

# THE EFFECT OF COLLABORATIVE BASED SELF-ASSESSMENT ON COLLABORATION SKILL AND COMMUNICATION CONFIDENCE OF PROSPECTIVE TEACHERS IN ONLINE LEARNING COURSES FOR CHEMISTRY

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## ABSTRACT

### THE EFFECT OF COLLABORATIVE BASED SELF-ASSESSMENT ON COLLABORATION SKILL AND COMMUNICATION CONFIDENCE OF PROSPECTIVE TEACHERS IN ONLINE LEARNING COURSES FOR CHEMISTRY

#### **Research Group Report by**

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The development of science, technology, and transformation in various sectors allows the need for human resources who are capable of 21st century 4C skills of creativity, critical thinking, communication, and collaboration. If an educator lacks collaboration skills and communication confidence, the message to be conveyed through certain educational activities becomes distorted and hampered. Therefore, all learning activities including chemistry need to be carried out with methods that can train prospective teacher collaboration skills to bridge communication and collaboration skills. The method that can be used in chemistry learning is collaborative group discussion, so the objectives of this study are (1) to determine the level of collaboration skills of students before and after the implementation of CBSA, (2) to analyze the effect of CBSA implementation, (3) to determine the level of student communication confidence before and after the implementation of CBSA, after the implementation of CBSA, and (4) analyzing the effect of CBSA implementation on students' communication confidence.

Designed as a pre-experimental study with a pretest-posttest design, there was one sample group that was given treatment in this study. Through the convenient sampling technique, students who take the Online Learning for Chemistry course are given treatment with the application of collaborative based assessment (CBA). In this study, researchers analyzed the application of CBA to the collaboration skills and communication confidence of students as prospective chemistry teachers by using instruments in the form of a collaborative skills questionnaire (AKK-GK) and a communication confidence questionnaire (ACC-GK). Data is collected online through LMS, Google Form, and Zoom Cloud Meeting. The collected data were analyzed using descriptive statistical techniques and the Wilcoxon Test. The analysis was carried out on the scores obtained by students before and after the application of CBA. Each sub-aspect of AKK-GK and ACC-GK was also analyzed through the same technique, so this research was conducted with the aim of analyzing the effect before and after the implementation of CBSA, as well as knowing the level of collaboration skills, and communication confidence of prospective chemistry teacher students.

The results showed (1) the level of student collaborative skills before and after CBSA implementation in Online Learning for Chemistry lectures was in the good category (2) there was no significant difference in student collaborative skills after CBSA implementation with  $P = 0.203$ , (3) communication confidence level students before and after CBSA implementation were in the sufficient category, and (4) there was a significant difference in student communication confidence after CBSA implementation with  $P = 0.000$ .

Kata Kunci: *Collaborative based self-assessment, online learning for chemistry, collaborative skills, communication confidence*