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Socialization and training on the use of digital media and digital applications for teacher personality branding in the challenges of Generation Z Era Society 5.0 in Tembung Village, Deli Regency Serdang Province of North Sumatra

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ABSTRACT

This research aims to provide training on the use of digital media and digital applications in developing teacher personality branding in the challenges of generation Z. Generation Z, as a generation that grows up in the digital era, has different preferences and needs in terms of learning and interactions with teachers. This study uses a qualitative approach involving participants consisting of teachers who have attended training on the use of digital media and digital applications. Data was collected through in-depth interviews and participatory observation. The results showed that this training had a positive impact on developing effective teacher personality branding for generation Z. Teachers who participated in the training experienced increased knowledge and skills in using digital media and digital applications relevant to the needs of generation Z. They were able to create interesting and relevant content, build strong relationships with students, and utilize social media platforms to expand the reach and influence of teachers. In addition, this training also increases teachers' understanding of the characteristics of Generation Z, including their preferences in learning, communication styles, and use of technology. Trained teachers can harness the power of digital media and digital applications to create more interactive, collaborative and relevant learning experiences for generation Z.

Keywords: generation z, branding, media, digital

Introduction

In the ever-evolving digital era, the use of digital media and digital applications has become an integral part of everyday life. This technological development has also had a significant impact on the education sector, including in terms of the development of educators' personal branding (Regan, 2019). Utilization of digital media and digital applications can be an effective tool for teachers to strengthen their self-image and build strong relationships with students, colleagues and the wider community. Personal branding refers to one's efforts to build a self-image that is consistent, attractive, and relevant in the minds of others (Torous et al., 2021). In the educational context, teachers' personal branding is becoming increasingly important as it reflects their values, personality and skills as educators. Teachers who have strong personal branding can gain the trust and respect of their students, parents, and colleagues, and increase their influence in the world of education (Tondeur et al., 2019). Digital media and digital applications offer a variety of opportunities for teachers to strengthen their personal branding. With social media such as Facebook, Instagram, Twitter and LinkedIn, teachers can share their experiences, knowledge and insights in the form of interesting content (Montiel et al., 2020). They can publish educational articles, create learning videos, or share photos and stories from their teaching and learning activities. In this way, teachers can build extensive networks, reach students and parents outside the school environment, and expand their influence as educators (Alarcon et al., 2020). Apart from social media, there are also various digital applications that can assist teachers in building their personal branding. Applications for creating videos, podcasts and blogs allow teachers to produce interesting and informative content (Beardsley et al., 2021). They can use the editing tools available to create high-quality videos or podcasts that convey educational messages in creative ways. In addition, schedule, task and communication management

applications can also help teachers increase their efficiency and productivity, thus strengthening their professional image (Lockee, 2021). However, in the use of digital media and digital applications, it is also important to pay attention to ethical and security aspects. Teachers must maintain the privacy and security of their own personal data as well as that of their students. They must follow the guidelines and policies that apply to the use of digital media, and teach students about the responsible and safe use of digital media (Marin et al., 2021).

In the context of Generation Z, who grew up and grew up in the midst of rapid technological developments, teachers need to follow trends and understand their preferences and needs in learning. Generation Z is used to instant access to information via the internet and social media, so the use of digital media and digital applications in teacher personal branding can be an effective way to interact and inspire their students (Anderson, 2019). Furthermore, digital-based media applications also have an impact on students' interest in the learning process. Utilization of digital media and digital applications also enriches student learning experiences. Interactive learning videos, simulations, and educational games can make learning more interesting and fun (Han et al., 2023). Students can learn through more visual and interactive media, which can increase their understanding and involvement in the subject matter. Applications for learning foreign languages, mathematics or science also allow students to study independently and develop their abilities in a fun way. Through outreach and training on the use of digital media and digital applications for teacher personality branding, it is hoped that teachers can improve their competency in using this technology effectively and creatively. Teachers who are able to build strong personal branding through digital media will be able to gain greater influence in education, motivate students, and contribute to the development of generation Z who are ready to face the challenges of the Society 5.0 era.

Research Methodology

Qualitative research methods are research approaches used to understand and explain phenomena in natural and complex contexts. This method focuses on deep understanding of individual or group meanings, perceptions, and experiences (Darlington & Scoot, 2020). By carrying out several stages including: (1) Identification of Community Issues or Problems: The first step is to identify community issues or problems that will become the focus of the community service project. This involves a literature survey, field observations, interviews with stakeholders, or discussions with community members to understand the problem to be solved. (2) Determination of goals and objectives: After identifying issues or problems, set clear goals and objectives to be achieved through the community service project. These goals must be specific, measurable, achievable, relevant, and time bound. (3) Preliminary Research: Conduct preliminary research which includes collecting relevant data and information on the issues or problems to be resolved. Data sources can include scientific literature, statistical data, previous research reports, or primary data collected through surveys, interviews, or field observations. (4) Project Planning and Design: Create a clear and structured work plan for community service projects. This plan should include the concrete steps to be taken to achieve the project's goals and objectives, as well as the allocation of resources such as time, budget and manpower. (5) Community Participation and Involvement: Actively involving the community in the service process is very important. Identify relevant stakeholders and involve them in project planning, implementation and evaluation. Use a participatory approach that allows the community to contribute, share knowledge, and have an active role in problem solving. (6) Implementation: This step involves carrying out community service activities according to a predetermined plan. These activities can include counseling, training, workshops, social campaigns, product or service development, or other practical interventions aimed at solving identified problems. (7) Data Collection and Evaluation: During and after project implementation, conduct data collection to evaluate the effectiveness and impact of community service. Data can be collected through surveys, observations, interviews or monitoring.

Results and Discussion

1. Introducing Digital Media and Digital Applications to Teachers

Training on the use of digital media and digital applications for teacher personality branding is very important in increasing teacher competence in using this technology effectively to build a strong personal brand. In this training, teachers will be equipped with the knowledge and skills needed to utilize digital media and digital applications to increase their impact in education. The training will start with an understanding of the concept of teacher personality branding. Teachers will study the importance of building a strong personal brand, how personal brands can influence the perceptions of students, parents, and society, and how personal brands can be used to motivate and inspire students. Furthermore, teachers will be introduced to various digital media that can be used to build teacher personality branding. They will study the use of websites, blogs and social media platforms to extend their reach and share relevant educational content. The training will cover knowledge on how to create interesting content, attract students' attention, and build strong connections with audiences through digital media. In addition, teachers will study the use of digital applications that can improve teacher personality branding. They will be taught how to use video editing applications to create interesting learning videos, graphic design applications to create informative infographics and posters, as

well as collaboration applications to facilitate group work and share ideas with fellow teachers. The training will teach teachers about best practices in leveraging digital media and digital applications to build a strong personal brand. They will learn about brand consistency, namely maintaining a consistent message, style, and brand image in every interaction with students and the public. They will also learn the importance of actively interacting with students through comments, messages, and feedback which can build positive relationships.

In addition, the training will provide insight into measuring and evaluating the effectiveness of teacher personality branding. Teachers will learn about tools and methods for tracking the impact and influence of their personal brand on increasing student motivation, confidence, and learning outcomes. In this training, teachers will be given the opportunity to practice directly using digital media and digital applications. They will be invited to create content, manage social media platforms, and interact with students through digital media. The training will create a collaborative and supportive environment where teachers can share experiences and learn from one another. At the end of the training, teachers are expected to be able to master the use of digital media and digital applications to build a strong teacher personality branding. They will have the necessary knowledge and skills to use these technologies effectively in education, motivate students, build positive relationships, and enhance their reputation as inspiring and innovative educators.

2. Teacher's Strategy in Building Personality Branding Through Media

The following is a model that can be applied to teachers in building self-branding personality that can inspire students:

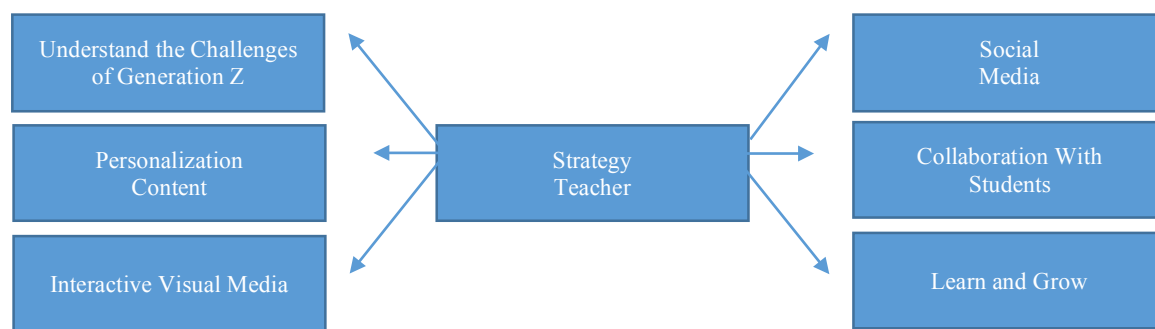


Figure 1. Teacher Strategy Formulation for Building Personality Branding (Fadlan et al., 2023)

The following is an explanation of the strategies that must be used by teachers in building personality branding as an educator including the following:

- Understand the Challenges of Generation Z:** Teachers need to understand the characteristics and preferences of Generation Z who grew up in the era of society 5.0. Generation Z is technology savvy, highly digitally connected, and expects interactions to be instant and relevant. Teachers need to realize that they need to use digital media and applications that are attractive, easily accessible, and in accordance with the preferences of generation Z.
- Content Personalization:** Teachers must be able to customize content and learning materials using digital media and applications according to the needs and interests of generation Z. In building teacher personality branding, teachers must create content that is interesting, relevant, and describes the personality and values they want to convey. Personalization of content will help build a closer relationship between teachers and students.
- Use Visual and Interactive Media:** Generation Z is used to information presented in visual form and interacting with technology. Teachers can use visual media such as images, videos, or infographics in their content to make it more interesting and easy for generation Z to understand. In addition, interactive learning experiences by combining interactive elements such as quizzes, online discussions, or simulations that can be accessed through digital applications.
- Make use of Social Media:** Social media is a popular platform for generation Z. Teachers can use social media to build teacher personality branding by sharing inspiring educational content, providing insights, and interacting directly with students. Teachers can use platforms such as Instagram, Twitter or YouTube to share educational materials, answer student questions and build a learning community.
- Collaboration with Students:** Involving students in the process of creating digital media and digital applications is an effective strategy in building teacher personality branding. Teachers can invite students to participate in content creation, provide input, or take a role in managing class social media platforms. This collaboration will strengthen the relationship between teachers and students, and help students feel more involved and valued in the learning process.

- f. Continuously Learning and Improving: Digital media technologies and trends are constantly evolving. Teachers need to keep abreast of the latest developments in digital media and digital applications to continue to enrich their strategies in building teacher personality branding. Continuing to learn and develop digital skills will help teachers stay relevant and effective in using technology in education.

By implementing the above strategies, teachers can effectively utilize digital media and digital applications to build a strong teacher personality branding in the challenges of generation Z in the era of society 5.0. This will help teachers to better connect with students, motivate them, and create interesting and meaningful learning experiences.



Figure 2. The process of training the use of learning media to the teacher council

Discussion of socialization and training on the use of digital media and digital applications for teacher personality branding in the challenges of generation Z in the era of society 5.0 is relevant and important in the current educational context (Szymkowiak et al., 2021). Generation Z, which consists of individuals born between the mid-1990s and mid-2000s, grew up in an era of highly sophisticated and online connected digital technology (Mourtzis et al., 2022). Therefore, teachers need to understand and master the use of digital media and digital applications in order to build an effective and relevant teacher personality branding in facing the challenges of generation Z in the era of society 5.0. Socialization and training on the use of digital media and digital applications can provide insight and skills to teachers to optimize the potential of this technology in building a strong personal brand as educators (Sriptom et al., 2019). Demir & Sonimez (2021) revealed that there are several aspects that can be discussed in this socialization and training including: (1) Understanding of Generation Z: Socialization and training must begin with an in-depth understanding of the characteristics and preferences of generation Z. Teachers need to understand how this generation interacts with digital media and technology, their learning styles, and how they consume and digest information. This will assist teachers in developing the right strategy in building teacher personality branding that is attractive to generation Z. (2) Utilization of Digital Media: Training must involve an in-depth introduction and understanding of various types of digital media that can be used in building teacher personality branding. Teachers need to learn how to use websites, blogs, social media platforms and online learning platforms to create content that is relevant, engaging

and has a positive impact on students. The training should also involve understanding the use of attractive photos, videos and graphics to reinforce their personal brand. (3) Use of Digital Applications: Teachers need to be introduced to various digital applications that can be used to strengthen their teacher personality branding. Video editing, graphic design, or collaboration applications can help teachers create engaging and innovative content. Training must involve the introduction and practice of using these applications, as well as how to integrate them into learning activities. (4) Communication and Interaction: Training should also focus on developing effective communication and interaction skills through digital media. Teachers need to learn how to communicate with students through social media platforms, email or instant messaging. They also need to learn how to maintain positive communication and build strong relationships with students, parents and the community through digital media. (5) Building Reputation and Personal Branding: Training should address the importance of building a strong personal brand as an educator. Teachers need to understand how to leverage digital media and digital applications to build a positive, consistent, and persuasive personal brand. This includes choosing the right platforms, building meaningful and relevant content, and building strong relationships with students, parents and the community. (6) Measurement and Evaluation: Training must involve an understanding of measuring and evaluating the effectiveness of teacher personality branding through digital media.

Teachers need to learn how to track and analyze the impact of their branding efforts, such as number of followers, engagement, positive feedback, and student achievement. This will assist them in evaluating and optimizing their branding strategy. Based on the description above, this socialization and training must be comprehensive, using various and interactive methods, and integrating technology in the delivery of material. Ongoing evaluation and feedback is also needed to ensure the training program is effective and relevant. By developing knowledge and skills in utilizing digital media and digital applications, teachers can become successful agents of change in creating strong and effective teacher personality branding in facing the challenges of generation Z and the era of society 5.0. It is important to note that this outreach and training must be continuous and ongoing. Teachers must keep abreast of technological developments and digital media trends, and continue to improve their skills in using digital media and digital applications. Thus, they can effectively face the challenges of generation Z in the era of society 5.0 and build relevant, inspiring and effective teacher personality branding.

Conclusion

Based on the results of community service regarding socialization and training in the use of digital media and digital applications for teacher personality branding, it can be concluded that, an important role in facing the challenges of generation Z in the era of society 5.0. In an increasingly digitally connected world, teachers need to understand and master the use of digital media and digital applications to build a strong and relevant personal brand as educators. Through this socialization and training, teachers can acquire the necessary knowledge and skills to optimize the use of digital media and digital applications in building an effective teacher personality branding. They learn to understand the preferences and characteristics of generation Z, using social media platforms, websites, blogs or online learning apps to create engaging, relevant and meaningful content for students. Training also covers the use of relevant digital applications, such as video editing tools, graphic design, or collaboration applications. Teachers are given the skills to create innovative content that fits the learning style of Generation Z. They also learn how to communicate and interact effectively through digital media, building positive relationships with students, parents and the community. This outreach and training aims to build a strong personal brand as an inspiring and innovative educator. Teachers can adapt to the challenges of Generation Z and the era of society 5.0, motivate students, and enhance their reputation as relevant and influential educators. Through developing knowledge and skills in utilizing digital media and digital applications, teachers can become successful agents of change in creating effective teacher personality branding. However, it is important to remember that this socialization and training must be continuous and sustainable. Teachers must keep abreast of technological developments and digital media trends, and continue to improve their skills in using digital media and digital applications. Ongoing evaluation and feedback is also needed to ensure the training program is effective and relevant. Overall, socialization and training on the use of digital media and digital applications for teacher personality branding is an important step in facing the challenges of generation Z and the era of society 5.0. By making good use of the potential of digital media and digital applications, teachers can build strong and relevant personal brands, create engaging learning experiences, and enhance relationships with students and the community effectively.

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