

THE MILLENNIALS' EMOTION IN LEARNING USING TECHNOLOGY: DEMONSTRATING RESILIENCE OR FEELING DESPERATION?

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Article Info	Abstract
<p>Received: 09 March 2021 Accepted: 10 April 2021 Published: 30 April 2021</p> <hr/> <p>Keywords: emotional experiences; resilient capacity; learning media</p>	<p>The millennial generation is recognized as digital generation. The flourish and fast changing technology and information surround their lives. It is likely to influence and direct how they learn and socialize. One of significant learning media which is popular among today's generation is video. The use of video, including vlog in English Language Teaching is prevalent today. However, how EFL students feel when they learn and create vlog are still under-examined. Thus, this study aims to explore several EFL students' emotional experiences when they create vlog and academic video during COVID-19 pandemic outbreak. The study adopts qualitative research method. The data are collected through the students-participants' narrative and vlog or video analysis. The study reports several findings. The first is the students-participants experience emotional roller coaster of negative and positive states. The second finding is the student-participants develop resilient capacity after regulating emotion by developing self-assurance of personal benefits of learning, creating economic prospect orientation and establishing social senses and global relationship goals. The third finding is it highlights the need to incorporate technology, emotion and cognition learning to fulfil the need and passions of today's generation.</p>

INTRODUCTION

One of trending learning media is video. In the past, video is an exclusive media since it just can be produced by certain experts and are enjoyed by certain learners or learners' group or schools. Today, it becomes public media which can be enjoyed by almost all people. Furthermore, today, public audience is not only watching as passive viewers, but also producing and sharing their self-made videos. Viral videos, for instance, are

made by common people to capture unique events/phenomena around them. Such videos may provide authentic information which can be accessed equally all people.

Existing studies report that the millennials are technologically literate generation who accepts technology as their learning needs, adapt the changing technology rapidly and inspire the educational system to respond to their technological needs (Aviles & Eastman, 2012; Linnes & Metcalf, 2017; Noguera, 2015). Yet how they genuinely feel is still under-examined. Thus, this purpose of this study is to fill the knowledge gap on millennials' emotion. The second filling gap is examining the learners' increasing new competencies and literacies obtained from video making, especially in EFL discipline. Thus, in this paper, we attempt to provide insights on several millennial students' emotional experiences when they are learning to practice their EFL skills at their study at home during pandemic Covid-19 outbreak and how these emotions promote students' interests and further competencies.

It is widely recognized that information, communication and technology today is the integral element of human life. Technology offers considerable promises for improving human life (Roco & Bainbridge, 2003). In education, technology allows the substantive changes in many aspects. Technology is a promising tool for learning transformation as it can assist advance relationships between teachers and students, reframe learning approaches and collaboration, overcome long-standing equity and gap and adjust the learning experiences to learners' necessity (U.S. Department of Education, 2017).

Today, educational institutions need to equip their students with 21st century competencies and skills through learning experiences to maintain the global competitiveness and produce engaged citizen (U.S. Department of Education, 2017, p. 10). This is as reinforced by World Economic Forum (2015, cited in World Economic Forum, 2016, p. 4), to adapt to the 21st century standard, learners need to be equipped with 21st centuries skills, which are comprised of foundational literacies (such as literacy, numeracy, scientific literacy, ICT literacy, financial literacy, cultural and civic literacy), competencies (includes critical thinking or problem solving, creativity, communication and collaboration) and character qualities (such as curiosity, initiative, persistence, adaptability, leadership, social and cultural consciousness. The increasingly advance technology offers a wide range of learning options. It disrupts the traditional teaching rigor and presents more flexible approach. Education today is headed to the digital technology, video games, simulations and social networking technology in which today's learners are automatically use them in their daily life (Klopfer et al., 2009, p. 19). Technology contributes to learning in several ways: allowing personal learning experience and more engaged learning process, facilitating project-based learning, enabling learning outside classroom, pursuing personal interest and goals and

transforming learning (U.S. Department of Education, 2017, pp. 12–17). Moreover, technology-based learning environment encourages flexibility, students' control, adaptability, collaboration and situational learning (Järvenoja & Järvelä, 2005, cited in Nummenmaa, 2007, p. 11). Technology (Ed-Tech) allows learning personalization, extend learning outside classroom and allow other students to learn the same things despite their sufficient educational chances (World Economic Forum, 2016, p. 11).

METHODS

The purpose of the study is to examine the emotional experiences encountered by several students at a higher educational institution, particularly to understand whether they are surviving or in desperation. To achieve the purpose, the study adopts a qualitative data research method. As mentioned by Creswell (2007, p. 40), qualitative research is conducted when the researcher wants to hear informants' stories, understand the context where the issue or problem occurs.

The data are collected from 36 students-participants' narrative texts partly containing how they feel when they are finishing their vlog task and vlog result analysis. During their study at home, the students- participants are required to create a vlog as part of their final project in an EFL class (TPB class). They are asked to create a short vlog describing their field voices (ideas or perceptions) related to Covid-19, their activities during pandemic outbreak or their analysis on their social environment, how their social surrounding responds to the happening pandemic.

The students-participants are given freedom whether to upload and share their vlog works at any public media or just send it to the teacher since at this stage, the students-participants are still learning, and their video production is part of the student's assignment to pass English language topic at higher education. This flexibility is offered to protect their privacy, respect their individual voices, secure their properties since many of them capture the situation of their homes and protect their social face. Thus, the vlog that they produced is used as a learning media for preparing them to be ready to talk in front of public, learning to work with technology and prepare content of their talk.

Below are several screenshots of the vlog/video works of the students-participants.

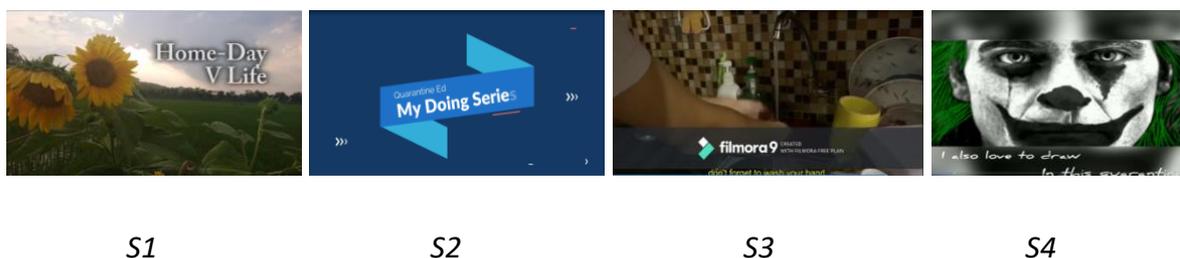


Figure 1. Some screenshots of students' video (S=student)

The narrative responses of the students-participants are analyzed by employing interpretivism paradigm. The data are analyzed inductively by undertaking several steps of the data analysis spiral: representing, describing, reflecting and managing (Creswell, 2007, p. 151). The significant statements are highlighted, clustered and described. This is relevant to the concept of horizontalization. As stated by Moustakas (1994, cited in Creswell, 2007, p. 61), horizontalization covers the process of highlighting significant quotes, statements, sentences.

The following table (Table 1) represents clusters of the highlighted statements and the data dispersion. The structural description and data analysis are presented in next section (findings and discussion).

Table 1. Data organization	
Theme	Data Dispersion
Emotional awareness: (the students informants' perceived emotion, emotion differentiation, generation and categories (what types of emotional states that the students experience))	Positive emotion: S2; S3; S4; S5; S7; S8; S9; S13; S14; S16; S24; S25; S35 Negative emotion: S20; S21 Mixed/compound/complex emotion: S1; S6; S10; S11; S12; S15; S17; S18; S19; S22; S23; S26; S27; S28; S29; S30; S31; S32; S33; S34; S36
Emotional regulation: (how the students emerge and maintain	Economic benefits: S1; S3; S35 Social contribution: S19; S26

<p>their positive emotion and alleviate their negative emotion) or utilizing some aspects for reducing/alleviating negative emotion</p>	<p>Refreshment task: S2; S5; S10; S17; S27; S29</p> <p>Self-development, getting some knowledge: S2; S6; S11; S13; S22; S28; S33; S34</p> <p>Enjoying other people's work and learning from it/social observation: S8; S18; S25</p> <p>Calming self because of supporting condition/self-condition: S11; S25; S26</p> <p>Strong Intention to be confident: S27; S34</p> <p>Presence/support from family: S33</p>
<p>Self-emotionally regulated and community oriented global learners: (how successful regulated emotional learning may contribute to the skills and character building of global millennial students)</p>	<p>Technological, digital skills: S2; S3; S5; S6; S9; S19; S25; S29; S33; S36</p> <p>Information literacy and creativity: S3; S4; S12; S18; S22; S35</p> <p>Caring, respecting and educating generation/society: S4; S9; S19; S11; S12; S16; S18; S24</p> <p>Tolerance and Patient character: S10; S23; S31; S36</p> <p>Improved English language skills and increasing self-efficacy in speaking using English Language: S11; S24; S28; S34</p> <p>Current job requirement/Millennial Career/Prospect: S25; S35</p>

S=Student

FINDINGS AND DISCUSSION

The study reports that during vlog or video creation, the students-participants experience variety of emotion which potentially impedes their learning process to accomplish their video task. The study extracts three theme clusters from the collected data, namely emotional awareness, emotional regulation and self-regulated global learners. The next sub-section presents several data samples.

Emotional awareness

The data indicate that the students-participants articulate that they experience positive, negative and mixed feeling. The following table (Table 2) presents the students-participants' emotional classification, generation and differentiation.

Table 2. Emotional awareness, discrete and compound emotion

Statements	Classification
"...My feeling after making a vlog, I became interested in making an educational vlog. Actually, I am happy with the task of making vlogs because I like to watch YouTube..."/S3	C1-S3-1/positive emotion rooted from personal interest
"I feel so happy and grateful knowing I'm good enough to speak in front of camera"/S7	C1-S7-2/positive emotion generated from good performance in front of camera
"...I feel excited when making this vlog. I love to share my thoughts to other, and perform things that has benefits to other, whether it is entertaining or just giving a simple information..."/S8	C1-S8-3/positive emotion because of willingness to share
"...In this vlog making process, I feel happy because I can make a new thing and achieve new achievements that I haven't gotten and reached it before this 'vlog making' assignment..."/S9	C1-S9-4/positive emotion because of getting new experience
"...my feeling during making this vlog is very happy because through this vlog I can share useful information to many people..."/S16	C1-S16-5/positive emotion because he/she can share to others
"...I am very excited to make this vlog, this is my first experience made vlog. Making vlog is actually not difficult but it is not so easy too. Not everyone can properly create a vlog, it is needing more attention to create good vlog..."/S35	C1-S35-6/positive emotion because of self-efficacy and getting new experience
"...that I will say, taking clips is also not easy as I have to retake some clips because of some tongue slip and/ or nervous making the clip while non unusable, definitely not at the place that I am happy of it, retaking clips and editing repeatedly when I find something is out of place has been a very tiring process..."/S20	C1-S20-7/negative emotion, feeling exhausted because of long editing process
"Feel so tired and feel shameful. Lot of people look at me while I hold my smartphone. I am afraid if they think I am showing off or being pretentious..."/S21	C1-S21-8/negative feeling of tiredness and shameful of social image
"...It is new experience for me, I never make a vlog before. At the first time I am so excited to make this vlog, but after I try to take a part of video, I feel it is so hard for me. And also, I feel so	C1-S10-9/compound emotion, the mixed

embarrassing when someone look at me while I talk with my camera..."/S10	feeling of excitement and embarrassment as many people look at the videoing process
"For the first one I feel nervous to speak in front of camera, but after a while I feel more confidence to speak in front of camera..."/S12	C1-S12-10/mixed emotion, being nervous talking in front of camera and turning it into feeling of confidence
"...Because making a vlog, talking in front of the camera about my daily activity is a rare assignment to me, so I feel a little awkward when recording it... But on the other side, I have also laugh because i think something like this so funny to. This is an interesting assignment rather than making a paper..."/S17	C1-S17-11/mixed emotion of being awkward and enjoying as he/she finds it fun
"...First of all, because I never do daily vlog, I feel nervous because I only talk to the camera and I never talk to a camera and don't get a feedback from there, and secondly I feel a little shy because of doing the vlog in the public space.... But on the other side I feel happy to make this vlog, that I can get out from my house and do something with my friend..."/S18	C1-S18-12/mixed emotion of shyness because filming self at public space and happiness as he can insert different activity during pandemic
"...Sometimes I feel happy but sometimes not, I feel happy when I can finish one of the scenes without any disruption, and I feel happy to because with making this vlog, I have some skill about video editing, that make my time used productively..."/S23	C1-S23-13/mixed feeling of happiness and sadness
"...My feeling for the first time to make vlog is so excited. But after I tried to make the script i this feel hard to me. This make me feel hard to me because I do not have any idea what topic I will make for my vlog. but after a long time, I try to enjoy it..."/S29	C1-S29-14/mixed feeling of excitement and heaviness because of thinking barrier
"For how I feel during the vlog making is actually it was quite fun to this, I am learning a new thing from time to time, I am learning video editing, music editing and acting skills...sometimes my video editing application was error, or it suddenly force stop, it was awful for it suddenly force closed or freeze, I need to redo all of it again. But overall, it was a nice experience at the vlog making..."/S34	C1-S34-15/mixed feeling of fun and tension caused by technological barriers/editing application

C=category; S=student

The data prove that several students-participants feel positive feeling of happiness, gratefulness, interest and excitement. These positive emotions are escalated by different emotion generators: the self and social arousals. Several students are happy and feel

positive because making video/vlog reminds them to their hobby, watching YouTube (C1-S3-1), love being in front of camera and have a chance to broadcast themselves (C1-S7-2) and do new things or challenging action using technology (C1-S9-4; C1-S35-6). The student-participants are also feeling excited when they feel connected to the social world. This is evidenced by several data samples, such as C1-S8-3, in which S8 loves to share his or her thinking with many viewers. Similarly, S16 in C1-S16-5 feels happy when he or she can share valuable information with others. The positive emotion of feeling being challenged to do new things relates to the characteristics of openness to change (Pew Research Center, 2010), as the millennials live at a time of rapid change (KPMG, 2017). The data show that the students-participants love to do the new things, which may relate to the curiosity characteristics of this new generation. As mentioned by KPMG (2017, p. 5), that one of the millennials' DNA is curiosity and understanding the value of doing certain things.

The data reveal that not all students-participants experience positive emotion. Two students-participants voice their unpleasant feeling. This is due to the tiring process of taking picture, repeatedly talking in front of camera, as voiced by S20, in C1-20-7 and feeling of shyness and embarrassing as many people (public) look at him or her during the process of vlog making, as revealed by S21, in C1-S21-8. The finding is inherent with Pekrum (2014, p. 14), who classifies anxiety, fear, anger and shame as negative emotion. The student-participants' shyness of presenting self in front of public can be caused by anxiety of being social labeled as showing off and being pretentious. This indicates that the student is caring about his or her social self, as mentioned by NCF (2012, p. 4) that millennial has a self-promoted or branding orientation. However, this shy or shame feeling can be differently experienced by different student. This indicates that emotion can be individually subjective. Thus, learning outcomes and process are mediated by learners' individual aspect (Rager, 2009).

The data also reveal the other types of emotion, the mixed one. The majority of the students-participants express that they are not only experiencing one emotion mode, but also swinging from one to other emotion. Different students feel distinctive compound emotion generated by various generators, such as feeling of excitement and embarrassment as he or she feels excited in making vlog, but being shy because many people look at him or her (C1-S10-9), nervous in talking in front of camera, yet finally he or she feels confident (C1-S12-10), happy and sad since he or she has to edit the vlog (C1-S23-13), excited and heavy because of cognitive load (C1-S29-14), fun and tensed because of the tiring process editing (C1-S34-15).

The study finds that despite their technological proficiency, the students-participants still find several social and emotional barriers, such as emotion. This finding is relevant

to some related works, such as Rich (2008, p. 76) who mentions that equipping the millennial with the supplementary competences in learning using technology is today's big challenge. Even though the new generation is technologically adept, their soft skills need to be developed (Rich, 2008, p. 63). Inherently, Rich (2008, p. 75) suggests the need to grow millennials' positive engagement with technology, which means participating actively in knowledge construction and understanding tacit and explicit rules in online forum.

Emotional Regulation

Besides being aware of their own emotion, the students-participants are undertaking various emotional regulations, which are classified into eight actions: considering economic benefits, social contribution, inserting fun or refreshing activities, enjoying other people's work and learning from it, calming self, developing strong intention to be confident and receiving support from family. Several data samples are presented in the following table (Table 3).

Table 3. Emotional regulation

Statements	Classification
"...If I can maximize this vlog making assignment by making a good vlog, it can be a beginning for me to become a video maker, get viral, and add more money to my pocket. As I was doing progress, I continue to feel both that emotion dragging me down and motivating me to move forward..."/S1	C2-S1-1/considering the economic benefits, being viral and earning some money
"...I am happy with the task of making vlogs because I like to watch YouTube and there I am interested in creating YouTube content..."/S3	C2-S3-2/being interested in making YouTube content
"...There are so many YouTuber that get money so much because of it. After made this vlog maybe in the future I will continue to make content and become a YouTuber..."/S35	C2-S35-3/intention to be YouTubers and earning some money from t
"...The feeling I felt during my vlog was awkward, but I had a lot more fun, because I could give information to the people who viewed my vlog..."/S19	C2-S19-4/intention to give important information for many people
"...I was delighted that I could share with others especially <i>muslims</i> , my strategy in preventing corona infection..."/S26	C2-S26-5/happiness to share preventing corona strategy with others
"...Because of this vlog assignment I didn't feel bored because of	C2-S2-6/viewing

- many other assignments and I can do this vlog assignment slowly like refreshing from the usual assignment..."/S2 vlog assignment as a refreshing activity
- "...But I try to think that making vlog is my way to refreshing because I always in front of my laptop screen for online class..."/S10 C2-S10-7/making vlog as a refreshment from many online class
- "...I was also able to tour around my house to see the situation during the co-19 pandemic, after for about a month I spent more time at home. In addition, this task also became entertainment for me..."/S27 C2-S27-8/inserting fun activities and perceiving the tasks as an entertainment
- "...overall, I enjoy making this video. I could increase knowledge in editing video, and I could learn how to make an interesting video..."/S6 C2-S6-9/adding new knowledge in video editing
- "...With this project as well, I can better understand the emerging issue, the COVID-19 pandemic. I also understand the circumstances around me during this pandemic, how it affects the activities of the community, as well as things done to reduce and even break the chain of the spread of COVID-19 itself..."/S13 C2-S13-10/knowing pandemic issue better: its' impacts on community and alleviating strategies
- "...Moreover, I felt happy because I get new experiences that I might never do. I was also forced to learn how to edit videos so that I got new skills. I think if I didn't make this vlog, I still can't edit the video..."/S34 C2-S34-11/learning the editing process
- "...The one that makes me excited is watching how YouTuber such as *Bayu Skak* could tell what on his mind through a fun and entertaining way..."/S8 C2-S8-12/enjoying other youtubers' way of making video
- "...I also feel challenge to do something new, something that I always seen on youtube and I think it is a very interesting job to do where we can enjoy doing this and the audience also can enjoy..."/S18 C2-S18-13/enjoying making video as what he/she views from YouTube
- "...I looked at the tutorial on youtube and then applied it, it made me very interested in the process of creating this vlog. When I recorded the video, it made me feel more confident because I was trained to speak in front of the camera..."/S25 C2-S25-14/feeling confident because of several training to talk in front of camera
- "...I also find pleasure that I manage my time well with the multitude of worship targets in Ramadan, I can finish making this video well without interfering with my worship activities..."/S26 C2-S26-15/feeling confident and happy because can manage time well during *Ramadhan*
- "...Therefore, I challenged myself to get out of my comfort zone, and in fact it was not as difficult as I thought. I can get through it pretty well..."/S27 C2-S27-16/getting out of comfort zone

“...Making this vlog has made me fight insecurity and nervousness in speaking in front of the camera...”/S34	C2-S34-17/overcoming feeling of not confidence
“...This nervousness also diminished with the presence of my sister in making this vlog so that this vlog became more natural and impressed like my daily life. Aside from feeling nervous, I also feel happy because I can be closer to my brother. Previously I rarely played with my brother because I was too busy during high school and at the lecture...”/S33	C2-S33-18/emotional support from family

C=category; S=student

The data show that the students-participants employ various self-regulated emotion. It is evidenced that different individual has different emotional regulation (Gross, n.d.). Consistently, Twenge and Baumesiter (2002, p. 57, cited in Sutton, 2004, p. 380) state that emotion regulative power is an adaptive skill which shows the immense diversity and flexibility of human being.

Several students generate, maintain positive feeling and alleviate negative emotion through building expectation. This is as evidenced by S1 (C2-S1-1), S3 (C2-S3-2) and S35 (C2-S35-3), who expect to be YouTubers and get some money from it, while S19 (C2-S19-4) and S26 (C2-S26-5) expect that their works can provide social contribution. Differently, several students-participants hope that their vlog learning can develop themselves, such as S6 (C2-S6-9), S13 (C2-S13-10) and S34 (C2-S34-11) expect that the vlog making can add new knowledge, such as editing and better understanding on covid-19, while S27 in C2-S27-16 and S34 in C2-S34-17 intend to leave their comfort zone and increase their self-confident. These data reveal that strong expectation can increase the students-participants' motivation to alleviate negative feeling, such as tiredness, shame, anxiety or lacking confidence. As mentioned by Ekman (1999, p. 55) that emotion can be regulated through memories, expectations and imagery.

It is also indicated that by thinking about what benefits they obtain from doing their vlog project, the students-participants performs emotional re-appraisals. They positively interpret that the task will contribute to their economic prospects, social life and self-development. This is as confirmed by Lebrecht and Badre (2008), emotion regulation is executed by reinterpreting an event meaning to modulate responses.

Other students-participants increase their motivating energy to eliminate negative emotion. This is as shown by S25 in C2-S25-14 and S26 in C2-S26-15. S25 is aware and confident that he or she can finish the project since he or she gets used to talk in front of camera, while S26 feels confident and motivational since he or she is aware that

he or she can manage his or her time well, especially in doing task without disturbing the *Ramadhan* praying and religious activities. This indicates that mindfulness relates to emotional awareness and emotion regulation (Hill & Updegraff, 2012, p. 87). The students-participants' self-confidence and positive emotion about themselves motivate them to finish their vlog task. As reported by Bénabou & Tirole (2002) that an individual's confidence improves his/her motivation which is individual's valuable asset.

Some other students-participants regulate their emotion differently. They insert refreshing activity which may reduce their emotion intensity. S27, in C2-S27-8, for instance feels refreshing since he or she can go around his or her house to collect vlog material. Differently, other students-participants, refresh their self by watching some videos in YouTube to learn how to make entertaining video (S18, in C2-S18-13) and entertaining self by watching his or her favourite YouTuber (S8, in C2-S8-12). This means that the student-participants attempt to modify their emotion through situation modification. As found by Thompson (1994, cited in Thompson, 2011, p. 56), emotion regulation involves extrinsic and intrinsic process of monitoring, evaluating and modifying emotional reactions. The students-participants attempt to reduce their negative feeling by inserting fun activities. The creation of positive events is rejoicing self with fun activities having positive meaning (Folkman & Moskowitz, 2000, p. 116).

The other emotion regulation strategy adopted by the students-participants is involving their family. This is as sampled by S33 in C2-S33-18. The student-participant (S33) expresses that he or she can reduce her or his feeling of nervousness with the presence of his or her family. Several students-participants also happily involve their family in their vlog. This indicates that social environment contributes to the students-participants' emotional regulation. Thus, the finding of the study confirms related studies urging the need to consider emotional regulation in its' social context. Emotion needs to be seen in ecological context (Lehtonen et al., 2008) or certain context or situational demand (Thompson, 2011). Social influence needs to be considered in emotion regulation (Tamminen & Crocker, 2013).

The study finds that there is no single or dominant approach to regulate emotion. Instead, it involves collaboration of various ways. As noted by Thompson and Calkins (1996), emotion management is determined by childhood self-regulatory capacity, situational demands, surrounding people, individuals' intention to regulate emotion. It also relates to the strengthened psychosocial and socio-emotional competences encouraged by supportive environment (Thompson & Calkins, 1996).

Social senses and community-oriented global learners

The study finds that the students-participants' self-emotional regulation can potentially encourage them to acquire 21st century learning competencies and becomes part of global community. The following data sample (presented in Table 4) reveal several competencies potentially benefited from students-participants' self-emotion regulation.

Table 4. Emotional regulation and millennials' global learners

Statements	Classification
"...Many editing processes are carried out so that the vlog is interesting, and I was also happy and relieved that my task was finally completed."/S3	C3-S3-1/learning new technological skills, editing and vlog
in the past, if there were vlog assignments like this project, always in groups so the editing process will be done with an expert and not unwilling to try or find out about editing but the videography..."/S5	C3-S5-2/learning videography
"...I'm glad because I can learn many new things and new knowledge like editing, recording, lighting, and good video making..."/S9	C3-S9-3/learning editing, lighting, recording
"...I learned a new lesson from making this video and made me understand how to edit videos..."/S29	C3-S29-4/learning editing
"...I feel happy because I can become smoother in editing videos including combine videos and insert back sound songs..."/S33	C3-S33-5/learning how to combine videos and audio
"...I can also feel how difficult it is to make a vlog which makes me realize that a vlog is not just an unimportant video, but a vlog can also be used as a media of information and communication between people..."/S4	C3-S4-6/information and communication urgency awareness
"...Need to be more creative, because be a good vlog you need make your vlog different with another one. So, with you make your vlog being more creative, it will make your vlog good..."/S12	C3-S12-7/being creative and informative through vlog
"...from this video we can send message to all the audience and educate the audience about the content that we make..."/S18	C3-S18-8/contributing to community information literacy through video
"...That's why I try to search a tutorial and a good way to editing a how to record a vlog by watching some vlogging channel in YouTube...."/S22	C3-S22-9/being digitally informative through internet-based information

<p>“...I hope I can learn a lot about this experience so that what I have done is not thrown away, respect time more and can respect the work of others is not just about unimportant...”/S4</p>	<p>exploration C3-S4-10/learning to respect others’ work, use his/her time wisely</p>
<p>“...I can make my own work/creation that I hope can entertain and educate people during this corona outbreak. Instead of just staying at home, doing college assignments, I can be more useful to my surroundings through this vlog work, even though it is only a simple vlog.../S9</p>	<p>C3-S9-11/sharing, entertaining and contributing to other people’s (surrounding) education</p>
<p>“...The feeling I felt during my vlog was awkward, but I had a lot more fun, because I could give information to the people who viewed my vlog.../S19</p>	<p>C3-S19-12/sharing information to wider audience</p>
<p>“...I also feel challenged by this course to make a good and useful vlog for my viewers.../S24</p>	<p>C3-S24-13/being useful for other people/viewers</p>
<p>“...Making this vlog teach me to be patient especially when I take a video or record my voice suddenly there is a disturbing sound and then try again.../S10</p>	<p>C3-S10-14/learning to be patient and tolerant</p>
<p>“...because if I do some work with heart, it will be very easy to do, but meanwhile if we do some assignment with a force in order to avoiding something that we hate, it will feel so hard and take a too long time.../S23</p>	<p>C3-S23-15/doing the work wholeheartedly</p>
<p>“...During this vlog making sessions I am learning to be extra more patient for myself, because sometimes when I was filming the vlog at the midway there is some noise from the outside which made me to redo the recordings.../S31</p>	<p>C3-S31-16/learning to be patient and tolerant</p>
<p>“...so I learned lot of new things and I bit Improved my videography skill and learn to be patience, cause sometimes feel tired because doing fasting while recording and upset if there is something less with our will.../S36</p>	<p>C3-S36-17/learning to be patient</p>
<p>“... But I think you for taking the assignment offline so that I can improve if my pronunciation is not good. I could repeat some inappropriate dialogues.../S11</p>	<p>C3-S11-18/Improving pronunciation offline/ before being recorded</p>
<p>“...This vlog making really turn me to get better English-speaking skills although my English-speaking skills is not good enough.../S24</p>	<p>C3-S24-19/Improving speaking skill in English language</p>
<p>“...I’m so happy that making the English vlog has taught me to be confident when it comes to speak English language.../S28</p>	<p>C3-S28-20/Improving speaking skill in English language</p>
<p>“...I also became trained in writing and speaking English. Honestly, I felt very happy when I do the vlog planning and vlog script. I thought</p>	<p>C3-S34-21/Improving</p>

it was an opportunity to practice writing in English so I did (wrote) both of them (vlog planning and vlog script)...”/S34 writing and speaking skills in English language

“...I feel very fortunate to be able to learn it now because in this era it is very necessary. I have read some job vacancies and some of those job vacancies require skills in photoshop or video editing because in the current era, the digital world is growing rapidly...”/S25 C3-S25-22/Observing job competencies needed in digital era: photoshop, video editing

“...We know, vlogger or youtuber is one of the jobs that are very attractive to young people now, because it is closely related to technology. There are so many youtuber that get money so much because of it. After made this vlog maybe in the future I will continue to make content and become a YouTuber...”/S35 C3-S35-23/having a passion to be vlogger/youtuber

C=category; S=student

The data indicate that the students-participants emotional experiences and learning from learning to make vlog are potentially laying characters and competences foundations for their global participation and future job. The data specifically reveal the role of emotional regulation functioning in four main areas: technology skills, information literacy, character, language, and career prospect.

The study finds that the students-participants regulate their emotion by developing positive thinking that they are gaining new technological knowledge and skill. Several technological or technical skills related to video editing (as expressed by S3 in C3-S3-1, S9 in C3-S9-3 and S29 in C3-S29-4), lighting (as revealed by S9 in C3-S9-3), videography (as articulated by S5 in C3-S5-2), video combining and audio (as reported by S33, in C3-S33-5). Undoubtedly, technological and technical skills are vital competences, especially in industrial 4.0. This is as mentioned by BRICS (2016, p. 29), technical skills, which include basic IT, data analytic and capacity to adapt and learn new knowledge is required in industrial 4.0. The students-participants exhibit optimism in learning new technological skills. As millennials, they are comfortable with technology (Jones et al., 2007), adapting to technology more rapidly than previous generation (Michiganscouting.org, 2017), early adopters of technology (NCF, 2012).

The students-participants also express that vlog learning improves their information literacy awareness and skill. This is as voiced by several students-participants, such as S4 (in C3-S4-6) who feels the increasing awareness of information and communication benefits and S22 in C3-S22-9 who finds the advantages of using YouTube to get information, such as vlogging tutorial. Differently, S12 (in C3-S12-7) feels the benefits of not only being informative, but also creative. He or she believes that his or her vlog should be different from others' works. The data also reveal that the student-participants

are not only aware of the information literacy necessity for themselves, but also for community. This is as sampled by S18 (in C3-S18-8) who expects to be able to increase community information and understanding on corona virus through his or her vlog.

The study finds that technology is integrative part of millennial generation. In their world, they see things, learn many aspects and interact with their peers through technology. Technology is the sixth sense of the millennials which is indispensable technique for understanding and interacting with world (Hershatter & Epstein, 2010, p. 204). The data also show that they explore information they require to finish the vlog task from YouTube. As identified by Hershatter and Epstein (2010, p. 204), the millennials will go to google wikipedia, social network, YouTube tutorials to find information. Today, video is one of learning resources (VIDEOforALL, n.d.). The data also display that the students-participants (exemplified by S12 in C3-S12-7) attempts to be creative and innovative by presenting something new in his or her vlog. This is consistent with Chu et al. (n.d.) who identifies three types of skills needed in the 21st century: learning and innovation, digital literacy, work and life skills.

The other aspect which is impacted by emotional regulation is the character building. The data show that the students-participants express that in accomplishing the task, they should be patient (C3-S10-14, C3-S31-16, C3-S36-17) and tolerant, especially when they find technical difficulties and social disruptions (C3-S10-14, C3-S31-16). Differently, S23 in C3-S23-15 learn to do his or her work wholeheartedly. Besides learning several task or problem-based characters, the student-participants learn to be meaningful person for community (as revealed by S24 in C3-S24-13). The study finds that it is significant to build the millennials' personal and social character, instead of just enhancing technological proficiency. Technology can be used as a means for facilitating character building. One of many approaches to learn and acquire character qualities is by implementing technology deeply and wisely (Bialik et al., 2015, p. 3). Thus, technology in millennials' world needs to be reconsidered as both the end and process/means. The data show that the students-participants are conscious that they should grow certain individual qualities (such as patient, innovative, creative, wholeheartedly, tolerant). This is relevant to six character qualities need to be developed in 21st century, such as mindfulness, curiosity, courage, resilience, ethics and leadership, which are proposed by Bialik et al. (2015, p. 6). Community-centred character building is also exemplified by S24 in C3-S24-13, S4 in C3-S4-10, S9 in C3-S9-11 and S19 in C3-S19-12. As recommended by Bialik et al. (2015, p. 2), the goals of character education in 21st century are grounding lifelong learning, encourage harmonious interpersonal relationship at home, community and workplace and cultivate personal values and moral conduct for sustainable participation in international community.

The other contributing aspect of emotion regulation is the increasing proficiency of English language. Several student-participants feel that learning to make vlog provides them chances to improve their English language. This is as evidenced by several data, for instance improving pronunciation (C3-S11-18), speaking skill (C3-S24-19, C3-S28-20, C3-S34-21) and writing skill (C3-S34-21). English language proficiency is part of global participation requirement which can be improved through vlog learning. Communication is a basic skill required by 21st century workforce (Ananiadou & Claro, 2009). In their vlog, the students-participants capture their real situation during pandemic corona's study at home, such as their daily activities at home, corona education, environment around their home during corona outbreak and strategies to increase and maintain immunity during pandemic. This indicates one of some benefits of using video in leaning is presenting real learning situation (Smyth & Mainka, 2010, p. 108).

The data also reveal that the students-participants are enthusiastic in learning how to make vlog since they are aware that skills achieved from vlog learning can be useful for their future job career. This is as expressed by S25 in C3-S25-22 and S35 in C3-S35-23. S3 articulates that vlog skills, such as video editing and photoshop are required in job/career in digital era. Similarly, S35 intends to be a vlogger or YouTuber since it is trending career in millennials' world. From the data, the study suggests that (higher) education needs to prepare young generation to be productive workforce. The millennials need to be equipped with ICT skills relevant to the workforce requirement (IEAB, n.d.). S35's personal future intention to create content and to be youtubers are several distinctive characteristics of the millennials. As mentioned by Hershatter and Epstein (2010, p. 206), one of several millennials' distinctive characteristics is content creation and dissemination, such as blogging which is used to express themselves and broadcast their ideas and feeling (Hershatter & Epstein, 2010, p. 206).

The Millennial Generation, Technology Learning and Changing Education Paradigm

The study suggests the urge of inserting self-emotional regulation skill in students' learning activities. Emotion maturity needs to be recognized as a vital element in learning, as worthy as the cognitive development since emotion is soft long-term investment which determines students' long-term success, such as in workplace. It is also significant for millennials to learn emotional regulation (De Assis, 2019; Pollett, 2019). This is also consistent with Giraud (2012) who illuminates the need to develop students' emotional regulation in higher education since it is evidenced that emotionally intelligent students are more likely successful in building stronger social relationship in

workplace. Emotion regulation is also recognized as core skill in socio-emotional, cognitive functioning, academic and social competence (Eisenberg et al., n.d.). Emotion relates to motivation, continuously affects cognition and action and serves as determinant of adaptive functioning (Izard, 2007, cited in Izard et al., 2008). Personal competence including self-awareness, motivation and emotion regulation is needed by millennials in their workplace (De Assis, 2019). Thus, pedagogy should be developed to facilitate students to manage their emotion and improve their emotional management (Shepherd, 2004).

The study also finds that vlog learning equips the students-participants' with several competences, such as cognitive analytics (creativity), content skills (active learning, oral expression, written expression, ICT literacy), process skills (active listening critical thinking, monitoring self and others), complex problem solving (complex problem solving), social skills (emotional intelligence), resource management skills (time management) and technical skills (equipment operation, programming, technology).

Resilience or in desperation?

Some of the students-participants tend to experience potential desperation during the working process of their assignment. However, all of the students-participants develop resilient capacity at the final completion of their vlog assignment. The study finds that even though the student-participants to work with technology, they also experience potential destructive emotion, such as tiredness, shyness, embarrassment, sadness and feeling of heaviness. However, they can develop different strategies to continue and being committed to finish their work.

The study finds that the students-participants' resilient capacity emerges after they regulate their negative emotion. There are three main strategies that they implement. The first strategy is self-assurance for personal learning benefits. They believe that their learning process will increase their cognitive capacities. This self-assurance strategy is performed by calming themselves, strengthening their goals or learning expectation, improving their self-confidence. The second strategy is orienting to economic benefit. Some student-participants are aware that video making skill or vlog skill can offer potential enormous economic benefits, such as soft investment to be Youtubers and acquire supporting skills, such as videography, lighting and photography. The third strategy is orienting to global-social contribution. The students-participants understand that their technological capacity which is supported by English language capacity can enable them to participate in global community and contribute widely at international scale for social purposes.

The study also finds that the students-participants' resilience capacity development is inter-related with cross-generation support. The students-participants are strengthened by their parents and younger sisters or brothers by helping them to create happy family climate while they are finishing the work and being the models of their videos. The study indicates that the millennials (as represented by the students-participants) are not always happy to work with technology. They still feel the learning tensions and potential inhibited feelings. However, they change these tensions into drives for learning better, being stronger and be more committed students. The findings of the study are encapsulated in the following figure (figure 2).

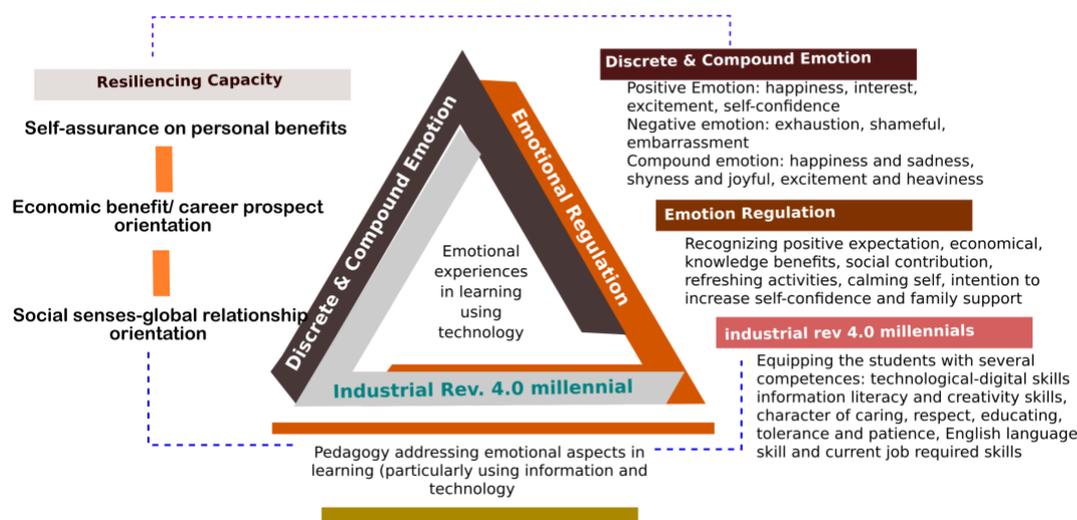


Figure 2. Triangle model of emotional experiences learning using technology

Figure 2 shows several emotions that the students-participants experience during the learning process. The students-participants develop their resilient capacity through three main strategies which also is supported by cross-generation encouragement. Vlog learning enables the students-participants to develop technology, emotion and cognition learning to create competent industrial 4.0 generation.

CONCLUSIONS

The study intends to examine several students-participants' emotional experiences when they learn to create vlog during their study from home because of pandemic corona. The study finds that the student-participants are not always feel happy to work with technology (as many existing studies report). The millennials also experience potential

destructive emotion. They still feel the learning tensions. However, to manage this tension, they perform three main handling resilient strategies by developing self-assurance on personal benefits, creating economic orientation and global-social relations goal development. The study also highlights the need to adapt the education materials to the millennials' need, interest and goal orientation by incorporating technology, emotion and cognition learning. This may need the changing educational paradigm, methodologies and put the learning or education in a flexible and dynamic context. The study also finds that vlog learning can promote the building of the industrial 4.0 millennial generation and equipping compounded technological, emotional regulation, cognition, social and creativity skills.

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