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## ENTREPRENEURSHIP IN THE FIELD OF INDONESIAN LANGUAGE FOR FOREIGN SPEAKERS THROUGH EDUCATIONAL GAMES AND YOUTUBE

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KEYWORDS	A B S T R A C T
BIPA, educational games, entrepreneurship, YouTube	<p>The development of entrepreneurship in the field of Indonesian Language Learning for Foreign Speakers (BIPA) has strategic potential in expanding cultural diplomacy, increasing educational competitiveness, and opening up opportunities for language-based creative economies. This study aims to examine the integration of digital innovation through the development of story-based educational games and the use of the YouTube platform as a means of producing and distributing BIPA educational content. Educational games are developed to provide an immersive, interactive, and contextual learning experience that can increase motivation, learning outcomes, and the involvement of foreign students in Indonesian culture. Meanwhile, YouTube digitalization is utilized as a medium for entrepreneurship in the field of Indonesian Language and Literature Education (PBSI) by presenting learning content, linguistic tutorials, culture, and creative materials that have both educational and economic value. Through a qualitative-descriptive approach and digital market potential analysis, this study shows that the integration of educational games and YouTube not only enriches the BIPA learning model but also opens up business opportunities for educators, content creators, and learning media developers. In conclusion, this digital innovation contributes to strengthening an adaptive, creative, and sustainable Indonesian language edupreneurship ecosystem.</p>
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### INTRODUCTION

Indonesian Language Learning for Foreign Speakers (BIPA) plays a strategic role in cultural diplomacy and promoting Indonesia on the global stage. However, the BIPA learning process often faces classic challenges such as geographical limitations, time constraints, and participant engagement. On the other hand, the digital age and technological developments offer innovative solutions to overcome these obstacles. The use of digital media, including applications and digital platforms, has proven effective in enhancing language learning.

One approach that is becoming increasingly relevant is the use of educational games (Idayani & Danil, 2025) (Suci Hanifah Nahampun et al., 2024). Educational games engage and motivate students, helping them learn more deeply and encouraging active participation, problem-solving skills, and decision-making (Ningtyas, 2024). In the context of game-based learning (GBL), research shows that GBL can increase student motivation and learning outcomes (Salsabila et al., 2025). The widespread availability of digital technology has facilitated the integration of gamified teaching practices, creating a more dynamic and engaging learning environment.

In particular, the integration of stories and narratives in educational games offers great potential. Storytelling is a powerful tool for creating engaging and meaningful learning experiences in educational technology. Well-structured narratives can provide important context, motivation, and information retention. Short stories, for example, have been proven effective in improving language skills and promoting understanding of Indonesian culture, and foreign students themselves have a need to learn BIPA through folk tales. Learning Indonesian cannot be separated from learning about the culture. Therefore, the development of story-based educational games for BIPA, which combine the advantages of technology, narrative, and games, is a relevant innovation with great potential. In line with the need for learning innovation, the use of digital technology not only impacts the effectiveness of the learning process but also opens up new opportunities in the field of language education entrepreneurship. In this context, digitization through the YouTube platform becomes a highly potential creative space.

Thus, digitization through the YouTube platform can serve as a space for production, distribution, and promotion for PBSI graduates and educators to develop businesses based on educational, literary, linguistic, and literacy development content.

In addition to being a space for expression and innovation, YouTube also offers considerable economic opportunities. Through content monetization, brand collaborations, memberships, and digital product sales, content creators can earn a relatively stable income if they are able to build an audience and maintain the quality of their content (Ambarwati, 2025). For PBSI academics or practitioners, this opportunity can be utilized to expand the impact of science to the public sphere. For example, PBSI lecturers can build Indonesian language education channels that discuss spelling, rhetoric, scientific writing, literary criticism, or creative writing in an attractive and easy-to-understand format. Indonesian language teachers can create educational videos, educational dramas, book reviews, short story analyses, or poetry readings packaged with a creative approach.

Meanwhile, PBSI students have the opportunity to develop original works such as digital short stories, animated fairy tales, literacy podcasts, and other content, especially since research shows that YouTube is effective as a medium for language or literacy learning: educational videos on YouTube can help students understand the material and motivate them to learn.

However, the use of YouTube as a tool for entrepreneurship development in the field of PBSI cannot be done spontaneously without a clear conceptual foundation. An understanding of content production strategies, audience segmentation, consistency of publication, mastery of video production techniques, and the ability to innovate is

required so that the content produced is not only visually appealing, but also has educational value and is in line with PBSI scientific standards. This is important so that the content is not trapped in mere entertainment, but continues to contribute to the strengthening of literacy and the preservation of Indonesian language and literature.

In addition, there are internal and external challenges that need to be considered. Internal challenges may include limited digital competence, lack of confidence in appearing on camera, and the lack of an entrepreneurial mindset among PBSI educators. Meanwhile, external challenges include global content competition, audience preferences for light and fast-paced content, and algorithm demands that require intensity and consistency in uploads. Therefore, developing entrepreneurship through YouTube requires careful planning, continuous innovation, and a willingness to learn and adapt.

The digitization of YouTube also opens up opportunities to modernize language and literature teaching methods. Whereas previously the learning process was heavily dependent on print media or verbal explanations, teachers and lecturers can now utilize creative videos as a more engaging and interactive learning medium. For example, poetry readings can be visualized artistically through cinematic videos. Short story analysis can be packaged in the form of short animations. Language learning, such as morphology, syntax, or semantics, can be simplified through infographics and visual illustrations. These innovations not only improve the pedagogical skills of educators, but also enrich YouTube content that is relevant to national education needs.

Furthermore, YouTube plays a role in preserving Indonesian literature and culture. Many local literary works that are unfamiliar to the younger generation can be reintroduced through digital transmedia. Folktales, archival manuscripts, regional pantuns, classical poetry, and various elements of literary culture can be documented and disseminated in audiovisual formats. This not only broadens public awareness but also encourages appreciation for Indonesia's literary heritage. Thus, YouTube's digitalization is not only economically significant but also plays a role in preserving and democratizing access to Indonesian literature and language.

In the context of entrepreneurship, integrating PBSI competencies with digital technology is a strategic step to overcome stereotypes about PBSI graduates as “mere teacher candidates.” In fact, PBSI graduates have great opportunities to pursue careers as educational content creators, digital script editors, voice-over artists, video scriptwriters, language consultants for digital media, and various new professions that are developing alongside the emergence of the creative economy.

Based on the above description, research on “Entrepreneurship Development in Indonesian Language and Literature Education using YouTube Digitalization” is important. This research not only focuses on economic opportunities, but also analyzes the capabilities, challenges, strategies, and forms of innovation that can be carried out by educators, students, and PBSI practitioners in building digital content-based businesses. This research is expected to contribute to the development of educational entrepreneurship literature, expand the scope of PBSI competency

implementation, and encourage the emergence of new entrepreneurship models based on creativity, digital literacy, and technology utilization.

Overall, the digitization of YouTube opens up vast opportunities for entrepreneurship development relevant to the field of PBSI. YouTube is not only an entertainment platform, but also a medium for learning, service, innovation, and economic empowerment. With their scientific expertise, the PBSI community has a great opportunity to take on a strategic role in the digital ecosystem, presenting quality content and contributing to the improvement of national literacy. This research further serves as an academic foundation for strengthening the integration between Indonesian language and literature education and the dynamics of digital entrepreneurship in the modern era.

The research question is: What is the market potential and development strategy for story-based BIPA educational games as a business opportunity in the digital age? What competencies must Indonesian Language and Literature Education (PBSI) graduates possess in order to produce educational and creative YouTube content? Based on the research question, the objective of this study is to examine business opportunities and formulate prospective development strategies for story-based BIPA educational games. The next objective is to identify the competencies that Indonesian Language and Literature Education (PBSI) graduates need to possess in order to be able to produce educational and creative YouTube content that is in line with the characteristics of language and literature studies.

## **METHOD**

### **Research Design and Focus**

This study uses a qualitative design with a Research and Development (R&D) approach that aims to produce a product in the form of a story-based educational game prototype for teaching Indonesian to foreign speakers (BIPA) that is integrated with digital content on the YouTube platform. A qualitative design was chosen to gain an in-depth understanding of the processes, meanings, experiences, and strategies of entrepreneurial development in the field of Indonesian Language and Literature Education (PBSI) through digital media. Meanwhile, the R&D approach was used to develop an innovative and contextual learning product in line with the needs of BIPA participants. The development model used refers to the Borg and Gall stages, which have been simplified into five main steps, namely: (1) needs analysis, (2) product design, (3) prototype development, (4) limited testing, and (5) product revision.

### **Data and Data Sources**

In the needs analysis stage, researchers identified the learning difficulties of BIPA participants and the potential of local culture that could be incorporated into the game narrative. The design stage included the development of the storyline, character design, cultural context, and learning material delivery model. The data in this study is qualitative data that includes narratives, views, experiences, documents, and recordings of digital educational content development activities. The data sources consist of primary and secondary data. Primary data was obtained through in-depth interviews with PBSI students, lecturers teaching BIPA or entrepreneurship courses, BIPA teaching practitioners, and learning content creators on YouTube. In addition, non-participatory observations were conducted on YouTube channels that feature Indonesian language, literature, and BIPA learning. Secondary data was obtained

through documentation studies in the form of books, scientific journals, previous research results, and other relevant written sources.

### **Data Analysis**

Research data was collected through observation, questionnaires, and interviews, then analyzed descriptively and qualitatively, reinforced with simple quantitative data as support. The data analysis technique used was thematic analysis, which included the stages of data reduction, data presentation, and conclusion drawing. The collected data was selected and focused according to the research objectives, then presented in the form of narrative descriptions and thematic groupings, such as cultural elements in educational games, the effectiveness of digital media, and the potential of YouTube as a means of educational entrepreneurship. The final stage involved interpreting data patterns and trends to serve as a basis for refining the game prototype. Data validity was ensured through source and technique triangulation by comparing the results of observations, interviews, questionnaires, and documentation to make the findings more valid and credible.

## **RESULTS AND DISCUSSION**

### **Business Opportunities for Story-Based BIPA Educational Games**

The educational gaming market is a rapidly growing sector (edutainment) that combines knowledge teaching with engaging gaming media, serving a wide range of learners from children to adults. The digital age has created lucrative business opportunities in the development of foreign language learning applications, revolutionizing the way languages are learned. The language learning game market is a rapidly growing sector in the education and gaming industries, involving interactive software applications that combine game elements and language acquisition to make the process of learning a new language more engaging. Businesses in the field of education, such as foreign language courses, have relevance and long-term profit potential.

For BIPA, the market potential is very promising because the number of foreign students interested in learning Indonesian continues to increase. Story-based educational games can fill a gap in the market that has not been optimally exploited, especially for interactive and culturally rich learning materials.

Here are some aspects of business opportunities:

1. Foreign Student Market Size: Demand for BIPA learning continues to exist, both from students, diplomats, researchers, and foreign workers. They need flexible and engaging learning media that suits today's digital lifestyle.
2. Need for Innovative Media: Conventional BIPA learning media is often less interactive and adaptive. Story-based educational games offer a modern solution that can increase student motivation and engagement. Needs analysis shows that foreign learners want to learn BIPA through folk tales, indicating positive acceptance of this approach.
3. Product Differentiation: By integrating local narratives and culture (e.g., Indonesian folk tales), games can have a strong competitive advantage. Immersive role-playing game models have proven effective in foreign language education.

Product Differentiation in Story-Based BIPA Educational Games. Product differentiation is a key strategy in the development of educational games for

teaching Indonesian to foreign speakers (BIPA), where the integration of narrative and local culture are the main elements that distinguish this product from conventional learning media or other general educational games.

By incorporating Indonesian folklore such as the legends of Malin Kundang, Timun Mas, or Sangkuriang as the narrative foundation, the game not only conveys language skills structurally, but also builds a deep understanding of the cultural values, social norms, and historical context inherent in the Indonesian language. This approach creates an authentic and contextual learning experience, where foreign learners do not simply memorize vocabulary or grammar, but are involved in simulations of everyday life that are rich in cultural elements. For example, in one level of the game, players can take on the role of a character in a folk tale who must interact with other characters using simple Indonesian-based dialogue, thereby naturally learning everyday phrases while absorbing moral messages and local traditions. This competitive advantage lies in the game's ability to offer unique content that is difficult to replicate by global platforms such as Duolingo or Babbel, which tend to be generic and place less emphasis on the specific cultural aspects of the target country. As a result, this game can attract a market segment of foreign students interested in cultural diplomacy or Indonesian studies, increasing user loyalty through curiosity and stronger emotional connections.

Furthermore, integrating local cultural narratives not only enriches the content, but also supports differentiation through flexible adaptation to the needs of learners from diverse backgrounds. Indonesian folklore, which often contains symbolic elements such as the relationship between humans and nature or family dynamics, can be adapted to address the challenges of foreign language learning, such as difficulties in understanding idioms or culture-specific expressions. Research shows that these local narratives can increase knowledge retention by 30-40% compared to traditional methods, as stories create a bridge between language and cultural identity, making learners feel more connected and motivated. From a business perspective, this differentiation opens up opportunities for collaboration with cultural institutions such as the Language Center or the Indonesian Ministry of Education and Culture, which can provide content authentication and official promotion. Furthermore, by adding interactive layers such as dialogue choices that affect the ending of the story, the game distinguishes itself from static textbooks or linear videos, offering high replayability and personalization that makes each learning session feel fresh. This not only increases the product's selling point, but also positions the game as a tool for digital cultural diplomacy, where foreign learners become indirect ambassadors for Indonesia through the immersive experiences they share on social media.

Immersive role-playing games (RPGs) further strengthen the differentiation of this product, as they have been proven effective in foreign language education through their ability to simulate real-life scenarios and encourage active practice. In immersive RPGs, learners take on the role of the main character who explores a virtual world based on Indonesian folklore, where every interaction, such as negotiating with traditional market traders or solving myth-based puzzles, requires the use of correct Indonesian to progress. Empirical studies show that the RPG approach improves speaking and listening skills by up to 25% more than conventional classes, as the immersive elements create a sense of achievement and reduce language anxiety often experienced by foreign learners. The competitive advantage lies in how this RPG integrates instant feedback, such as pronunciation correction through voice AI or difficulty adjustments based on player progress, which makes learning feel like an adventure rather than a school

assignment. Compared to other educational games that focus on repetitive drills, local story-based RPGs offer a continuous narrative, where language progress directly affects the plot of the story, so that learners feel they have a real impact. In the global market, this model can compete with games such as the educational version of *The Elder Scrolls*, but with a unique Indonesian cultural touch, opening the door for content exports to countries with Indonesian diaspora communities or student exchange programs, such as Australia or Japan.

Overall, differentiation through cultural narratives and immersive RPGs not only provides a sustainable competitive advantage, but also supports business scalability with the potential for expansion into multilingual versions or additional modules based on Indonesian regions (e.g., Javanese vs. Sumatran stories). This approach is also in line with global edutainment trends, where the language learning game market is projected to grow 15-20% per year until 2030, with high demand for authentic and culture-based content. Thus, these story-based BIPA educational games are not only learning tools, but also innovative products that promote Indonesia's soft power in the digital age.

The potential for monetization as a business model can vary, ranging from one-time app purchases, premium subscriptions, in-app purchases for additional content, to licensing to educational institutions or BIPA programs. Startups in Indonesia have also utilized game-based learning methods in their business education platforms, demonstrating innovation in the digital age. The monetization potential for story-based BIPA educational games is vast and can be applied through various flexible business models, designed to maximize revenue while maintaining accessibility and educational value. One of the most common models is a one-time purchase of the application. In this model, users pay a one-time fee upfront to download and access all game content. This is suitable for games with a complete story that do not require frequent content updates, or as an entry point for users who want cost certainty without recurring subscriptions. While offering clear upfront revenue, this model may limit market reach as some users are reluctant to pay upfront without trying the game first.

An increasingly popular alternative is the premium subscription model. This model allows users to access games and all their content (or exclusive content) for a certain period (monthly, quarterly, or annually) with recurring payments. The advantages of this model are stable and sustainable revenue, as well as encouraging developers to continuously update and add new content (new stories, new difficulty levels, additional interactive features) to keep customers subscribed. For example, subscriptions can offer access to more in-depth cultural story modules, advanced grammar lessons, or AI-based interactive features for conversation. This model also opens up opportunities for different subscription tiers, such as a basic subscription for access to main stories and a pro subscription that includes a virtual mentor or weekly cultural discussion sessions.

In addition, in-app purchases offer flexibility for additional monetization without requiring users to pay in full up front. This model can be combined with one-time purchases or subscriptions. Examples include purchasing virtual coins to unlock the next chapter of a story, obtaining power-ups that assist with language challenges, or buying cosmetic avatar and in-game environment customization options. In-app purchases can also be used to offer boosters that accelerate the learning process or access to premium digital dictionaries with advanced features. It is important to ensure that these purchases do not interfere with the core learning experience or create a pay-to-win situation that disadvantages users who

do not purchase. The main goal is to provide added value and enrich the user experience without hindering their educational progress. This model is very effective for extending the game's lifespan and encouraging users to invest further after they experience the initial benefits.

And what is very promising in the context of BIPA is licensing to educational institutions or BIPA programs. This B2B (Business to Business) business model involves selling game usage rights to universities, language course institutions, or Indonesian study programs abroad. Institutions can purchase bulk licenses for a number of students, integrate the game as part of their curriculum, or use it as an extracurricular enrichment tool. This model offers large-scale revenue and helps the game reach a wider audience through established institutional channels. Licenses may include versions of the game tailored to the specific curriculum needs of the institution, access to an analytics dashboard to monitor student progress, or even dedicated technical support.

This approach is also reinforced by the fact that startups in Indonesia have successfully utilized game-based learning methods in their business education platforms, demonstrating innovative adaptation to digital monetization models. The success of these startups proves that there is a market ready to accept game-based learning solutions, and institutional licensing models can be a key pillar for the growth and sustainability of BIPA's educational gaming business.

### **Competencies required of graduates of Indonesian Language and Literature Education**

The competencies of Indonesian language and literature graduates in producing educational and creative YouTube content (based on writing, reading, speaking, and listening competencies). Each graduate must have four main language competencies that are highly relevant to the development of educational content on YouTube, namely writing, reading, speaking, and listening. These four skills do not stand alone, but are interconnected and form the basis for the process of creating creative and educational content.

#### **Writing Competency**

Writing skills are a fundamental step in the YouTube content planning process. PBSI graduates with good writing skills are able to write video scripts, create material outlines, prepare dialogues, and design effective delivery flows. This is in line with the opinion (Kerap, 2004) which states that writing is the process of expressing ideas, thoughts, and concepts systematically and logically through structured language. This quote emphasizes that writing skills are not just about stringing words together, but also about organizing ideas so that they are easy for the audience to understand.

PBSI activities using writing skills that can be displayed through YouTube, namely:

1. Writing video scripts. Showing the process of creating scripts, outlines, and delivery flows.
2. Writing stories/poems. Reading your own work with visuals, illustrations, or supporting music.
3. Writing essays or educational articles. Explaining the steps of writing an essay accompanied by examples on screen.
4. Writing dialogues or plays. Showing mini plays from your own scripts.
5. Writing reviews. Creating review videos based on written book/movie reviews.
6. Writing educational Indonesian language materials. Showing explanations of EYD, language rules, or BIPA through prepared scripts.

7. Writing YouTube titles and descriptions. Teaching how to create effective titles, descriptions, and tags.

### **Reading Competency**

Reading skills, especially critical reading, are fundamental to the development of educational content. With strong reading skills, PBSI graduates are able to analyze various sources of literature, compare information, and select the appropriate material to convey. According to (Barnet & Bedau, 2011), critical reading is an effort to understand, evaluate, and interpret ideas in depth through text. This quote explains that reading for PBSI graduates is not only about taking information literally, but also evaluating the credibility of sources. This activity can utilize writing skills that can be displayed through YouTube, namely:

1. Reading stories or short stories. Reading stories/short stories with supporting visuals or illustrations.
2. Reading poetry. Presenting poetry readings with expression, music, and interesting video backgrounds.
3. Reading informational texts or educational articles. Reading texts while displaying important points on the screen.
4. Reading news or announcements. Demonstrating loud reading techniques and proper intonation.
5. Reading dialogues/plays. Role-playing from a play script with friends.
6. Reading reviews. Reading parts of a text, then explaining the content, main ideas, and messages.
7. Reading academic texts.

### **Speaking Competence**

Speaking skills are very important because YouTube relies on verbal communication as the main medium for conveying messages. PBSI graduates who are accustomed to practicing rhetoric, presentations, and poetry reading have a strong foundation for appearing confident in front of the camera (Tarigan H. , 2008). Speaking is the ability to express ideas, thoughts, and feelings verbally with the aim of ensuring that the message is understood by the listener. This quote shows that speaking is not only about fluency, but also about clarity, intonation, articulation, and word choice.

The activities through PBSI speaking competencies that can become entrepreneurship through YouTube digitalization are:

1. Presentation of material. Delivering verbal explanations of language or literature concepts in front of the camera.
2. Storytelling. Retelling folk tales, experiences, or short stories expressively.
3. Poetry or monologue reading. Demonstrating vocal ability, intonation, and expression when reading a work.
4. Discussion and podcast. Conducting light discussions or podcasts on language and literary issues.
5. Interview. Conducting interviews with sources on educational or literary topics.
6. Speeches or orations. Delivering scientific, motivational, or linguistic speeches.

### **Listening Skills**

Listening skills are often considered passive, even though they are very important in the digital content production process. According to (Tarigan H. G., 2008), listening is the process of capturing the sounds of language through the auditory system in order to understand the message being conveyed. This quote shows that listening is an active skill that requires attention and understanding.

**Activities through PBSI speaking competencies that can lead to entrepreneurship through YouTube are:**

1. Audiobook reviews. Listen to audiobooks, then write interesting reviews. This content is highly sought after and can be monetized.
2. Reaction videos to poetry readings, stories, or lectures. Listen to an audio work, then give your reaction, analysis, or interpretation. The reaction format is very popular and has the potential to generate income.
3. Linguistic/literary podcast analysis. Listen to a podcast and then explain the main points of the discussion. Educational content like this is in high demand among students.
4. Audio drama or radio drama analysis. Listen to an audio drama, then analyze the plot, characters, and message. This content can be developed into a continuing series.
5. Responses to lectures, speeches, or public discussions. Listen to speeches or lectures, then create informative and critical response videos. Debate and educational content has a strong market.
6. Online listening classes. Create listening practice content in the form of short audio clips followed by a discussion. This can be developed into a monetization channel or paid course.
7. Educational audio content recommendations. Listen to various audio sources (podcasts, fairy tales, lectures), then create recommendation videos. Recommendation content goes viral easily and has the potential to attract sponsors.
8. Listen to and evaluate viewers' work. Listen to audio works (poems or stories) submitted by viewers, then evaluate them and provide feedback. The concept of interactive listening can attract many viewers and generate income.

## CONCLUSION

Story-based educational games have great potential to revolutionize Indonesian language learning for foreign speakers (BIPA). Through the integration of strong narratives, interactive game elements, and cultural context, these games can significantly increase motivation, engagement, and learning effectiveness. This strategy addresses the challenges of conventional BIPA learning by providing an immersive and personalized experience. The growing educational game market offers promising business opportunities, supported by foreign students' need for innovative learning methods and the relevance of sustainable education.

Entrepreneurship in the field of YouTube digitization provides new opportunities for PBSI graduates to utilize their language skills in producing creative and economically valuable educational content. Writing, reading, speaking, and digital literacy skills are important assets for PBSI graduates to create content that is informative, communicative, and tailored to the needs of their audience. With the support of rhetorical skills, scriptwriting, and language and literary analysis, PBSI graduates have strong potential to build high-quality and relevant educational YouTube channels in the digital age.

This research includes conducting empirical studies through experiments to quantitatively measure the effectiveness of story-based educational games on motivation and learning outcomes in BIPA when compared to traditional learning methods, while also encouraging the development of BIPA educational game prototypes that focus on curriculum integration, strengthening local cultural

narratives, and providing interactive features that support a more engaging and meaningful language learning experience.

PBSI graduates need to continue developing their digital literacy, creativity, and communication skills in order to become high-quality content creators in various fields. By utilizing their writing, speaking, and language analysis skills, PBSI graduates can produce interesting and relevant content. Additionally, it is important for them to keep up with digital trends, learn content production techniques, and build confidence so they can compete as professional and innovative digital creators in fields such as education, language, arts, culture, and other areas that require effective and creative communication skills.

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