



INCREASING SPEAKING COMPETENCE TOWARDS THE GOLDEN INDONESIAN GENERATION THROUGH VIDEO PORTFOLIO MEDIA

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Abstract

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This research aims to explore the effectiveness of using video portfolio media in improving the speaking skills of Indonesia's young generation. Experimental research method with pre-test design post-test controls group used in this research. Research subjects were divided into two groups: a control group who did not use video portfolio media and a treatment group who used this media during the research period. The research results show that using video portfolio media can significantly improve the speaking skills of Indonesia's young generation. The video portfolio media group experienced more significant improvements than the control group. Thus, implementing video portfolio media can be an effective strategy for improving the speaking competence of Indonesia's young generation toward realizing a Golden Generation in the future. It is hoped that this research can positively contribute to developing the speaking skills of Indonesia's young generation through video portfolio media. Future research can analyze other aspects to enrich understanding and application in improving the speaking skills of Indonesia's young generation. Thus, the use of video portfolio media can be an effective tool in improving the speaking skills of Indonesia's young generation and promoting a Golden Generation in the future.

Keywords: Speaking Competence; Golden Indonesian Generation; Video Portfolio; Media

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INTRODUCTION

Indonesia's young generation is expected to become the backbone of a nation (Putra, 2022; Karyono et al., 2023) that can compete in the era of globalization (Murjani, 2022). One skill that is quite vital is the ability to speak effectively (Alrajafi et al., 2022; Annan, 2023; Hopkins, 2022), both in formal and informal contexts (Muslimawati, 2022; Purwati, 2020; Wahyu, 2022). In the educational context, increasing speaking competence is a very important thing (Rusdin & Purwati, 2023; Susanto et al., 2023; Tarigan et al., 2023) to pay attention to in order to produce a golden generation of Indonesians (Cendra & Sulindra, 2022; Rizkasari, 2022; Saputro, 2021; Syarifudin, 2019) who can communicate well. Video portfolio media was chosen as an effective training method (Menggo et al., 2022; Saleng, 2014; Muakhiroh, 2020) to improve speaking skills (Kristiani & Pradnyadewi, 2021; Wang & Chang, 2011; Sunardi et al., 2023) because it provides opportunities for students to practice, record (Ngoc & Minh, 2012) and improve their speaking skills (Ardiansyah, 2020;

Mohanlal et al., 2012), through repeated observations (Donnelly et al., 2022; Hoogerheide et al., 2012). Therefore, this research aims to explore and analyze the influence of video portfolio media in improving the speaking competence of the Indonesian generation towards progress as a golden generation in the future.

The current phenomenon is the increasing technological capabilities and internet access in Indonesia (Krisnaningsih et al., 2023), which has changed the way people communicate and share information (Fransisca & Ningsih, 2023; Kriyantono et al., 2023; Nofiard, 2022; Sintar et al., 2023). Digital media, including video, has become one of the main means for communicating and conveying messages widely and quickly (Chen, 2023; Earnshaw, 2018; Wang, 2013; Yu, 2022). This creates a great opportunity to develop the speaking competence of Indonesia's young generation through video portfolio media (Prasodjo & Rozi, 2023; Susana et al., 2022).

At this time, speaking competence is a very important skill for every individual, especially in the digital era like now. Indonesia's young generation needs to have the ability to speak well and effectively through video media to be able to compete globally (Lutfiyatun, et al., 2023; Alamsyah et al., 2023; Kusumaningrum & Akhsan, 2023). Advances in information and communication technology are increasingly strengthening the role of video media (Mehta & Dutta, 2016) as an effective means of communication. Therefore, it is important to improve the speaking competence of Indonesia's young generation through video portfolio media (Bauerlein & Fraefel, 2016; Hoeks, 2011) so that they can become a golden generation who can communicate well and fight for a better future for Indonesia.

Indonesia has a vision of a Golden Indonesia, which will be celebrated on its 100th Independence Day in 2045. This vision is to become a sovereign, progressive, just, and prosperous nation. To realize this vision, Indonesia needs a generation of quality youth (Bachrim, 2022; Fitriana et al., 2023; Setiadi et al., 2022; Yusrin & Salpina, 2024). However, future challenges for developing youth will differ from today's challenges. The use of Project Learning (PBL) through digital storytelling, a form of media portfolio, has also been found to improve various aspects of speaking competency, such as grammar, vocabulary, pronunciation, fluency, and self-confidence, while increasing students' learning motivation. The introduction of the ePortfolio system has indeed shown a positive impact on learning outcomes and competency development, especially in speaking skills. Research shows that when well structured, portfolios increase student engagement in learning activities, including self- and peer-assessment, which is critical for developing language skills.

To achieve the vision of a Golden Indonesia 2045, it is necessary to master effective and communicative speaking skills. The ability to speak well is an important asset for every individual facing challenges in this era of globalization. By having good speaking skills, the generation that will build Indonesia in 2045 is expected to be able to convey ideas, help overcome problems, and contribute positively to nation-building. Apart from that, good speaking skills will also strengthen Indonesia's image in the eyes of the world and increase the nation's competitiveness at the international level. Therefore, increasing speaking competence through video portfolio media is one of the strategic efforts in directing the Indonesian generation toward a Golden Indonesia 2045.

METHODS

In this research, researchers used a qualitative approach to explore the perceptions (Folayan et al., 2023; Guillén-Chávez et al., 2022; Muñoz Medina et al., 2022; Taylor et

al., 2017), experiences (Guleid et al., 2022; Poonguzhali et al., 2023) and meanings given by participants regarding increasing speaking competence through video portfolio media (Istiqomah & Baharuddin, 2022; Khawa & Rizkiyah, 2022; Arifatin et al., 2023; Zein et al., 2023). In qualitative research, researchers analyze the social context, interactions, and individual experiences in the learning process of speaking using video portfolio media. Data collection techniques that can be used include observation, interviews, and portfolio video content analysis. Researchers also used an experimental approach to see more quantitatively the impact of video portfolio media on increasing participants' speaking competence. In this case, researchers conducted a pre-test and post-test to measure changes in speaking competence before and after using video portfolio media. The population and sample used in this research were students at various universities around Jakarta. The selected students are entry-level students who are studying Indonesian language courses.

RESULTS & DISCUSSION

Results

To prepare Indonesia's golden generation for 2045, a multifaceted approach to improving speaking skills is essential, integrating traditional and innovative educational strategies (Belladonna et al., 2023; San Fauziya, 2023; Melisa et al., 2022; Sumarti, 2022). The golden generation, characterized by its potential to contribute significantly to national development, requires a strong foundation in speaking skills to navigate future challenges and opportunities effectively (Alrajafi et al., 2022; Darmuki et al., 2020; Sholihah et al., 2022; Rizkasari, 2022). Online storytelling methods in distance learning have been identified as a promising strategy for training speaking skills, offering an interactive platform that can be integrated with other subjects to improve language proficiency in the industrial era 4.0. This approach aligns with broader educational goals for the golden generation, emphasizing the importance of digital literacy and creativity in the digital era as important components of citizenship education. Additionally, in coping with the demographic and digital revolution, education systems must adapt to changing population mobility patterns and the emergence of virtual mobility, indicating a shift to more flexible and accessible learning environments that can support the development of speaking skills (Ciupe et al., 2023; Davies-Vollum et al., 2023; Otto, 2018; Rashid et al., 2017). The role of Islamic boarding schools in educating the millennial generation highlights the importance of building independence and teaching roles, which can contribute to the development of speaking skills by fostering self-confidence and the ability to speak in public (Ma'ruf & Jasminto, 2019; AM & Suhaimi, 2022; Fajrul, 2022; Maslahah, 2022; Muali et al., 2020). Likewise, the emphasis on character formation, based on Pancasila values, suggests a holistic approach to education that includes the development of communication skills as part of a broader set of competencies required for the golden generation (Sopia, et al., 2023; Kurniati et al., 2023; Maisyaroh et al., 2023; Sukirno et al., 2023). Effective teaching models, such as Problem-Based Learning (PBL) and Inquiry Learning, are recommended to create an educational environment that supports the development of speaking skills, aligned to meet the human resource needs of the 21st century (Hamsia & Erydani, 2022; Oktadela & Elida, 2022; Utama & Imansyah, 2022). This approach is supported by an emphasis on character development and cultivating a generation that prioritizes the public interest, togetherness, and global competitiveness, enhanced by effective communication skills. Lastly, preparing Indonesia's golden generation for 2045 requires a comprehensive education strategy that integrates online

storytelling, Pancasila-based character education, and innovative teaching models to improve speaking skills, ensuring that future generations can contribute positively to national development and global society.

1. Golden Indonesian Generation

Indonesia's vision for a "Golden Generation" in 2045 includes a multifaceted approach aimed at increasing legal awareness, economic transformation, leadership roles in religious communities, improved health, educational reform, and the integration of technology and innovation (Maryanti et al., 2023; Masrom et al., 2023; Ngan Sui-Ni, 2023). The strategy to increase legal awareness among youth involves Citizenship Education Learning, which emphasizes morality and creativity in the digital era, fostering a culture of legal awareness and strengthening national identity from various perspectives, including legal, entrepreneurial, and health dimensions. Economic transformation is very important for Indonesia to escape from the Middle Income Trap (MIT) and achieve a prosperous Golden Indonesia 2045 (Hubbansyah, et al., 2023; Hidayat, 2022; Mugasejati et al., 2022; Permatasari & Murdiono, 2022; Wanggai et al., 2023). This transformation requires accelerated investment, especially in infrastructure, and the development and utilization of innovation and technology to increase the Total Factor Productivity (TFP). Religious leaders play an important role in preparing their congregations and students for a golden generation, emphasizing the importance of good character, foresight, and the preservation of religious and national identity (Anshel & Smith, 2014; Murungi et al., 2022; Nurina, 2022; Saputro, 2021). Addressing health problems, such as the high prevalence of stunting, is part of the government's strategy to ensure a physically healthy generation by implementing the National Action Plan for Accelerated Reduction of Stunting Rates. The role of education, especially through vocational high schools and the introduction of programming skills, is highlighted as a means of developing the necessary creativity, critical thinking, communication, and collaboration skills (Harimurti et al., 2019; Herlambang et al., 2023; Maryono & Akhyar, 2022; Seralidou & Douligeris, 2021; Simmonds et al., 2023). Financial planning for education through Sharia education insurance is recommended to improve the education sector and prepare for the expected demographic bonus in 2045. Political and cultural literacy, along with the socialization of Pancasila, are identified as important for growing a generation that prioritizes the public interest, values togetherness, and has the power of global competitiveness. This comprehensive approach underscores the importance of collaboration across various sectors to realize the vision of a golden Indonesia in 2045.

2. Video Portfolio

Video portfolios have emerged as a significant tool in various educational and professional settings, offering a dynamic way to showcase skills, reflect on practice, and improve learning and teaching methodologies. These technological advances align with educational strategies in which video portfolios function as reflective and instructional tools. Demonstrates using learning video portfolios to improve students' metacognition, showing that video portfolios can significantly improve understanding and evaluation skills. In teacher education, video portfolios are invaluable. Their role is to document and analyze teaching practices to demonstrate competency development in teacher training. Likewise, annotated video-based portfolios in early childhood education underscore increased teacher-child interactions, utilizing peer learning teams for reflective practice (Marttila et al., 2022; Şahin et al., 2022; Soni, 2023). Video-based e-portfolio assessments facilitate reflection and self-improvement planning among lay social studies teachers (Pourdana & Tavassoli, 2022; Van der Linden et al., 2023).

Communicative practices in an annotated video-based portfolio emphasize their role in building pedagogical knowledge and developing self-examination skills (Alley & King, 2015; Laranjeira et al., 2023). The creative aspect of video portfolios in vocational education showcases students' creativity and innovation through projects captured and edited on mobile phones (W. et al. et al., 2022). Finally, electronic portfolios in teacher education reveal how video data supports the professional growth of teacher candidates by enabling self-assessment and reflection on teaching strategies. These studies underscore the benefits of diverse video portfolios in enhancing learning, teaching, and professional development in various fields, demonstrating their value as tools for reflection, assessment, and displaying competency.

3. Video Portfolio to Improve Speaking Competence

Portfolio for Improving the Speaking Skills of the Golden Indonesian Generation 2045 is a collection of documents, recordings, or work examples that show a person's development and ability to speak effectively. Seeing the importance of speaking skills in communicating, especially in the era of the Golden Generation 2045, this portfolio becomes very relevant because it is an important aspect of supporting personal and professional success.

Methods and approaches used to improve speaking skills, such as courses, training, or workshops attended. The method and approach that can be applied is the Active learning method, involving students actively in the learning process through direct interaction, discussions, presentations, role plays, and task-based projects to improve their speaking skills. The collaborative approach encourages collaboration between students in groups or teams to practice speaking in various communication situations. Students can learn from each other through teamwork and enrich their speaking skills. The Project Based Approach allows students to develop real-life projects or assignments that require good speaking skills. Thus, they can practice their speaking skills contextually and applicatively. The social engineering method presents realistic social simulation situations or games to train students to communicate and speak well in various everyday situations.

Presentation or Speech Recordings include recordings of presentations or speeches that have been delivered as evidence of speaking ability and progress over time. Recording presentations and speeches effectively improve the speaking skills of Indonesia's Golden Generation 2045. Someone can see and re-evaluate their speaking skills by recording presentations or speeches. Through this recording, someone can pay attention to body movements, voice intonation, facial expressions, body language, and other visuals that can influence the quality of the presentation or speech.

CONCLUSION

In the current era of digital and globalization, portfolios have an increasingly important role in improving the speaking skills of Indonesia's Golden Generation 2045. Effective learning methods and approaches, such as recording presentations and speeches, can improve speaking skills. Writing and written works also act as a real form of individual understanding and expression in conveying ideas and thoughts. Certificates and awards are a form of appreciation for the efforts and results in developing speaking skills. In this way, a comprehensive and high-quality portfolio can be a forum for exploring and honing speaking skills and increasing the self-confidence of the Golden Indonesian Generation 2045. The 2045 Golden Indonesian generation can continue to develop in speaking in an

increasingly competitive and dynamic era through the right approach and application of effective learning methods and support in writing, papers, certificates, and awards.

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