



COMMUNICATION COMPETENCE FOR CLASS MANAGEMENT IN UNIVERSITY

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Abstract: The revolution of the industry has changed in many sectors including in Educations Field. There are generations gap that exist in higher education's live. In the university environment there are relationships between lecturers and students. This Research aims to know what the lecturer should know about communication for class management for university level in the perspective of digital native as the students. This research used qualitative research by doing interview and Focus Group Discussion (FGD) to digital native who are study in university which based on ICT in Bandung and Jakarta. The result show that the class management is not only what to do while the class activity but also it should be prepare before the class management. It is not only the material but also the personality of the lecturer itself. Today, the digital natives seek the information about their lecturer in social media. It becomes important thing to do because it can also bring positive effect for the relationship building. Furthermore, the personality today becomes communication. In the class management must be prepared before the class, there are preparation, personality development and knowledge development. On The class development there is a important thing that is motivation that should be built by interaction and communication between lecturer and students.

Keyword: Communications, Class Management, Communication Competence

INTRODUCTION

The revolution of the industry has changed in many sectors including in Educations Field. The revolutions itself comes up with the new generation. There are generations gap that exist in higher educations live. In the university environment there are relationships between lecturers and students. It consists of many classifications of generation groups among them. The technology has integrated teaching style (Balakrishnan and Gan, 2016; Entwistle, 2013; McKnight et al., 2016 in (Liu et al., 2019)

In the previous studies have shown that communication mode that used in teaching can influence processing between a teaching and students thereby affecting student performance (Hantula et al., 2011; Koriat, 2008; Reber and Greifeneder, 2016; Sherman and Frost, 2000 in (Liu et al., 2019). The lecturers as educator should understand how to communicate with the students from different generation with its behavior to create teaching effectiveness for the communication in the class room managements.

In the class room management there will be communications between lecture and the students. The purpose of the communications is to deliver the topic discussion of the subject. There will be a communication for exchange message in the discussion. In the previous research , the Didactic communication becomes represents as the most important components to establish a positive relationship between teacher and pupils and at the end of the research shows that the teacher are able to establish and communicate for their pupils with the SMART didactic objective, to select interesting and relevant didactic message and use interactive strategies to improve the students in the learning process (Blândul, 2015). In this present research, the researcher purpose to know in the perspective of digital native students.

In the communication for delivery the teacher should know the character of the students in the class. Today students are dominated by the people who grow up with technology and Dr. Bruce D. Berry said the different kinds of experience lead to different brain structure, it is physically change and the thinking pattern have changed. The students today are called "Native speakers" of digital language of computers, video games and internet (Prensky, 2001) or further it is called digital native.

The lecturer that exist today mostly come from baby boomer and gen Y. It can be called as Digital immigrants. Prensky (2001) in his journal Digital Native, Digital Immigrants said that like all immigrants, some better than others – to adapt to their environment, they always retain, to some degree, their "accent", that is their foot in the past. The "digital immigrant accent" can be seen in such things as turning to the Internet for information second rather than first, or in reading the manual for a program rather than assuming that the program itself will teach us to use it. Today's older folk were "socialized" differently from their kids, and are now in the process of learning a new language. And a language learned later in life, scientists tell us, goes into a different part of the brain (Prensky, 2001)

This situation essential with recent condition that there will be a gap of communications between students and the lecturers in this digital era. In the previous study, there were a research about the TIDE (Teaching in Digital Environment) to measure Chilean teachers' ability to teach the student to solve information and communications task in digital environment. As the result show that there are the less number of the teachers who are mastered in all task and it is proved only one third who were able to provide with orientation in solving information and communications tasks, revealing that the majority were not playing a mediation role in digital environment but the test of younger teacher is better than the old one although they are with more year experience (Claro et al., 2018) By this fact, the researcher finds another gap that is the condition between old and young teacher in delivery the task. Regarding teachers, there is little knowledge about the competencies they must have to teach digital skills to students. Most research has focused on understanding how teachers integrate ICT in their teaching practices (Albion, Tondeur, Forkosh-Baruch, & Peeraer, 2015; Hinojosa, Labbé, Brun, & Matamala, 2011; Scherer, Siddiq, & Teo, 2015; Sánchez & Salinas, 2008 in (Claro et al., 2018)) or exploring digital literacy or teacher ICT (Ahmad et al., 2016; Markauskaite, 2007 in (Claro et al., 2018)). In this research, the researcher purpose to know about the communication delivery in the perspective of digital native students.

This paper will focus on the first year on undergraduate students. They are people who have interchange experience of learning from high school students and university students. At the first semester they may still compared between the high school and higher education system of learning and the second semester they start to adapt with the situation as high education students. In the previous research they are study about University Undergraduate students' perceptions of what makes a good university lecturer. It is our contention that students' voices should be sought and that their views should be seen as teaching about higher education. The result shows that The interpretive analysis of data shows that, from students' perspectives, a combination of the lecturers' subject knowledge, willingness to help and inspirational teaching methods make a good university lecturer. Being humorous and able to provide speedy feedback were also perceived as important factors. These findings have some important implications for academic practice (Su & Wood, 2012).

In the class management there must be oral communication and social interaction between lecture and students. The previous study discuss about the teaching and learning process toward engineering classroom that show that the reform movement in education can develop communications (Barwell et al., 2005; Sfard & Kieran, 2001 in (Awang & Daud, 2015)). Moreover, the instructor must develop student ability in communications pattern (Brendefur and Frykholm, 2000 in(Awang & Daud, 2015) As having suggested, the current Central to these interests are various kinds of communication, both verbal and written, that allow learners to engage with peers and instructors in the cultivation of enhancing (Cobb, Boufi, McClain and Whitenack, 1997 in (Awang & Daud, 2015)). As in the previous research shows that it must be started from the instruction but in this research, the researcher needs to observe what in the perspective of university students.

In the pre- research of this study, the researchers ask to 100 of first year of university students and ask about their own concept about the lecturer. There are many various answered as mention in this table 1.1. below and the researcher make a coding for the same answers

Table 1.1. First Concept about Lecturers in the Students in Digital Era
The researcher (2018)

NO	Coding	Numbers
1	Lecturer is a teacher	26
2	Lecturer is a row model of future	12
3	Lecturer is science deliver	10
4	Lecturer is a parent in the university	9
5	Lecturer is something scared person	6
6.	Lectures is teaching profession	26
7	Lecturer is the person who always give assignment	6
8	Lectures is a job	2

The table 1.1. shows that there are varieties answers from the first-year students to describe about the lecturers. 83 % describe about the lecturer based on their own experiences and 17 % answer because of trying to answer the questions given by the researcher. The pre-research has been done for knowing how they describe about lecturer. Furthermore, the researcher asks for the second question about the communication style in the classroom management.

In the previous research shows that digital literacy training of teacher and families was recognized as a part of education objectives for decade 2010-2020. The Spanish Ministry of Education proposed it because many adults in this case is parents and teachers that are unable to guide children in the use of proper codes and responsibility utilizations of ICT's. Furthermore, Teacher often considered as a visitor in technological world and they access appeared only when it is necessary and not used as daily routine as naturally as young people do (Napal Fraile, Peñalva-Vélez, & Mendióroz Lacambra, 2018). In this research, the researcher aims to know from the perspective of digital native as the student about the communications in the classroom management. Teacher in the present era must learn to communicate with the student and know their style. It doesn't mean that changing the meaning

But it does mean going faster, less step-by step, more in parallel, with more random access, among other things (Prensky, 2001)

This research uses qualitative research and the researcher do interview and Focus Group Discussion. The researcher aims to know what the student feels about the communications in the class room managements. The researcher does the research to the student that study in the university with bases of ICT. For the sensitivity reason, the researcher will do anonymous of the name of universities from the students. The informants for this study are the first-year university students who are study in the campus with ICT program.

LITERATURE REVIEW

There are some literature review that will be based for this study and as the foundation to research, there are:

Communication Competence

Brian Spitzberg and William Cupach's theory deals with competence within an interpersonal context. Their theory of communication competence is representative and broad enough to encompass a variety of communication situations. There are 3 elements that deal with communication competence:

1. **Competence**

Brian Spitzberg and William Cupach's theory deals with competence within an interpersonal context. Their theory of communication competence is representative and broad enough to encompass a variety of communication situations. Spitzberg and Cupach first lay out seven interrelated assumptions about competence in their model. Competence (1) is perceived appropriateness and effectiveness, which means that expected norms are generally understood and followed; (2) is contextual—what is appropriate in one context is not appropriate in another; (3) is a matter of degree, with competence unfolding in the course of the conversation; (4) includes both micro, or specific behaviors, and global, or more abstract aspects; (5) is functional, or achieves certain outcomes; (6) is an interdependent process—the context of a relationship is a factor; and (7) is an interpersonal impression others have of the behavior, not an innate or intrinsic trait.

2. **Knowledge**

There is content knowledge and procedural knowledge, and both are required for the successful performance of a skill.

a. **Content knowledge** involves knowing what, and procedural knowledge involves knowing how. Content knowledge includes having information about the rules of language, social contexts, relational partners, and conversational topics.

b. **Procedural knowledge** includes knowing how to select the appropriate skill(s) for a given interpersonal context. Knowing how to start and maintain a conversation, how to politely exit a conversation, and conversational maintenance strategies all would be part of a procedural skills set.

3. **Motivation**

Motivation is the desire to do something or to behave in a certain way. Motivation can function positively or negatively. When motivation functions positively, you choose to communicate and move toward the accomplishment of goals. When motivation is absent, you avoid communicating because of communication apprehension, shyness, or some other reason. Spitzberg and Cupach stress that having skills, knowledge, and motivation do not guarantee a competent communication performance because competence is determined by those observing the performance. The others in the interaction are the test of whether competence is achieved. (Littlejohn, Foss, Oetzel, 2017)

Teacher Communication Competence or Communicativity

Teacher Communication had been experimented and validated for Popescu-Neveanu and Crețu for their qualitative and experimental research that combined between pedagogical and aptitudes study (cf. Dumitriu and Dumitriu, 1997 in (Timofti & Dumitriu, 2014)

Communicativity is known as basic component or pedagogical aptitudes and was operationalized in the following indicators (Timofti & Dumitriu, 2014) :

- 1) verbal communication with pedagogical functions;
- 2) simple factors of communicativity: suggestive communication, eloquent and intelligible report, adequate gesticulation, capacity to elicit dialogue, demonstrativity;
- 3) factors of expressive communication: intonation (modele intonative models adequate in terms of lexis, syntactic organisation, global orientation of communication); accent, tempo (slow, rapid, moderate), pause, syntactic means (phrase/syntagm, clause, sentence)

Moreove, organization, management and control becomes the three main categories of pedagogical function of communications. It enable not only limited to verbal but also non-verbal and paraverbal communications element that support to verbal expression. Furthermore, there are Research results demonstrated that teacher communicativity is the central defining dimension of the aptitudinal pedagogical system. According to the criterion of expressiveness/eloquence, three communication styles of teachers have become prominent:

- 1) highly expressive communicative style;
- 2) moderately expressive communicative style (average);
- 3) poorly expressive style (low). (Timofti & Dumitriu, 2014)

Digital Native and Immigrants

In the journal title *Digital Native, Digital Immigrants* (Prensky, 2001) there are explanation about the new conditions of teacher and student in digital era. Prensky explained that digital native is what is called for the new

student in this era. They are also called native speakers of digital language of computer , video games and internet. They were borned with digital words and adopted with the new technology. The digital Immigrants are the people who live with printing out the mail while they need a printed document in written even though with the purpose of editing. They are people who don't believe that their students can learn successfully while watching TV or listening to music. they didn't practice this skill constantly for all of their formative years. Digital Immigrants think that learning can't (or shouldn't) be fun. Why should they? They didn't spend their formative years learning with Sesame Street. Digital Immigrant teachers, the people sitting in their classes grew up on the "twitch speed" of video games and MTV. They are used to the instantaneity of hypertext, downloaded music, phones in their pockets, a library on their laptops, beamed messages and instant messaging. They've been networked most or all of their lives. They have little patience for lectures, step-by-step logic, and "tell-test" instruction. Digital Immigrant teachers assume that learners are the same as they have always been, and that the same methods that worked for the teachers when they were students will work for their students now. But that assumption is no longer valid.

DISCUSSION

Based on the interview and the FGD with the informants, the researchers ask the informants through in-depth interview and FGD with the digital natives students. The first questions, the researcher ask about the communication style about their lecturer in front of the class. The student's answer (S) and researcher (R) will be coding in this table 1.1. The first, the researcher do the interview and the researcher invites the informants at FGD to cross check the answer.

Table 1.1. Communications Style

Interview Sessions		Coding	Focus Group Discussion		Coding
S1	I need some fun and attractive delivery because the material sometime difficult to understand	1. Fun Delivery 2. Make the difficult words easy to understand	S1	Hmm.. I need the class can make us involved with the material	Get Involve the student in the topic
S2	I need everything supported visually, sometime one direction style makes us sleepy	1. Visually Supported 2. Spirit in delivery	S2	I need something fresh delivery.	Fresh delivery needed
S3	The lecturer should support the material with something that can attract us.	1. Attract the student	S3	Please make the difficult worlds can be easily to understand when delivering	Make the difficult words easy to understand

From the table 1.1. shows that the students need the lecturer to make the topic can be deliver with fun not only visually but also the spiritually building. The students need to be attracted by making them get involved to the topic. For the communication style, the students need fresh delivery and how to make difficult words become easy to understand. From the answer above the researchers analyses that the communication competence related to the preparation of the lecture before attending the class. The lecturer needs to prepare about how to deliver the material and how to touch the students heart emotionally. The lecturer should aware of the difficult word from the material can be deliver with simple to understand purposes. Then the researchers ask about the sentence "Fresh Delivery" as the in-depth interview. The answer and the coding show in table 1.2 below.

Table 1.2 Fresh Delivery

Interview Sessions		Coding	Focus Group Discussion		Coding
S1	In my opinion, fresh delivery is how to make the performance is not monotone	Not monotone	S1	Fresh delivery is not monotone and not make us bored	Not Monotone
S2	Fresh delivery is not making the class bored	No bored	S2	Fresh delivery is deal with the material and update	Update material
S3	Fresh delivery is creative and make us surprise	Creative	S3	Creative and innovative in delivery the material.	Innovative Delivery

In the table 1.2 shows that fresh delivery is meant by students as not monotone, do not make them bored and creative in delivery. Most of the informants answered almost the same in FGD, they need the material update with creative and innovative delivery. The researchers ask them in-deeply about what is the actual problem and

make them answer about the world “creative and innovative” so the informants answered the questions as in the table 1.3

Table 1.3. Creative and Innovative

Interview Sessions		Coding	Focus Group Discussion		Coding
S1	I have seen the slide sometime in the google before as the material but the explanation is the same with the google. But I need to know the “what next” about the material in the class room	Building Curious	S1	I love something that make me say “Aha” or I have already now in the class.	Answering the student curious
S2	I am the “kepo” (red: Want to know person). Sometime I know the material or the slide is the previous year slide	Building Curious	S2	Answering my curiosity make me open my eyes	Answering the student curious
S3	When I am given the slide, I check it sometime 80 % available in Google. Sometime, it is easier for me to understand in Google. But I wish to understand more from the google.	Building Curious	S3	When I see in the google some time makes me curious so I need to cross check in the class and the lecturer can make me understand in the simplest way with another example as reference	Answering the student curious, with new example and good reference.

In table 1.3 shows that creative and innovative is related to how the lecturer can fulfil the students’ curiosity. Basically, the students have curious with some of the topic. They seek from information from google and when the lecturers also get the material same with available in google search they perceived that they don’t get something new. The students can seek the material before the class or after the class. They need what to explain by lecturer is more than in google. In the further questions of interview and Focus Group Discussion basically the three informants still curious with the information that they get in internet and they seek the validations from their lecturer. Moreover, the students need the lecturers that they can communicate the material in simplest way even though the difficult words are also informed.

Based on the research, Communicativity is known as basic component or pedagogical aptitudes and was operationalized in the following indicators(Timofti & Dumitriu, 2014) as the researcher get in the research, the students need the content development that must be prepared by the lecturer in order that the material can be communicated as a new things for the students that supported by verbal communication for pedagogical function. As in the material also show many difficult vocabulary that must be made simple with the purpose of easy to understand by the students that it becimes a simple factors of communicativity: suggestive communication, eloquent and intelligible report, adequate gesticulation, capacity to elicit dialogue, demonstrativity.

Based on the interview and FGD, the students need some expressive lecturer who can make them hs spirit t learn. The delivery should be in expressive communication: intonation (modele intonative models adequate in terms of lexis, syntactic organization, global orientation of communication); accent, tempo (slow, rapid, moderate), pause, syntactic means (phrase/syntagma, clause, sentence) (Timofti & Dumitriu, 2014)

Based on the interview and FGD, the lecturer communications competences also deal with interpersonal communications. The lecturers should know what is content and context that must be prepare before the class. The lecturer should be careful with their content before they enter to the class because it is probably the students have already known about the material or they will seek for validation on google. It becomes an interpersonal impression other have of the behavior, not an innate or intrinsic trait (Littlejohn, Foss, Oetzel , 2017)

The students expect the lecturer will have a knowledge more than what they have gotten by browsing. The knowledge include **Content knowledge** involves knowing what, and procedural knowledge involves knowing how. Content knowledge includes having information about the rules of language, social contexts, relational partners, and conversational topics. The students expect the lecturer to check in the internet before presented in the class because after the class the students browse to the internet if something happen like forget the material. It must be supported by **Procedural knowledge** includes knowing how to select the appropriate skill(s) for a given interpersonal context. Knowing how to start and maintain a conversation, how to politely exit a conversation, and conversational maintenance strategies all would be part of a procedural skills set. (Littlejohn, Foss, Oetzel , 2017). It is happened because sometimes the students have their own perception about the lecturer personality for the first meeting and based on the interview and FGD , if there is no social media , they have just know about the personality of the lecturer in starting for the 4th meeting or almost meet the midterm test.

The researcher asks the informants about the factor that makes the students see from the lecturer as the trustworthy people. The students answered the questions that can be seen in the table 1.4.

Table 1.4. Social Media Existence

Interview Sessions		Coding	Focus Group Discussion		Coding
S1	My lecturer asks the students to make a branding in social media but I never seen hers	Exist in social media Personal branding	S1	I am looking for my lecturer in social media	Exist in social media
S2	When I meet the lecturer, sometime I just want to know his/her profile in the social media to know their personality	Exist in social media Personal branding	S2	Yes, the same, I am looking for my lecturer in social media	Exist in social media
S3	Sometime I just want to know his /her profile from the internet and sometime I do googling	Exist in social media Personal branding	S3	Me too, I am looking for my lecturer in social media	Exist in social media

In this case, the students expect the lecturer to do the personal branding digitally. They wish to know the lecturer exist in social media with the aim to know the personality. They seek for the information about the lecturer further via social media. The existence will make the students seems like finding the relationship frequency in order that in the class they know how to treat the lecturer. Furthermore, they explain that every lecturer has their own personality including how to treat them.

In the classroom management, the relationship between students and lecturer should be in good way. Both of them need to motivate each other because motivation is the desire to do something or to behave in a certain way. Motivation can function positively or negatively. When motivation functions positively, you choose to communicate and move toward the accomplishment of goals. The goals in the class room management is we can achieve the objective teaching activity. Moreover, the interaction between teacher and students are the test of whether competence is achieved

CONCLUSION

Based on the interview and FGD, the researcher can conclude that the communications in the class room management can be divided into 2 stage as mention in the table 1.5 below

Tabel 1.5. Conclusion

Class Management	What to do	Action
Before The class	Preparation	Interpretation for the difficult word
		Content to deliver
		Avoid content similar with Google or more explanation than Google
	Personality development	Exist in media social to make easier in communication treatment between students and lecturer
	Knowledge Development	Content must be developed both content and procedural
On the Class	Motivational Building	Build the interaction

The class management is not only what to do while the class activity but also it should be prepare before the class management. It is not only the material but also the personality of the lecturer itself. Today, the digital natives seeks the information about their lecturer in social media. It becomes important thing to do because it can also bring positive effect for the relationship building. Let the students know the lecturer from many side. It bring trustworthy element. When the students trust their lecturer, they will respect naturally. Today the personality is the part of communications so it can be the bridge of communications between student and lecture in the class room management.

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