals who seek education and are willing to learn in any capacity to meet their knowledge and personal growth needs. Furthermore, students are not only expected to comprehend the academic subjects they study, but also to apply, innovate, and exhibit a high degree of creativity within their chosen fields. Hence, it's important to provide students with a skill mentoring model to enhance their capabilities and competitiveness, aligning with the goals of the Main Performance Indicators (IKU) set for Higher Education institutions.

2 Method

This research on the collaboration model between practitioners and the Department of Language and Literature at Unimed University adopts a Research and Development (R&D) design. Practitioners are individuals who have experience in the field (industry or entrepreneurship) and then share their knowledge, experience, and skills with students through teaching activities. Therefore, practitioners are often associated with those who have real-world experience. This method is employed to generate a product and evaluate its effectiveness [7]. The research was conducted at the Department of Language and Literature at Unimed University, located on Willem Iskandar Street, Pasar V, Medan. The population and

sample for this study were 28 students from the 2021 cohort in the English Language Education Program and the English Literature Program.

3 Result

The implementation of the community partnership program in the form of training and mentoring has been carried out for the targeted students. In this training and mentoring program, a total of 28 students from the 2021 cohort who are enrolled in the Department of Language and Literature, specifically in the English Language Education and English Literature programs, participated. The mentorship program led by digital content creator practitioners had a positive impact on the students as it helped them develop skills in creating articles and podcasts. The students received theoretical content and engaged in hands-on practice under the guidance of media experts. One of the expert media practitioners was Rayhan Maulana, the owner of "Pengamat Negri." During the mentorship program, Rayhan was accompanied by a team of nine individuals. The mentorship program spanned three days and included the following phases:

1. **First Meeting:** The mentorship session was attended by several faculty officials, including the Dean, Vice Deans I, II, and III, as well as all members of the Department of Language and Literature. The mentorship session began with an opening address by the Dean, represented by Vice Dean I, Dr. Wahyu Tri Atmojo, M. Hum. The core activity of this session was the delivery of content. Rayhan provided insights on how to create trendy and engaging articles that capture the readers' attention. Rayhan emphasized the key aspects to consider when crafting articles. After delivering the content for one hour, Rayhan, assisted by the *Pengamat Negri team*, guided the students in hands-on practical exercises.
2. **Second Meeting:** During the second meeting, Rayhan and the *Pengamat Negri team* provided instruction to the students on how to create podcasts. The session began with Rayhan delivering content for one hour, followed by a practical demonstration of podcast creation. The *Pengamat Negri team* also brought various media equipment and supplies for creating podcasts. Before proceeding with the practical exercise, Rayhan and the team described the names and functions of the media equipment used, including lighting, cameras, microphones, and more.
3. **Final Meeting:** In the last meeting, Rayhan and the *Pengamat Negri team* provided feedback on the articles and podcasts created by the students. The *Pengamat Negri team* collected the students' work, evaluated them based on the quality of the articles and podcasts, and selected the top-performing students based on the total scores from both evaluations. The *Pengamat Negri team* announced the three students with the highest scores in both article and podcast categories. To conclude the mentorship program, the Head of the Department of Language and Literature, Mr. Ariatna, S.S., MA, Ph.D., posed several questions to assess the students' abilities and delivered closing remarks.

The next step in this mentoring program involves evaluating the final results of the conducted article and podcast creation. In this phase, the research team and the Media Experts Team engage in discussions and comparisons to determine the best student work. Additionally, the research team provides feedback in the form of rewards to the students who have successfully

created the best articles and podcasts. Subsequently, the research team holds a discussion with the Media Experts Team to assess the success of the mentoring program. This aims to identify and rectify any errors or issues that may have occurred during the program, ensuring improvements for future implementations. It also allows the Research Team to gauge the extent of the digital influence on students' learning interests.

4 Discussion

The introduction of the community partnership initiative, concentrating on training and mentoring, has showed considerable good effects for the targeted students. Through this initiative, 28 students from the 2021 cohort enrolled in the Department of Language and Literature, especially in the English Language Education and English Literature programs, were fully engaged. The mentorship, conducted by digital content creator practitioners, in particular Rayhan Maulana and his team from "Pengamat Negri," played a crucial role in boosting the students' talents to produce compelling articles and podcasts.

this effort coincides with the institution's "Student Assistance Model by Digital Content Creator Practitioner in English Language and Literature Department." This hands-on training method, coupled by academic information, enables students to not only learn the key concepts but also implement them in practice under the competent direction of media experts. Rayhan Maulana, aided by the Pengamat Negri team, then dived into practical activities, guaranteeing a thorough learning experience for the students

The results of this research are closely linked with the eight Main Performance Indicators (MPIs) set out by the institution. The curriculum greatly assists to graduates getting employment by equipping them with specific skills desired in the labor market. Moreover, the hands-on approach supports off-campus experiences, preparing students for internships, community initiatives, and prospective business prospects. The participation of industry practitioners strengthens both the student learning experience and faculty activity outside the school. Additionally, the participation of experts as mentors serves the purpose of practitioners teaching within the institution. The program's potential influence on the community and potential for international recognition correspond with the usage of faculty's work. Furthermore, the mentoring program enhances students' networks and exposure to potential collaborators, adding to the institution's partnership with professional practitioners' partners. The collaborative and interactive character of the sessions, supervised by industry specialists, develops critical thinking and problem-solving abilities. While not explicitly addressing international accreditation, the program creates a platform for any future initiatives to fulfill international standards.

Furthermore, This student assistance model (SAM) concept matches adequately with the institution's mission to provide practical, industry-relevant education. By incorporating the knowledge of digital content makers directly into the educational process, students were exposed to a degree of professional understanding and hands-on experience that is crucial for their future employment. This program echoes a rising trend in education, where collaboration between academia and industry professionals serves as an underpinning for successful skill development.

In conclusion, the instructional program has the opportunity to be a very successful strategy in preparing students with the practical skills needed in the field of digital content production.

The model's success is a testimonial to the significance of direct mentorship by industry veterans. This project not only boosts students' technical competency but also prepares them for a competitive employment market. The inclusion of this model into the educational framework is a significant step towards providing students with a well-rounded and industry-relevant learning experience.

5 Conclusion

Based on the implementation of the community partnership program incorporating student mentorship by Digital Content Creator practitioners, numerous conclusions may be drawn. First and foremost, students at the Department of Language and Literature are thrilled about digital learning. This mentorship program has effectively enhanced students' learning interests, demonstrating the importance of digital education in today's world.

Furthermore, students have effectively created new ideas and expanded their creativity via hands-on practice in generating articles and podcasts. This talent is extremely significant, particularly in the field of social media, where the ability to generate entertaining and high-quality material is highly valued. Another crucial conclusion is that digital skills will continue to be useful and in demand in the employment market. These are the most sought-after soft talents in today's market. As a result, it is believed that students will be able to launch successful professions via digital channels. All of this indicates that mentoring by Digital Content Creator practitioners not only provides immediate benefits in terms of learning interest and student creativity but also equips them with highly valuable skills for the future.

Given these findings, it is critical that the institution ensures the availability of resources and infrastructure that are firmly supportive of digital-based learning. Additionally, it is also recommended that all stakeholders, including the student body, improve their digital proficiency in order to effectively navigate the evolving technological landscape." This smart strategy will surely help the students to reach the potential-employment for their futures.

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