Communicative and Collaborative Aspects in Indonesian Electronic School Book Evaluation Instruments

Imam Safi'i[1*], Lili Wahdini[2]

[1] Graduate School of Indonesian Language Education, Universitas Muhammyadiyah Prof. DR. HAMKA, Indonesia
[2] Faculty of Education and Teacher Training, Universitas Tama Jagakarsa, Indonesia

A R T I C L E   I N F O

A B S T R A K

Penelitian ini bertujuan untuk mengkaji keragaman aspek komunikatif dan kolaboratif yang terdapat dalam instrumen evaluasi Buku Sekolah Elektronik (BSE) di Indonesia. Penelitian ini menggunakan pendekatan kualitatif dengan menerapkan prinsip analisis isi. Sumber data dalam penelitian ini adalah 541 instrumen evaluasi yang tersebar di delapan bahan ajar, yaitu menyusun teks prosedur, mempelajari teks eksplanasi, mengelola informasi dalam perkuliahan, mempelajari kehidupan dalam cerpen, menyusun proposal, merancang karya ilmiah, menilai karya melalui resensi, dan melakukan memainkan. Data yang terkumpul dianalisis dengan menggunakan kriteria penelitian berdasarkan indikator keterampilan komunikatif dan kolaboratif yang terdapat dalam Pedoman Penerapan Keterampilan Abad 21 Kurikulum 2013 di SMA dan diterbitkan oleh Dit. PSMA Direktorat Jenderal Pendidikan Dasar dan Menengah. Hasil penelitian menunjukkan bahwa secara keseluruhan instrumen evaluasi yang relevan dengan berbagai indikator kompetensi komunikatif sebanyak 110 soal atau 20,33% sedangkan instrumen evaluasi yang relevan dengan berbagai indikator kompetensi kooperatif sebanyak 81 soal atau 14,97%. Persentase ini menunjukkan bahwa kompetensi komunikatif dan kolaboratif dalam instrumen evaluasi Buku Sekolah Elektronik di Indonesia telah berkembang cukup baik.

A B S T R A C T

This study aims to examine the diversity of communicative and collaborative aspects contained in the evaluation instrument in Indonesian BSE. This study uses a qualitative approach by applying the principles of content analysis. The data sources in this study were 541 evaluation instruments spread over eight teaching materials, namely compiling procedural texts, studying explanatory texts, managing information in lectures, studying life in short stories, preparing proposals, designing scientific papers, assessing works through reviews, and performing plays. The collected data were analyzed using research criteria based on the indicators of communicative and collaborative skills found in the Guidelines for Implementing 21st Century Skills in 2013 Curriculum in SMA and published by Dit. PSMA Directorate General of Primary and Secondary Education. The results showed that overall, the evaluation instruments relevant to various communicative competence indicators were 110 questions or 20.33% while the evaluation instruments relevant to various indicators of cooperative competence were 81 questions or 14.97%. This percentage shows that the communicative and collaborative competences in the evaluation instrument in Indonesian BSE have been developed quite well.

1. INTRODUCTION

The communicative aspect is one of the 21st century skill components that must be developed in students, both in learning and in learning tools, in this case the Electronic School Book (BSE). Communicative is the ability to interpret and build an ongoing structural organization. Communicative is a part of individual interactional competence that involves knowledge of communicative events, social context, and types of activities (Nguyen, 2012). In the realm of business, the communication that occurs between leaders and workers will form a very positive work atmosphere (Setiadi et al., 2016). Effective communication can be used as a means to overcome misunderstandings (Popescu et al., 2014). Over the years, communicative competence has been a key idea in applied linguistics (Rydell, 2018). Communicative competence has become the orientation of language education as a whole in the context of globalization (Gong et al., 2018). Oral communicative competence is a complex and diverse concept that refers to the ability to use language effectively and appropriately in different social situations (van der Wilt et al., 2018). To be able to communicate effectively in a language, speakers must also have grammatical knowledge of how members of the language community use their language to play social roles and achieve some communicative goals (Coccetta, 2018).

*Corresponding author.
E-mail addresses: imamsafii2077@uhamka.ac.id (Imam Safi'i)

Giving the urgency of communicative competence, it is imperative in every learning to strive for the development of these competencies. The teacher's role in developing students' communicative competence is very large. The role of adults, in this case the teacher, has a very important role in the development of communicative students (Pozdeeva, 2015). In addition, in learning activities, BSE and evaluation instruments in it are also very important in supporting students' communicative competence. Therefore, the evaluation instrument contained in the BSE must always be directed to foster students' communicative competence. One perspective on developing students' communicative abilities is based on the idea that the social interactions of students, especially when supported by competent communicative partners, allow students to acquire social understanding and pragmatic abilities (Larkin et al., 2017). Then, what is the scope of communicative competence that must be developed to students? In the 21st century skill development manual for high school students, a number of indicators of student communicative competence are expressed, namely: understanding, managing, and creating effective communication in various forms and contents orally, in writing and multimedia (ICT literacy); use the ability to express ideas, whether during discussion, inside and outside the classroom, or in writing; using spoken language that is appropriate to the content and context of the conversation with the interlocutor or those with whom to communicate; listening to, and respect the opinions of others, in addition to knowledge regarding the content and context of the conversation; use a logical line of thought, structured in accordance with applicable rules (Sutanto, 2017).

In addition to communication competences, competencies that are no less important to develop in the 21st century skills competences are collaborative competencies. Collaborative competence is an individual's ability to communicate and work together with others to achieve common goals. In collaborative, it also requires mutual understanding, respect, and respect for the opinions of others. Thus, efforts to achieve common goals can be achieved properly. Collaborative competence can be done in the form of assigning tasks that must be completed collectively (Lin, 2020). Collaborative and cooperative learning occurs when students interact to build individual knowledge and share (Mishra & Shah, 2009; Pozdeeva, 2015; Zillmer & Kuhn, 2018). Collaborative activities also benefit students' cognitive development (Haugwitz et al., 2010; Poort et al., 2019; Pozdeeva, 2015; van der Wilt et al., 2018). In real life, if a person has many collaborators then his personal collaboration competence is strong. Usually he will have a high social rank and also have a big influence (Yan et al., 2013). The development of collaborative attitudes for students will be very helpful in equipping students when living in the "real world", or in the community and workplace. Living in a community and work environment cannot be separated from social activities in the form of collaboration, namely cooperation with various parties to achieve common goals. Developing and enhancing collaborative competences is one of the programs to realize strategic goals and priorities (Chaudhuri & Boer, 2016). Likewise, collaborative competence has a direct impact on the performance of a project or the achievement of goals (Mishra & Shah, 2009). What collaborative competences should be developed for students? In the 21st century skill development manual for high school students, there is a voice regarding a number of indicators of collaborative competence, namely: having the ability to work in groups; adapting in various roles and responsibilities and working productively with other members; having empathy and respect different perspectives; and be able to compromise with other members of the group in order to achieve the goals set (Sutanto, 2017).

Furthermore, the problem is how to implement the communicative and collaborative competencies contained in the Indonesian BSE SMA 2019/2020 academic year? Indonesian as it is commonly known is one of the main subjects in each educational unit which has an important role in supporting students' communicative and collaborative competences. This refers to the opinion that language plays an important role in building self-concept (Sariyan, 2009). Language also has a very important role in supporting the character building of students. The more careful and thorough in using good and correct language, the higher the character and personality of the people who use it (Solin, 2010). Furthermore, language has a very important role as a catalyst in supporting the formation of Indonesian people as a whole (Kusumawati, 2018). Therefore, the Indonesian BSE and the evaluation instruments contained in it must contain various indicators of communicative and collaborative skills as emphasized by the Ministry of Education and Culture in the Guidelines for Implementing 21st Century Skills for 2013 Curriculum in Senior High Schools. An effective way of communicating will be able to support the achievement efforts that have been set by individuals and organizations. This is in line with the opinion that communication can support organizational success both in improving organizational performance and organizational adaptation to any changes in the existing business environment so that organizations can survive and even gain competitive advantage (Nurrohim & Anatan, 2009). Conversely, ineffective communication can lead to things that do not support the achievement of the goals of the organization. Communication barrier is often the main cause of the failure of the harmonious relationship between employees and company leaders (Kuswarno, 2001). Studies on the communicative and collaborative

aspects contained in textbooks based on literature search have not been found. Several studies related to books have focused more on the feasibility analysis in terms of content and material. The communicative aspects that he studies have not reviewed various indicators of communicative skills as emphasized in the development of the 21st century prowess. The communicative aspects he highlighted are related to the meaning of sentences, misuse of punctuation marks and inconsistencies (Fahmi & Saleh, 2017).

Likewise with previous study who focuses on learning aspects of grammar in Indonesian language textbooks. In the presentation, the theme has not been explained explicitly about the grammar contained in the textbook (Utami, 2017). In addition, when viewed from various indicators of communicative competence in 21st century skills, the grammar aspect is more elementary as a support for communicative competence. In communication activities, especially in terms of a communicative approach in language learning, there are many things that must be considered in supporting communicative skills. The use and understanding of language is not only limited to interrelated words, but also includes non-linguistic and non-contextual elements (Djiwandono & Soenardi, 2011). These elements can be in the form of the topic being discussed, who is speaking, who is the interlocutor, and the place where the speaking practice takes place. Furthermore, starting from the lack of studies regarding the communicative and collaborative aspects contained in the evaluation instrument of the Indonesian BSE, this research is deemed important to be carried out. As for the main purpose of the article on the results of this study is to describe the data comprehensively regarding the development and suitability of the BSE evaluation instrument for SMA Indonesian with the principles of communicative and collaborative skills contained in the Guide to Implementing 21st Century Skills Curriculum 2013 in SMA

2. METHODS

This study uses the content analysis method by applying the procedure which consists of eight steps, namely: compiling research questions, theoretical background; compiling research criteria, category definitions; analyzing text which is the object of research; checking the initial data; analyzing the final material; determining the main categories in the research; checking the validity of the data; and discussing and interpreting the research results (Mayring, 2014). The data source in this study is an evaluation instrument contained in the Indonesian electronic school book which is intended for high school students for the 2019/2020 academic year. The evaluation instrument data analyzed were related to the various teaching materials contained in the BSE, namely Compiling Procedure Text for Studying Explanatory Texts, Managing Information in Lectures, Studying Life in Short Stories, Preparing Proposals, Designing Scientific Works, Assessing Works through Reviews, and Performing Plays. The collected data were analyzed using research criteria based on the indicators of communicative and collaborative skills found in the Guidelines for Implementing 21st Century Skills in 2013 Curriculum in SMA and published by Dit. PSMA Directorate General of Primary and Secondary Education.

Indicators of communicative skills in the Guidelines for Implementing 21st Century Skills in 2013 Curriculum in SMA and published by Dit. PSMA Directorate General of Primary and Secondary Education (Sutanto, 2017), namely: create effective communication; express ideas; use spoken language that is appropriate to the content and context of the conversation; listen to, and respect the opinions of others; use a logical line of thought according to the rules. Indicators of communicative skills in the Guidelines for Implementing 21st Century Skills in 2013 Curriculum in SMA and published by Dit. PSMA Directorate General of Primary and Secondary Education (Sutanto, 2017), namely: have the ability to work in groups; adapt in various roles and responsibilities; have empathy and respect different perspectives; compromise with other members of the group. Acquisition of research data is then calculated and presented with the total number of instruments contained in the Indonesian BSE. The higher the percentage level, the better the level of implementation or development of communicative and collaborative competencies contained in the Indonesian BSE. Conversely, the lower the level of implementation or development, the lower the efforts contained in the Indonesian BSE in developing students' communicative and collaborative competences.

3. RESULT AND DISCUSSION

Result
The Communicative Aspects in Indonesian BSE Evaluation Instruments
The communicative aspect identified refers to five categories, namely understanding, managing, and creating effective communication, expressing ideas, using spoken language that is appropriate to the content and context of the conversation, listening to, and respecting the opinions of others, and using a logical mindset accordingly. with the prevailing rules.

Table 1. The communicative aspects of the Indonesian BSE Evaluation Instrument

Chapter	Aspect					Total	Percentage
	1	**2**	**3**	**4**	**5**		
1	1	6	1	2	0	10	9.09
2	0	5	1	3	9	18	16.36
3	0	0	0	15	0	15	13.64
4	0	10	6	5	7	28	25.45
5	7	2	4	2	0	15	13.64
6	6	3	1	0	0	10	9.09
7	2	1	0	0	0	3	2.73
8	4	3	2	1	1	11	10.00
total	20	30	15	28	17	110	20.33
Percentage	18.18	27.27	13.64	25.45	15.45	100.00	100.00

The Collaborative Aspects in Indonesian BSE Evaluation Instruments

The development of collaborative competencies identified in the Indonesian BSE SMA class XI 2019/2020 refers to four indicators, namely developing abilities in group collaboration, adapting in various roles and responsibilities, empathy and respecting different perspectives, and compromising with other members of the group. Based on the four categories or indicators, the following data were obtained.

Table 2. The collaborative aspects of the Indonesian BSE Evaluation Instrument

Chapter	Aspect				Total	Percentage
	1	**2**	**3**	**4**		
1	3	0	3	2	8	9.88
2	1	0	3	5	9	11.11
3	7	0	4	0	11	13.58
4	7	1	11	1	20	24.69
5	6	0	9	0	15	18.52
6	4	0	3	0	7	8.64
7	2	0	0	0	2	2.47
8	4	0	3	2	9	11.11
total	34	1	36	10	81	14.97
Percentage	41.98	1.23	44.44	12.35	100.00	100.00

Discussion

Based on the data in the table above, it can be seen that in the evaluation instrument of the Indonesian language BSE for SMA class IX in 2019/2020 there are 110 questions or 20.33% of the total number of evaluation instruments. This number shows that the efforts to develop communicative competence contained in the evaluation instrument for the XI class of Indonesian BSE have been well done. Efforts have been made to develop various indicators of communicative competence even though the distribution is not evenly distributed among each indicator. Creating effective communication is an effort to establish interactions or communication with other people so that the same understanding can be realized. Efforts to develop the communication competence in Indonesian BSE have been made, namely there are as many as 20 questions or 18.8% of the total number of instruments that contain the development of the overall communicative aspect. Effective communication between individuals and individuals is a major factor that contributes to safety (Pirzadeh et al., 2020). Effective communication helps people feel informed and cope with their condition. Conversely, poor communication can cause significant psychological distress (Merker et al., 2020). In the medical world, effective communication between health care providers and families is essential to support decision making for individual care (Mackie et al., 2020).

Furthermore, about the competence of expressing ideas. The competence to express ideas is a communicative competence with regard to psychological and verbal aspects. Psychologically express ideas regarding mental, namely in the form of courage. Without courage, it is impossible for someone or students to express their ideas well and smoothly. Verbally, the ability to express ideas, especially verbally, must be supported by good articulation skills. Thus, information will be conveyed clearly. Clarity of information supported by intellectual, emotional, and verbal maturity will have a good impact on the communicator and the communicant. This is in line with what was stated by previous research, that communication is the key to developing and improving teacher and student learning (Dobie & Anderson, 2015). The ability to express these ideas has been made in the Indonesian BSE evaluation instrument, which is 30 questions or 27.27% of the total development of indicators of communicative competence contained in the BSE. This amount is the most when compared to other development aspects or indicators. Through the development of this evaluation instrument, students are asked to express their ideas, both orally and in writing. This certainly has a very positive impact on improving students' communicative skills. Students' courage, as well as their verbal and intellectual abilities will also continue to increase. In addition to the ability to express ideas verbally and in writing, communicative competence that needs to be developed is the ability to use spoken language that is appropriate to the content and context of the conversation. This is in line with the use of good language, namely the use of communicative language or can be easily understood by others. The number of evaluation instruments in Indonesian BSE SMA class XI that are relevant to these indicators is 15 questions or 13.64% of the overall communicative competence development instruments. These development efforts are good enough, but if viewed from the point of view of the number of evaluation instruments as a whole it has not shown a serious effort. This is certainly contrary to the mission of learning Indonesian, namely to improve students' communication skills.

No less important communicative competence, apart from the ability to express ideas, is listening and respecting the opinions of others. This shows that the effectiveness of communication is not only viewed from one source, namely the delivery of opinions or ideas, but also the ability to speak and ability to listen to the opinions and ideas of other people or the interlocutor. This is important in the communication process because communication is generally two-way, namely conveying and listening. The number of evaluation instruments relevant to the development of communicative competence is 28 questions or 25.45% of the total number of evaluation instruments for developing communicative competence as a whole. This number has shown a good effort to develop this communicative competency aspect. The ability to speak and listen are two things that must be developed. This is in line with what was stated by previous study, that listening and speaking skills coincide in real life discourse and the two are not mutually exclusive (Tavil, 2010). Through his research, he shows that teaching listening and speaking skills in an integrative manner improves students' oral communicative competence. The development of listening to and respecting the opinions of others will also be able to equip students in completing their studies and assist in the development of professional self-identities needed by students when they have entered the world of work (Brown et al., 2020).

The last indicator of communicative competence is to use a logical line of thought in accordance with the rules. Using a logical line of thought is part of scientific thinking. This ability is part of the support to create effective communication. Effective communication, besides having to be supported by verbal skills, understanding the context and content of the conversation, must also be supported by communicative logic, which is the ability to convey ideas or ideas that are in accordance with the flow of thinking logically. Logically, as in written language, every series of written language must at least refer to a deductive or inductive pattern. The ability to convey ideas or opinions that are in accordance with a logical line of thinking, besides being easy to understand, also describes the intellectual ability of the speaker. The development of communicative competence that is relevant to the flow of logical thinking contained in the evaluation instrument of BSE Indonesian for SMA class XI is 17 questions or 15.45% of the total number of instruments for developing communicative competence as a whole. Quantitatively, these efforts have not shown competency development efforts using a maximum flow of logical thinking.

Furthermore, collaborative competency development is intended to develop students' abilities in cooperating with others. Many positive values can be realized if students or someone has collaborative abilities. In the workplace for example, collaborative abilities will be able to increase productivity among team members and work groups (Pillay et al., 2020). In addition, through collaboration, various ways will be obtained to increase the creativity of the team in order to achieve better goals. Based on the data in the table above, it can be seen that the number of evaluation instruments in Indonesian BSE class XI that are relevant to the four indicators set out in the 21st century SMA incidental development manual is 81 questions or 14.97% of the total evaluation instruments as a whole. The four indicators of collaborative competence in the evaluation instrument at BSE have tried to be developed, but have not been developed optimally. Efforts to build collaborative competence in the form of group cooperation are 34 questions or

41.98% of all questions in accordance with students' collaborative development. Compared to the development of other collaborative performance indicators, these competency development efforts have shown very good efforts. There are many questions that ask students to work in groups and complete assignments together. This effort is very useful for building maturity and familiarity and the ability of students to understand other people's opinions. Cooperation or cooperation can form student maturity and positive social skills, such as student behavior and interpersonal relationships (Othman et al., 2012).

The next indicator of collaborative skills is about adapting to various roles and responsibilities. The development of an evaluation instrument to measure the ability of these students can be done through a non-test, namely in the form of an observation sheet on the roles and responsibilities of collaborating with other group members. The non-test evaluation instrument used to explore and develop student competencies has not been maximally developed. There is only one evaluation instrument or 1.23%. The competence of students to adapt and be responsible in their groups is important to develop because it can be used as provisions for students to be able to adapt and be responsible for their groups. Social responsibility is very important because social responsibility initiatives are significantly related to customer reputation, satisfaction, and trust (Islam et al., 2021). Furthermore, it is about developing the competence of empathy and respecting different perspectives. As has been stated in the communicative competence, that in communication, apart from the ability to express ideas, it also requires the ability to listen and appreciate the differences expressed by others. In developing collaborative competence, the ability to listen to and respect the opinions of others, namely in the form of empathy and respect for different perspectives are also points of emphasis. The development of evaluation instruments in BSE Indonesian SMA that is relevant to these indicators is as many as 36 questions or 44.44%. The number of these instruments is the most when compared to other collaborative competency indicators. The efforts to develop this cooperative competence have been carried out very well. This effort can be a provision for students so that later when they enter the world of work they can empathize and respect different perspectives from their peers in the work group. This is in line with what was expressed by previous study, in this case it relates to the field of medicine, that empathy, namely in the form of listening, understanding one's feelings and perspectives, and showing interest and concern for the whole person can increase the patient's perception of clinical empathy (Hall et al., 2020).

The last indicator of collaborative competence is the ability to compromise with other members of the group. Lexical cooperative means agreeing in a peaceful way or reducing mutual demands. This can also be meaningful as an effort to reduce or eliminate conflicts between group members. In the Indonesian BSE SMA class XI, there are 10 questions or 12.35% that are relevant to the development of collaborative competencies about compromising with members in the group. This development effort can be done with a non-test instrument, namely through observation of each student when they are assigned to solve questions in groups. Even though it is still minimal, efforts to develop student competence in compromising with other members have been developed (Poort et al., 2019).

4. CONCLUSION

The communicative and collaborative competencies contained in the evaluation instrument at BSE have been developed quite well. The evaluation instruments contained in the BSE are generally relevant to various indicators of communicative and collaborative aspects of 21st century prowess. The evaluation instrument contained in the Indonesian BSE is very feasible and can contribute to improving students' communicative and collaborative skills.

5. ACKNOWLEDGEMENT

6. REFERENCES

Brown, T., Yu, M., & Etherington, J. (2020). Are Listening and Interpersonal Communication Skills Predictive of Professionalism in Undergraduate Occupational Therapy Students? *Health Professions Education*, *6*(2), 187–200. https://doi.org/10.1016/j.hpe.2020.01.001.

Chaudhuri, A., & Boer, H. (2016). The impact of product-process complexity and new product development order winners on new product development performance: The mediating role of

collaborative competence. *Journal of Engineering and Technology Management*, *42*, 65–80. https://doi.org/10.1016/j.jengtecman.2016.10.002.

Coccetta, F. (2018). Developing university students' multimodal communicative competence: Field research into multimodal text studies in English. *System*, *77*, 19–27. https://doi.org/10.1016/j.system.2018.01.004.

Djiwandono, & Soenardi, M. (2011). *Tes Bahasa: Pegangan bagi Pengajar Bahasa*. Indeks.

Dobie, T. E., & Anderson, E. R. (2015). Interaction in teacher communities: Three forms teachers use to express contrasting ideas in video clubs. *Teaching and Teacher Education*, *47*, 230–240. https://doi.org/10.1016/j.tate.2015.01.003.

Fahmi, M., & Saleh, D. R. (2017). Kesesuaian aspek kebahasaan BSE bahasa Indonesia SMP terhadap standar isi. *Linguista: Jurnal Ilmiah Bahasa, Sastra, Dan Pembelajarannya*, *1*(2), 79–86. https://doi.org/10.25273/linguista.v1i2.1976.

Gong, Y., Hu, X., & Lai, C. (2018). Chinese as a second language teachers' cognition in teaching intercultural communicative competence. *System*, *78*, 224–233. https://doi.org/10.1016/j.system.2018.09.009.

Hall, J. A., Schwartz, R., Duong, F., Niu, Y., Dubey, M., DeSteno, D., & Sanders, J. J. (2020). What is clinical empathy? Perspectives of community members, university students, cancer patients, and physicians. Patient Education and Counseling. *Patient Education and Counseling*, *104*(5), 1237–1245. https://doi.org/10.1016/j.pec.2020.11.001.

Haugwitz, M., Nesbit, J. C., & Sandmann, A. (2010). Cognitive ability and the instructional efficacy of collaborative concept mapping. *Learning and Individual Differences*, *20*(5), 536–543. https://doi.org/10.1016/j.lindif.2010.04.004.

Islam, T., Islam, R., Pitafi, A. H., Xiaobei, L., Rehmani, M., Irfan, M., & Mubarak, M. S. (2021). The impact of corporate social responsibility on customer loyalty: The mediating role of corporate reputation, customer satisfaction, and trust. *Sustainable Production and Consumption*, *25*, 125–135. https://doi.org/10.1016/j.spc.2020.07.019.

Kusumawati, T. I. (2018). Peranan Bahasa Indonesia dalam Era Globalisasi. *Nizhamiyah*, *8*(2). https://doi.org/10.30821/niz.v8i2.396.

Kuswarno, E. (2001). Efektivitas Komunikasi Organisasi. *Mediator: Jurnal Komunikasi*, *2*(1), 55–61. https://doi.org/10.29313/mediator.v2i1.699.

Larkin, F., Hobson, J. A., Hobson, R. P., & Tolmie, A. (2017). Collaborative competence in dialogue: Pragmatic language impairment as a window onto the psychopathology of autism. *Research in Autism Spectrum Disorders*, *43–44*, 27–39. https://doi.org/10.1016/j.rasd.2017.09.004.

Lin, G. Y. (2020). Scripts and mastery goal orientation in face-to-face versus computer-mediated collaborative learning: Influence on performance, affective and motivational outcomes, and social ability. *Computers and Education*, *143*. https://doi.org/10.1016/j.compedu.2019.103691.

Mackie, B. R., Mitchell, M., & Schults, J. (2020). Application of the READY framework supports effective communication between health care providers and family members in intensive care. *Australian Critical Care*, *34*(3), 296–299. https://doi.org/10.1016/j.aucc.2020.07.010.

Mayring, P. (2014). *Qualitative content analysis: theoretical foundation, basic procedures and software solution*. SOAR.

Merker, V. L., Plotkin, S. R., Charns, M. P., Meterko, M., Jordan, J. T., & Elwy, A. R. (2020). Effective provider-patient communication of a rare disease diagnosis: A qualitative study of people diagnosed with schwannomatosis. *Patient Education and Counseling*, *104*(4), 808–814. https://doi.org/10.1016/j.pec.2020.09.029.

Mishra, A. A., & Shah, R. (2009). In union lies strength: Collaborative competence in new product development and its performance effects. *Journal of Operations Management*, *27*(4), 324–338. https://doi.org/10.1016/j.jom.2008.10.001.

Nguyen, H. (2012). Learning, Culture and Social Interaction Social interaction and competence development: Learning the structural organization of a communicative practice. *LCSI*, *1*(2), 127–142. https://doi.org/10.1016/j.lcsi.2012.05.006.

Nurrohim, H., & Anatan, L. (2009). Efektivitas komunikasi dalam organisasi. *Jurnal Manajemen Maranatha*, *8*(2), 11–20. https://doi.org/10.28932/jmm.v8i2.188.

Othman, H., Asshaari, I., Bahaludin, H., Tawil, N. M., & Ismail, N. A. (2012). Student's Perceptions on Benefits Gained from Cooperative Learning Experiences in Engineering Mathematics Courses. *Procedia - Social and Behavioral Sciences*, *60*, 500–506. https://doi.org/10.1016/j.sbspro.2012.09.414.

Pillay, N., Park, G., Kim, Y. K., & Lee, S. (2020). Thanks for your ideas: Gratitude and team creativity. *Organizational Behavior and Human Decision Processes*, *156*, 69–81. https://doi.org/10.1016/j.obhdp.2019.11.005.

Pirzadeh, P., Lingard, H., & Blismas, N. (2020). Effective communication in the context of safe design decision making. *Safety Science*, *131*. https://doi.org/10.1016/j.ssci.2020.104913.

Poort, I., Jansen, E., & Hofman, A. (2019). Intercultural group work in higher education: Costs and benefits from an expectancy-value theory perspective. *International Journal of Educational Research*, *93*, 218–231. https://doi.org/10.1016/j.ijer.2018.11.010.

Popescu, A.-D., Suciu, S., & Raoult, M.-G. (2014). Intercultural Competences in Collaborative Teams. *Procedia Technology*, *12*, 577–582. https://doi.org/10.1016/j.protcy.2013.12.532.

Pozdeeva, S. (2015). The Collaborative Teacher-Pupil Activity as a Condition of Children' Communicative Competence Development. *Procedia - Social and Behavioral Sciences*, *206*, 333–336. https://doi.org/10.1016/j.sbspro.2015.10.060.

Rydell, M. (2018). Being 'a competent language user' in a world of Others – Adult migrants' perceptions and constructions of communicative competence. *Linguistics and Education*, *45*, 101–109. https://doi.org/10.1016/j.linged.2018.04.004.

Sariyan, A. (2009). Peranan Bahasa dalam Pembinaan Insan dan Pembangunan Masyarakat Hadhari (The Role of Language for Human and Hadhari Community Development). *Jurnal Hadhari: An International Journal*, *1*(1), 1–29. https://ejournal.ukm.my/jhadhari/article/view/12153.

Setiadi, A., Winarti, E., & Taufiq. (2016). Analisis Komunikasi Dan Kompetensi Terhadap Komitmen Organisasi Dengan Pengembangan Karir Sebagai Vaiabel Moderasi (Studi Kasus Pada Akademi Kepolisian). *Dharma Ekonomi*, *1*(44), 65–69.

Solin, M. (2010). Peranan Bahasa Indonesia Dalam Membangun Karakter Bangsa. *Jurnal Bahasa*, *20*(3). https://doi.org/10.24114/bhs.v0i82%20TH%2038.2549.

Sutanto, P. (2017). *Panduan Implementasi Kecakapan Abad 21 Kurikulum 2013 di SMA*. Kementerian Pendidikan Dan Kebudayaan.

Tavil, Z. M. (2010). Integrating listening and speaking skills to facilitate English language learner's communicative competence. *Procedia - Social and Behavioral Sciences*, *9*, 765–770. https://doi.org/10.1016/j.sbspro.2010.12.231.

Utami, S. R. (2017). Pembelajaran Aspek Tata Bahasa dalam Buku Pelajaran Bahasa Indonesia. *AKSIS: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, *1*(2), 189–203. https://doi.org/10.21009/AKSIS.010203.

van der Wilt, F., van der Veen, C., van Kruistum, C., & van Oers, B. (2018). Popular, rejected, neglected, controversial, or average: Do young children of different sociometric groups differ in their level of oral communicative competence? *Social Development*, *27*(4), 793–807. https://doi.org/10.1111/sode.12316.

Yan, X., Zhai, L., & Fan, W. (2013). C-index : A weighted network node centrality measure for collaboration competence. *Journal of Informetrics*, *7*(1), 223–239. https://doi.org/10.1016/j.joi.2012.11.004.

Zillmer, N., & Kuhn, D. (2018). Do similar-ability peers regulate one another in a collaborative discourse activity ? *Cognitive Development*, *45*, 68–76. https://doi.org/10.1016/j.cogdev.2017.12.002.