

# DIFFERENCES IN COMMUNICATION STYLE BETWEEN TEACHERS AND STUDENTS AND THEIR IMPACT ON LEARNING OUTCOMES

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## ABSTRACT

*The differences in communication styles between teachers and students in the digital era have shifted from previous times. This difference can be seen, one of the ways, in the school environment where teachers are the millennial generation and students are the z generation. After conducting research and observations, it turns out that the differences in communication styles between teachers and students have an influence on learning outcomes. This research aims to determine the extent to which differences in communication styles between teachers and students influence learning outcomes and what steps schools need to take to bridge these differences. This research uses library methods through a study of literature such as journals, books, articles, essays and other existing written sources as well as through direct observation in the field.*

**Keywords:** *Communication, Teacher, Student, Learning Outcome*

## A. INTRODUCTION

A school is an institution designed for the teaching of students under the supervision of educators or teachers. According to Sunarto Agung, in 2006, the word school has changed to mean a building or institution for learning and teaching as well as a place to give and receive lessons. Every country has a mandatory formal education system in an effort to create students who experience progress after experiencing the learning process.

Agus Irianto (2011) stated that the aim of national education is to educate the nation's life and develop the Indonesian human as a whole, namely a human being who has faith and is devoted to God Almighty and has noble character, has knowledge and skills, physical and spiritual health, a strong personality. and independence as well as a sense of social and national responsibility. From this statement we can conclude that schools are an important ecosystem for the progress of a nation because education is the main foundation in a country's development.

## B. TYPES AND IMPORTANT ROLE OF COMMUNICATION IN SCHOOLS

According to Wiryanto, communication is a process of human interaction that influences each other both intentionally and unintentionally, which is not limited to verbal forms of communication but also non-verbal such as facial expressions, painting, art and technology (Wiryanto, 2004).

In schools, teachers and students are inseparable elements who constantly interact and communicate to carry out the knowledge transfer process.

The following are 4 types of communication used in everyday life, namely:

### 1. Verbal Communication

Verbal communication is communication that tends to convey messages using words (Panuju, 2018). In this case, communication can occur verbally, where messages are conveyed through direct conversation, or in writing, through letters, emails or text messages.

Verbal communication often uses structured sentence structures and grammar to convey

messages clearly and understandably. Examples of the application of verbal communication in schools include speeches, presentations, discussions, or daily conversations either via WhatsApp, etc.

## 2. Nonverbal Communication

Nonverbal communication involves the use of facial expressions, gestures, body language, posture, voice intonation, and eye contact to convey messages without using words. Nonverbal communication can provide additional information about the emotions, attitudes, and intentions behind messages conveyed verbally. Examples of nonverbal communication include facial expressions, hand gestures, body language that shows interest or disapproval and voice intonation that depicts emotions.

## 3. Formal Communication

Formal communication occurs in official or professional contexts, such as within organizational structures or business relationships. Formal communication follows established rules and norms. Messages in formal communication are often conveyed through official letters, reports, presentations in meeting rooms, or memos. The structure and language used in formal communication are more standardized and structured.

## 4. Informal Communication

Informal communication occurs spontaneously and unofficially between individuals or groups. This is a type of communication that tends to be more relaxed and not bound by certain rules or norms. Informal communication often occurs in everyday conversations, such as break room chats, phone calls between friends, or informal discussions outside of a formal work environment. The language used in informal communication is more relaxed, sometimes using slang or slang, and often follows a more spontaneous flow of conversation.

In schools, verbal communication and informal communication are the dominant types of communication used in interactions between teachers and students. This happens because ideas, thoughts, information or decisions are easier to convey verbally than non-verbally or informally rather than formally.

Teachers must be able to adjust the way they communicate with their students so that the information conveyed can be received and understood easily. However, this does not always go well without obstacles. One of the factors inhibiting communication in schools between teachers and students is the differences in characteristics and backgrounds between teachers and students which ultimately influence the language style used by them.

## **C. DIFFERENCES IN TEACHER AND STUDENT CHARACTERISTICS THAT AFFECT DIFFERENCES IN COMMUNICATION STYLES AND STUDENT LEARNING OUTCOMES**

Teachers and students who interact at school come from different generations. The following is a table that explains the 6 types of generational groupings according to year of birth.



Table 1: Range of birth years between generations (source:ruangguru.com)

Based on the table above, we can see that students at kindergarten and elementary school levels are included in the Generation Alpha category with an average age range of 0 - 12 years and students at middle school, high school and tertiary levels are included in the Generation Z category with an age range of 12 - 24 year. Meanwhile, the majority of teachers in schools fall into the Millennial Generation category with an age range of 28 - 43 years and some other teachers (senior teachers) fall into the Generation X category with an age range of 44 - 59 years.

The difference between Generation Z and Millennial Generation is very important to understand because these two generations have different characteristics, mindsets and needs. Generation Z grew up in an era of sophisticated technology, while the Millennial Generation experienced a transition period from conventional technology to modern technology.

Being the first generation to grow up with digital technology and being dependent on smartphones and internet access influences the way Generation Z interacts and communicates with people around them. Generation Z tends to spend their time with gadgets and various social media platforms.

The following are some differences in the communication styles of teachers as Generation Y or millennials and students as Generation X that we often encounter:

1. The communication style that students prefer is a communication style that is relaxed, open-minded, friendly, and tolerant of differences. They have a tendency to convey messages briefly and clearly. On the other hand, teachers, as part of the Millennial Generation, tend to convey information in a long and complete manner. They don't want any message to be missed.
2. Virtual communication is also very popular with students. They are more comfortable expressing opinions and ideas without meeting face to face. Group messaging applications are a means for students to interact socially by sending messages virtually. They use chat groups to share information and communicate even though they have friends who are located far away. Meanwhile, teachers as the Millennial Generation feel more comfortable holding meetings and communicating directly with their interlocutors, even though most of them don't have the confidence to stand up and speak in front of the camera.
3. Students do not like communication styles such as direct warnings in the form of advice and give the impression of being patronizing. When this happens, they don't react immediately

but instead avoid it, seeking opinions and support from friends. This is of course a challenge for teachers or the Millennial Generation because they were raised by Baby Boomers or Generation

4. As Generation Z, students are a multitasking generation and like to communicate using pictures, symbols and slang which continues to develop over time. They enjoy sending messages to each other via stickers, emojis and GIFs. They are also familiar with jargon, taglines or events that are going viral on social media or cyberspace and use them in their daily interactions in the real world. On the other hand, teachers, because they do not interact with gadgets and social media as much as students, often miss the news and are late in following developments. This causes teachers to lack understanding of the words, terms or sentences that students use when they communicate so that there are often gaps and failures to understand or miscommunication between them. Informal communication styles that are considered normal for students are often misinterpreted by teachers as a form of impoliteness from students.

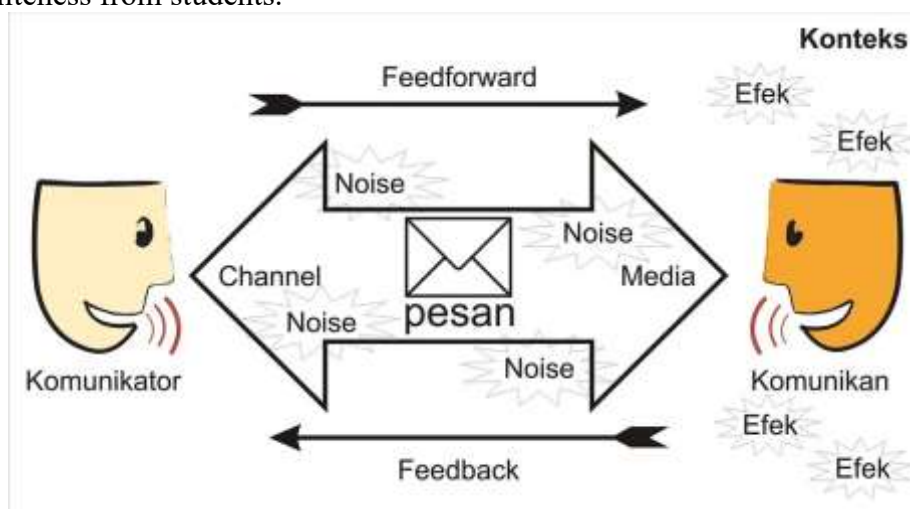


Table 2: Table of the occurrence of the communication process (source: ngejurnal.com)

The differences in character, habits and communication styles between teachers and students as mentioned above of course influence the interaction process and the quality of the teaching and learning process in the classroom and ultimately have an impact on the final results of the learning process. The Big Indonesian Dictionary defines miscommunication as an error in receiving or responding to communication.

Some of the impacts of differences in character, learning styles and communication styles between teachers and students that occur in schools are as follows:

1. Discomfort in the class atmosphere.
2. Reduced student interest in learning.
3. Decreased achievement and learning outcomes.
4. Ambiguity and unclearness of the information conveyed
5. Both students and teachers will feel unappreciated and unaccepted.
6. Reduced student trust in teacher credibility and professionalism.

## D. CONCLUSION

In an era that continues to change rapidly, it is important to understand the differences and similarities between Teachers as Millennial Generation and Students as Generation Z in order to interact and collaborate more effectively.

Teachers as educators and managers in the classroom must be able to act professionally and adapt to current developments so that they are able to answer students' learning needs in the digital era. This understanding is not only in terms of understanding their communication style, but also regarding the use of technology.

Akrim (2018) said that in the 21st century or what is often called the digital era, teachers are increasingly required to be more active, critical, innovative, creative and collaborative regarding developments in the technological era so that they are able to follow current teaching trends. Sharma (2018) added that the role of teachers in the digital era is not only as teachers but also as facilitators who help students to utilize various learning resources, including the use of technology as a learning medium. Therefore, teachers' abilities in the digital era must be more updated in the use of technology than their students.

However, it is important to remember that mastery of technology is not the only most important thing that teachers must do to attract students' attention. More than that, teachers must act as learners who can be emulated by students.

Every teacher must realize that there are many teacher roles that cannot be fulfilled by Artificial Intelligence (AI) in this digital era, namely being a facilitator, inspirer, motivator, imaginative, creative, forming work teams and developing character values. Sukma Dewi, et al (2019) explained that students' psychological needs are also needed, namely Needs for competence, Needs for autonomy, Needs for relatedness, and Sustainable learning. These four things are not possessed by an AI. This is where the role of the teacher cannot be replaced by technology.

As a Millennial Generation, in this era of digitalization, teachers must have the wisdom and authority to filter all information obtained from students from devices. There is a lot of information circulating on social media that is not yet appropriate for students of this age level to consume and is at risk of damaging mental health.

Considering that as Generation Z students cannot be separated from their devices, becoming a teacher in the digital era is certainly not an easy task. However, the hope for the success of Indonesian education will always be in the hands of the teachers.

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