English Didactic

BENEFITTING STUDENTS WITH KNOWLEDGE-SHARING PRACTICES IN CULTURAL-BASED EDUCATION

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Article Info

Abstract

The majority of students in higher education find it challenging to understand cultural differences and communicate in English. In reality, students' enthusiasm wanes as a result of distractions like poor internet connections and challenging coursework. Using knowledge-sharing techniques in this situation is a solution to overcoming these challenges. The purpose of this study is to describe how students feel about using knowledge-sharing techniques in an online intercultural communication course. Three English Department students who participated in the research's Knowledge-sharing Practice in Intercultural Communication Learning at a university in Bogor were the main subjects of the study. Students in intercultural communication classes at higher education institutions range in age from 20 to 22 and academic standing. Focus groups discussion, interviews, and other forms of narrative inquiry were used in this qualitative study. This study discovered that implementing knowledge-sharing practices in online learning aids students in removing confusion from Intercultural communication classes, encourages higher education students to voice their opinions, aids higher education students in showing respect for cultural differences, stimulates students to think critically, encourages students to participate in the discussion, and inspires students to study abroad, but it is still challenging for them.

INTRODUCTION

Technology has grown to be a significant component of education today, particularly in online courses. Watkins and Wilkins (2011) claim that e-learning technology has a lot of potential applications to promote autonomy and foster learning in the classroom, which can increase student engagement. Through improvements in media learning, technology has simplified the management of courses for instructors. The use of social media as a learning tool, and knowledge-sharing practices by groups after receiving previously presented material, or material from textbooks, are some of the ways that technology has an impact on education. These practices encourage students to think critically and express their opinions. Students and teachers can share knowledge-sharing techniques by integrating educational technology into language study, particularly through the WhatsApp app (Rahmawanti, 2017).

In essence, using online messaging for regular online contact helps students become comfortable with the feature and transforms it into an educational tool that facilitates learning for both teachers and students. The process of knowledge exchange is facilitated and supported by communication technology. Unfortunately, not all Indonesian students pursuing higher education have knowledge of learning English as a second language. Multicultural communication is challenging for pupils and necessitates innovation and adaptation. Because intercultural communication issues are difficult for students to understand, including knowledge-sharing strategies in the learning process enables students to express their viewpoints while also learning more about the subject.

The purpose of this study was to investigate the knowledge-sharing methods that are used in language classes and to learn what higher education students think about the application of these activities to cross-cultural communication. In other words, the researcher is interested in how closely knowledge-sharing practices and students' bravery in expressing themselves in intercultural communication classes are related.

LITERATURE REVIEW

Knowledge Sharing Practices

Lin (2006) states that organizing, reusing, capturing, and transferring of organized information or experiences into new knowledge for others is known as knowledge-sharing. This involves teachers in the information-sharing process method of inviting, introducing, and transmitting knowledge to students, coworkers, and the community while also supervising the learning process. Chedid et.al. (2019) declare in his article that instructors' collaborative conduct is positively influenced by their desire to share knowledge. In order to evaluate a process' efficacy, observations from different elements must be taken into account. In corporate and academic settings, a number of factors may seriously impede the flow of knowledge due to the multidimensional character of varied contexts. An organized knowledge-sharing activity that takes place in learning activities to present, convey, exchange, and teach information and skills to students, teachers, and the general public is known as knowledge-sharing. According to Amayah (2013), knowledge-sharing should concentrate on the know-style sort of knowledge to assist others and solve issues inside the association. Similar concepts like knowledge transmission and exchange are sometimes used interchangeably.

In reality, knowledge-sharing practices encourage college students to exchange information effectively (Wang & Noc, 2010). To systematically organize, preserve, and convey knowledge, knowledge-sharing activities can be conducted directly orally or using readily available supporting media (Nielsen & Cappelin, 2014). Lecturers must constantly work to promote information-sharing behavior and institutionalize the appropriate culture for these activities in order to fulfill the intended goals of the knowledge-sharing process, given the significance of knowledge creation at all levels of education. Sharing of knowledge can occur in

a classroom setting or through the use of media. This is an illustration of using technology; it is impossible to separate technology from many aspects of life, including education. Information can be transferred using technology as a medium. Students in higher education are typically introduced to the language and culture of the nation they will study in. As a result, it is crucial to share knowledge through media.

Nowadays, students are used to consuming material easily available through social media or internet access, then continuing the practice of knowledge sharing, in which participants share expertise and information on subjects gained during offline sessions. Each student is given the opportunity to ask a question pertaining to the conversation's subject, and the class as well as the lecturers then discuss the question together. The majority of college students prefer sharing their thoughts in online discussions, but they are reluctant to do so in face-to-face interactions with teachers. It appears that online discussion has lessened students' affective filters, enabling them to express their emotions without fear of repercussion from the instructor. As a result, lecturers can now apply knowledge-sharing practice tactics in their online classes.

But, there are a lot of things to think about while implementing knowledge-sharing in the online class. The application of knowledge sharing-practice in online classrooms requires a high level of motivation to first understand the material and then discuss it with others; during discussions, some students may need to be prodded to share their opinions. Selecting and implementing knowledge-sharing methodologies into existing business operations and information systems takes time. The goal of using internet media in foreign language instruction is to combine the teaching process with knowledge-sharing.

Media for Knowledge-Sharing Practices

The impact of technology in schooling on media consumption is highly important. Educational media are utilized to assist pupils develop their creative abilities. When students view structured images in the media, they become more engaged and critical in the learning process (Tavani, 2009). With media as a learning tool, students can build critical thinking skills and assess and evaluate experiences when utilizing various media. The aim of using media is related to what is taught through the media, when, and how. The use of media as a tool of education demands considerable thought. Some people are not accustomed to using technology in the classroom, youngsters' attention is divided, and so on. This undoubtedly needs teachers to work more to grasp media technologies, establish a teaching strategy, and monitor students' learning (Tavani, 2009). (Tavani, 2009). A data filtering technique is needed when information is readily available from a range of sources in order to limit the information gathered and remove false information.

There is unrestricted access to media. For higher education students, the use of media in the foreign language teaching process is helpful due to its versatility. The media also aid in the dissemination of best practices for knowledge exchange in the study of foreign languages. The media that is employed is directly impacted by how difficult it is to convey ideas through words. In the process, sharing knowledge with the media is a collaborative endeavor that entails the sharing of knowledge, ideas, proposals, and best practices via online media.

The use of media in the process of knowledge sharing effectively enhances instruction in the following ways: most students feel at ease and confident in a shared online space; it helps students form bonds even when they are geographically distant. Frequent contact is essential for successful online learning, but it can be challenging to establish in traditional learning management systems since they are hierarchical, mostly text-based, and more concerned with the delivery of knowledge than with people and relationship-building (Manca and Ranieri, 2013).

Intercultural Communication Course

Humans use language as a tool for communication, which is an essential aspect of life. Intercultural communication is commonplace in today's society, particularly among students. It is now typical for many Indonesian children to study overseas, and there are also plenty of foreign children who study in Indonesia. In actuality, students find it challenging to transition to a new country with a different language and atmosphere. Because of this, teaching intercultural communication to pupils is rather challenging. The goal of intercultural communication is to exchange information about all facets of social interaction between nations.

Intercultural communication is influenced by a variety of factors, such as the utilization of natural resources, economic concerns, global politics, and educational requirements for social interaction between nations. Both Indonesian students studying abroad and numerous international students studying in Indonesia have grown commonplace in Indonesia, particularly in the field of education. Being able to speak the language of the destination or deal with local cultural concerns at the very least is essential in this situation for cross-cultural communication. According to social media success tales, those who are unable to adapt to a new environment quickly return to their original country.

When it comes to actively participating in class lectures, Indonesian university students in intercultural communication programs are more reactive than proactive. Their meticulous communication prevents them from assimilating their culture fully. Many feel uneasy and even dread when they want to start a conversation because they are ignorant about other cultures. It could be considered wiser and preferable to adopt a waiting attitude than to try and start a dialogue or communication in an uncharted territory. While such a strategy might help to reduce conflicts brought on by cultural differences, it might also have unfavorable effects, such slowing down the integration of foreigners into the local culture. One of the effective teaching strategies that will be used to help students overcome the challenges they have in intercultural communication classes is the use of group discussions and knowledge-sharing practice methods.

RESEARCH METHOD

Researchers used a qualitative method in this study. Three English Department students who participated in the research's Knowledge-sharing Practice in Intercultural Communication Learning at a university in Bogor were the main subjects of the study. Students in intercultural communication classes at higher education institutions range in age from 20 to 22 and academic standing. To study the students' perspectives on the utilization of information sharing for higher education students, the researcher chose only a small number of participants with grades A and B.

Focus group discussions (FGD) and interviews were employed by the researcher to gather the data. Focus group discussions, according to Zahirul et al. (2017), are a method that involve focusing on a specific conversational flow with a preset group of people who engage in an interactive discussion. In the course of Focus Group Discussion (FGD) activities, researchers gather data via video calls with participants. Prior to the video call, the researchers provided an overview of the topic to be discussed and accompanied the participants as they engaged in discussion with the topics that had been provided.

To support the findings of the FGD, the researcher conducted interviews with participants via voice call, asking them questions that had been prepared beforehand. Participants were given time to understand the questions, and they were also given time to express their opinions and feelings without the researcher's interference.

The steps the researcher followed to examine the data after obtaining it are as follows: Prior to conducting interviews, the researcher first collected data from focus groups to determine the interviewees' general opinions. In order to approach the data as if it were a tale, the researcher next determines the crucial components of the data, such as selling (place and time), characters,

actions, problems, and resolutions. Lastly, the researcher verifies information obtained from the interviewer.

FINDING AND DISCUSSION
Knowledge-Sharing Practices Motivate Higher Education Students to Express Their Opinion

According to the focus group discussion (FGD) results, students in higher education contend that intercultural communication classes teach about cultural differences and how to deal with them; the majority of participants had intercultural communication courses in their fifth semesters. They almost have the same flow of cross-cultural communication during the learning process. All study participants received an online learning process because the data collection was done during a pandemic.

> *"Intercultural communication class is a class that learns about different cultures, communication, cultural understanding and the stages of intercultural communication, so that when we avoid culture shock or culture shock"* Excerpt 1

Also, survey participants reported that the lecturers' discussion-based teaching methods in intercultural communication classes encouraged students in higher education to voice their viewpoints. In order to provide students enough time to understand the issues to be addressed, lecturers typically give out the material or topics to be covered before class even begins. As stated by respondent B during the interview.

> *"In the Intercultural communication class, the lecturer usually directs us to discuss topics that occur in various countries, and learn about what culture is, how culture develops in each region, why the culture of each region has differences, what are the unique cultures in different ways listen to the material presented by the lecturer then answer the questions asked by the lecturer, conduct discussions with the lecturer and class mates."* Excerpt 2
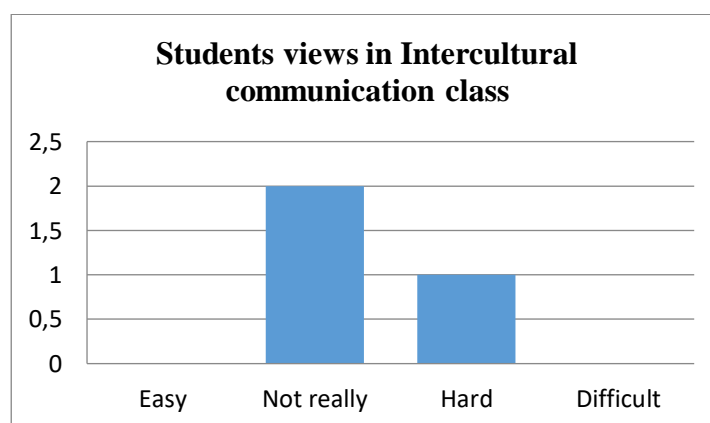

Table 1. Students views In Intercultural Communication Class

As can be seen from the table above, the majority of higher education students claim that it is difficult to learn intercultural communication in class. This is because there are so many different cultures, each with their own distinctive characteristics, making it difficult for some students to grasp the concepts and organize their words in English. This was also stated by one of the respondents in the interview session.

> *"Sometimes, I get confused in intercultural communication class because of the material. Because of the cultural diversity that exists and sometimes I need more time to understand the material being discussed"* Excerpt 3

The difficulty of students in understanding Intercultural communication is based on their new experience of studying cultural diversity, so they need time to understand it.

"Sometimes it takes time to understand the material, but it's so interested because from this learning process i can further explore English language skills, because English is used in discussions. This encourages me as a student to provide feedback in English with practice. attract discussion activities to express ideas in English" Excerpt 4

One of the things that affects students' worries about learning intercultural communication with English is language difficulties. They find the content on cultural diversity to be challenging to understand, but they are motivated to study intercultural communication because the lecturer gave comments on what was covered, making them feel at ease to try to share their thoughts in front of the class.

Knowledge-sharing Stimulates Higher Education Students to Think Critically

According to the higher education students who participated in the FGD process, knowledge-sharing techniques were used to carry out online intercultural communication learning. Knowledge-sharing is the act of exchanging information among one or more people. This activity can take the form of known information or knowledge. In the focus group discussion, the researcher discovered that most higher education students exchanged written information about one another via the Whatsapp application. Occasionally, they also did so virtually using video call services like Zoom and Google Meet. The viewpoint of one of the interview participants supports this assertion as well.

"During a pandemic, I do classes with several media, such as zoom, whatsapp or google meet. If the learning takes the form of a written discussion, the lecturer will direct us to use whatsapp." Excerpt 5.

Whatsapp is used as a learning tool to aid college students in their studies. In essence, they are accustomed to communicating daily via WhatsApp.

"During the discussion with WhatsApp, I felt comfortable because WhatsApp is the medium I usually use to communicate. Also, I have time to understand material that I don't understand without worrying about my limited English vocabulary." Excerpt 6

Technology is frequently used in higher education as a learning tool. The use of WhatsApp as a discussion tool in intercultural communication classes benefits higher education students in this study because higher education is used to using WhatsApp for daily communication. In this case, higher education argues that having online discussions via WhatsApp helps them understand the topic of discussion without worrying to express opinions on the spot because they have more time to understand the topic.

Knowledge-sharing Encourages Higher Education Students to be active in Discussion

The use of knowledge-sharing techniques in learning, according to higher education students participating in the FGD, encourages students to be more active in their learning and stimulates critical thinking. The lecturer's role in the class lends credence to this.

"Because learning through WhatsApp groups mostly uses Indonesian but sometimes uses English, so I can improve my English. Sometimes the answer is still using google translate or translate so as not to be wrong in choosing words also reduces English language skills. quick answer but that's what I did. The positive effect is that by reading a lot of answers from my group, I can find out translate quickly through use translation" Excerpt 7

Some students contend that the effectiveness of a lecturer's use of media in the classroom is not the only factor in how well they can engage their audience.

CONCLUSION

Based on the study's findings, the researcher draws the conclusion that using knowledge-sharing techniques in online learning can help students avoid confusion when taking Intercultural Communication classes. This is because using knowledge-sharing techniques in online learning, particularly for Intercultural Communication classes, encourages higher education students to voice their opinions because knowledge-sharing techniques call for feedback from one another in practice. In addition, employing knowledge-sharing practices encourages students in higher education to respect cultural differences, challenges them to think critically, motivates them to participate actively in discussions because they can easily understand the material because they participate in online teaching and learning, and inspires them to study abroad.

Although a small group of people were used in this study, further research must be done to obtain accurate results. Researchers advise students in higher education to strive to communicate their thoughts as much as they can; by trying to tolerate differences, language and cultural barriers can be overcome. By implementing knowledge-sharing methods in online lectures, professors can encourage students to actively participate in discussions while also encouraging them to think critically. Nevertheless, this method of information transfer demands both lecturers and students to take responsibility for it. The teaching and learning process for both higher education students and lecturers can be improved upon by combining this method with other strategies.

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