



COMMUNICATION OF LECTURER IN DIGITAL ERA WITH ARSITOTELIAN RETHORICAL APPROACH

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Abstract: *The development of information and communication technology in the digital era has affected behaviors of society, including in the field of education. The development of information and communication technology, commonly referred as ICT (Information and Communication of Technology) it is currently increasingly encouraging efforts to adapt for using technology in teaching and learning process, with such conditions, making the lecturers / teachers are required to be able to use technology well without abandoning their communication skills as lecturers in learning process. This situation was also created due to the process of industrial revolution in various sectors of life so that transformed the world of education, including changing the process of forming and maintaining relationships between lecturers and students. In this study, researchers will conduct this research to students of generation Z from the field of science-social science that generally covers the fields of communication, management, and applied science. Researchers conducted research on socio-science students because students from the scientific family had a tendency to use the right brain predominantly in their daily activities and researchers would also use the approach through a literature review of the Rhetorical Theory carried out by Aristotle and the use of Rhetoric on lecturers in digital era. By doing this research, researchers will try to change the communication process to lecturers to students of Z generation in the digital era.*

Keyword: *Communication, Aristotelian Rethoric, Digital Era*

INTRODUCTION

The relationship between lecturers and students is certainly required to be adaptable as the time being, currently there is a gap between lecturers and students. Nowadays, there is a gap because generation Z is growing up with technology, which has come to be known as digital native, while the previous generation has only known technology when they were growing up which became known as digital immigrant. Marc Prensky as a consultant in education said in his article entitled "Digital Natives, Digital Immigrants." said that the gap between students in the 20th century with educators who used outdated learning methods in conducting teaching activities to their students. Because according to him, technological developments have changed how students process all information (Prensky, 2001). These conditions create a gap or distance between the two and often lead to different thoughts about the lecturer when outside the class. In this case both lecturers or students need to adjust to technological developments, in order to create an identity. Current identity is formed through communication in this case the existence of self-negotiation and negotiations with others (Jung & Hecht, 2004). In fact, it can't be denied that this condition is hampered due to the gap between lecturers and students.

The condition in question is the gap between the Z generation and the previous generation. This was formed because of a gap in interaction between generation Z and the previous generation, where researchers narrowed it down to two aspects, namely, students as representations of generation Z and lecturers who were representations of previous generations.

In this study, researchers will conduct this research to students of generation Z from the field of science-social science that generally covers the fields of communication, management, and applied science. Researchers conducted research on socio-science students because students from the scientific community had a tendency to use the right brain predominantly in their daily activities and researchers would also use the approach through rhetorical literature review carried out by Aristotle (year) but in the current situation .

Rhetoric proposed by Aristotle about namely; Ethos, pathos, and logos to assess communication from a lecturer. Rhetoric comes from Educational philosophy and the ancient Greek political system (Cockcroft & Cockcroft, 1992), rhetoric is a form of intentional persuasive communication and an unavoidable part of daily interaction and communication. (Burke, 1969; Hartelius & Browning, 2008). Classical rhetoric is characterized by three elements of ethos (credibility), logos (reason), and pathos (emotion) (Aho, 1985; Haskins, 2004; Hyde, 2004; Wisse, 1989) in (Higgins, Higgins, & Walker, 2012)

THEORETICAL STUDY

Communication Theory

In the book *A first Look of Communication Theory* is explained, communication is a relational process of forming and interpreting messages whose purpose is to obtain a response (Griffin, Ledbetter, Sparks, 2019: 6). In the book explains that communication also has five specific aspects that form communication to occur effectively.

Among others are; message, message formation, message interpretation, relational process, message that gets a response.

Rhetoric

Rhetoric is an attempt for someone to speak before a public audience. (Soutet, in Nugroho et al., 2012) rhetoric can also be said as a form of communication, namely communication persuasion. In its development, rhetoric became an art of speaking with the aim of conquering and persuading.

Aristotle In the book *A First Look at Communication Theory* explains that persuasion is divided into two types of evidence, namely artistic evidence and inartistic evidence. The first proof is inartistic proofs that are evidence that is not built by the speaker, can be in the form of testimonials of experience on the topic content brought by the speaker or supporting documents such as letters and contracts from external parties. The second proof is artistic proof that is the evidence built by the speaker itself. There are three things that build artistic evidence, among them are; ethos, pathos, and logos. In English, these latin words are often interpreted as evidence in a logical, emotional, and ethical manner. (Griffin, Ledbetter, Sparks, 2019). Of the three aspects (ethos, pathos, and logos) that build artistic evidence in rhetoric.

Digital era

The digital age (Setiawan, 2017) was born with the emergence of digital, internet network specifically for computer information technology. The new digital era media has characteristics that can be manipulated, network interactions or the internet. The mass media switches to new media or the internet because there is a cultural change in the delivery of information. This era of digital media makes it easier for people to receive information faster. With the internet media, mass media are flocking to the bow.

RESEARCH METHODS

The researcher uses the Qualitative research method, which uses qualitative methods based on meaning construction based on the reality of the research participants. The data that will be obtained by the researcher can consist of the words uttered by the informant and the results of the research during the research. The data obtained comes from the results of interviews, notes during the field, photos, and other official documents.

RESULTS AND DISCUSSION

Aristotle's rhetoric, using each according to Aristotle's Rhetorical theory, namely, ethos, pathos, and logos and used with help in the digital era so that the findings are as follows:

Ethos: Lecturers in the digital era are required to negotiate on their own to equalize the frequency in each class they handle, due to differences in GAP frequency in age and experience. Thus, the GAP can be overcome and teaching activities can be carried out effectively and efficiently.

Pathos: Lecturers in the digital era are required to be able to control their emotions so they can control logistics, which is to build the enthusiasm of students in the classroom. In addition to building enthusiasm, a positive logical presence will build relationships with student students

Logo: Lecturers in the digital era are required to have a good understanding of the science they teach, both with practical understanding. Because agreement is only limited to transition, students in the digital age already have access to find the same information with the help of technology, namely the Internet.

CONCLUSION

Aristotle's rhetoric, namely, ethos, pathos, and logos associated with its application to instructors in the digital age contributed to the things required by instructors in the digital age on Aristotle's Rhetoric theory. The researcher found that the quality of communication with good instructors was the key for students to accept and understand the material. In addition to being able to communicate, a teacher is also required to be able to prove that he has a good understanding of learning material that is capable, making the delivery of material that he does can be helped by his colleagues. Furthermore, lecturers of higher education in the digital era are also required to be able to see the class and be able to react with positive communication, so that the learning process in the classroom is able to walk cooperatively. Lastly, lecturers of higher education are required to be able to empower technology because now the world has demanded a digital era where the use of technology is commonplace, but does not require such teaching skills in communication either in material delivery or in establishing daily relations

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