



THE ROLE OF INDONESIAN LANGUAGE TEACHERS IN CREATIVE INDUSTRY-LED LEARNING

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ABSTRACT

The industrial revolution encourages the emergence of creative industries due to the rapid development of information technology. Creativity, skills and talents are the main elements in the creative industry that can be integrated into learning to realize higher-quality education. Teachers can act as facilitators to stimulate students' creativity, skills, and talents through language learning so that they can be helpful in real life. The purpose of this study is to describe the role of Indonesian language teachers in learning that can maximize language competence as a supporter of the creative industry. The qualitative method is used in this research to collect data by conducting a literature study by analyzing various relevant sources, such as books and journals. Data were also collected by interviewing Indonesian language teachers in public and private high schools.

Data analysis was done by reducing the data, analyzing it, and drawing conclusions. The result of this study is that the Indonesian language has the opportunity to support the creative industry so that it can encourage awareness of language preservation. Teachers also have obstacles when learning to improve students' language competence. Teachers also mentioned the support of the Indonesian language in the creative industry.

Keywords: *teacher, creative industry, language learning.*

1. INTRODUCTION

Education is experiencing various changes due to globalization. These changes have positive and negative impacts that encourage a paradigmatic shift in education in the 21st century. The paradigm shift is not only passively transferring knowledge but also facilitating learners to express, explore, and focus creativity on learners. Crisvin et al. (2023) explained that to increase student creativity in learning; teachers have a significant role in several key factors, including innovating teaching methods, not limiting learners' accessibility using technology, collaboration and communication with learning communities and between teachers, sharing good practices between senior teachers and young teachers, and the importance of the role of 'guru penggerak'.

In addition to creativity, the learning paradigm in the 21st century is also more oriented towards *meaningful learning*, meaning that teachers can help students build skills that can be seen in value and benefits so that they can be useful in real life. Learning is also oriented towards student-centred learning, so students are encouraged to learn according to their learning style. The teacher becomes a facilitator to help students build their skills, and students can find their information with guidance from the teacher (Lase, 2019, pp.38-39) Learner-centred learning requires students to be more independent and creative.

Creativity is one of the 4Cs, which are skills needed in 21st-century learning. The creative process that produces new ideas is highly dependent on a person's creativity so that it can produce new inventions referred to as innovations. (Annisa et al., 2023, p.391). The element of creativity also encourages education to intersect with the concept of the creative industry. DCMS (1998) explains that the creative industry comes from individuals' creativity, skills, and talents to create profits. The creative industry in education can create creativity and innovation that encourages independence (Marbun & Prastawa, 2023). Goods produced in the creative industries are not only products that solve problems or meet market needs but also products that have artistic richness (Loots & Bennekom, 2023).

The Ministry of Tourism and Creative Economy mentions 17 subsectors in the creative industry including (1) game developers, (2) crafts, (3) interior design, (4) music, (5) fine arts, (6) design, (7) fashion, (8) culinary, (9) film, animation and video, (10) photography, (11) visual communication design, (12) television and radio, (13) architecture, (14) advertising, (15) performing arts, (16) publishing, and (17) applications. The creative industry in education does not mean making education an economic commodity but trying to combine it with ethics and science so that alternative ways to advance education emerge (Kurniawan, 2015). Especially in the context of



language learning, it is hoped that Indonesian, through the four language skills taught, can be the foundation for developing creative industries in Indonesia. Teachers as educators can direct and adjust the four language skills taught to students with *hard skills* and *soft skills* to be achieved.

Integrating the creative industry and learning can also hone the independence of students and can have an entrepreneurial spirit as one of the drivers of the creative industry. Education through teachers prepares learners to become active and successful members of society. In addition, it also helps learners compete in the global community and take their role. Entrepreneurship and creative industries support each other. Entrepreneurs with their abilities see the various opportunities that exist in the creative industry.

The current entrepreneurial spirit allows for the development of creative industries coupled with the demographic bonus being experienced by Indonesia. The demographic bonus has the opportunity to help develop the creative industry because, in 2030, the population with productive age will reach 30%. The productive age population can become a *creative class* that can develop digital lifestyles and creative industries. Hartati and Rozi (2023), in their research entitled "Creative Industries based on Indonesian Language and Literature", states that the creative field based on language and literature is entrepreneurial and can potentially increase public awareness and love for the Indonesian language.

2. METHODS

This research is a qualitative study with data collection in words, sentences, pictures, and numbers, followed by careful interpretation of the data (Sugiyono, 2014). Data collection was conducted using literature study and interview methods. The interview respondents were four Indonesian language teachers in public and private high schools in Surakarta City with different genders, age ranges, and education levels. The data obtained through the interview method was strengthened by a literature study from various relevant literature sources. Literature study is one of the data collection methods in qualitative research. It involves collecting data from intensely examined documents so that information is obtained that supports, proves, and adds confidence to a study. (Satori & Komariah, 2010). The data was then analyzed by data reduction, presentation, and conclusion drawing.

3. RESULTS & DISCUSSION

Creative Industries in the Language Field

Language skills are needed by everyone, not limited to Indonesian language learners or Indonesian language teachers. Indonesian language teachers argue that language contains the value of *life skills*, so it must be mastered by everyone. *Life skills* are abilities/skills to be able to adapt and behave productively so that they can become independent in life (Linggasari & Rochaendi, 2022, p.50). The teacher explained that there are four language skills, each of which contains *life skills* and can be loaded with entrepreneurial values related to the creative industry. Entrepreneurship can help identify economically valuable opportunities from the creative and innovative processes of the creative industries. For example, if maximized, writing skills can become a writer of novels, poems, and essays. The next skill is speaking skills. If you have a creative attitude, it can be maximized and increase opportunities to become a broadcaster.

Teachers' language and literature skills can support the creative industry. The creative industry is growing in the current era. It has many consumers who are at productive age, such as Generation X, Y, and Z. Teachers think that language-based creative industries are very big opportunities. The great opportunity for language-based creative industries makes language skills the basis. For example, a word-based business that can be read but not heard is a product in the form of crafts such as t-shirts and wall hangings. Word processing packaged in crafts such as t-shirts is one creative industry that makes language the basis of creativity to socialize, raise, and strengthen. It can also criticize or remind in the form of written expression (Hartati & Rozi, 2023, p.586).

The development of written expression to be more interesting can be combined with audiovisuals to produce creative content. Narrated videos are in high demand and are often found on social media. For example, the content of inspirational words on Reels (Instagram), TikTok, etc. Writing that is in great demand on social



media must contain trends that are in great demand by young people to exist. Words can be one of the capitals in creative content with interesting and different packaging, so they are in great demand and can generate profits. Indonesian language teachers have realized the opportunity for words in digital commodities as one of the opportunities in the creative industry. Teachers also argue that the words used must be useful, not offensive. Words are part of language, a medium in the creative industry that can be used for thought, taste, and imagination when giving names or information (Sugono, 2014, p.5).

Role of the Indonesian Language Teacher

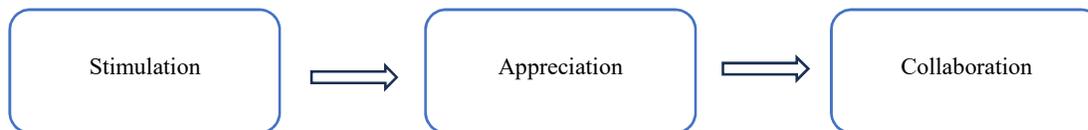


Figure 1. Flow of Teacher's Role in Creative Industry-Based Learning

Teachers encourage learners to develop their skills and competencies beyond the demands of the curriculum. The three main steps that can be taken by teachers in Indonesian language learning to develop learners' competencies to be able to take part in the creative industry based on the results of interviews are to provide stimulation, appreciation, and collaboration. Stimulation is given to attract learners' interest by giving examples. The second step taken by the teacher is to give appreciation to students for trying to maximize their skills, and the third is to collaborate with other subjects to develop the results of creativity that has been made by students.

The first step is to provide stimulation. Musfiroh (2009) explains that stimulation is a process of awakening abilities in a person that does not impose certain ability targets. Stimulation can be provided through good examples given by the teacher. Teachers argue that educators must be role models in everyday life. For example, teachers can model the use of good and correct language to students when using the Indonesian language. This is in line with Tantri (2018), who explains that *soft skills* become effective if there is a transmission using *role models* that can be done by teachers as educators so that they provide good *role models*. Providing an example or example is a stimulation the teacher gives for students to want to develop their competence.

The next role that the teacher can play after being stimulated is to give appreciation to students who succeed in doing work. This can be one of the encouragements for learners to continue doing work if the results of their hard work are appreciated. Through appreciation, learners feel recognized for their hard work and achievements, so self-confidence and optimism arise (Ulfah & Arifudin, 2022, p.14). Creative industries that require skills and creativity in their work require support from teachers so that learners continue to be confident in carrying out their creative processes.

The next role that language teachers can play in implementing creative industries in the language field is collaborating with other subject areas (*blended learning*), such as entrepreneurship subjects. *Blended learning* is a way and means to provide authentic learning experiences for students with different backgrounds and educational needs. (Yang et al., 2021). Entrepreneurship subjects are considered to support creative industry-based language learning so that students can get authentic learning experiences from these two subjects. The main capital in the form of creative work can be generated from Indonesian language subjects, and then follow-up to target opportunities from the work produced can be from entrepreneurship subjects.

Obstacles

The creative industry is not far from the elements of entrepreneurship. If it is included in Indonesian language learning in schools, developing it requires creativity and capital. Teachers argue that if the language is to be followed up into creative industry products, then for students, the difficulty is in the capital part. The existence



of capital can meet operational needs in producing so that it impacts the sustainability of a business (Setiaji & Fatuniah, 2018, p.6).

Another difficulty in integrating language learning with the creative industry is that not all students are born with the same talent, for example, writing talent. Teachers must make learning more interesting so students are interested in learning based on the creative industry. The way teachers make learning more interesting is to introduce learners to the concepts and benefits of each text studied so that learners can apply them in their daily lives.

The Indonesian language teacher also explained that some learners do not realize their talents. Lack of awareness of students' talents and the benefits of learning Indonesian can be a problem because students become less motivated to follow language and literature learning at school. Therefore, the teacher's role is to direct students so they can have *life skills* from their talents and be used to make a profit. Another obstacle encountered is the assumption that following up on written products has never been done because to make the product worth selling is the demand of entrepreneurship subjects and not Indonesian.

4. CONCLUSION

The Indonesian language contains *life skills* and entrepreneurial values so that it can be maximized to support the creative industry. The four language skills taught to students through language and literature learning in schools can be developed; for example, writing skills added to creativity will become various literary works with economic potential. Various works of students, if developed and not just limited to curriculum demands and packaged with technology, can be an opportunity to develop the creative industry in Indonesia. For example, there is a lot of word content that is added to songs and uploaded by digital creators. The role of teachers in maximizing the potential of students through Indonesian language learning is to do three main things, namely by stimulating or providing good examples or examples. The second role that teachers can play is to appreciate students if they can maximize their potential in the creative industry. The third is to collaborate with other subjects to develop the work produced by students. Integrating language learning in schools with the creative industry also has obstacles felt by teachers, such as the capital needed and not all students having an interest in the realm of language and literature.

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