

## INTEGRATING COLLABORATIVE SKILLS IN 8<sup>TH</sup> GRADE ENGLISH TEACHING LESSON PLANS AT JUNIOR HIGH SCHOOL

Ghyarlina Triyani, Darmahusni

Universitas Negeri Jakarta (UNJ), Jakarta, Indonesia

E-mail: ghyarlina@gmail.com

Received: 2021-11-10

Accepted: 2021-12-23

### Abstract

Collaboration is one of the 21st-century skills needed to survive in this era. The need in society to think and work together on issues of critical concern has increased, shifting the emphasis from individual efforts to group work, from independence to community. Integrating Collaborative skills in the educational field, particularly in assessment, has been broadly employed. However, lesson plans that incorporate collaborative skills are lacking. This study aims to explore the collaborative skill in English teaching lesson plan in junior high school in Indonesia. A content analysis approach is used in this study. The data was analyzed using a systematic content descriptive text methodology based on the ACER (Australian Council for Educational Research) Framework, which was used in this study as an instrument to analyze lesson plans to see if they were integrating or not. The expected result of the study is that Collaborative skills are found in lesson plans, indicators, and the learning process.

**Keywords:** 21st-century skill, Collaborative skill, English teaching lesson plan, Junior High school.

### 1. Introduction

Collaborative skills are considered an essential skill in 21st-century education. It is in line with Piniuta's statement that collaboration is seen as a core skill in the 21st century (Piniuta, 2019). Besides, Wongdaeng (2018), students in this era must be aware of how the future is shifting and formulate themselves for a more challenging life in the future. Kuhn (2015) believed that Collaboration has recently been recognized as a key educational outcome in and of itself, rather than just a method for developing or evaluating knowledge gained through engagement and practice. In short, Collaboration skill is one of the 21st-century skills that must be required by students to help them to cope with this challenge in this era.

The Ministry of Education and Culture of the Republic of Indonesia supports 21st Century learning integrated into the 2013 Curriculum, which contains the 4C skills, namely critical thinking, creativity, communication, and collaboration. Collaboration is defined in the learning process as a sort of cooperation among students who mutually assist and complement one another in doing specific activities to develop collective intelligence and achieve common goals. As a result, teachers must develop well-organized lesson plans that will have a big impact on how their lessons are implemented in the classroom. The standard process contains objectives for the teaching-learning process, teaching-learning process activities, and teaching-learning process assessment. These are employed to improve the effectiveness and efficiency of the educational process.

Unfortunately, the implementation of Collaborative skills in schools in Indonesia has not been implemented appropriately. Fitriyani et al. (2019) found that collaboration skills were often overlooked and did not perform well in the group learning process. According to Indriwati et al (2019), students' collaboration skills were still weak. Thus, Most Indonesian students lack collaboration skills because the implementation of collaboration skills in teaching and learning activities is not yet proper.

Many studies are being conducted to investigate integrating students' collaborative skills in teaching and learning. Chandrasekaran et al (2016) investigated and shared the collaborative learning experiences of distant students in the project management network in a study. They argued that collaborative learning approaches are the most efficient techniques that may be employed in education with distance learning systems. Besides, Oganisjana (2015) stated that University students' collaborative skills could be encouraged effectively if multi-channel collaboration in the open innovation environment. As Van Boxtel et al (2000) described collaborative learning activities such as letting students provide explanations of their understanding, can help students elaborate and reorganize their knowledge. The social interaction between group mates stimulates elaboration of explanations and conceptual knowledge, which improves student comprehension of concepts. Collaborative approaches may also be related to motivation. According to Piniuta (2019), the research used the criteria of equality, participation, and sharedness to assess the development of collaborative skills. The results of an experiment proved the effectiveness of technology (Google Docs and Meeting Words web applications) to provide collaboration among University students. While Sulaiman & Shahrill (2015) mentioned that this study investigates the impact of collaboration in the learning of secondary school Statistics in three government secondary schools in Brunei Darussalam. This study has shown that collaborative learning helped to improve students' performance academically as well as to develop the necessary skills of the 21st Century. Then, Gokhale (1995) referred to collaborative learning as an instruction method in which students at various performance levels work together in small groups toward a common goal. This means that each member of the group is responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful. Research suggests that effective use of collaboration in classrooms structure can have powerful effects on student learning and performance.

The previous studies above focus use of collaborative skills in the classroom. Although many studies have reported the use of collaborative skills in teaching and learning, not much has been done on the lesson plan, particularly the English teaching lesson plan, that is used as a basis for learning. Thus, this study aims to explore the collaborative skill in English teaching lesson plans at three Junior High Schools in Karawang.

This research is required since collaboration skills are one of the most essential aspects of the 21st-century. It is significant since collaborative skills are required to be used in every learning activity in Indonesia. This is in line with the Ministry of Education and Culture's 2013 curriculum. Furthermore, the researchers picked lesson plans for this study because they can be used as a guide for practical learning. A lesson plan, according to Ratnawati (2017), is a written list of actions that occur during the teaching and learning process. Eventually, the result of the study is expected to be helpful for English teachers to support the implementation of collaborative skills in the teaching and learning process.

## **2. Literature Review**

### **2.1 Collaborative Skill in 21<sup>st</sup> Century**

In the twenty-first-century learning process, collaboration is a must. In line with Laal et al (2012) that Collaboration has been a popular idea in the twenty-first century. Then, Collaboration is frequently cited as a critical skill for 21st-century learning stated by Koenig (2011). Collaborative skills are the skills you use when working with others to produce or create something or achieve a common goal. Collaboration involves working in coordination with others to convey information or solve problems. Collaboration is vital since students will most likely work with others for the rest of their lives, whether they realize it or not. Almost every job necessitates collaboration with others at some time. Students learn how to confront an issue, offer solutions, and choose the best course of action by practicing collaboration and teamwork.

### **2.2 ACER Skill Development Framework**

This ACER skill development framework is designed to support researchers and educators with a clear definitional model from which to base their understanding and development of collaboration Scoular et al (2020). Collaboration, as presented in this framework, is considered in the context of teaching and assessing the skill, and as such requires there to be an end goal, problem to be solved, or decision to be made. This definition of collaboration is situated on the premise that there is purpose and necessity to employing the skill. ACER skill development framework for collaboration comprises three strands, with each strand containing three or four aspects. A strand is the overarching conceptual category used to frame the skills and knowledge addressed by collaboration assessments, whereas an aspect is a specific content category inside a strand. First, Building shared understanding: learners build a shared understanding of the goal or problem presented to them, second, Collectively contributing: each group member needs to contribute their agreed responsibilities to the group, and recognize the contributions of others, for sufficient collaboration to occur and last, Regulating: This may require checking in or reporting back to other group members.

This ACER skill development framework is designed to support researchers and educators with a clear definitional model from which to base their understanding and development of collaboration. As described in this framework, collaboration is addressed in the context of teaching and assessing the skill, and as such, it necessitates the presence of an end goal, a problem to be solved, or a decision to be made. As a teaching and evaluation tool, The ACER collaboration skill development framework described in the following section aims to characterize cooperation as both a set of abilities that can be used in any situation and as a practice. Collaborative skill is highly required among all people to be prepared and receive and spread information, knowledge, idea, and so on. As collaborative is mostly used as an input activity during the learning process. It is better to include a collaborative approach to help the student to shape their collaborative skill.

### **2.3 Collaborative Skills in English Teaching Lesson Plan**

The teaching and learning process has many components. The most significant components of most EFL/ESL classrooms and programs are the syllabuses, lesson plans, and textbooks that language teachers typically use. According to Nesari and Heidari (2014), a lesson plan is one of the most crucial parts of the educational process. according to Milkova (2012), The instructor's lesson plan is a road map for what students should learn and how

they will learn it efficiently during class. The term "lesson plan" was used by Ratnawati (2017) to describe a written series of activities in the teaching and learning process. Besides, A lesson plan is also a planning document that describes the principles of competency-based on the topic standards in the syllabus Depdiknas, (2008). In summary, a lesson plan is a guideline that refers to basic competence in one set of topics to achieve students' learning objectives and is part of a teacher's arsenal for conducting the teaching-learning process.

Basic competencies, learning objectives, learning activities, assessment, and other factors must all be addressed while creating lesson plans. According to the Ministry of Education and Culture (2019), the basic components of lesson plans are learning objectives, learning activities, and assessment. In addition, other components are considered as supporting components. Lesson plans can be chosen, created, used, and developed by teachers at their discretion. The Ministry of Education and Culture has issued new regulations requiring the lesson plan to be one page long. The goal is to establish effective and efficient lesson plans so that teachers have adequate time to prepare and assess the learning process.

Many studies have proven the use of collaborative skills in the teaching and learning process; however, few studies have focused on the lesson plan, especially the English teaching lesson plan, which serves as the foundation for learning. Fatimah et al. (2020) conducted a study to analyze the incorporation of collaboration in syllabuses and lesson plans of subject Fikih. Collaboration aspects were discovered in the lesson plans, indicators, learning process, and evaluation, according to the findings. Furthermore, Wulandari, A., et al. (2020) a study was carried out to look into the Integration of collaboration between teachers and students in lesson plans. It shows that the developed lesson plans are oriented towards learning skills and 21st-century skills, namely in the steps of learning activities.

In summary, the study found that in some courses, such as Fikih and English, collaboration is explicitly indicated in lesson plans, as well as assessment. The proportion of collaborative skills, on the other hand, has not been evenly distributed. Those previous studies investigated collaborative skills in non-English lesson plans, while, the current study focuses on English teaching lesson plans.

Collaboration is needed to face challenges in the 21st century. It is significant since collaborative skills are required to be used in every learning activity in Indonesia. It is supported by Piniuta (2019) who stated that collaboration is seen as a core skill in the 21st century. Thus, it is necessary to be investigated because it is one of the skills, which is required by the students according to the 2013 curriculum. Moreover, the primary reason that researchers chose lesson plans for this study is that they serve as a guide for practical learning. According to Ratnawati (2017), a lesson plan is a documented list of actions that take place throughout the teaching and learning process. Eventually, the result of the study is expected to be beneficial for English teachers to improve the application of collaborative skills in the teaching and learning process.

In brief, this research intends to explore the extent of collaborative skills in the existing lesson plans at Junior High School. As a result, the following research questions were developed for this study:

1. To what extent are collaborative skills integrated into the existing lesson plan at 8th grade of junior high school?
2. Which lesson plan's components are integrated with Collaborative skills?

### 3. Research Method

This study used the content analysis approach, which Ary et al., (2012) defined as a research method for identifying certain elements of textual or visual resources. According to Ary et al., (2012) content analysis is also known as document analysis and may be used to analyze a wide range of documents, including web pages, speeches, textbooks, ads, television shows, sheet music, and more.

Three public schools in Karawang were chosen for data collection for a specific reason. Because the researcher was given the authorization to acquire data sources and was allowed to do so. The data sources were three 8th grade English teaching lesson plans from three in-service instructors at three separate junior high schools in Karawang. One lesson plan was given by SMP A. In addition, one lesson plan was also given by SMP B. SMP C also provided one lesson plan. The data was the verbs that represent the collaborative skills which include in the lesson plan's components.

The data were analyzed by using ACER descriptors. Firstly, the researchers reviewed and selected the lesson plan's components that contain verbs found in descriptions. Secondly, the researchers standardize the verbs and descriptions used to describe collaborative skills. Thirdly, verbs assess which descriptors of collaborative skills they belong to. Fourthly, the information was presented in a table format. Finally, the data were described in more detail in the form of a description. Since this study was limited to only three schools, the findings cannot be generalized to SMP in Karawang

### 4. Results and Discussion

After collecting and analyzing the data, researchers present the data in descriptive form. Table 1 illustrate the data analysis of collaborative skills in lesson plans, including strands of collaborative skills based on ACER's framework, aspects, indicators, and the data sources which are three lesson plans.

Strands of collaboration skills	Aspects	Indicators	Lesson plans		
			1	2	3
Strand 1: Building shared understanding	Aspect 1: Communicate with others	Learners may ask questions or for clarification, they may also respond to other requests or questions.	✓	✓	✓
	Aspect 2: Pools resources and information	Learners share their resources or information with others	✓	✓	✓
	Aspect 3: Negotiates roles and responsibilities	learner must realise that their participation is required and their contribution is essential			
Strand 2: Collectively contributing	Aspect 4: Participates in the group	Learners may participate when asked or in part of the task	✓	✓	✓
	Aspect 5: Recognizes contributions of others	Learners acknowledge the role of others in the task.			

	Aspect 6: Engages with role and responsibilities	Learners fulfil responsibilities associated with their role, such as following simple explicit instructions			
Strand 3: Regulating	Aspect 7: Ensures own contributions are constructive	learners should work together by sharing information, knowledge and resources	✓	✓	✓
	Aspect 8: Resolves differences	Learners discuss differences of opinion or perspective with others and give careful consideration of the views of others			
	Aspect 9: Maintains shared understanding	Learners act to maintain shared understanding			
	Aspect 10: Adapts behavior and contributions for others	Learners require feedback from others			

Table 1. Analysis of Collaborative skill in Lesson Plans

The first strand is building shared understanding. The strand includes three aspects, namely communicate with others, pools resources and information, and negotiating roles and responsibilities. Aspect 1 includes indicators ***Learners may ask questions or for clarification***. This is found in lesson plans 1, 2, and 3. In lesson plan 1, these indicators are found in the *learning scenario* component where students are expected to be able to *ask questions* about the information contained in the recount text. Furthermore, in RPP 2 the activities included in indicator 1 that Students are expected to *ask questions* about expressions of ability and willingness to take an action. However, in lesson plan 3, this aspect is found where the Students *ask questions* about the information that is not understood from the material on expressions of necessity, prohibition, and appeal.

*“Peserta didik diharapkan **menanyakan pertanyaan** tentang hal-hal yang tidak diketahui atau yang berbeda tentang recount text.”* (lesson plan 1)

Students are expected to ask questions about things that are unknown or different about recount text. (lesson plan 1)

*“Peserta didik diharapkan **menanyakan pertanyaan** tentang ungkapan kemampuan dan kemauan melakukan sesuatu tindakan.”* (lesson plan 2)

Students are expected to ask questions about the expression of ability and willingness to take an action. (lesson plan 2)

*“Peserta didik **menanyakan pertanyaan** tentang informasi yang tidak dipahami dari apa yang diamati siswa atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati.”* (lesson plan 3)

Students ask questions about information that is not understood from what the students observe or questions to get additional information about what is observed. (lesson plan 3)

Then, Aspect 2 includes indicators **Learners share their resources or information with others**. This is found in lesson plans 1, 2, and 3. In lesson plan 1, these indicators are found in the *learning scenario* component where students are expected to be able to *share their information* about the results of their writing with others. Furthermore, in RPP 2 the activities included in indicator 1 that Students are expected to *share information* about expressing ability and willingness to take any action related to Covid 19. Then, in lesson plan 3 this aspect is found where the Students *Share information* about expressions that have been made based on everyday life. Moreover, Aspect 3 includes indicator learners must realize that their participation is required and their contribution is essential. This is not found in lesson plans 1, 2, and 3.

*“Peserta didik secara kelompok **membagikan informasi** mengenai hasil tulisannya sesuai dengan contoh yang telah dipelajari.”* (lesson plan 1)

Students in groups share information about the results of their writing according to the examples that have been studied. (lesson plan 1)

*“Peserta didik **membagikan informasi** teks tulis sederhana tentang ungkapan kemampuan dan kemauan melakukan suatu tindakan yang terkait dengan Covid 19.”* (lesson plan 2)

Students share simple written text information about expressions of ability and willingness to take an action related to Covid 19. (lesson plan 2)

*“Peserta didik **membagikan informasi** di depan kelas zoom hasil diskusi ungkapan yang telah dibuat berdasarkan dengan keseharian.”* (lesson plan 3)

Students share information in front of the zoom class as a result of the discussion of expressions that have been made based on everyday life.

The second strand is Collectively contributing. The strand includes three aspects, namely Participates in the group, recognizes contributions of others, and Engages with roles and responsibilities. Aspect 4 includes indicators **Learners may participate when asked or in part of the task**. This is found in lesson plans 1, 2, and 3. In lesson plan 1, these indicators are found in the *learning scenario* component where students are expected to be able to *participate in groups* of 4 team members, each member gets a different piece of recount text. Furthermore, in RPP 2 the activities included in indicator 1 that Students are expected to *participate* in making ideas into a simple written and oral text containing expressions of ability and willingness to take any action related to Covid 19. Then, in lesson plan 3 this aspect is found where the Students *participate in making conversations* that involve the act of giving and asking for information related to imperatives, prohibitions, and appeals, with the correct speech and word stress. Then, Aspect 5 and 6 includes indicator Learners acknowledge the role of others in the task and Learners fulfill responsibilities associated with their role, such as following simple explicit instructions. These are not found in lesson plans 1, 2, and 3.

*“Peserta didik **berpartisipati** dalam kelompok 4 anggota tim, masing-masing anggota mendapat potongan teks recount yang berbeda.”* (lesson plan 1)

Students participate in groups of 4 team members, each member gets a different piece of recount text. (lesson plan 1)

*“Peserta didik **berpartisipasi** membuat rancangan/ide menjadi sebuah teks tulis dan lisan sederhana yang mengandung ungkapan kemampuan dan kemauan melakukan suatu Tindakan yang terkait dengan Covid 19.”* (lesson plan 2)

Students participate in making designs/ideas into a simple written and oral text containing expressions of ability and willingness to take an action related to Covid 19. (lesson plan 2)

*“Peserta didik **berpartisipasi** dalam membuat percakapan yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan ucapan dan tekanan kata yang benar.”* (lesson plan 3)

Students participate in making conversations that involve the act of giving and asking for information related to imperatives, prohibitions, and appeals, with the correct speech and word stress. (lesson plan 3)

The third strand is **Regulating**. The strand includes three aspects, namely Ensures own contributions are constructive, resolves differences, maintains shared understanding and Adapts behavior and contributions for others. Aspect 7 includes indicators **learners should work together by sharing information, knowledge, and resources**. This is found in lesson plans 1, 2, and 3. In lesson plan 1, these indicators are found in the *learning scenario* component where *Students in groups share information*, identify and change present verbs into past verbs appropriately in the prepared recount text. Furthermore, in RPP 2 the activities included in indicator 1 that *Students in groups* share the results of the communicative goals of conversational texts related to expressions of necessity, prohibition, and appeal. Then, in lesson plan 3 this aspect is found where the *Students in groups share the results of the discussion* of expressions that have been made based on everyday life. However, Aspects 8, 9, and 10 include indicators Learners discuss differences of opinion or perspective with others and give careful consideration of the views of others, Learners act to maintain shared understanding, and Learners require feedback from others. These are not included in the first, second, or third lesson plans.

*“Peserta didik **secara berkelompok membagikan informasi**, mengidentifikasi dan mengubah verb present ke dalam verb past dengan tepat dalam teks recount yang telah disiapkan.”*

Students in groups share information, identify, and change present verbs into past verbs appropriately in the recount text that has been prepared.

*“Peserta didik **secara kelompok membagikan hasil tujuan komunikatif teks percakapan terkait ungkapan keharusan, larangan dan himbauan.**”*

Students in groups share the results of the communicative objectives of the conversation text related to expressions of necessity, prohibition and appeal.

*“Peserta didik secara berkelompok membagikan hasil diskusi ungkapan yang telah di buat berdasarkan dengan keseharian.”*

Students in groups share the results of the discussion of expressions that have been made based on daily life.

Therefore, based on the analyses in table 1, it appears that every lesson plan has incorporated collaborative skills. This is reflected in the fact that the lesson plan indications are included in each lesson. However, the lesson plans seem to integrate these indicators differently, depending on the topic categories that they discuss. As stated by the Ministry of Education and Culture in 2019, the main components of the lesson plan are learning objectives, learning activities, and assessment. As a result, only the component lesson plans, that are part of the main component, are being assessed. Collaboration skills were found in all of the lesson plans, according to the data analysis. However, it is only on specific sections, such as learning objectives and learning scenarios. Meanwhile, there was no evidence of collaborative ability in the assessment section. The teacher does not present the assessment in depth because the lesson plan is only one page long.

## 5. Conclusion

This study aims to explore collaborative skills in the English teaching lesson plan at three public Junior High schools in Karawang. Contrariwise, the evidence from this study reveals that collaborative skills have not been completely integrated into the current lesson plans. Moreover, collaborative skills were discovered in certain components of the lesson plan, such as learning objectives and learning activities. There was no collaboration found in the assessment section. However, those lesson plans need further revision. Collaborative skill aspect 3, 5, 6, 8, 9 and 10 are supposed to be used in the learning objective sections. Furthermore, it is intended that teachers will use collaborative skills more in the learning activities section. Therefore, the integration of collaborative skills in learning activities needs more improvement.

The study into collaborative skills in the field of English language teaching in Indonesia still requires more research. The findings of this study can be used as a starting point for determining the data to which English teachers support the implementation of collaborative skill learning. Exploring the application of collaborative skill based-learning in the real-world classroom is also critical. For further research, it is suggested to re-aligning the lesson plan design to be in line with the ACER framework. The adjustment is expected to standardize English courses and furnish the students of junior high school with collaborative skills.

## Acknowledgements

We would like to appreciate The Magister of Language of Education Study Programme, Language and Art Faculty, Universitas negeri Jakarta that led us to do the fantastic and fruitful group discussion in completing this paper.

## References

Ary, D., Jacobs, L. C., Sorensen, C. K., & Walker, D. A. (2012). *Donald Ary (Author), Lucy Cheser Jacobs (Author), Christine K. Sorensen Irvine - Introduction to Research in Education 9th Edition (Author), David Walker (Author)-Wadsworth, Cengage Learning (2014).pdf.*

- Brown, B. L. (2001). Web based training. ERIC digest. (online digest) [http://www.ericdigest.org/2001-2/training.html\\_12](http://www.ericdigest.org/2001-2/training.html_12)
- Depdiknas. (2008). Sosialisasi KTSP: Pengembangan Rencana Pelaksanaan Pembelajaran/Lesson Plan. Unpublished
- Fatimah, F., Tajuddin, M., Ilyas, M., & Majid, A. (2020). Analisis PPK, literasi, 4C dan HOTS pada silabus dan RPP mata pelajaran Fikih. *Quality*, 8 (1), 165. <https://doi.org/10.21043/quality.v8i1.7413>
- Fitriyani, D., Jalmo, T., & Yolida, B. (2019). Penggunaan Problem Based Learning untuk Meningkatkan Keterampilan Kolaborasi Dan Berpikir Tingkat Tinggi. *Jurnal Bioterdidik*, 7(3), 77–87.
- Gokhale, A. A. (1995). Collaborative Learning Enhances Critical Thinking. *Journal of Technology Education*, 7(1), 22–30. <https://doi.org/10.21061/jte.v7i1.a.2>
- Indriwati, S. E., Susilo, H. & Hermawan, I. M. S. (2019). Improving students' motivation and collaborative skills through Remap Jigsaw learning combined with modelling activities. *JPBI (Jurnal Pendidikan Biologi Indonesia)*, 5(2), 177-184. doi: <https://doi.org/10.22219/jpbi.v5i2.7888>
- Koenig, J. A. (2011). 21 ST CENTURY SKILLS Summary of a Workshop. In *Social Sciences*.
- Kuhn, D. (2015). Thinking Together and Alone. *Educational Researcher*, 44(1), 46–53. <https://doi.org/10.3102/0013189X15569530>
- Laal, M., Laal, M., & Kermanshahi, Z. K. (2012). 21st Century Learning; Learning in Collaboration. *Procedia - Social and Behavioral Sciences*, 47(September 2012), 1696–1701. <https://doi.org/https://doi.org/10.1016/j.sbspro.2012.06.885>
- Milkova, S. (2012). Strategies for Effective Lesson Planning. *Center for Research on Learning and Teaching*, 1, 6–11. [http://www.crlt.umich.edu/gsis/p2\\_5](http://www.crlt.umich.edu/gsis/p2_5)
- Ministry of Education and Culture. (2019). Curriculum Development 2019. Jakarta, Indonesia: Author.
- Nesari, A. J., & Heidari, M. (2014). The Important Role of Lesson Plan on Educational Achievement of Iranian EFL Teachers' Attitudes. *International Journal of Foreign Language Teaching & Research*, 2(5), 27–34. [http://jfl.iaun.ac.ir/article\\_557178.html](http://jfl.iaun.ac.ir/article_557178.html)
- Oganisjana, K. (2015). Promotion of university students' collaborative skills in open innovation environment. *Journal of Open Innovation: Technology, Market, and Complexity*, 1(2), 1–17. <https://doi.org/10.1186/s40852-015-0021-9>
- Piniuta, I. (2019). ASSESSMENT OF COLLABORATIVE SKILLS. *Proceedings of the National Aviation University*. 2019. N1(78): 96±100, 1(78), 60–64. <https://doi.org/10.18372/2306-1472.1.13661>
- Ratnawati, R. (2017). Developing a Lesson Plan for Teaching English for Specific Purposes To Adult Learners At a Private University. *JALL (Journal of Applied Linguistics and Literacy)*, 1(2), 33. <https://doi.org/10.25157/jall.v1i2.1729>
- Scoular, C., Duckworth, D., Heard, J., & Ramalingam, D. (2020). *Collaboration: Skill Development Framework*. 1–19. [www.acer.org](http://www.acer.org)
- Sulaiman, N. D., & Shahrill, M. (2015). Engaging collaborative learning to develop students' skills of the 21st century. *Mediterranean Journal of Social Sciences*, 6(4), 544–552. <https://doi.org/10.5901/mjss.2015.v6n4p544>
- Van Boxtel, C., Van der Linden, J., & Kanselaar, G. (2000). Collaborative learning tasks and the elaboration of conceptual knowledge. *Learning and Instruction*, 10(4), 311–330. [https://doi.org/10.1016/S0959-4752\(00\)00002-5](https://doi.org/10.1016/S0959-4752(00)00002-5)

Wongdaeng, M. (2018). *Perceptions of Project-Based Learning on Promoting 21 st Century Skills and Learning Motivation in a Thai EFL setting*. 13(2), 158–190.

Wulandari, A., et al. (2020) .21st Century Innovative RPP Development on Thematic Learning in Class SD Negeri IV Bengkulu City. *Jurnal Riset Pendidikan Dasar*. Vol. 3, No. 3