

## THE DEVELOPMENT OF MOOCS BUSINESS COMMUNICATION PRACTICAL

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### **Abstract**

The MOOCs of Business Communication that will be developed is practical training because they discuss the basic concepts of business communication and the design to implement them in business activities that are adapted to the dynamics of changing technology and information in the global era. A business will only be possible if two or more people interact and communicate. Practical ability in business communication is an ability that is needed by someone in carrying out business activities in the form of speaking, listening, writing, and reading. The purpose of participants participating in these MOOCs is so that they can implement all forms of communication processes in business activities for the benefit of the agency. 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) Writing Business Messages, (2) Job Interviews, (3) Business Proposals, (4) Business Presentations, (5) Business Meetings, (6) Writing Reports, (7) Handling Customer Complaints. The development of MOOCs opens up wide opportunities to be used as an open and massive learning platform to develop one's skills to carry out business communication activities effectively.

Keywords: business activities, business communication, MOOCs, professional communication skills

### **1 INTRODUCTION**

The internet's rapid development affects more than only the industrial sector and the economy. The education industry is also being impacted. With the advent of the internet, educational institutions have begun to employ it to aid in the learning and teaching processes. This is what gave rise to the existence of *e-Learning*. In the process, *e-Learning* has evolved from an *Open Course Ware (OCW)* to the most recent *Massive Open Online Courses (MOOCs)* (Alghifari, 2020).

MOOCs are essentially a distance learning process in which everything from registration to course completion is done *online*. MOOCs also do not consider participant distance or background, allowing anybody to register. Those who want to register for MOOCs only require a device that can access MOOCs and an internet connection. Not only that but MOOCs are typically offered at a reduced or even no cost. Various educational institutions, ranging from training institutions to universities, regard MOOCs as an alternative learning technique, particularly for higher education, based on their characteristics. Access to higher education providers remains limited in many nations, particularly in developing countries, despite the growing demand for higher education (Chen, 2013).

Of course, MOOCs can help someone who wants to receive higher education from a respectable university without having to physically attend the university. MOOCs are beneficial not only to those seeking knowledge but also to lecturers and teachers. Teachers can supervise student learning activities and more conveniently distribute teaching materials to students. As a result, integrating MOOCs into higher education at universities is a major challenge at this time (Olazabalaga, 2016). Because the education system in MOOCs is not significantly different from existing conventional education, the challenge is to make the learning and teaching experience in MOOCs as good as, if not better than, the general learning method.

The academic world's need for digital literacy, as well as the potential for MOOCs that can be accessible by everyone publicly and massively, stimulate the idea of developing *digital literacy massive open online courses*, or DL-MOOCs, which automatically help enhance a skill digitally (Stewart, 2013). Littlejohn, Beetham, and McGill (2012) discovered that participating in *online* learning indirectly enhanced digital literacy skills. MOOCs can improve academic performance when they are integrated into academic programs and curriculum (Lambert & Alony, 2015).

Universitas Terbuka (UT) began offering 14 MOOCs in 2014, which may be accessed at <https://moocs.ut.ac.id/>. To further solidify UT's position as a pioneer and innovator of distance education in Indonesia, UT must create MOOCs with a variety of content, including both academic and popular skills required by the community. Business Communication Practical is one of the MOOCs that will be created as a result of development research. The MOOCs developed in this study are xMOOC. The xMOOC pedagogy is more structured, with materials prepared ahead of time by the MOOCs developers. The learning materials that have been prepared in the LMS consist of eight sessions which will end with a competency test to get a graduation certificate if you pass and a certificate of accomplishment if the participant does not pass. The learning process in xMOOC is designed to follow the flow of the material that has been given, including material videos, and consists of assessments that are assessed automatically by a computer. In xMOOC, the learner will be passive because everything has been designed by the teacher with the learning process also usually scheduled within a certain time frame (Belawati, 2019).

The company's continuity as a business organization certainly requires communication in carrying out company plans or programs based on their characteristics, types, capacities, and capabilities. Humans rely on communication to meet their social, business, political, and other needs. Communication is extremely important in business activities. According to Wiley (*in* Iriantara, Subarna, and Rochman, 2011), communication is important in business for several things,

including (1) employee training and recruitment, (2) employee relations, (3) sales and promotions, (4) reporting to management, and (5) reporting to shareholders. Therefore, the communication process in recent times has received a lot of attention from businesspeople.

According to Drucker (*in* Iriantara, Subarna, and Rochman, 2011), communication is now the center of managerial attention in a wide range of fields, from government administration to all institutions/agencies/organizations in society. Communication in business is critical for several reasons, including changing employee attitudes and needs, continuing to expand business activities, increasingly complex business activities, the occurrence of data and information explosions, increasingly fierce competition, community demands for improved living standards, and government regulations.

The company is not just a mere collection of capital but is the activity of businessmen and their stakeholders who deliberately plan various programs and business strategies with clear orientation and objectives. The process of running a company in a business context includes many things, such as production, marketing, quality maintenance and management, corporate image, and reputation, all of which need effective and professional communication (Sumartias, 2017).

In general, business communication encompasses all aspects of how to manage, receive, express, and exchange ideas in business, rather than just correspondence, promotion, presentation, and/or advertising. In simple terms, business communication includes *business correspondence, business language, business writing, and business speaking* (Sumartias, 2017). By mastering and understanding the forms of communication, we can increase the effectiveness of communication.

We can witness a variety of activities or programs in an organization, such as people attending *meetings*, using computers to read, write, and/or respond to emails, taking phone calls, presenting programs or proposals, or creating program designs. The form of communication in the business world or business will depend on the situation, interests, and goals. Thus, business communication really must be designed professionally and oriented to the quality of information that benefits the company and its stakeholders, both economically and socially (Sumartias, 2017).

In this digital era, communication skills are one of the important provisions in the business world. The era of disruption that occurred brought changes to the work model in various lines so that adaptive and professional communication *skills* were needed so that organizational goals were achieved. Communication is a circular and dynamic process that requires a simultaneous learning process. The development of MOOCs is important because, through these MOOCs, participants

will be able to apply professional communication skills in business activities well. Practical ability in business communication is an ability that is needed by someone in carrying out business activities. This ability can be learned and developed to establish coordination, collaboration, and synergy in business activities with other people to be effective so that the goals of the agency or company can be achieved. By participating in MOOCs Business Communication Practical, participants will have sufficient stock to be able to communicate effectively in business activities.

## **2 METHODOLOGY**

*Research and development* are the research methodology used to produce certain products and evaluate their efficacy (Sugiyono, 2017). The product produced in this research is a form of Massive Open Online Courses (MOOCs) titled Business Communication Practical, which is expected to be able to improve all business activities' use of communication for the agency's benefit. The general public, especially those involved in business, is the intended audience for the creation of MOOCs. The ADDIE model, one of the models for systematic learning design, was used as the development model in this research. This model is structured programmatically with systematic sequences of activities to solve learning problems related to learning resources according to the needs and characteristics of learners. This model consists of five steps, namely starting from the *Analysis* stage which is the process of identifying problems through needs analysis based on experts through interview techniques. Then enter the *Design* stage, which is the stage of making MOOCs material designs that will be developed based on the results of the needs analysis. Then proceed to the *Development* stage, which is the stage of making MOOCs material according to the design at the design stage, namely making PPTs, videos, discussion questions, formative tests, and summative questions. Next, enter the *Implementation* stage by taking concrete steps to apply the learning media that have been made to several students. Finally, the *Evaluation* stage is the stage carried out to evaluate the MOOCs that have been developed with validation assessments by experts (Tegeh & Kirna, 2010).

## **3 FINDINGS AND DISCUSSION**

The result of this research is *Massive Open Online Courses* (MOOCs) entitled Business Communication Practical. A recent development or innovation that aims to enhance common skills in the industrial era 4.0, particularly in the business field, is the existence of MOOCs on Business Communication Practical. To enhance all forms of communication processes in business activities for the benefit of the agency, experts claim that the development of MOOCs is based on the needs of businesspeople. The steps in the development of *MOOCs* are adapted from the

ADDIE development model. *Analyses, designs, developments, implementations, and evaluations* are the five stages that consist of the model. In this research, the five stages are summarized into three parts, namely analysis, development, and feasibility testing.

### 3.1 Analysis Section

The analysis phase is carried out by conducting interviews with material experts so that things can be identified that must exist in the MOOCs of Business Communication Practical. In this stage, interviews with business experts are conducted to find out the material requirements that must exist in MOOCs. Interviews were conducted in a semi-structured manner around the respondents' experiences and opinions regarding practical skills in business communication. The following is a needs analysis interview in the context of developing MOOCs Business Communication Practical.

According to expert interviews, a large portion of the general public lacks the necessary business communication skills. Of course, this calls for training for the community's business communication skills, particularly those of businesspeople, to improve.

*“Many people do not yet have qualified business communication skills. Everything is based on profit only... So, we need some training or counseling related to business communication. Because in business there are many things that need to be considered besides mere profit. The ability is still minimal because not all business people receive business education.”*

This is in line with previous research that showed business people's low proficiency with business communication skills, particularly in business presentations. Although presentations are frequently used in business settings (Roosdhani et al., 2019). This may be because most business people have limited education (Wahyudi, 2019). According to other research, MSME actors' communication skills are still lacking, and the majority of them only focus on management problems (Trimarjono, 2018). Based on this explanation, it is crucial that business people comprehend the various aspects of communication as well as how crucial a role it plays in their business.

The expert also mentioned that communication is an inseparable part of business activities. Like marketing, it certainly requires good communication, especially with consumers so that the products they have can be fully accepted. This is certainly a potential if communication is conveyed properly then business activities will also run well.

*“Business activities cannot run without communication, and communication is inextricably linked to business... For example, in marketing or promotional activities, we require communication to ensure that our promotions run well. So, in essence, his business activities will be determined by his communication skills. Many things must be communicated in business activities, particularly ideas or concepts.”*

Every business actor involved in a variety of activities will interact with one another for commercial reasons. Communication is an inseparable part of business activities. Many problems must be solved in business, so good communication is essential. Thus, communication becomes important in the company because all business activities in the company, such as ideas, ideas, opinions, and information, must be properly communicated (Iriantara, 2011).

According to expert information, business communication skills are essential for the effectiveness of business activities. With good business communication skills, business people can determine business strategies that are effective and efficient. Business communication skills are also needed in the world of work.

*“In my opinion, business communication skills are critical. Many things are possible if we have good communication skills. Of course, these skills are required for the sustainability of any business that has a legal form (organization). These skills are required in the workplace from preparation to work, in addition to business activities.”*

Communication skills are one of the keys to success in all aspects of life and are critical for a graduate's success in the workplace. Several studies have found that communication skills are critical for success in the workplace (Conrad & Newberry, 2011). According to various sources, communication skills are very important for career success and make a significant contribution to organizational success in business organizations (Du-Babcock, 2006).

Practical skills in business communication can be taught directly without the need for a college education. This capability can be developed by anyone at any time to establish effective coordination, collaboration, and synergy in business activities and achieve the agency's or company's goals. As a result of their open and massive nature, MOOCs are regarded as suitable learning media.

*“I think that learning this skill (business communication) through MOOCs is suitable because not everyone can attend college or take business communication courses. Even in courses, practical things of business communication are rarely applied. Of course, with*

*the MOOCs system that anyone at any time can access, this business communication practice is very suitable to be provided through MOOCs. Because not everyone can learn at the same time.”*

MOOCs have the ability to provide flexibility, ease of access, and speed of completion at a low cost for anyone interested in learning (Yuan & Powell, 2013). MOOCs are massive, *online*, and open learning platforms that are included in one form of *distance learning* with a broader and more massive scale (Pomerol, Epelboin, & Thoury, 2015). The need for academic material and the potential for MOOCs that can be accessed by anyone openly and massively encourages the emergence of ideas to develop *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 digital learning era.

Furthermore, expert interviews provide input and suggestions regarding material content that should be given to the general public, particularly businesspeople, to improve business communication skills. The following things or content must be included in MOOCs Business Communication Practical.

*“The content of MOOCs needed in business communication is of course good business material in the form of learning video media, there are practice questions. The material provided also needs an attractive appearance, it can be in the form of PPT... Because interesting learning will make it easier to understand. The material certainly needs to include tips that are needed in carrying out business activities so that they can develop business communication skills. The material displayed by my suggestions can also be given the context of business problems so that solutions can be found. Then, other enrichment materials or Open Education Resources (OER) are needed to complete them.”*

### **3.2 Development Section**

The results of the previous section's research and data collection are used in the next section, which is development. The development section consists of two stages: *design* and *development*. The *design* stage is carried out by creating material content and images that are tailored to the community's popular skills. Then, using a *Learning Management System* (LMS) and a *self-paced instruction* model, MOOCs were developed. The learning structure is specifically designed using a *self-paced instruction* model, which allows participants to manage their learning time based on

their abilities. This research topic will develop a popular skill that the community needs: effective business communication skills. This research will be conducted in the following steps.

1. Making material in the form of PPT consists of the following materials. The material will be adapted to the concepts and theories according to references.
  - A. Business Message Writing
  - B. Job interview
  - C. Business proposal
  - D. Business Presentation
  - E. Business Meeting
  - F. Report writing
  - G. Handling of Customer Complaints
2. Making materials in the form of posters so that participants can easily grasp the essence of each material in a visually appealing format.
3. Making videos using graphic animation techniques makes the display look contemporary and appealing.
4. Making questions (Practice and Formative Tests) for each session.
5. Making session introductions, material descriptions, and each session summaries.
6. Experts review the MOOCs material that has been made.
7. Revise the *review* results
8. Uploading materials on MOOCs UT *Learning Management System* (LMS)



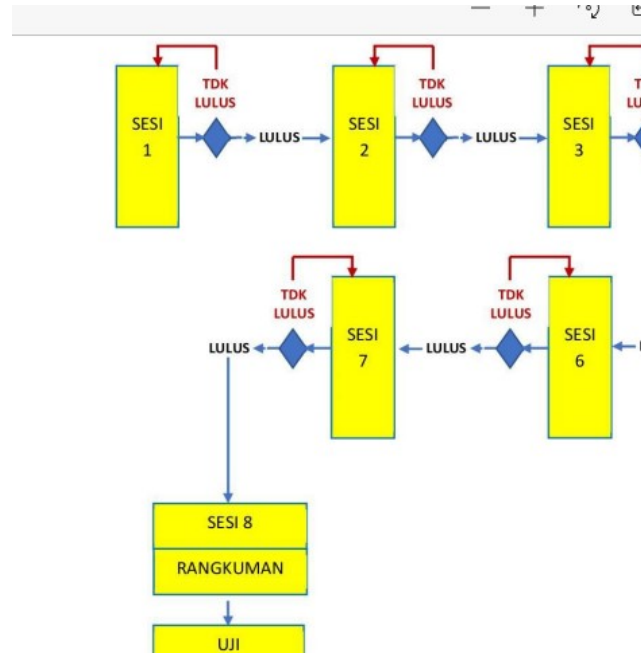


Figure 1. Cycle 1—8 LMS MOOCs Model Self-Paced Instruction

### 3.3 Feasibility Test Section

Next is the feasibility test section which consists of two stages, namely *Implementation* and *Evaluation*. After being developed, MOOCs are implemented by experts involving media, material, and language experts to assess and find out the feasibility and shortcomings of the MOOCs that are being developed so that they can be revised. After that, the media evaluation stage was carried out by making improvements to MOOCs based on expert judgment. The feasibility of the MOOCs that have been developed needs to be tested practically. This is done to assess the quality and feasibility. The feasibility test involved material experts, linguists, and media experts as respondents.

Expert due diligence aims to assess MOOCs Business Communication Practical. This test is carried out by experts in their respective fields, namely material experts, linguists, and media experts. Experts test newly developed MOOCs before studying and observing them. Following that, the experts were asked to fill out the provided questionnaire. The assessment 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 includes two aspects, namely (1) MOOC's visual and audio display and (2) software implementation and engineering. The results of the assessment of media feasibility on MOOCs conducted by media experts can be seen in table 1.

Table 1. Feasibility Test Results by Media Experts

No.	Aspect	Question Item Number	Average Percentage of Eligibility (%)	Criteria
1	MOOC's visual and audio displays	1 to 10	79,5	Good
2	Software performance and engineering	11 to 15	81,0	Very Good
Overall Average Score			80,25	Very Good

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

#### 3. MOOC's visual and audio displays

The visual and audio display aspects of MOOCs consist of six indicators, namely *layout* accuracy, design suitability, image clarity, writing suitability, music suitability, and video quality. Based on the average percentage of the feasibility of each indicator was obtained by 79.5%. This means that the visual and audio display on this MOOCs media has met the "Good" criteria."

#### 4. Software performance and engineering

Two indicators, namely the media's usability and quality, make up the implementation and software engineering aspects. Based the average percentage of eligibility for each indicator obtained by 81.0% which means the implementation and software engineering on this *mobile learning* media has met the "Very Good" criteria

The results of the percentage of these two aspects obtained the results of the overall average feasibility assessment of this MOOCs media of 80.25% with the interpretation of "Very Good".

### 3.1.2 Language Feasibility Test Results

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 by 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	80,5	Very Good
2	Sentences on communicative MOOCs	6 to 10	78,0	Good
3	Easy-to-understand language on MOOCs	11 to 15	82,5	Very Good
Overall Score Average			80,3	Very Good

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

4. The effectiveness of sentences on MOOCs

The average percentage of eligibility for each indicator is 80.5%, indicating that the effectiveness of the sentences on these MOOCs is "Very Good".

5. Sentences on communicative MOOCs

The average percentage of eligibility for each indicator is 78.0%, which means that the sentences on MOOCs have been communicative by meeting the criteria "Good".

5. Easy-to-understand language on MOOCs

The average percentage of eligibility for each indicator is 82.5%, 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.

*3.1.3 Material Feasibility Test Results*

The evaluation of the material validation test includes three components: 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 findings of the material's feasibility assessment are 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	79,1	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	79,7	Good
Overall Score Average			79,2	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 people who are eligible for each indicator is 79.1%. This indicates that the content feasibility of this MOOCs media met the "Good" criteria.

2. The feasibility of presenting on MOOCs media

The feasibility aspect of MOOCs media presentation consists of two indicators: the technique of presenting the material and supporting the presentation of the material. The average percentage of eligibility for each indicator is 78.6%, indicating that the presentation feasibility of these MOOCs meets the "Good" criteria.

3. The use of animated videos on MOOCs media

The use of animated videos on MOOCs media is represented by a single indicator, namely the animated video component. The average percentage of eligible students for each indicator is 79.7%, indicating that the use of animated videos in these MOOCs meets the "Good" criteria. The percentage of the three aspects obtained results in an overall average score of 79.2% with the interpretation of "Good" for this MOOCs media material.

**4 CONCLUSION**

Based on the problems and the findings of the expert needs analysis, it is possible to conclude that the value of professional communication skills in business activities is good. As a result, the MOOCs of Business Communication Practical developed will study all forms of communication processes in business activities for the benefit of agencies. Practical ability in business communication is an ability required by someone when carrying out business activities, and it is hoped that the MOOCs developed will provide adequate provisions for being able to communicate

effectively in business activities. MOOCs are used because they have the advantage of being a massive, *online*, and open learning *platform* that is part of one form of *distance learning* on a larger and more massive scale.

This research focuses on the development of MOOCs for Business Communication Practical using the ADDIE Model, which consists of two stages: development and feasibility test section. The first stage in the development of MOOCs is the creation of engaging content and the appearance of MOOCs. MOOCs include seven materials to help you improve your professional communication skills in the workplace: (1) Business Message Writing, (2) Job Interview, (3) Business Proposal, (4) Business Presentation, (5) Business Meeting, (6) Report Writing, and (7) Customer Complaint Handling. The experts' feasibility test is the second stage. The feasibility of the developed MOOCs must be tested practically in order to assess their quality and feasibility. The feasibility test involved material experts, linguists, and media experts as respondents. The results of the overall average feasibility assessment of these MOOCs are 80.25% with the interpretation of "Very Good". The overall average assessment of MOOC eligibility is 80.3%, with the interpretation of "Very Good." The overall average of MOOCs media material is 79.2%, with the interpretation "Good." Based on the results of the media feasibility test, it is possible to conclude that the produced MOOCs of Business Communication Practical meet the criteria well and deserve to be used as an open and massive learning *platform* to develop one's skills to carry out business communication activities.

## ACKNOWLEDGEMENTS

We are thankful to LPPM Universitas Terbuka for providing the funding for this research in 2022. Also, many thanks to the respondents and resource people who are willing to give input on the resulting MOOCs product.

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