

THE DEVELOPMENT OF MOOCs TO BUILD STRONG PERSONAL BRANDING TO IMPROVE COMMUNICATION SKILLS

Danar Kristiana Dewi¹, Gunawan Wiradharma², Melisa Arisanty³, Stefani Made
Ayu⁴

^{1, 2, 4}Communication Science Study Program, FHSIP, Universitas Terbuka (INDONESIA)
³Department of Library and Information Science, FHSIP, University Terbuka (INDONESIA)

Abstract

Personal branding can be one of the keys to success in starting a career in the professional world. In order to shape and maintain public perception to present a positive image of a person, we must build strong *personal branding*. This ability can be learned and developed so that others can remember one's identity. It can lead to trust and loyalty. Personal branding can be seen through appearance, speaking, social media activity, and worn items. There are several ways to build strong personal branding, such as learning personal branding material through MOOCs. The type of MOOCs developed is xMOOC using the ADDIE Model. The MOOCs consist of seven materials to support one's branding, namely (1) basic concepts of personal branding, (2) personal branding elements, (3) knowing yourself (*self-branding*), (4) *grooming*, (5) building relationships, (6) building personal branding through social media, and (7) creating a personal branding *tagline*. The development of MOOCs opens up a wide opportunity to be used as an open and massive learning *platform* to develop one's identity, character, reputation, and credibility.

Keywords: Communication skills, MOOCs, personal branding.

1 INTRODUCTION

The era of globalization, marked by increasing competition, requires professionals to hone themselves in terms of knowledge and skills, and communication, both in the real world and the virtual world. These aspects give each individual added value, ultimately forming a "brand" that can compete in the professional world of work. Nowadays, intelligence is only enough if balanced with the ability to socialize and communicate positive aspects of oneself. (Birowo & Soekotjo, 2014).

Branding activities are not only for those who want to win public office. Branding is a need for everyone who wants to have an interest in getting something from others through communication processes. Branding is an activity to build other people's perceptions of oneself. Every behavior we show daily in society is a process that will become a brand for us in the future. (Haroen, 2014).

According to Haroen (2014), *personal branding* is the process of shaping people's perceptions of a person's aspects, such as personality, abilities, or values, and how all of that creates a positive perception from the public. In addition, personal branding, according to Wasesa (2011), is the process by which people use themselves or their careers as *brands*. Personal branding is the art of actively attracting and maintaining public perception, which can be built from people, names, signs, symbols, or designs that can be used as a differentiator from others. Thus, a personal brand is an impression related to expertise, behavior, and appearance built by someone, intentionally or unintentionally, to present his or her self-image. A personal brand can be used as an identity others use to remember someone.

There are several benefits of personal branding that can be obtained. The benefits of a person in developing their branding include (1) increasing credibility and self-confidence, (2) helping to expand connections/networks, (3) showing and developing abilities so that they can add *value to a person*, (4) distinguishing a person from others to look superior, and (5) the purpose of personal branding is to become a reference figure or *top of mind in a field* related to the profession, known as a *key opinion leader* (KOL) who can influence the behavior of others, known as a smart and kind figure. An example of the benefits of personal branding in everyday life is how personal branding is used as a differentiator. It simultaneously shows the identity of an influencer or *key opinion leader*.

Professionalism is an attitude that is required in every field of work. Many people see professionalism as something that each individual needs to train. Being professional, directly or indirectly, can contribute to a positive image of oneself. Undeniably, a person's success is influenced by his ability to give a positive image of himself. Three basic characteristics must be considered when designing a strong personal brand that is distinctive, relevant, and consistent. Personal branding with distinctive or special/different, relevant, and consistent will be captured and understood quickly by others or the public (Birowo & Soekotjo, 2014).

One of the most phenomenal developments in *online* learning practices is *massive open online courses* (MOOCs). MOOCs are massive open *online* learning (no prerequisites). (Belawati, 2019). The MOOCs developed in this development research are *fully online* learning. Regarding interaction methods, the MOOCs will be developed using asynchronous communication methods with a learning approach like in the classroom (classroom-type design model) with (LMS). Pedagogically, there are two types of MOOCs, namely (1) cMOOC, where

the core of learning is the interaction between the MOOC participants themselves, and (2) xMOOC, where the core of the learning process in it is the interaction between the learner and the learning material provided. The MOOCs developed in this study are xMOOC. The pedagogy of xMOOC is more structured, with materials prepared in advance by the MOOC developer. The learning material prepared in the LMS consists of eight sessions that will end with a competency test to get a certificate of completion and a certificate of travel if the participant does not pass. The learning process in xMOOC is designed to follow the flow of the pre-provided materials, including video materials, and consists of assessments automatically graded by computer. In xMOOC, the learner will be passive because the teacher has designed everything with a learning process usually scheduled within a certain deadline (Belawati, 2019).

When there is a need to build trust with others, branding must be done programmatically or carefully planned. Branding involves how people understand us, see whether our presence can be a solution or a problem for them, and how we present ourselves to the public. Especially amid competition and the growing presence of social media, branding is no longer a necessity but a demand that must be met. These are the reasons for developing *Personal Branding* MOOCs consisting of basic concepts of how to do *branding* on social media. The development of these MOOCs is important because, through these MOOCs, participants will be given provisions to develop personal branding professionally. Participating in MOOCs' *Personal Branding* will give participants enough provisions to communicate effectively and professionally.

2 METHODOLOGY

The development model used in this development is the ADDIE model, one of the systematic learning design models. Romiszowski (1996) suggests that at the learning material design and development level, systematic as a procedural aspect of the systems approach has been realized in many methodological practices for designing and developing texts, audiovisual materials, and computer-based learning materials. The choice of this model is based on the consideration that this model is developed systematically and based on the theoretical basis of learning design.

This model is structured programmatically with a systematic sequence of activities to solve learning problems related to learning resources that follow learners' needs and characteristics.

This model consists of five steps, namely: (1) *analysis*, (2) *design*, (3) *development*, (4) *implementation*, and (5) *evaluation*. The *analysis* stage identifies problems in the place that is used as a research sample; *Design* is the stage of making the design of the media display to be developed and the media navigation flow; *Development* is the stage of making media following the media design at the design stage; *Implementation*, the real step to apply the learning media that has been made; *Evaluation* is the stage taken to evaluate the product that has been developed. (Tegeh & Kirna, 2010).

This research is focused on the development and content of MOOCs using the *Learning Management System* (LMS). The learning structure is specifically designed by applying the *self-paced instruction* model that allows participants to manage their learning time according to their abilities. This research topic will develop popular skills society needs, namely professional communication skills in the world of work. This research will be conducted in the following steps.

1. Conduct a needs analysis with experts.
2. Making material in the form of PPT consists of the material below. According to the reference, the material will be adjusted to the concepts and theories.
 - Basic concepts of personal branding,
 - Elements of personal branding,
 - Knowing yourself (*self-branding*),
 - Grooming,
 - Building relationships,
 - Building personal branding through social media, and
 - Create a personal branding tagline
3. Making videos with graphic animation techniques so that the display seems current and interesting.
4. Making questions (discussion and formative tests) for each session
5. Creation of session introduction, material description, and summary of each session
6. Review by experts and students of the MOOCs materials that have been created.

7. Make revisions to the review results.
8. Uploading materials to the (Open University) UT MOOCs Learning Management System (LMS)
9. Create an IPR certificate for the video material.

3 FINDINGS AND DISCUSSION

This research results in *Massive Open Online Courses (MOOCs)* entitled *Personal Branding*. The presence of MOOCs *Personal Branding* is a breakthrough or innovation that aims to improve popular skills in the industrial era 4.0, especially in professional communication. Especially amid competition and the growing presence of social media, branding is no longer a necessity but a demand that must be met. The development of these MOOCs is important because, through these MOOCs, participants will be given provisions to develop personal branding professionally well. The following is the explanation.

3.1 Analysis Stage

The analysis stage was conducted by interviewing material experts from lecturers/practitioners in the field of communication science to identify the things and material needs that must exist in *Personal Branding* MOOCs. The interview was semi-structured about the experience and opinions of respondents related to *personal branding* in professional communication. The following is a needs analysis interview to develop *Personal Branding* MOOCs.

Based on interviews conducted with experts, *personal branding* is closely related to self-existence. It will eventually form a unique self that is not only a differentiator but is starting to be understood as an effort to develop oneself. It certainly requires training so that *personal branding* skills can increase in order to develop themselves.

"When talking about personal branding conditions, it is closely related to the person's self-existence. Of course, a person's existence in the environment has its uniqueness..."

Establishing self-existence is finally realized as an important thing to show potential, especially in an era like today full of competition, showing self-potential becomes the main thing. Therefore, it is important to train and improve personal branding as our self-development."

For this reason, understanding the concept of *personal branding* is important as a way to increase one's 'selling point.' Through *personal branding*, the main things in an individual can

be put together involving *skills*, personality, and character that are wrapped as a strong identity compared to other people's self-identity. (Montoya & Vandehey, 2008). In today's digital era, *personal branding* has become commonplace. Although *personal branding* has existed since previous eras, it is in this digital era that the *personal branding* stage has become so common, especially through the internet.

Experts also mentioned that *personal branding* is inseparable from professional communication. As well as building the trust of others, it certainly requires good *personal branding* to present a positive and trustworthy self-image. It is certainly a potential. Work (professional) activities will also run well if personal branding is good.

"Everyone must do communication, especially personal branding in their daily lives to support their careers and businesses. We also often do personal branding to support the success of our work or business. Talking about communication success, there are several factors that influence it. One of them is our ability to build personal branding with others. In essence, our work will also depend on our communication and personal branding skills."

Communication is a necessity for humans. The continuity of life will be maintained through communication (Mashudi et al., 2020). Okoro, Cwasington, and Thomas (2017) said that when individuals have good communication skills and *personal branding*, it will increase their self-confidence to face the world of work. On the other hand, individuals will also be able to influence other members of the organization, regardless of their position and position.

According to expert testimony, *personal branding skills* are important for improving performance and career development. With good *personal branding* skills, one's selling point will increase for their expertise. *Personal branding* skills are also needed as a reference for self-development.

"In today's competitive era, more and more individuals have the same expertise. Therefore, it is necessary to build personal branding to introduce one's expertise so that it stands out from other people's expertise. In the end, the formation of personal branding can increase a person's selling value for their expertise. This can happen because a person's self-standard is used as a reference in developing himself according to his potential."

Personal branding skills are one of the keys to success in every aspect of life and are crucial to success in entering the professional world. Several studies show *personal branding skills* as

a very important skill for success in work (Conrad & Newberry, 2011). Various sources report that communication and *personal branding skills* are critical to career success and contribute significantly to organizational success (Du-Babcock, 2006).

Practical skills in *personal branding* can be provided directly without being tied to a particular college/education institution. Anyone can develop this ability and anytime to build a positive self-image and become an identity that others use in remembering a person. Therefore, MOOCs are considered suitable as a learning medium because they are open and massive.

"MOOCs are suitable for use because they are a trending tool as an alternative to off-campus learning, so you don't just learn from theory. I also think MOOCs are suitable for improving personal branding skills because they are flexible and massive so they can be used by anyone so they are practical to use. Maybe practical things can be applied in personal branding so that it becomes a provision in the professional world. With the MOOCs system that can be accessed by anyone and at any time, of course, this professional communication skill is very suitable to be given through MOOCs. Because not everyone can learn at the same time."

MOOCs can provide flexibility, ease of access, and speed of completion at a low cost for anyone interested in learning. (Yuan & Powell, 2013). MOOCs are massive, *online*, and open learning *platform* that belongs to a form of *distance learning* with a wider and more massive scale (Pomerol et al., 2015). The need for academic materials and the potential of MOOCs that can be accessed by anyone openly and *massively* encourage the idea of developing *massive open online courses* that are useful for honing one's abilities or skills so that one can have the ability, experience, knowledge, and networking in the digital learning era.

In addition, expert interviews also provide input and suggestions regarding the material's content that needs to be given to the general public to increase *personal branding* skills. The followings are content or things that should be in *Personal Branding* MOOCs.

"In my opinion, of course, suitable material is needed in MOOCs, especially related to personal branding material, the scope is very broad. The material can be in the form of practical things in forming, improving and maintaining personal branding. The material provided also needs an attractive appearance. The material certainly needs to include personal branding tips that are needed so that they can develop professional skills. In addition to the material, of course, it will be better if it is equipped with learning video media, practice questions, and discussions. The material displayed could also be given the context of the problem so that a solution can be

found. Then, it needs enrichment material or other Open Education Resource (OER) to complement it."

3.2 Design & Development Stage

The results of the analysis stage that have been obtained are used for the next stage, namely *design*, and *development*. In this stage, designing material content and image design was carried out. It is tailored to the popular skills needed by the community. This research is focused on the development and content of MOOCs using the *Learning Management System* (LMS). The learning structure is specifically designed by applying a *self-paced instruction* model that allows participants to manage their learning time according to their abilities. This research topic will develop popular skills needed by society, namely *personal branding* skills. MOOCs *Personal Branding* consists of basic concepts, how to do *branding*, and how to do branding on social media.

3.3 Implementation & Evaluation Stage

Next is the *implementation* and *evaluation* stage. After being developed, MOOCs are implemented by experts involving media, material, and language experts to assess and know the feasibility and shortcomings of the MOOCs being developed so that revisions can be made. The feasibility of MOOCs that have been developed needs to be tested practically. It is done to assess its quality and feasibility. The feasibility test involves material experts, linguists, and media experts as respondents. After that, the media evaluation stage is carried out by improving the MOOCs based on the experts' assessment.

The feasibility test conducted by experts aims to assess *Personal Branding* MOOCs. This test is conducted by experts who have competence in their fields, namely material experts, linguists, and media experts. At first, the experts tried the MOOCs that had been developed then they reviewed and observed them. After that, the experts were asked to fill out the questionnaire that had been provided. The results of the assessment were carried out on the feasibility of material, language, and media on MOOCs. The following is a more detailed description.

1.1.1 The Results of the Media Feasibility Test

The assessment in the media validation test includes two aspects, namely (1) the visual and audio appearance of MOOCs and (2) software implementation and engineering. The results of

the assessment of media feasibility in MOOCs conducted by media experts can be seen in Table 1.

Table 1. Results of Feasibility Test by Media Experts

No.	Aspects	Question Item Number	Average Feasibility Percentage (%)	Criteria
1	Visual and audio display of MOOCs	1 to 10	82,5	Very good
2	Implement ability and software engineering	11 to 15	85,0	Very good
Average			83,75	Very good

An explanation of the feasibility test results conducted by media experts on MOOCs is as follows.

1. Visual and audio display of MOOCs

Regarding MOOCs' visual and audio appearance, the assessment consists of five indicators: the accuracy of *layout*, suitability of design, clarity of images, suitability of writing, and video quality. The average percentage of each indicator is 82.5%. Based on this, it means that the visual and audio appearance of this MOOCs media has met the criteria of "Very Good."

2. Implement ability and software engineering.

Regarding implementation and software engineering, the assessment consists of two indicators: ease of use of the media and media quality. The average percentage of each indicator is 85.0%. Based on this, it shows that the implementation and software engineering of this MOOCs media has met the criteria of "Very Good."

The percentage results of the two aspects of MOOCs media validation obtained an average assessment result of 82.0% with the interpretation of "Very Good."

1.1.2 Language Feasibility Test Results

The assessment in the language validation test consists of three aspects: the effectiveness of sentences in MOOCs, the communicativeness of sentences in MOOCs, and the use of language in MOOCs that are easy to understand. The assessment instrument is made according to the

language feasibility standards on MOOCs media as needed. The following assessment results on language feasibility can be seen in Table 2.

Table 2. Results of Feasibility Test by Linguists

No.	Aspects	Question Item Number	Average Feasibility Percentage (%)	Criteria
1	Sentence Effectiveness in MOOCs	1 to 5	80,0	Good
2	Communicative sentences in MOOCs	6 to 10	80,0	Good
3	Easy-to-understand language in MOOCs	11 to 15	85,0	Very good
Average			81,67	Very good

The description of the assessment results of MOOCs feasibility conducted by linguists is as follows.

1. Sentences effectiveness in MOOCs

The average percentage of sentence effectiveness in MOOCs is 80.0%, which shows that the effectiveness of sentences in these MOOCs has met the "Good."

2. Sentences communicativeness in MOOCs media

The average percentage of communicative sentences in MOOCs is obtained at 80.0%, which shows that the sentences in MOOCs have been communicative by meeting the criteria of "Good."

3. Easy-to-understand Language in MOOC media.

The average percentage on the aspect of language that is easy to understand in the use of MOOCs is obtained at 85.0%, which indicates the use of language in this MOOCs media is easy to understand with "Very Good."

The percentage results of the three aspects of language validation obtained an overall average assessment of 81.67% with the interpretation of "Very Good."

1.1.3 The Results of the Material Feasibility Test

The assessment of the material validation test includes three aspects: the feasibility of content on MOOCs media, the feasibility of presentation on MOOCs media, and the use of animated videos on MOOCs media. The results of the assessment of the feasibility of the material can be seen in Table 3.

Table 3. Feasibility Test Results by Material Experts

No.	Aspects	Question Item Number	Average Feasibility Percentage (%)	Criteria
1	Feasibility of content on MOOCs media	1 to 7	81,25	Very good
2	Feasibility of presentation on MOOCs media	8 to 15	78,57	Good
3	Use of animated videos in MOOCs media	16 to 20	75,0	Good
Average			78,27	Good

The results of assessing the feasibility of MOOCs material conducted by material experts can be explained as follows.

1. Feasibility of content on MOOCs media

The assessment of the feasibility aspect of MOOCs content includes two indicators: the suitability of the material with the basic competencies and the accuracy of the material content. The average percentage result of the feasibility of each indicator is 81.25%. These results show that the feasibility of content on this MOOCs media has met the criteria of "Very Good."

2. Feasibility of presentation on MOOCs media

The assessment of the feasibility aspect of MOOCs presentation includes two indicators: material presentation techniques and material presentation support. The average percentage result of each indicator's feasibility is 78.57%. These results show that the feasibility of presentation in these MOOCs has met the criteria of "Good."

3. Use of animated videos in MOOCs media

The assessment of using animated videos in MOOCs includes one indicator: the animation video component. The average percentage of eligibility for each indicator is 75.0%. These results show that the use of animated videos in these MOOCs has met the criteria of "Good."

The percentage results of the three aspects of material validation on these MOOCs obtained an overall average assessment of 78.27% with the interpretation of "Good."

4 CONCLUSION

Based on the problems and the results of the expert needs analysis, *personal branding* skills in professional communication are important. Therefore, the *Personal Branding* MOOCs developed can be used to learn communication ability professionally in the world of work. *Personal branding* ability is an ability that someone in the work environment needs, so the MOOCs developed will provide provisions for participants to develop *personal branding* professionally. Especially during competition and the existence of social media that is currently growing, branding is no longer a necessity but a demand that must be fulfilled. MOOCs are used because they have the advantage of being a massive, *online*, and open *learning platform* included in one of the forms of *distance* learning on a wider and more massive scale. This research focuses on the development part of *Personal Branding* MOOCs using the *ADDIE Model*, which consists of two stages: the development and feasibility test. The first stage in the development part of MOOCs is to make the content and appearance of MOOCs attractive. MOOCs consist of seven materials to support *personal branding* skills in professional communication, namely (1) basic concepts of *personal branding*, (2) *personal branding* elements, (3) knowing yourself (*self-branding*), (4) *grooming*, (5) building relationships, (6) building *personal branding* through social media, and (7) creating a *personal branding tagline*. The second stage is feasibility testing from experts. The feasibility of MOOCs that have been developed needs to be tested practically to assess their quality and feasibility. The feasibility test involved material experts, linguists, and media experts as respondents. The results of the average assessment of the feasibility of media, language, and MOOCs material with the interpretation of "Very Good and Good." Based on the results of the media feasibility test, it can be concluded that the *Personal Branding* MOOCs produced meet the good criteria and are suitable for use as an open and massive learning *platform* to develop one's skills to communicate adaptively and professionally in the world of work.

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