



**IMPROVING EFFECTIVE COMMUNICATION COMPETENCE THROUGH TEAM BUILDING TRAINING IN NURSING STUDENTS: QUASI EKSPERIMEN STUDY**

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**ABSTRACT**

To support the learning process of North Kalimantan Polytechnic nursing students regarding effective communication in cognitive and psychomotor aspects within the scope of patient safety, namely SBAR, a learning method is needed that is considered capable of meeting these two aspects. Team Building Training is a learning method in the form of training that provides a complete package of the latest learning methods because it can improve effective communication, train team cohesion and learn how to solve problems and create solutions. The aim of this research is to determine the effect of Team Building Training on improving cognitive and psychomotor aspects related to effective communication in diploma III students of the North Kalimantan Nursing Polytechnic. Quantitative research with a quasi-experimental design is this research method. From the research results, it is known that students who took part in team building training experienced an increase in effective communication by 85.7% in the cognitive aspect and 76.2% in the psychomotor aspect. In the control group, students did not experience an increase in percentage. Through the research results, it can be concluded that it is very important to provide a variety of learning methods to nursing students so that they can obtain different learning experiences through experiential learning which is considered capable of building students' self-confidence in carrying out tasks. effective communication.

Keywords: communication; effective communication; nursing; student; training team building

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**INTRODUCTION**

Effective communication is an important element and a determinant of success in carrying out the profession as a professional nurse, both in the general context and in the scope of patient safety. Effective communication is an important component of nursing care. However, when nurses communicate with patients, with fellow nurses and other professional health workers, it is often lacking. Through effective communication, the relationship between healthcare professionals and patients is progressively being identified as a basic clinical skill (Vidya & Novita, 2017) During education or when carrying out clinical practice, nursing students experience communication problems that reduce their self-confidence and ultimately cause difficulties in the adaptation stage when they are in a campus environment where the average of them is female (Öztürk et al., 2013) The lecture method given by the lecturer greatly influences the level of student understanding (Yulianti & Fitri, 2016). Nursing students generally only receive instruction on communication techniques from lecture-based teaching without direct training (Xie et al., 2013). Teaching and training in how to communicate effectively can be complicated by the emergence of conversations that nursing students may find difficult to deal with while in the practice field. This situation is a challenge for university lecturers who are in charge of educating nursing students (Neilson & Reeves, 2019). There are several things about student learning behavior that can affect the learning process. There are students who are able to attend lectures even without a guidebook or lecture notes and there is also the other way around. In addition, there are also students who

are able to complete assignments independently, there are also those who require discussion with colleagues in completing assignments. There is a phenomenon that students are very dependent on lecturers limited to the material presented during lectures. It is rare to find students who look for references independently so that the level of dependence on lecturers is very high.

**Indonesian Nursing Education System** In general, Nursing Education in Indonesia refers to Law (UU) Number 20 of 2003 concerning the National Education System which includes three stages, namely: 1. Vocational Education, namely the Diploma Three (D3) Nursing Education type organized by nursing higher education to produce graduates who have competence as executors of nursing care; 2. Academic Education, namely higher education in undergraduate and postgraduate programs which is directed primarily at the mastery of certain scientific disciplines; 3. Professional Education, namely higher education after undergraduate programs that prepare students to have jobs with special skill requirements (specialist and doctoral programs in nursing) (Gede Juanamasta et al., 2021) Within the scope of nursing vocational education, especially the DIII Nursing program, there has been significant curriculum development. In the process of implementing learning, not only the types of learning materials develop, but also variations in learning methods. This is a manifestation of the complexity of the teaching and learning process for students and is expected to be able to direct harmonious understanding between lecturers and students so that learning outcomes in lectures are fulfilled.

Of the many learning methods, researchers are interested in developing a design or learning method of building team training because this method is seen as very suitable for the learning interests of DIII nursing students at the Kaltara Tarakan Polytechnic, namely, they will enjoy the learning process more by applying group study skills, developing intercommunication and more dominant to practical learning. Simulation-based interprofessional training in undergraduate programs has offered medical and nursing students earlier opportunities to develop interprofessional teamwork and communication skills. Such developments will have a profound effect on their professional practice and generate substantial benefits for patient safety (Liaw et al., 2014). Quoted from the statement of Kreitner & Kinicki (2008) concluded that Team building is a learning stage that uses an experimental approach to improve internal group processes such as communication between individuals, collaboration, and reducing dysfunctional conflict. (Aga et al., 2016) in their research stated that one of the objectives of implementing team building is to see the relationship between transformational leadership and the success of an activity through mediation and added that team building can be seen as a planned and deliberate process, which is intended to encourage the implementation of appropriate work practices. effective in a team (Setyawan et al., 2020)

## **METHOD**

Through quantitative research methods using a quasi-experimental design, this research is considered capable of answering the objectives of the research. The nonequivalent pretest-posttest group design was used to compare the results of interventions from studies between the control group and the intervention group. The total number of samples was 42 nursing students of the Kaltara Tarakan Polytechnic who took their second semester. They were divided into two groups, namely with a description of 21 intervention groups and 21 control groups. The intervention group was given team building training for 2 days with a description of the time in one day the activities required 8 hours from start to finish of the training while the control group was given the lecture method on the first day for 2 hours and SBAR communication practice activities on the second day which was also carried out during 2 hours. When the research was carried out, both groups were given a pre-test at the beginning

of the training for the intervention group and just before the lecture method started in the control group and at the end of the activity the two groups were given a post-test as the final assessment in the research process.

In the training activities on the first day, students are divided into 4 groups and then given material about what is a group, how to build a group, then enter the learning stage regarding communication starting from general communication material, nursing communication to effective communication. In between lessons, students are given educational games in which the games are about how to get to know each other's group mates, how to manage information in a series of communications and learn to develop a team so that a solid work team is formed. On the second day of the training, students were given material on SBAR communication starting from the presentation of theoretical content to the practice of SBAR communication between groups, which was then carried out by a practical SBAR communication exam which was directly tested before a general practitioner who served in one of the Tarakan city private hospitals and nurses from Jusuf Hospital. SK Tarakan.

The research instruments used include the demographic data of respondents and questionnaires. The questionnaire on cognitive aspects was an instrument made by the researcher himself with reference to the literature review, consisting of 15 favorable questions and 15 unfavorable questions. After the instrument was compiled, an expert test was then carried out by discussing the validity of the contents of the questionnaire with the supervisor. The scale used is the Guttman scale with questions in the form of positive statements (favourable) which are divided into 2 answer choices, namely "Yes is given a score of 1 and 'No' a score of 0 and for questions in the form of negative statements (unfavorable) are divided into 2 answer choices, namely "Yes given a score of 0 and a 'No' score. The cognitive aspect is categorized as good if the total value is  $> 15$  (correctly answered  $> 15$  points) and is categorized as bad if the total value is  $\leq 15$  (correctly answered  $\leq 15$  points). Psychomotor aspects in the application of effective patient safety communication. The instrument used in measuring or assessing the psychomotor aspects/skills in implementing effective patient safety communication uses a checklist based on Standard Operating Procedures (SOP) based on the SBAR Guidelines from The Toronto Rehabilitation Institute in the practice of effective communication on patient safety. The assessment aspect consists of the options "implemented and not implemented".

The data analysis used is univariate and bivariate analysis. The univariate test was carried out on the characteristics of the respondents, the independent variable and the dependent variable. The results of the analysis can be in the form of a display of the frequency distribution, percentage, mean, median and mode. In this study, a univariate test was carried out in the form of frequency on each variable. Bivariate analysis was carried out to prove the research hypothesis, namely the effect of team building training on increasing effective communication for Nursing Students of the Kaltara Polytechnic of Nursing. Statistical tests for all of the analyzes above were analyzed with a significance level of 95% (alpha 0.05%), with Mc Nemar's test to test differences in pre and post cognitive and psychomotor aspects of nursing students due to pairing and chy square test to test differences in post cognitive and psychomotor aspects nursing students in the control and intervention groups because they are not paired. The results of these tests are presented in a research report with interpretation of the data mean, standard deviation, standard error and P value. Team building training activities compared to conservative lecture models are able to show significant research results.

The validity test was carried out on sixth semester (six people) and fourth semester (forty people) DIII students of the Kaltara Polytechnic of Nursing at the same time via the Google form application with a total number of forty-six students. Based on the results of the Cronbach's Alpha s test, it shows that out of 30 cognitive question items it is 0.983 so that out of 30 cognitive question items it is declared reliable. Research Ethics Letter (EC) issued by KKEP FIK UB with No. 004/KEPK-FIKES UBT/V/2022 on May 17, 2022

**RESULT**

Respondents in this study were DIII students in collaboration with the Kaltara Tarakan Polytechnic in semester 2 of 42 respondents with a description of 21 respondents in the intervention group and 21 in the control group

Table 1.  
Frequency Distribution of Respondent Characteristics of Nursing Students (n=21).

Characteristics	Intervention Group		Control Group	
	f	%	f	%
Age And Gender				
18	2	8,7	6	28,6
19	11	47,8	8	38,1
20	6	26,1	5	23,8
21	3	13,0	1	4,8
22	1	4,3	1	4,8
Male	3	13,0	2	9,5
Female	20	87,0	19	90,5

Based on table 1, it can be seen that in the intervention group, more were 19 years old (47.8%), then 20 years old (26.1%), 21 years old (13.0%), 18 years old and (8, 7%). The majority of the sex in the intervention group was female, namely 20 (87.0%) while for the control group the average age was 20 years (38.1%), 19 years old (28.6%), and 21 years old (23.8%) with the majority sex being women as much as 19 (90.5%)

Table 2.  
Frequency Distribution of Respondents Based on Cognitive Aspects Before Giving Treatment to the Intervention Group and the Control Group of Nursing Students (n=21)

Group	Variabel	f	%
Intervention	Cognitive Result (Pre)		
	Good	8	38,1
	Less	13	61,9
	Cognitive Result (Post)		
	Good	18	85,7
	Less	3	14,3
Control	Cognitive Result (Pre)		
	Good	10	47,6
	Less	11	52,4
	Cognitive Result (Post)		
	Good	9	42,9
	Less	12	57,1

Based on table 2, it can be seen that of the 21 respondents in the intervention group there were differences in the cognitive aspects of the Kaltara Nursing Polytechnic students regarding increasing effective communication. In good cognitive results before giving the treatment (pre test) the results were 38.1% and after the team building training was given the results were 85.7%. For the control group, it was found that from 21 respondents there were differences in cognitive aspects before and after giving the material with the method where the cognitive results were good during the pre-test by 47.6% and after giving the treatment by 42.9%.

Table 3.  
Frequency Distribution of Respondents Based on Psychomotor Aspects Before and After Treatment in the Intervention Group and Control Group Kaltara Polytechnic Nursing Student (n=21).

Group	Variabel	f	%
Intervension	Psycomotor Result (Pre)		
	Good	4	19,0
	Less	17	81,0
	Psycomotor Result (Post)		
	Good	16	76,2
	Less	5	23,8
Control	Psycomotor Result (Pre)		
	Good	6	28,6
	Less	15	71,4
	Psycomotor Result (Post)		
	Good	7	33,3
	Less	14	66,7

In table 3, the psychomotor aspects for the pre test were 19.0% for the good category and after the team building training had a good increase of 76.2%, while the psychomotor aspects for the post test in the control group were 28.6% in the control group. good and after the treatment experienced an increase in good psychomotor aspects of 33.3%.

Table 4  
Value of Cognitive Aspects Before and After Team Building Training In Intervention Groups for Nursing Students of the Kaltara Polytechnic (n=21)

Pre Cognitive	Post Cognitive				Total		P
	Good		Less		f	%	
	f	%	f	%			
Good	7	33,3	1	4,8	8	38,1	0,000
Less	11	52,4	2	9,5	13	61,9	
Total	18	85,7	3	14,3	21	100	

Based on table 4.4 it shows that the Mc test results. Nemar, there were psychomotor differences before and after the Training Team Building (TTB) intervention related to effective communication among DIII Nursing Study Program students at the Kaltara Polytechnic with a p value = 0.000.

Table 5.  
Value of Psychomotor Aspects Before And After Team Building Training nn the Kaltara Polytechnic Nursing Student Intervention Group (n=21)

Pre Psycomotor	Post Psycomotor				Total		P
	Good		Less		f	%	
	f	%	f	%			
Good	4	19,0	0	0,0	4	19,0	0,006
Less	12	57,2	5	23,8	17	81,0	
Total	18	76,2	3	23,8	21	100	

Table 5, it shows that the Mc test results. Nemar, there are cognitive differences before and after the Training Team Building (TTB) intervention related to effective communication among DIII Nursing Study Program students at the Kaltara Polytechnic with p value = 0.006.

Table 6.  
Differences in Cognitive Aspect Values after Team Building Training in the Intervention Group and Control Group of Nursing Students of the Kaltara Polytechnic (n=42).

Group	Post kognitif				Total		P
	Good		Less		f	%	
	f	%	f	%			
Intervention	18	42,9	3	7,1	21	50,0	0,009
Control	9	21,4	12	28,6	21	50,0	
Total	27	64,3	15	35,7	42	100	

Table 6 shows that the results of the chi-square test on the Fisher's Exact Test showed cognitive differences in the treatment group and the control group after the Training Team Building (TTB) intervention regarding effective communication among DIII Nursing Study Program students, Kaltara Polytechnic, so that there was an effect of Training Team Building (TTB). on increasing aspects of knowledge (cognitive) related to effective communication in DIII Nursing Study Program students at the Kaltara Polytechnic with p value = 0.009.

Table 7  
Differences in Psychomotor Aspect Values After Team Building Training in the Intervention Group and Control Group of Nursing Students (n=42)

Group	Post psikomotor				Total		P
	Good		Less		f	%	
	f	%	f	%			
Intervention	16	38,1	5	11,9	21	50,0	0,012
Kontrol	7	6,7	14	33,3	21	50,0	
Total	23	54,8	19	45,2	42	100	

Table 7 shows that the results of the chi-square test on the Fisher's Exact Test showed psychomotor differences in the treatment group and the control group after the Training Team Building (TTB) intervention related to effective communication among DIII Nursing Study Program students, Kaltara Polytechnic, so that there is an effect of Training Team Building (TTB). on improving aspects of skills (psychomotor) related to effective communication in DIII Nursing Study Program students at the Kaltara Polytechnic with p value = 0.012

## DISCUSSION

### Characteristics of Respondents

In learning strategies, research has shown that students have differences in understanding abilities and learning speed (Oyibo et al., 2018). Kaltara Polytechnic nursing students experienced the same thing. This is inseparable from various factors that influence where age and gender are one of the several determining factors. The second semester of Kaltara Polytechnic nursing students are predominantly female with an average age of nineteen and twenty years. According to Yusuf (2012) a student is grouped in a developmental phase whose age is 18 to 25 years (Hulukati & Djibran, 2018). Gully & Chen (2010) stated that gender is a potential indicator of the relationship between age and training success and self-efficacy (Abdullahi et al., 2018). Some studies linking gender to training success find better results for men, others find better results for women. (Bausch et al., 2014). In addition, the results showed that 21 year old students were the most knowledgeable among the eighteen to twenty one year age group. The results of the study show that the higher the age, the more knowledgeable (Paul Virtucio et al., 2020)

### The Effect of Team Building Training on the Cognitive Aspects of Nursing Students at the Kaltara Polytechnic Regarding Effective Communication

DIII Nursing students at the Kaltara Polytechnic especially those who are in the early semester stage are students who need education or a deeper understanding of the importance of effective communication to be applied both in everyday life and in formal situations

considering they are prospective public servants in the health sector, especially nursing which prioritizes intense interaction between nurses and patients. DIII nursing students at the Kaltara Polytechnic really need training on effective communication which includes both cognitive and psychomotor aspects as initial competencies in entering the practice field. The rationale behind team building programs is to break down barriers in a fun and participatory way. It can foster communication and teamwork, demonstrate the diversity of skills within a team, enrich relationships, and allow people to appreciate differences in each individual's work style and personality (Cheum, 2017). When in a group where each member is able to communicate with each other well through interpersonal communication, 56% will increase work motivation (Estherina et al., 2019)

Team building training is one of the integrated workshop methods on communication skills using different and varied educational methods which are carried out at one time including lectures, question and answer sessions, group discussions, role models, and learning through videos. In various studies it has been reported that the implementation of team building can be carried out in the form of learning (Perwira et al., 2022). Team building is a form of training that discusses team dynamics or teamwork. The main components of this training are interpersonal relationships between members, goal setting, clarity of tasks and roles, and communication. Typical characteristics of team building exercises include; observing relationships and interactions within a team as a basis for improving team performance (Beauchamp et al., 2017). Communication training is important for nurses but is not systematically developed or managed in nursing education. It has been shown that there are several communication training methods available, but they are limited by the goals and healthcare context (Bullington et al., 2019). In a meta-analytic study, Klein et al (2009) investigated the effects of team building on constructing cognitive, affective, process and observed performance measures. The results found that the intervention from team building was quite positive in influencing the effect on all parameters where the greatest effect was on affective and stages in one process (Jacobsson et al., 2017). According to LePine et al. (2008), "Practice regarding team building material (covering; goal setting, interpersonal processes, role clarification, and problem solving) can lead to increased performance through modification of attitudes, values, problem solving techniques, and group processes". In the goal-setting component, team members are introduced to the goal-setting framework and are expected to engage in action planning to identify ways to achieve those goals, thereby strengthening team members' problem-solving skills and motivation. Tannenbaum et al., (2012), Team building interventions improve individual cognitive outcomes such as teamwork competence and affective outcomes such as trust and team potential, whereas at the team level, the results are effective coordination and communication (Potnuru et al., 2019).

It is undeniable that team building training is a system of learning activities that has a complete package in sharpening understanding of the concept of effective communication and how students apply communication skills to anyone around them. One form of team building is classifying roles. Role classification is an activity to reconstruct each member's perception of himself or expectations regarding the roles of other team members so that each member can participate productively in the organization (Jones, 2013). When team building training involves students interacting with each other, there is an opportunity for them to rearrange the appearance of more complex tasks by having them experience cooperative interactions in activities that are natural, fun and interesting. Students experience a number of special benefits when they have the opportunity to work with others. For team building to be effective, everyone has to be involved. Developing work teams will encourage students to learn from each other by talking and listening to each other to complete a challenge so that communication will get better. In Team building, students will learn different roles. By

working together in groups, leaders and members will naturally emerge. Students are put into new activities and new positions which will further establish new roles so that they will become able to experience new things. Team building training fosters a more positive classroom environment - When students have to work together to solve a common goal, it can strengthen current friendships and solidarity and develop a new respect for others thereby having a lasting positive influence throughout the classroom. Team-building interventions have also become popular in the healthcare field. Researchers in the field of health services have tried to explore strategies for building effective work units in the hospital environment (Burtscher & Manser, 2012)

### **The Effect of Team Building Training on Psychomotor Aspects of Nursing Students at the Kaltara Polytechnic Regarding Effective Communication**

Communication behavior in practice, therapeutic communication skills, and interpersonal communication skills correlate with each other (Xie et al., 2013). Fallowfield L, et al (2002) stated that effective communication skills for nurses are an important component for current nursing education. Furthermore, effective communication skills training programs demonstrate the importance of students taking an active role in the learning process (Trifkovič et al., 2017). Effective communication is at the heart of the learning enterprise, because learning and teaching are essentially communicative acts (Knewstubb and Bond 2009: 181 (Edited by Sarah Kraszewski and Dr Abayomi McEwen, n.d.). Providing an understanding in the form of practice regarding effective communication, especially SBAR outside of compulsory learning hours for DIII nursing students proves that experiential learning can increase the involvement of health care students by developing teaching and communication skills even though with limited study, role playing can be effective.

Teaching “communication skills” can lead to more effective relationships between healthcare professionals and culminate in effective promotional relationships (Taghizadeh et al., 2018). In teaching communication skills, patient simulation has been used in various health disciplines to bridge the gap between learning in academic and practical settings (Knight et al., 2020). Through the results of the research above, it can be seen that the effective communication of DIII Nursing study program students in Kaltara can be improved through team building training. The teaching of communication skills has undergone many changes to reflect more recent evidence of effectiveness (Whitehead, 2015). Team building training helps fill skills gaps by having students develop teamwork skills. This is important because teamwork skills are the main characteristic that stake holders want new graduates at tertiary institutions to have (National Association of Colleges and Employers (NACE), 2016) because stake holders claim that recent college graduates do not have teamwork skills (Thacker & Yost, 2002). Therefore, the team building training presented in this study is necessary to fill knowledge holes and skills gaps and prepare students for better employability and future career success (Marasi, 2019). When team building training is carried out regularly and followed by consistent supervision and evaluation, changes and improvements in student cohesiveness in one group can be seen (Adriansyah et al., 2023) Some of the limitations of this study are the lack of the number of students participating in training activities so that it is likely to produce more significant results. In addition, the number of training days was relatively short so that some of the activities carried out were not carried out thoroughly.

### **CONCLUSION**

Through the results of the research, it can be seen that the provision of team building training has an influence in increasing effective communication both from cognitive and psychomotor aspects

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