

## DEVELOPMENT OF MOOCS EFFECTIVE COMMUNICATION SKILL IN PROFESSIONAL WORKPLACE

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### **Abstract**

Millennial generation students need to be equipped with adequate popular knowledge to communicate professionally in the world of work. The purpose of this research is to produce MOOCs with the title Effective Communication Skill in Professional Workplace which can later be followed by the general public. These MOOCs equip participants to be able to apply their communication skills professionally in the world of work well. Professional communication skills are skills that are needed by someone in the work environment, wherever you are. This ability can be learned and developed to establish coordination, collaboration, and synergy in the world of work with other people to be effective so that the agency's or company's goals can be achieved. The type of MOOCs developed is xMOOC using the ADDIE Model. MOOCs consist of seven materials to support professional communication skills in the world of work, namely (1) Identity recognition and Self Excellence, (2) Emotional Management and Good Listening Skills, (3) General Professional Code of Ethics, (4) Increased Communication Sensitivity Inter-Cultural in the Professional World, (5) Communication Techniques through Effective Media, (6) Lobbying, Negotiation, and Persuasion Techniques, and (7) Professional Presentation Techniques. The development of MOOCs opens up wide opportunities to be used as an open and massive learning platform to develop one's skills.

Keywords: communication skill, MOOCs, professional communication, workplace, interpersonal communication

### **1 INTRODUCTION**

Online learning is increasingly thriving in the educational system. Online learning uses media to impart *knowledge* to students while also assisting them to learn independently (Oksatianti *et al.*, 2020). *Massive Open Online Courses*, or MOOCs, are one type of open *online* learning.

MOOCs (*Massive Open Online Courses*) are a new model of education and learning that leverages the internet to deliver information about resources at universities and other educational institutions where continuous education is conducted. MOOCs are the most recent innovation in online learning and are utilized as an alternative to educational programs. In keeping with this development, MOOCs have changed the field of education in a very short period, creating opportunities for new educational knowledge and business references that students can use for free (Risdianto *et al.*, 2021). In summary, MOOCs can be defined as open *online* courses that are delivered on a vast scale to an unlimited number of students. MOOCs are designed to be accessed *online* by users at any time and from any location, and students can also select the material that interests them. The material offered is typically in the form of videos, which are accompanied by downloaded document files providing material related to the material taken.

This research is relevant to the research of Risdianto *et al.* (2021) on the findings of the teacher's needs response to the *augmented reality*-assisted MOOCs-based blended learning model. It is possible to infer that the quality of the response questionnaire to the needs of the *augmented reality*-assisted MOOCs-based blended learning model is very good. Furthermore, it is consistent with Suyetno's (2020) research on the development of *Massive Open Online Courses* (MOOCs) on welding materials. The developed development has been shown to support practical tasks. The findings of the questionnaires issued to students suggest that the MOOC design has a high level of feasibility, with a percentage of 83.22%.

Universitas Terbuka (UT) began offering 14 MOOCs in 2014, and these may be found at <https://moocs.ut.ac.id/>. The development of MOOCs with a variety of content, including academic and community-needed popular skills, is necessary for UT to further solidify its position as a leader and innovator in remote education in Indonesia. *Effective Communication Skill in Professional Workplace* is the name of one of the MOOCs that will be developed through development research.

The MOOCs developed in this research are xMOOC. The xMOOC pedagogy is more regimented, with materials provided ahead of time by the MOOC developer. The learning materials generated in the LMS comprise eight sessions that will culminate in a competency test for a graduation certificate if you pass and a certificate of accomplishment if you do not pass. The learning process in xMOOC is structured to follow the flow of the delivered content, including video material, and comprises evaluations that are scored automatically by a computer. Learners in an xMOOC will be passive because the teacher has planned everything with a learning process that is also usually scheduled within a certain deadline (Belawati, 2019).

Professional communication skills are required in the workplace so that one can work well with people in a variety of scenarios and situations. According to Brady (2010), communication is one of the components of job readiness. A person is expected to speak effectively and professionally in the workplace. As a result, understanding the value of communication and creating positive relationships with people is essential. Communication is an essential aspect of human life. We create mutual understanding, friendships, affection, and careers through communication. Understanding and strengthening our communication skills can improve our quality of life, our relationships with others, and even our business and career chances.

Communication skills, according to Rowley (in Sa'diyah, 2015), are the ability to send messages that promote the achievement of goals while retaining social acceptance. Communication skills play a vital role in the communication process, in terms of communicating information, solving problems, and offering feedback. Payne (in Sa'diyah, 2015) defines communication skills indicators as communication motivation, communication knowledge, and communication skills.

In this digital era, communication skills are one of the important provisions in the world of work. The era of disruption that has occurred has brought changes to the work model in various lines so that adaptive and professional communication *skills* are needed so that organizational goals are achieved. Communication is a circular and dynamic process so a simultaneous learning process is required (Nurbani, 2019).

The development of MOOCs is important because MOOCs will allow participants to utilize communication skills professionally in the workplace. Professional communication skills are necessary for anybody in the workplace, no matter where they work. This ability can be learned and developed to establish coordination, collaboration, and synergy in the workplace with other individuals to be productive and fulfill the goals of the agency or company. By participating in the MOOCs *Effective Communication Skill in Professional Workplace*, participants will be able to apply professional communication skills in the world of work well.

## 2 METHODOLOGY

The research method employed is *research and development* to produce certain goods and test their effectiveness (Sugiyono, 2017). The research output is *Massive Open Online Courses* (MOOCs) titled *Effective Communication Skill in Professional Workplace*, which is expected to teach professional communication skills in the workplace to the general public or job seekers. The ADDIE model, one of the systematic learning design models, was employed in this study as the development model. This model is programmatically structured with systematic sequences of activities in an attempt to solve learning problems related to learning resources that are appropriate for the learner's characteristics and needs. This model consists of five steps, starting from the *analysis* stage which is the process of identifying problems through needs analysis based on experts through interview techniques. Then comes the *design* stage, which is the stage of creating MOOCs material design based on the outcomes of the needs analysis. Then go on to the *development* stage, which is the stage of creating MOOCs material based on the design at the design stage, namely making PPT, videos, discussion questions, formative tests, and summative questions. Then, proceed to the *implementation* stage by taking tangible actions to apply the

created learning media to several students. Finally, the *evaluation* stage is carried out to evaluate the MOOCs that have been developed with expert validation (Tegeh & Kirna, 2010).

### 3 FINDINGS AND DISCUSSION

The result of this research is *Massive Open Online Courses* (MOOCs) entitled *Effective Communication Skill in Professional Workplace*. The presence of MOOCs *Effective Communication Skills in the Professional Workplace* is a breakthrough or innovation aimed at improving popular skills in the industrial era 4.0, especially in the field of professional communication in the world of work. The development of MOOCs is based on the needs of a person in the work environment according to experts in order to improve communication skills professionally to the general public. The steps in developing MOOCs are adapted from the ADDIE development model. The model consists of five stages, namely *analysis*, *design*, *development*, *implementation*, and *evaluation*. Here is the explanation.

#### 3.1 Analysis Stage

According to expert interviews, a large portion of the general public lacks the necessary professional communication skills, especially regarding work ethics issues. Naturally, this requires training in order to enhance professional communications skills in the workplace.

*“Many people lack qualified professional communication skills. Since the public still does not have a good understanding of the world of work ethics, therefore it becomes an obstacle to collaborating in the world of work. Nevertheless, effective communication is essential in every situation. So, it requires expert communication training or therapy. Because numerous factors must be taken into account when coordinating with others in the workplace. Because not all workers receive professional training and experience, this competence is still just basic.”*

This is in line with previous research which found that one of the problems impeding the implementation of interprofessional collaboration was inadequate between professions communication (Setiadi, 2017). Communication is the most critical part of professional collaboration. Without effective communication, organizational services will become disoriented and dependent on *stereotypes* (Cross-Sudworth, 2017). To fulfill organizational goals effectively and efficiently, effective communication is required in the workplace.

The expert also stated that communication is an inseparable part of the professional world. Just like doing a work presentation, of course, it requires good communication so that the ideas or

ideas that we convey can be understood by others. This is certainly a potential if the communication is delivered properly, then work activities (professional) will also run well.

*“Everyone's daily life requires communication. both informal and formal. similar to supporting businesses and careers. To help our work or business success, we frequently engage in professional communication, such as when giving a work presentation. Speaking of effective communication, there are a number of things that affect it. One is our capacity to modify how we communicate with others. In essence, communication abilities will also be a factor in our work. In the world of work, a lot of things, mainly concepts or thoughts, need to be expressed.”*

Communication is a necessity for humans. Survival will be maintained through communication (Mashudi et al., 2020). Ariawati (2015) said that in an organizational climate, communication patterns between group members determine the direction, goals, and success of the organization to achieve its goals. Individuals are required to be able to express opinions effectively and easily understood. Okoro, Cwasington, and Thomas (2017) said that when individuals have good communication skills, it will have an impact on increasing self-confidence to face the world of work. On the other hand, individuals will also be able to exert influence on other members of the organization, regardless of their position and position in an organization.

Professional communication abilities are crucial for improving performance and career advancement, according to experts. Collaboration and coordination can occur in all facets of work with full quality when there is good communication between all parties. The ability to communicate professionally is a requirement for job seekers.

*“I think that professional communication skills are crucial. If we already have good communication skills, we can accomplish a lot. Additionally, in the world of work, these abilities are necessary for the organization's sustainability. These abilities are also required for preparation to work.”*

One of the keys to success in life is having good communication skills, which are crucial for a graduate's success while joining the world of work. According to various research, communication skill is a critical ability for success in the world of work (Conrad & Newberry, 2011). According to several sources, effective communication skills are crucial for a personal career and significant contribution to organizational success (Du-Babcock, 2006).

Without being bound to a college, practical skills in professional communication can be taught directly. Anyone at any moment can learn how to develop this skill, which will enable effective coordination, collaboration, and synergy to be built in the workplace and the achievement of the agency's or company's objectives. MOOCs are seen as acceptable as learning tools because of their open and massive nature.

*“It is critical to teach this skill, particularly through MOOCs... a trending tool for learning outside of the classroom, so it's not only about learning theory. MOOCs are also appropriate for these professional communication skills because they are flexible and large enough to be used by everyone, making them practical. Perhaps practical things can be utilized in professional communication so that they become requirements in the workplace. This professional communication ability is extremely ideal to be taught through MOOCs, which can be accessed by anybody and at any time. Because not everyone can learn at the same time.”*

MOOCs can provide flexibility, the convenience of access, and rapid completion at a low cost to everyone interested in learning (Yuan & Powell, 2013). MOOCs are massive, *online*, and open learning *platforms* that are a type of *distance learning* on a larger and more vast scale (Pomerol, Epelboin, & Thoury, 2015). The need for academic material and the potential of MOOCs that can be accessed openly and massively by anyone encourages the emergence of ideas for developing *massive open online* courses that are useful for honing one's abilities or skills so that one can have the ability, experience, knowledge, and networking in the era of digital learning.

In addition, expert interviews also provide input and suggestions regarding material content that needs to be given to the general public, especially *jobseekers* to increase professional communication skills. The following content or things that must be in MOOCs *Communication Skill in Professional Workplace*.

*“In my opinion... what is required is, of course, suitable materials. The material may take the form of practical things in the workplace, such as comprehending ethics, negotiating, or giving presentations. The material provided must also be visually appealing; it can be in the form of a PPT... Because engaging learning makes it easier to comprehend. Of course, it is vital to incorporate communication suggestions that are needed in the workplace so that people can develop professional abilities in the material. Of course, in addition to the information, it would be preferable if it included learning video media,*

*practice questions, and discussions. The material presented by my suggestions can also be given the context of the problems in the world of work so that solutions can be found. Then another enrichment material or Open Education Resource (OER) is needed to complete it.”*

### **3.2 Design & Development Stage**

The results of the analysis stage are used for the next stage, which is *design* and *development*. At this stage, the design of material content and image design is carried out by the community's popular skills. This research focuses on the development and content of MOOCs utilizing a *Learning Management System* (LMS). The learning structure is specifically designed using a *self-paced instruction* model, which allows participants to regulate their learning time based on their ability. This research topic will develop the popular skills needed by the community, such as professional communication skills in the workplace. The following steps will be taken to carry out this research.

1. Making material in the form of a PPT that includes the following material. According to the references, the material will be modified to the concepts and theories.
  - A. Identity recognition and Self Excellence
  - B. Ability to Manage Emotions and Listen Well
  - C. General Profession Code of Ethics
  - D. Increased Sensitivity of Intercultural Communication in the Professional World
  - E. Communicating Techniques through Effective Media
  - F. Lobbying, Negotiation and Persuasion, Techniques
  - G. Professional Presentation Techniques
2. Making materials in the form of posters so that participants can easily grasp the essence of each topic in a visually appealing format.
3. Making videos using graphic animation techniques to make the presentation look contemporary and appealing.
4. Making questions for each session (Practice and Formative Tests)
5. Making session introductions, material descriptions, and each session summaries
6. Reviews by experts of the MOOCs material that has been made
7. Revise the *review* results
8. Uploading material on the MOOCs UT *Learning Management System* (LMS)

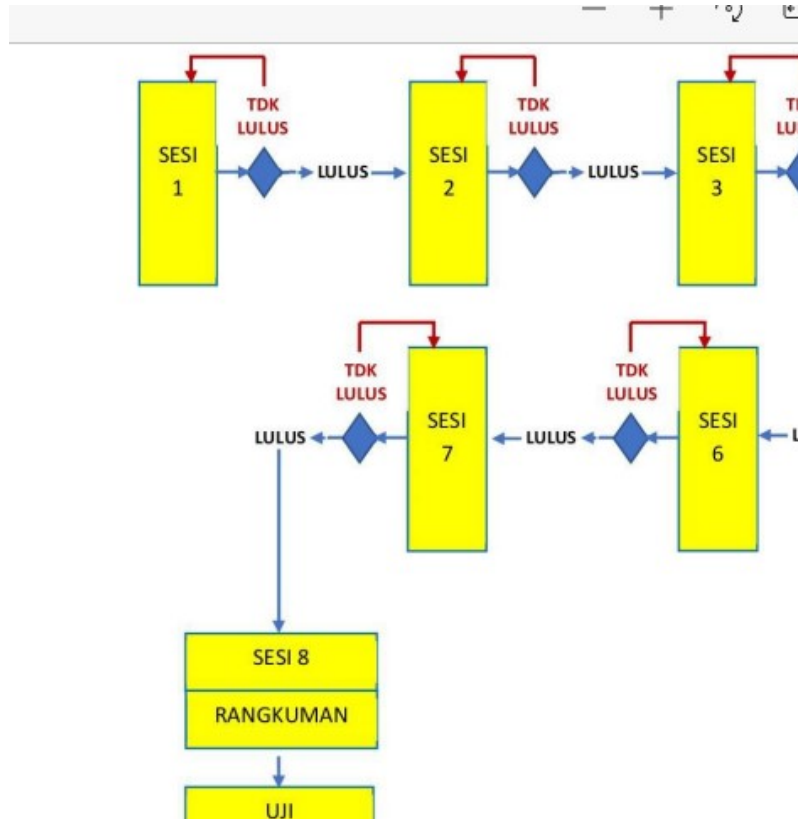


Figure 1. Cycle 1—8 LMS MOOCs Model Self-Paced Instruction

### 3.3 Implementation & Evaluation Stage

The next is the *implementation* and *evaluation* stage. After being developed, MOOCs are implemented by experts involving media, materials, and language experts to assess and find out the feasibility and shortcomings of the MOOCs being developed so that they can be revised. The feasibility of the MOOCs that have been developed needs to be tested practically. This is done to assess its quality and feasibility. The feasibility test involved material experts, linguists, and media experts as the respondents. After that, the media evaluation stage was carried out by making improvements to the MOOCs based on the assessment of the experts.

Experts' due diligence attempts to evaluate MOOCs' *Effective Communication Skills in Professional Workplace*. This test is administered by professionals in their respective domains, notably material experts, linguists, and media experts. The experts first tried the MOOCs that had been developed and then they studied and observed them. Following that, the experts were requested to complete the following questionnaire. The examination of the feasibility of the material, language, and media on MOOCs was completed. Here's a more in-depth description.



### 3.3.1 Media Feasibility Test Results

The media validation test assessment consists of two aspects: (1) MOOC's visual and audio display and (2) software implementation and engineering. Table 1 shows the findings of media experts' assessment of the feasibility of media on MOOCs.

Table 1. Feasibility Test Results by Media Experts

No.	Aspect	Question Item Number	Average Percentage of Eligibility (%)	Criteria
1	MOOC's visual and audio display	1 to 10	82,5	Very Good
2	Software implementation and engineering	11 to 15	81,5	Very Good
Overall Score Average			82,0	Very Good

The explanation of the results of the feasibility test by media experts on the MOOCs carried out is as follows.

#### 1. MOOC's visual and audio display

MOOC's visual and audio display consists of six indicators, namely *layout* accuracy, design suitability, image clarity, writing suitability, music suitability, and video quality. Based on an average percentage of feasibility for each indicator of 82.5%. This signifies that the visual and audio display of this MOOCs media met the "Very Good" criteria.

#### 2. Software implementation and engineering

Software implementation and engineering aspects consist of two indicators: ease of use of the media and media quality. Based on an average percentage of feasibility for each indicator of 81.5%, this *mobile learning* media's implementation and software engineering meet the "Very Good" criteria.

The results percentage of these two aspects obtained the results of an overall average assessment of the feasibility of this MOOCs media of 82.0% with the interpretation of "Very Good".

### 3.3.2 Software Implementation and Engineering

The language validation test consists of three aspects: the effectiveness of sentences on MOOCs, sentences on communicative MOOCs, and easy-to-understand language on MOOCs. As needed, the assessment instrument is created in accordance with the applicable linguistic standards in the

media. The following are the findings of the feasibility assessment of the language, as shown in Table 2.

*Table 2. Feasibility Test Results by Linguists*

No.	Aspect	Question Item Number	Average Percentage of Eligibility (%)	Criteria
1	The effectiveness of sentences on MOOCs	1 to 5	82,5	Very Good
2	Sentences on communicative MOOCs	6 to 10	79,0	Good
3	Easy-to-understand language on MOOCs	11 to 15	80,5	Very Good
Overall Score Average			80,67	Very Good

The description of the results of the assessment of the feasibility of MOOCs conducted by material and language experts is as follows.

1. The effectiveness of sentences on MOOCs

The average percentage of eligibility for each indicator is 82.5%, indicating that the effectiveness of the sentences on these MOOCs is "Very Good."

2. Sentences on communicative MOOCs

The average percentage of eligibility for each indicator is 79.0%, which means that the sentences on MOOCs have been communicative by meeting the criteria "Good".

3. The language on MOOCs media is easy-to-understand

The average percentage of eligibility for each indicator is 80.5%, indicating that the language in this MOOCs media is easy-to-understand with "Very Good" criteria.

The results of the percentage of these three aspects obtained the results of the overall average assessment of the feasibility of the MOOCs language of 80.67% with the interpretation "Very Good" criteria.

*3.3.3 Material Feasibility Test Results*

The material validation test evaluation includes three aspects: the feasibility of the content on MOOCs media, the feasibility of presenting on MOOCs media, and the use of animated videos on MOOCs media. The following are the findings of the material's feasibility assessment, as shown in Table 3.

Table 3. Feasibility Test Results by Material Experts

No.	Aspect	Question Item Number	Average Percentage of Eligibility (%)	Criteria
1	The feasibility of the content on MOOCs media	1 to 7	80,3	Very Good
2	The feasibility of presenting on MOOCs media	8 to 15	78,6	Good
3	The use of animated videos on MOOCs media	16 to 20	79,8	Good
Overall Score Average			79,6	Good

The description of the results of the assessment of the feasibility of the MOOCs material carried out by material experts is as follows.

1. The feasibility of the content on MOOCs media

The content feasibility aspect of MOOCs media consists of two indicators: the material's suitability with basic competencies and the accuracy of the material's content. The average percentage of eligibility for each indicator is 80.3%. This indicates that the content feasibility of this MOOCs media met the "Very Good" criteria.

2. The feasibility of presenting on MOOCs media

The feasibility aspect of presentation on MOOCs media consists of two indicators, namely material presentation techniques and material presentation support. The average percentage of eligibility for each indicator is 78.6%, which means that the presentation feasibility of these MOOCs has met the "Good" criteria.

3. The use of animated videos on MOOCs media

The aspect of using animated videos on MOOCs media consists of one indicator, namely the animated video component. The average percentage of eligible students for each indicator is 79.8%, indicating that the use of animated videos in these MOOCs meets the "Good" criteria.

The results of the percentage of these three aspects obtained the results of the overall average assessment of this MOOCs media material of 79.6% with the interpretation "Good".

#### 4 CONCLUSION

Based on the problems and the results of expert needs analysis, it is possible to conclude that professional communication skills are important in the workplace. Therefore, *MOOCs Effective Communication Skill in Professional Workplace* was developed to learn professional communication skills in the workplace well. Professional communication ability is required by someone in the workplace, so it is hoped that the MOOCs developed will provide participants

with provisions to effectively establish coordination, collaboration, and synergy in the workplace with other people so that the agency or company's goals can be achieved. MOOCs are used because they have the advantage of being a massive, *online*, and open learning *platform* that is included in one form of *distance learning* on a wider and more massive scale.

This research focuses on the development of MOOCs' *Effective Communication Skills in Professional Workplaces* utilizing the ADDIE Model, which is consist of two stages: development and feasibility test sections. The initial stage in the development of MOOCs is to create engaging content and the appearance of MOOCs. MOOCs include seven materials to support professional communication skills in the workplace: (1) Identity recognition and Self Excellence, (2) Ability to Manage Emotions and Listen Well, (3) General Profession Code of Ethics, (4) Increased Sensitivity of Intercultural Communication in the Professional World, (5) Communicating Techniques through Effective Media, (6) Lobbying, Negotiation, and Persuasion Techniques, also (7) Professional Presentation Techniques. The experts' feasibility test is the second stage. The feasibility of the MOOCs that have been developed needs to be tested practically in order to assess their quality and feasibility. The responses for the feasibility test were material experts, linguists, and media experts. The overall average feasibility assessment for these MOOCs is 82.0%, which is interpreted as "Very Good." The total average rating of the MOOCs language's feasibility is 80.67%, which is interpreted as "Very Good." The entire MOOC media material had an average grade of 79.6%, which is considered "Good." Based on the results of the media feasibility test, it is possible to draw the conclusion that the MOOCs *Effective Communication Skill in Professional Workplace* that is produced meet the good criteria and is worthy of being used as an open and massive learning *platform* to develop one's communication skills adaptably and professionally in the workplace.

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