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Communicating The Collaborative Lecturing Style to Millennial Learner in The Classroom

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ABSTRACT

One-way communication learning is no longer relevant for millennial learners. This digital native generation need the independency to learn things. They need to be understood by their unique characteristics. The problems arise when lecturers are still applying conventional teaching which results in millennial learner's dissatisfaction. Thus, the lecturers faced challenges to change their lecturing style to facilitate millennial needs at class. The purpose of the research is to analyze the lecturing communication style using collaborative model based on millennial learner's perspective. Telkom University was chosen due to its achievement as first best private university along with many international accreditations in Indonesia. The informants who participated were 30 international class students aged 18-19 years in the first batch semester. The author conducted focus group discussion which were recorded through online zoom. The results of the study found that millennial learner styles wanted intellectual experiences, emotional experiences and technological experiences through collaborative learning style in their learning activities. Furthermore, these students expect four lecturing communication style, such as sense of humor lecturer, interactive, video usage and put in student shoes. Applying lecturer communication style based on these three experiences through collaboration model and lecturing communication style would increase the active participation of millennial learners.

Keywords: Communication, collaboration model, lecturing style, millennial learner

ABSTRAK

Pengajaran satu arah sudah tidak relevan lagi bagi mahasiswa milenial. Generasi digital ini membutuhkan pembelajaran yang mandiri. Mereka ingin dipahami karena keunikan karakternya. Permasalahan muncul ketika dosen masih menerapkan pengajaran konvensional yang mengakibatkan ketidakpuasan pembelajar milenial di kelas. Oleh karena itu, dosen dihadapkan dengan tantangan merubah gaya mengajarnya untuk memenuhi kebutuhan milenial di dalam kelas. Tujuan penelitian ini untuk menganalisa gaya komunikasi dalam pengajaran dosen menggunakan model kolaborasi yang dinilai berdasarkan persepektif para mahasiswa milenial. Universitas Telkom dipilih sebagai lokasi penelitian atas dasar prestasinya sebagai predikat kampus swasta terbaik di Indonesia yang memperoleh pengakuan akreditasi internasional bergengsi. Para informan yang berpartisipasi adalah 30 mahasiswa kelas internasional berusia 18-19 tahun pada semester pertama. Penulis melakukan diskusi terumpun yang direkam melalui *online zoom*. Hasil penelitian menemukan bahwa gaya pembelajar milenial menginginkan pengalaman intelektual, pengalaman emosional dan pengalaman teknologi melalui gaya belajar kolaboratif dalam aktivitas pembelajaran mereka. Selain itu, mereka menyenangi dosen yang melakukan gaya komunikasi mengajar dengan penuh humor, interaktif, menggunakan aplikasi video dan mampu memahami minat mereka. Dengan menerapkan 3 pengalaman belajar milenial melalui model kolaborasi dan gaya komunikasi dosen mengajar tersebut akan meningkatkan partisipasi aktif pembelajar milenial.

Kata Kunci: Komunikasi, model kolaborasi, gaya pengajaran, pembelajar milenial

INTRODUCTION

Effective communication is related to communication skills and a good understanding of the dimensions of communication (Sidelinger, Robert J., Derek M. Bolen., 2015). Communicating effectively in the classroom is an essential skill to be mastered for all lecturers (Michailova, S., & Sidorova, 2011; Beebe, 2012). Lecturer should be able to communicate his/her lesson material to the learners successfully. Otherwise, the learners will not give positive feedback to the lecturer communication lecturing style. McCroskey, J. C (2004), Suter, Esther., Julia Arndt., Nancy Arthur., John Parboosingh (2009), Iriantara (2014) said that a good lecturer is the one who can communicate well to get the learner material comprehending. The communication between lecturer and learner should gain the understandable of the lecturer attitudes toward the students who are taught in the classroom. Therefore, the learning effectiveness using communication skill is determined by the credibility of the communicator. In this context, the communicator is the lecturer. Thus the communication skill of the lecturer through the assessment of learners about lecturer credibility plays a significant role (Song, 2016). The lecturing communication style should bounce the relation of lecturer and learners from lecturer centered to learner-centered.

The challenge of teaching the millennial generation is different from previous generations. It shows the generation gap which creates inconsistencies in the learning process due to differences in learner characteristics (Roehling, 2010). Teaching in an interactive way is not just giving lectures in the form of one-way communication, but it is hoped that there will be the involvement of all students in the class (Ezzedeen, 2008). In developing educational programs and communicating those programs to millennial students, a lecturer need to know his/her students characteristics, needs, and preferences (Jones, 2008). These things will help lecturer to drive decisions about kinds of format content and features to communicate the lesson to be effective.

However, this difficulty on differentiating generational groups may be challenging for generation of baby boomer and generation X to employ the teaching process to generation Z as millennial learner (L. P. Supratman, 2018; Tapscott, 2009). The initial hypothesis reveals that the age range of faculty lecturers who teach millennial students will experience difficulties in communicating the lesson material and engaging them. Therefore, an innovative way in the learning communication patterns for millennial learners should be applied at class.

This paper investigates how the lecturer use his/her communication skill to deliver the lesson based on the perspective of millennial learners. It is taken because of changes in the learning styles of the millennial generation that they have a tendency to read through cellphones (compared to books). It's very common to see the characteristics of millennial

learners where students with phones attached to their ears or fingers as they walk around campus (Cornu, 2011).

The relational side of learning communication, as suggested by McCroskey, J. C., (2004) will correlate with interpersonal communication (collaboration). Through this collaboration, lecturers and students may exchange information, and thoughts which create mutual understanding and positive relationships each other. Through this kind of communication approach, lecturer emphasizes the relational aspect to build effective communication between the lecturer and millennial learner. It can also give the points to the learner on how constructing the paradigm of appreciation to the lecturer (Y. Iriantara, 2014).

The collaborative model in millennial is a pattern that is used as a guideline for planning the learning process in the classroom which concerns the strategies applied in the implementation of lecturing activities (Smallhorn, 2017). This learning model involves students in the formation of competencies which focused more on learner participation. The learning style must of course be relevant to the character of the students (Seemiller, Corey and Grace, 2016). Learning will be more meaningful when students feel comfortable in the classroom. Students are happy with the openness that provides opportunities for students to have interactive dialogue. The one-way lecture style is no longer relevant to be applied to the millennial generation. Their nature is the generation which exploded by excessive information in daily life. When lecturers apply the conventional lecturing pattern, the millennial generation feels dissatisfied and they will seek enrichment of understanding on the internet (Twenge, 2006). Moreover, if a lecturer is unable to present material that they think is less relevant, they can easily get more relevant information by googling and surfing to the credible academic sources. This is because the internet presents abundant information so that they can easily find the reliability of the material they think relevant. It is implicated to the millennial learning shifting style.

Lecturer in this internet era may share his or her authorities with the learner in variety of ways in the classrooms which applied the collaborative model (Brown, 2007; Gichuru & Mbayi, 2016). Encouraging the millennial learners to use their knowledge, respect their arguments/ideas and be open-minded are the innovated ways to approach these kind of learners. The lecturer role in the collaborative learning model is as a mediator and facilitator. Furthermore, the lecturer can relate new information to expand students' experiences with learning independently but keep focusing in the area. Apart from that, the lecturer should help the students determining what to do if the learners have difficulties. Millennial learner demand the lecturer to guide them to learn differently (Kotz, 2016). They tend to like the lecturer who guide them by giving the academic freedom rather than lecturing them for

hours. Moreover, the lecturer should adjust the grade level of learner and encourage the learner to maximize their ability to be responsible for the learning process.

The theory of diffusion of innovation can be used as a reference to explain how the lecturing communication style using collaborative model for millennial learners. The assumption of diffusion of innovation theory is to notice the superiority of human communication in creating changes at attitudes, opinions and behavior (McQuail, 2011). The assumption of this theory can meet the needs of millennial learners in the teaching style of lecturers so that the purpose of learning communication is achieved in the classroom. The satisfaction of student learning outcomes depends on how the process of conveying messages from lecturers to students. Effective communication from the lecturer will have an impact on student activity and increase motivation to learn. Lecturers present themselves as colleagues who are ready to help and assist. In a collaborative relationship, lecturers and learners give communication assessment (feedback) each other to build relationships. This relationship will affect the lecturer's style of communicating in class and also the learner's response to the lecturer. Their position (lecturer and millennial learner) at class grow into casual and equal. It will lead to create similarity/equality to the learners. Cayanus, J.L., M.M Martin (2009) explain that if individuals perceive that when there are many similarities between people, then they will communicate easily, understand each other and engage in further interactions. Lecturers will be seen as having many similarities by their students if the lecturer opens and expresses himself/herself so that learners can judge how much similarity and conformity there are between the lecturers and learners. Gehlbach (2012), Iriantara (2013) and Jaafar (2021) strengthen this argument in their research which explains the teacher-student relationship are relied on the effective communication skill of the teacher to increase student's achievement and participation during the class. Hence, the research question is to analyze lecturer communication lecturing style based on millennial learner perspective.

RESEARCH METHOD

This research used qualitative method where the data collection displayed and analyzed using non numerical data. The instruments were interview transcript and field observation to comprehend social phenomenon of people experiences as the key informants. These tools can be used to gather in-depth insights to a problem statement or generate new ideas for research (Lindlof, T. R., & Taylor, 2017). The approach was descriptive case study because of the uniqueness of this study which emphasizes the millennial generation learning style. This case of digital learning styles is an important thing to research because the character

of millennial is different from previous generations. This is a challenge for lecturers in implementing a learning approach in the classroom about what learning styles can be adapted to millennial needs. The informants were selected by the purposive sampling where there were 30 international students participated. They are new students at Telkom University in the first semester. Their age range is 18-19 years old which were classified as millennial age. The informants were selected by the purposive sampling whose originality come from different countries (Indonesia, Malaysia and Timor Leste) and various provinces (Java, Sumatra, Bali and Kalimantan). Telkom University was chosen to be the research location due to its achievements. It occupies many rewards as the first rank of best private university in Indonesia. The data collection used participation observation by conducting focus group discussions through recorded online zoom. After the results of the observations were collected, the data analysis was the documented by reducing the statements of all informants who participated in the FGD online to get the data categorization. The data collection was taken from student's statement and participation, such as the like and dislike of how the lecturer delivered his/her lesson material and the lecturer collaboration during learning process. The conclusion is the summarization on the research result, suggestion of the benefit communicative lecturing style using collaborative and direction for other researcher to propose future research ahead. An interview was also conducted with an education consultant expert to verify the results of field data.

DISCUSSION

The development of contemporary education in the conventional version of education basically has the same thing. It is called positioning students as learning subjects. But what distinguishes is the characteristics of the learner's subject which is cross-generation. The learning of the millennial generation is certainly different from the previous generation. Generation Y, generation Z and generation Alpha appear to interact with their phones all day long and very familiar with the use of internet. They use internet access as their life part. In the results of data collection in the field, it seems that the millennial learner style has a design story as the learner's subject. Student learning must be placed as the main factor, in other words, in the process of designing learning, students should be the subject of learning. Therefore, every student must have an optimal learning experience according to their characteristics. The following is a table of millennial generation learner styles:

Table 1. Responses of Millenial to the Lecturer

LIKE	DISLIKE
Sense of humour lecturer	Too much self-talk
Interactive at class	Keep the distance
Video usage material	Piles of words and pages on slides
Put in students shoes	Strict to rule

Source: Research result (2020)

The characteristics of millennial learners mean that lecturers must be able to change their teaching approach according to the character of the learner. What millennial learners like most are lecturers who have humor in class, have reciprocal interactions with students, use technology such as the YouTube video-Whastapp group-electronic mail, and place lecturers as discussion partners compared to lecturers who have been giving strict zero tolerance rules. Their preferences will certainly make students think critical and flexible to find solution in the society. They will carry these skills to live in the future community. The essence of life in this digital era should produce students who are successful in overcoming various problems of life according to what they get from the experience of studying at university. Students can solve these problems with full responsibility and contribute to society. This is because the learning process is an experience that is experienced actively in thinking activities and physically through practical activities that must be adjusted according to their interests. The educational process must understand the psychology of students in supporting the effectiveness of learning so that students can develop their learning skills. Here are the millennial learner model taken from the research result:

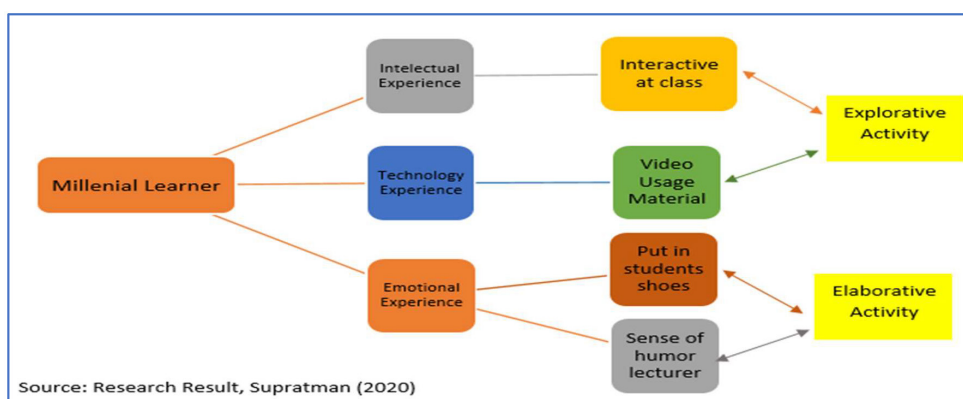


Figure 1. Model of Millennial Learner

Source: Research result (2020)

The characteristics of the millennial learner model who want the intellectual, emotional and technological experiences must be mixed by the lecturer with relevant learning activities in accordance with exploration and elaboration activities. The role of the lecturer is of course the one who is responsible for creating a learning atmosphere that makes millennial learners comfortable in class. Because the achievement of students' understanding of the material presented by the lecturer is the role of the lecturer as a leader and facilitator. The lecturer is a role model that provides transfer of knowledge to the learner. Meanwhile, the facilitator function will help students find suitable learning methods. The role of lecturer as a leader and facilitator will help the students to create creative learning methods so that the learning process in the classroom can be planned well based on the millennial learner style.

Communicating the collaboration method to the millennial learner means that they need to work in groups which consist of three or more learners. The goal of this collaboration is to invite all learners contributing their ideas during learning process. It is needed an effective communication from the lecturer to guide the interaction among the learners as a means of ideas sharing to get more insight and critical thinking (Van Der, Linden, 2000). The emergence of collaborative learning ideas originated from a philosophical perspective on the concept of learning. In order to study, one must have a partner. Education must include learning activities with the principle of mutual understanding and mutual respect, meaning that democratic procedures are very important. So collaborative learning is a method that involves students working together and helping each other in a group of varying levels of ability to achieve the learning goals. This collaborative model is applied in a collaborative learning structure because this learning will provide a conducive environment for students to learn, increase members' courage to give opinions and create situations of mutual need for all members in the group. Piaget with his concept of "active learning" argues that students learn better if they think to their thoughts in an active group, the group will involve others to think together, so that learning is more interesting (Gurung, 2017). This learning method needs the active participation of lecturer and millennial learners in order to construct mutual comprehending through collaboration learning in groups. The group do the tasks which belong together and should be completed collectively. The main point to apply this collaboration is to get the learners cooperate and interact each other by sharing their original thought. In this collaborating method, the lecturer acts as a designer, facilitator, motivator and assessor in building an atmosphere in the classroom. Lecturers need to perform the collaborative environment since they face the millennial learners who like to explore things. The preparation must be organized well. Therefore, the learners will gain much benefit from their collaborative

experiences at class. Through these roles, a lecturer needs to explain to the learners about the reason of common goal in working collaboratively. This goal will give impact to individual behavior and group outcomes to cooperate simultaneously. There won't be any individual interest in groups or the selfishness if they have the same understanding of what the group goals are (Iriantara, 2014). It will finally create the responsibility to all member group to contribute each ideas and present the group ideas openly to the lecturer.

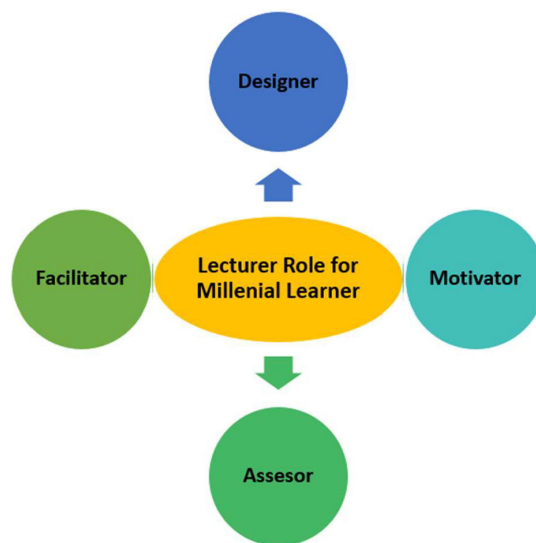


Figure 2. Lecturer Role for Millennial Learner
Source: Research result (2020)

A lesson should be designed by a lecturer based on the expected didactic situation, predictions and anticipation of student responses, as well as assistance with problems or challenges given. An experienced lecturer will choose challenges or problems in learning given to students in order to attract students and instill curiosity or challenge students to learn. A lecturer must be able to motivate students to learn and find out the answers. On the other hand, a good lecturer must provide learning experiences to children so that children have some competence that is needed as their life capital, including: critical thinking skills, collaboration skills, innovation skills, IT skills, and communication skills, as the demands of the millennial era. Efforts to transmit good experiences between lecturers in the lecturer community are important. Thus, lecturer activities in which there are activities to design learning, carry out learning, jointly observe learning, and carry out reflection activities on the results of learning observations need to be carried out.

Teaching through digital application is given to students with the aim of students getting the experience of difference learning process virtually. It should involve the learner so that they can develop ideas for the material to be studied. In the case of this study, these 30 informants felt comfortable with the lecturer who provided independent learning experience in the classroom. They stated that the lecturer explains the material briefly about a topic. After that, they are welcome to search more information about the topic by surfing on credible online information on google. Afterward, they were asked to reflect on their opinion and present on the results before the class. This experience will encourage the learners to enrich the knowledge they have learned.

Learning innovation is needed to boost learner's critical and analytical thinking. It must start from the lecturer who communicate this lecturing style to learners experience within the classroom. The lecturer should changed the learning paradigm from students pro-active centered learning. Students need to be given the opportunity to construct and discover knowledge and gain skills and attitudes to life. Collins, J. W., 2003; Gray, R., Jan Bebbington, 2006; Singh, 2011 stated that in student centered learning, the lecturer plays a role in providing opportunities for students to learn independently and learn from friends; lecturers provide open problems and problems that require critical or creative thinking through collaborative learning; and can increase learning motivation, understanding of knowledge, and a positive brush on the material being taught. Both studies are sufficient to show that student centered learning is a learning approach that can improve critical thinking, creativity, collaborative and communication skills. The use of good and appropriate learning media as a tool for students to explore data or facts really helps students learn to understand data or facts and helps students in trying to think, understand, explain, and draw conclusions or generalizations about the order so that it becomes an understanding concept, skill or attitude. There are many uses of information communication technology in education in line with current technological developments, including the application of learning management as well as information communication technology-based learning media. The use of information communication technology in learning does not mean that lecturers are replaced by tools. The role of the lecturer has shifted from being a learning resource to be facilitator and motivator. The lecturer must be able to facilitate as well as motivate the students to practice critical thinking, collaborate, innovate, and communicate through information communication technology tools.

Lecturer also need to strengthen communication skills efforts to improve the effectiveness of material delivery. This skill is intended to strengthen the mastery of lecturers two ways communication in interacting with the students. The lecturer need to design the learning

atmosphere since the sharing experiences between lecturers and students are carried out at class. According to Roehling (2010), Lee Swanson & Sachse-Lee, (2000) & Singh (2011), the content and context of teaching material, strategies, methods, media, and evaluation methods are discussed in depth and comprehensively so as to produce an innovative learning design that challenges students to learn. Various learning models can be selected to foster student learning and collaboration by the lecturer. The lecturer can develop virtual learning media usage to give the learning experience through learning management system in challenging ways for students. It needs a good understanding from the lecturer to foster collaboration with students to develop their creative thinking.

The didactic situation created must be interesting, challenging, foster curiosity, and increase student motivation to learn. Anticipation and prediction of student responses to challenges and problems given in class must be owned by the lecturer. Students need to be given the opportunity to explore information through books or the internet / cellphones in responding to challenges or problems given in the classroom. Lecturers need to provide assistance for the problems or challenges given. Students need to be given opportunities to collaborate in answering challenges or problems in learning. Students need to be given the opportunity to communicate their understanding of the concept to other students in groups or classically. Through this method, it is hoped that students will get enough provision for their life in the form of the ability to think critically and collaboration.

In the era of digital learning, lecturer have to make commitment to change their learning patterns. Lecturers must be able to communicate effectively to adapt with the millennial learners. The conventional and monotonous learning should be replaced with the open-minded lecturer who can communicate collaborative lecturing style. The lecturer has no longer positioned as the main source of knowledge. Especially when teaching is done using online learning media system. Lecturers can provide collaboration space for students to involve in an active participation in class. Essentially, the implications of collaborative learning for millennial learners can be applied in all universities because of the common unique characteristics of millennial learners unlike previous generations. Referring to Tapscott (2009), the millennial generation is a smart technology user who seems to be a digital native. The use of technology has become an inseparable part of this generation. They are independent learners and do not have to wait for lecturers to teach certain things. (Lafendry, 2019) even said that the millennial generation has developed to choose to study on their own with a little guidance from a facilitator. The millennial generation views the internet as a way of life (Supratman, & Wahyudin (2017). Thus, lecturers must be literate with the online learning management system, understand the appropriate learning models and master

effective communication skills in order to interact well with the millennial learner, especially when the class is conducted at online application.

Collaborative learning led by lecturers on millennial learners in classes can strengthen effective communication. Students will regard the lecturer as a discussion partner who makes the class discussion sparked to be alive dialogue. Apart from that, the lecturer communication must be objective and open minded. Lecturers should feel happy if they are given constructive criticism by the learners. It is best also to ask the student feeling free to share their finding of new updated knowledge they get from their entry references. This will build good connection of effective communication at class in order to get the goal of collaborating lecturing style.

CONCLUSION

The use of collaborative lecturing style require effective communication skill from the lecturer. Effective communication skills relations between lecturers and millennial students can be realized if the lecturers act as facilitators and put his/her shoes as the equal colleague discussion for millennial learners. The learning process will not run conducive if the lecturer fails to act as a communicator in transferring his/her knowledge through lecturer-student collaboration in the classroom. The communication process in the class designed with the background of academic freedom where everyone may speak in a scientific structure. Referring from the research result, millennial learners were happy and comfortable with the character of lecturers who are able to collaborate by using humorous, interactive style, using online videos, and putting in student shoes (equal). The lecturer's communication style with these four characters shown the harmonious collaboration between lecturers and millennial learners. Lecturers who have good communication skill will be able to encourage millennial learners to gain intellectual recognition.

The character of millennial learners is different from the previous generation. Lecturers must start to be open-minded to change their learning approach to the millennial learners. This approach can be done by applying learning activities that provide intellectual, emotional and technological experiences. These experiences exist to foster student activity in attending lectures. The interactive approach is preferred by students compared to providing authoritarian classroom rules. This approach is a form of lecturer attention to students so that they feel free to express their thoughts or just ask about lecture material. In addition, the use of technology in learning is also the activity that students like the most because millennial learners are the generation who is more exposed to technology in their daily lives. Lecturers

can use videos accessed from YouTube as material reinforcement, then share the video on online learning application (Zoom, Google Classroom, Ms Office, Cisco Webex, and so forth) to participate students about the video displayed. Such exploration and confirmation activities are very suitable for the character of millennial learners to prepare high-quality humans who are ready to compete in the world community.

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