Unveiling Online Collaborative Learning and Sense of Community in an English Drama Course: Indonesian EFL Undergraduate Students View

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Abstract: A sense of community enhances the exchange of information, fosters cooperation and support, and strengthens commitment to group objectives. Numerous studies have investigated the importance of community and collaborative learning activities within online environments. However, online collaborative learning and a sense of community in an English Drama Course (EDC) are still under-explored. The current study aims to fill that gap by following a group of 131 undergraduate students participating in a 16-week online EDC. Data was gathered via a questionnaire and a semi-structured interview coded by following the dimensions of the questionnaire. The current study reveals that students view online collaborative learning in an EDC positively and generate interactive engagement, teamwork, creativity, efficacy, social skills, problem-solving skills, idea generation, and enjoyment, which is particularly advantageous for navigating unfamiliar subject matter or foreign language contexts. The collaborative learning process hinges on establishing a robust sense of community, emphasizing shared objectives, effective communication, trust, collective problem-solving, and a supportive environment, highlighting the importance of addressing barriers to fostering this communal ethos for successful collaboration. The implications of this study might catalyze researchers and educators to consider developing a sense of community in online collaborative environments.

INTRODUCTION

Ample investigations have indicated that engagement in drama yields significant advantages in the process of acquiring language skills, such as elevating communication (Başci & Gündoğdu, 2011), focus and participation (Karaosmanoglu & Adiguzel, 2021), and cognitive and affective development (Wells et al., 2021). Additionally, Thorkelsdóttir (2020)

advocates that experience in learning drama encourages the student's confidence in the language learning process. Pesen and Üzüm (2017) reported that a creative drama activity enhances self-efficacy. Hulse and Owens (2019) promoted that a process drama is a formidable pedagogical modality for cultivating innovation and creativity in acquiring a foreign language. Horasan-Doğan and Cephe (2020) demonstrated that studying drama increases self-awareness and professional skills for student teachers. Dawoud et al. (2020) highlighted that dramatic learning activities bolster individual and team skills, enhancing learners' expressive capacities through collaborative dramatic actions. The benefits of drama activities illustrate a promising strategy or method to be implemented in English as a Foreign Language (EFL) instruction.

Despite the positive merits afforded in drama activities, its incorporation into EFL instruction introduces certain obstacles for learners. Shakfa (2012) declared that the most challenging part of understanding English drama was comprehending the figurative language aspects, which came from the learners' diverse cultural and linguistic facets. Classroom management seemed to be a barrier in conducting a drama course due to the noise from the practices (Alasmari & Alshae'el, 2020; Rezeq & Taha, 2018). In addition, Cziboly and Bethlenfalvy (2020) revealed that a sudden shifting mode in the drama learning process emerged challenges, for instance, during the COVID-19 pandemic when the students struggled from a green screen and undertook online collaboration. The operationality of technology tools in a virtual site and teamwork can be daunting factors in a drama course (Karaosmanoglu & Adiguzel, 2021). The impediment in drama instruction portrays the manifest issues in implementing drama effectively, particularly in the EFL context and online mode. Collaborative learning design offers benefits in English language learning due to the mixed ability of the students to complete each other (Harmer, 2007).

Collaborative learning is inherently social and cultural, emphasizing the constant interaction and shared thinking with others, leading to the construction of knowledge within societal and cultural contexts (Vygotsky & Cole, 1978). Vygotsky's concept is closely linked to collaborative learning, where students actively engage in shared activities and contribute collectively to the learning process. In such an environment, learners' deep involvement and participation manifested through attention, commitment, and regular attendance are critical for fostering excellent language proficiency. Through collaboration, students can further develop their abilities to build analytical thinking, particularly when involved in a drama course where students solve or analyze a drama work. These shared tasks promote a more profound

connection to the material and enhance learning outcomes. Surkamp & Viebrock (2018) found that collaborative activities provide efficient time to accomplish the learning task. Xie et al. (2019) reported that online collaborative learning boosted stewardship, teamwork, virtual interaction, self-management, and learning performance. Such (2019) demonstrated that online collaborative learning offered scaffolding for the learner to accomplish tasks. However, a successful online collaborative course depends on the learner's context, where group work is common. Otherwise, it needs prior training to run it (Lee & Osman, 2021). In drama courses, collaboration unifies various perspectives to solve one goal, such as analysis and performance (Wells et al., 2021).

On the other hand, in drama, online collaboration raises challenges, such as the senses being diverse in a face-to-face class due to acquiring content and technique problems (Cziboly & Bethlenfalvy, 2020). Sellés et al. (2015) asserted that there are opportunities for interpersonal and group interaction conflict in the virtual collaboration environment. Hence, it is necessary to create a solid involvement and sense of community awareness from each member. The triumphant in online collaborative learning is refined by each member's powerful sense of community (Adams, 2021; Baker & Moyer, 2019; Chatterjee & Correia, 2020). The crucial of social bonding, such as transparency, commitment, perseverance, and respect, sharpen the sense of community toward each of the collaborators (Sellés et al., 2015; Subirà & Catasús, 2007). Due to the drawbacks of online collaborative learning, a sense of community is one of the keys to success; hence, the current study needs deeper exploration. There is little evidence of investigation regarding the online drama course in the collaborative work setting that concerns a sense of community inside. Thus, the current study examines online collaborative learning and a sense of community in the English Drama Course (EDC), specifically in the Indonesian EFL context. The subsequent research queries directed the investigation: (1) To what extent do Indonesian EFL undergraduate students' views toward collaborative learning and a sense of community in the EDC in an online environment? and (2) How do Indonesian EFL undergraduate students experience and perceive a sense of community when participating in online collaborative activities in the EDC in an online environment?

LITERATURE REVIEW

Online Collaborative Learning

Collaborative learning embodies the significance of social interaction as emphasized in sociocultural theory (Vygotsky & Cole, 1978). Interaction is fundamental to second language

acquisition (Hoang & Hoang, 2022). Collaborative learning is a context where specific forms of interaction among individuals are anticipated to occur, activating learning mechanisms (Chang & Windeatt, 2016). Collaborative learning is a comprehensive pedagogical approach encompassing the core principles of cooperative learning (Chatterjee & Correia, 2020). Roberts (2004) clustered three dimensions in collaborative learning: collaboration, communication, and social context. Recently, collaborative learning has expanded to a virtual or electronic mode (online). In other words, the students are no longer hindered due to the limited face-to-face time when collaborative activities are part of the instructional learning.

Online collaborative learning (OCL) occurs in activities that engage learners in various forms of written and oral communication, including essay writing, composing text for instant messaging or discussion forums, and participating in spoken interactions, which may occur through recorded messages or in real-time audio or video conferences (Chang & Windeatt, 2016). Engaging students in the OCL landscape can reduce technological anxiety and enhance self-confidence and affinity for technology, though the effectiveness of these changes is significantly influenced by students' motivation and satisfaction within the OCL environment (Magen-Nagar & Shonfeld, 2018). Xie et al. (2019) demonstrated that students' self-regulation, group dynamics familiarization, and leadership skills positively emerge in the OCL venue. Meanwhile, Agung et al.(2020) reported several challenges in online learning in Indonesian contexts, such as the availability and sustainability of internet connectivity, the accessibility of instructional media, and the compatibility of tools used to access these media. Numerous studies have revealed that OCL provides significant benefits in language learning (Alvarez et al., 2012; Guasch et al., 2013; Henry et al., 2012; Jiang & Zhang, 2020; Khalil, 2018; Krishnan et al., 2019; Passig & Maidel-Kravetsky, 2016; Su et al., 2018; Such, 2019). However, infrequent studies have investigated the OCL in the context of EDC. Thus, the present study investigates the sense of community in the OCL landscape.

Sense of Community

A sense of community describes experiencing a sense of significance within the group and having one's needs fulfilled through the collective efforts of its members (Yuan & Kim, 2014). The key components of a sense of community include membership, which fosters a sense of belonging and personal connection; influence, which involves the perception of making a meaningful impact on the group and vice versa; reinforcement, where members'

needs are met through group resources; and shared emotional connection, reflecting a commitment to shared history, experiences, and time spent together (McMillan & Chavis, 1986). Brown (2001) identified a three-stage process in the sense of community begins with the formation of friendships, which establish a foundation for comfortable communication, progresses to community conferment, characterized by participation in meaningful and extended discussions that engender acceptance and a sense of kinship, and culminates in camaraderie, achieved through sustained or intense personal interactions, with each stage contributing to increased engagement in both the class and the dialogue.

Implementing strategies to cultivate a sense of community in an online learning environment fosters community development, enhances the learning experience, promotes student autonomy, and advances pedagogical practices (Adams, 2021). Chatterjee and Correia (2020) suggested that as students' sense of community and connectedness with peers in an online learning environment—facilitated primarily through online collaborative tools—increases, their attitude toward collaborative learning will also improve. Lin and Gao (2020) reported that a distance learning context with synchronous and asynchronous collaborative activities could help students generate a sense of community due to intensive interaction and discussion. Trespalacios and Uribe-Florez (2020) shed light on how meaningful social teaching, cognitive presence, scaffolding interactive activities, and multiple types of interaction support the emerging sense of community in the online landscape. Recent studies investigated that a sense of community is a primary factor in successful online collaborative learning (Baker & Moyer, 2019; Baskara, 2023; Doğuer & Öner, 2023; González-Anta et al., 2021; Lin et al., 2022; Zhao et al., 2021).

METHODS

Grounded in qualitative research, this framework elucidates human social behavior by capturing authentic perspectives within real-life contexts (Gay et al., 2012). The current study employed a descriptive case study that captured a single case that outlined a group's activities and the shared behavioral patterns that emerged over time (Yin, 2014). Case studies adopt a qualitative research design, delving deeply into the intricacies of programs, events, activities, processes, or individuals within specified temporal and contextual confines, employing diverse data collection procedures over a prolonged duration (Creswell, 2012). Case study research affords researchers the ethical flexibility to employ diverse data collection methods, such as questionnaires, surveys, interviews, and document analysis, ensuring a thorough and unbiased

investigation of the phenomenon under scrutiny within natural settings and by examining signs and physical artifacts (Priya, 2021).

The research site was conducted in a private university in Jakarta, Indonesia. The participants enrolled in an English Drama Course (EDC) in the academic year 2022/2023 for 16 meetings in a semester. The total number of sophomore students who joined the drama course was 131, with 105 female and 26 male students, and the average age was 18-20. The class was split into four classes with an identical approach and mode (complete online collaborative learning). Each class was designed into four groups for collaborative learning. The complete online instruction was conducted with several synchronous and asynchronous platforms, such as via a video conference (Google Meet), a message communication through (WhatsApp Group); and the exercises via (Google Drive and Google Documents). EDC aimed to analyze several drama works (*Othello, Romeo and Juliet, The Merchant of Venice,* and *Hamlet*) written by William Shakespeare. The analysis involved intrinsic aspects (type, setting, theme, plot, dramatic structures, characters and characterization, language and rhetoric, and moral value). The learned materials covered the drama introduction, history, type, elements, structure, character and characterization, language and rhetoric, further dimension, and presentation of drama analysis. The primary material used was a local module only applied at the university. This report employed and adopted a closed questionnaire (Chatterjee & Correia, 2020). The questionnaire was completed with the consent statement, and the participants voluntarily filled out the form. The questionnaire was shared and collected via a Google Form due to the online mode. The semi-structured interview was conducted with ten students who willingly shared their experiences with the research inquiries, and their names were displayed anonymously. The semi-structured interview was administered via WhatsApp, transcribed, analyzed, and coded based on the questionnaire dimension via Microsoft Excel.

FINDINGS

The questionnaire results revealed some dimensions, particularly in the EDC, that involved experience in online learning, experience with online collaborative learning, and the sense of community in an online learning environment. The detailed dimensions are as follows:

Table 1. The result of the participants' perspectives on experiences in online learning

Dimension	Statement	Items	Quantity	Percentage (%)
Experience in online learning	Previous experience (s) in online collaborative learning platform (s)	Google Drive	82	62.6
		Google Documents	40	30.5
		Google Meet	82	62.6
		WhatsApp Group	90	68.7
		Other (Zoom, Quizizz)	1	0.8
	My involvement portion in the online collaboration activities	90%-100%	77	58.8
		75%-90%	39	29.8
		50%-75%	16	12.2
		25%-50%	1	0.8
		<25%	0	0

Table 1 displays the previous participants' experiences in online learning mode dominantly (68.7%) via WhatsApp Group. Subsequently, the other platforms utilized were Google Meet (62.6%), Google Drive (62.6%), and Google Documents (30.5%). Meanwhile, the portion of the involvement in online collaboration activities, the participant illustrated approximately 90%-100% (58.8%). However, some argued it was 75%-90% (29.8%) and 50%-75% (12.2%). The report can be implicated that the participants had experienced online learning and collaborative online learning previously.

Table 2. The questionnaire results of the participants' perspectives on experiences on online collaborative learning in a drama course

Dimension	Statement	SA		A		N		D		SA	
		Q	(%)	Q	(%)	Q	(%)	Q	(%)	Q	(%)
The experience with online collaborative learning	Being interactive with peers using online collaborative learning tools increases my motivation for learning.	36	27.5	68	51.9	23	17.6	2	1.5	2	1.5
	I enjoy experiencing online collaborative learning using online collaborative tools with my peers.	56	42.7	50	38.2	18	13.7	5	3.8	2	1.5
	Online collaborative activity increases our creativity.	51	38.9	50	38.2	24	18.3	2	1.5	4	3.1
	I believe that collaborative work can be effective when using online collaborative tools.	39	29.8	58	44.3	26	19.8	6	4.6	2	1.5
	Online collaborative activities improve social skills.	42	32.1	42	32.1	34	26	11	8.4	2	1.5

I enjoy solving issues regarding collaborative work using online collaborative tools with my peers.	43	32.8	51	38.9	30	22.9	5	3.8	2	1.5
More ideas come up when working collaboratively using online collaborative tools.	49	37.4	49	37.4	27	20.6	4	3.1	2	1.5
Online collaborative tools are very entertaining to me	37	28.2	58	44.3	28	21.4	4	3.1	4	3.1
I think I have had/will have more successful results as I work collaboratively with my peers using online collaborative tools.	37	28.2	56	42.7	30	22.9	7	5.3	1	0.8
Trying to teach something to my peers using online collaborative tools makes me tired.	16	12.2	25	19.1	49	37.4	27	20.6	14	10.7
Online collaborative tools are not suitable for me.	14	10.7	10	7.6	41	31.3	41	31.3	25	19.1

The participants seemed to respond positively toward the online collaborative learning in EDC, as seen in Table 2. For instance, the participants depicted agreement in being interactive with peers (51,9%), enjoyment experience (42,7%), motivation enhancement (42,7%), creativity boost (38,9%), effectiveness belief (44,3%), social skills improvement (32,1%), enjoyment in solving problems with peers (38,9%), idea emerge (37,4%), entertainment collaboration tool (44,3%), and successful conviction (42,7%). Additionally, the participants illustrated that they felt neutral to fatigue in teaching peers (37,4%) in online collaborative learning in a drama course. Ultimately, the participants disagreed and were neutral (31,3%) on feeling unmatched by online collaborative learning in the drama course. The result indicated that the participants' experiences in online collaborative learning in the drama course revealed a supportive reaction due to both implementing it in a virtual platform and accomplishing it with peers. Furthermore, the participants completed the tasks via social interaction with their peers, making it easier to solve the problems cooperatively.

Meanwhile, the interview excerpt resulted in a comfortable vibe when they joined the drama learning in online collaboration in the drama course as follows:

> "I feel there is teamwork, and I also feel there is a sense of socializing in the group's collaborations, creating broad insights and a mutual sense of each other. In addition, I could also feel the responsibility of carrying out an assignment in collaboration with that group." (Gft)

> "I feel excited because it is a new experience and knowledge for me. Before learning drama in online collaboration, I only knew it was a term for a performance where people act as a certain character. But after learning more about drama, I know more about drama, from the history, technique, type, and other things." (Zd)

> "I feel hindered because I can't meet face-to-face with friends for group assignments, but I strive to make it conducive to work on the group tasks. Individual learning with the materials presented is good; however, I struggle to learn the history of the drama." (Mlt)

Additionally, all the students stated that online collaborative learning is an effective method of learning drama as the following:

> "Yes, since we are now entering the digital era, we should adapt to online technology, especially working in a team, to find better understanding, solutions, and meaning even though we are online." (Ir)

> "I think it's effective enough to build our teamwork well, yet it had some struggle. Sometimes my team miscommunicates during the discussion, but it's not that difficult because we always solve problems well." (Nbl)

Besides, students believed that online collaborative learning in a drama course gave them positive impacts as they described:

> "Yes, I think the positive impacts are we were able to improve communication, collaboration, and technology simultaneously and build our future-ready skills." (Ir)

> "Of course, it has had a very positive impact; it has made me more confident since becoming a leader for my team." (Nbl)

In addition, students deployed that the activities in online collaborative learning assist them in enhancing their progress in understanding drama as they narrated:

> "Yes, because now I know more about drama. It influenced me to learn about the language style that some dramas use. Some dramas use old English language as thou, thy, etc. And other dramas use modern English language, so it influences me to learn more about it." (Zd)

"With online collaboration, we don't need to study everything on our own since there are members from other groups who will explain the core of the drama they are working on. However, on the other hand, sometimes it doesn't meet expectations as some students are not cooperative, so I still must work on my own to understand better." (Mlt)

Furthermore, almost all students agreed that online collaborative learning in the drama course influenced their achievement in its subject, as they portrayed as follows:

"Yes, it is. The discussion with my team made me know more, even the things I didn't know before. (Nbl)

Neutral because with online collaboration, we don't need to learn everything by ourselves since there are members of other groups who will explain the essence of the drama they are doing, but on the other hand, sometimes expectations are not met because some children cannot be collaborated with, so we still have to work alone to understand better." (Mlt)

Table 3. The result of the students' perspectives on a sense of community in an online learning environment

Dimension	Statement	SA		A		N		D		SA	
		Q	(%)	Q	(%)	Q	(%)	Q	(%)	Q	(%)
Sense of community in an online learning environment	I get important needs met because I am part of this online learning community.	32	24.4	56	42.7	38	29	1	0.8	4	3.1
	When I have a problem, I can talk about it to the members of this learning community.	44	33.6	44	33.6	36	27.5	4	3.1	3	2.3
	People in this learning community have similar needs, priorities, and goals.	46	35.1	50	38.2	26	19.8	5	3.8	4	3.1
	I can trust people in this community.	33	25.2	48	36.6	37	28.2	9	6.9	4	3.1
	Most learning community members know me.	35	26.7	47	35.9	39	29.8	6	4.6	4	3.1
	Fitting into this learning community is important to me.	46	35.1	53	40.5	26	19.8	3	2.3	3	2.3
	If there is a problem in the community, members can get it solved.	43	32.8	49	37.4	29	22.1	5	3.8	5	3.8
	It is important for me to be a part of this online learning community.	56	42.7	45	34.4	24	18.3	3	2.3	3	2.3

Members of this learning community care for each other.	45	34.4	45	34.4	30	22.9	7	5.3	4	3.1
I feel hopeful that this learning community will last beyond the end of the course.	45	34.4	46	35.1	33	25.2	4	3.1	3	2.3
I enjoy being with the members of this learning community.	57	43.5	49	37.4	19	14.5	3	2.3	3	2.3

Table 3 displays the participants' perceptions of a sense of community during online collaborative learning in the drama course. The result revealed agreement on getting important needs met (42,7%), problem-solving opportunity (33,6%), linearity on similar needs, priorities, and goals (38,2%), trust feeling (36,6%), self-recognition (35,9%), community fit (40,5%), solving problem space (37,4%), feeling important as apart of community (42,7%), caring zone (34,4%), feeling of community sustainability (35,1%), and enjoyment with the community members (43,5%). Having been informed by the table, the result reported that the participant responded positively to a sense of community in online collaborative learning in the drama course.

The excerpt informed some views from the perspective of a sense of community in online collaborative learning, such as in the context of the student's feelings where most of them agreed to the positive feeling; however, one who deployed hesitated as follows:

> "All I feel is the creation of a unified team that works with duty and responsibility in drama, theory or practice, being able to socialize (cultivate good friendship in groups), creative ideas come from one another in a group and can learn to accept each other's suggestions and options in groups on the drama." (Gft)

> "I feel that the group is still lacking because many children still rely on other friends to complete the group assignment themselves." (Mlt)

Subsequently, the students illustrated that all the members of the group (community) have diverse passions for accomplishing the tasks, and they stated:

> "Yes, we were, but as a leader, I try to make myself work harder for my team. It is a struggle when one of my group members rarely joins, and I want to give the best for my team." (Nbl)

> "No, there may be some students who live in areas where it is difficult to get a signal, making them less enthusiastic about completing assignments or because of the interference, so they cannot participate." (Ptr)

Whilst regarding the idea that all the members of the group (community) help each other to solve the problem in completing the tasks, the students depicted as in the following:

> "Yes, it is. Because all the members gave their opinion about the task, some members also give more than one opinion for some tasks and discuss when there is a different opinion among the members." (Zd)

> "I don't think all of them help in dealing with problems in assignments; there are some moments that only become followers and don't provide a solution."(Krs)
> "Mostly they are, but few sometimes got a few reminders for the late submission." (Ir)

Another, almost all the students enjoyed with all the members of the group (community), yet little declared on the contrary as follows:

> "Yes, I enjoy working with all the members of my group because, from the beginning of the drama course, we have had the same passion and the same frequency to finish this course." (Fa)

> "No, because not everyone collaborates in completing online group tasks, but there was a time when we were given a task during offline classes, and the collaboration felt more pronounced." (Mlt)

Moreover, the students expressed distinctly if they were offered be in the same group (community) if there is another online collaboration as follows:

> "No, I prefer to collaborate with another group of people because I can learn with other people how their thoughts, ideas, opinions, and actions are about it or something new, and I have more friends." (Rh)

> "Yes, because I enjoy with all the group members." (Zd)

> "No, even though they have tried their best to complete the given task, and so have I, but I feel there is no compatibility, so it might be difficult. I prefer working with friends I know and often hang out with, so it feels closer and more comfortable." (Mlt)

DISCUSSION

The results of the study discuss two main foci: (1) Students' perspectives toward collaborative learning and a sense of community in EDC via an online environment, and (2) Students experience and perceive a sense of community when participating in online

collaborative activities within EDC. This study abstains from asserting causative relationships, thereby refraining from positing unilateral attributions where one event singularly precipitates another change. Subsequent sections expound upon the research findings and establish connections with extant literature to augment comprehension and contextualization.

Students' Perspectives toward Collaborative Learning and a Sense of Community in EDC Via an Online Environment

The result reveals that the participants in this study seem familiar with the online learning mode, which is supported by various platforms such as video conferences, message applications, and web-based applications. It implies that there is little obstacle to joining the class in the virtual context. Along the same lines, the students reported intensively being involved in the collaboration activity. However, the student's experiences in participating online collaboratively uncovered positive reactions such as heightened peer interaction, enjoyment feeling, creativity improvement, belief in effective collaboration work, social skill enhancement, relish in solving issues, generating idea boost, elevated entertainment sense, self-esteem advancement, indefatigable on peer teaching, and appropriate use.

The results of this study confirm with Chatterjee and Correia (2020) that online collaboration in the EDC heightens interaction, enjoyment, motivational enhancement, effective entertainment space, and successful conviction. Sellés et al. (2015) supported the premise that online collaboration provides the chance to elevate social skills, solve problems, and successful conviction. Aligned with Lee and Osman (2021), online collaborative learning boosts students' creativity. Even though a few participants stated that the online collaborative learning mode in the EDC hindered direct interaction, they were tranquil to enjoy since the tasks were done in teamwork. As Cziboly and Bethlenfalvy (2020) argued, the dauntingness emerged due to the distinct setting between face-to-face and virtual mode. Less opportunity to meet each member directly might create miscommunication and conflict among members (Sellés et al., 2015). Jung et al. (2012) asserted that the lack of online collaborative learning emerges from trust worries, less social support, technological barriers, sinking feelings, and achievement anxiety. Waugh and Su (2016) declared that in the conduct of online collaborative learning, the curriculum should be designed to be specific to the student's needs, including the group members' role in accomplishing the activity. Nonetheless, online collaborative learning is a platform to train students in autonomy and self-management of study in a team (Stoytcheva,

2018). Hence, the opportunity to collaborate is essential for the student to sharpen the skill of being an autonomous learner.

Students Experience and Perceive a Sense of Community when Participating in Online Collaborative Activities within EDC

The findings unveil the students' experience and perceive a sense of community when participating in online collaborative activities within EDC into affirmative responses. The participants in this study deployed their experience by capturing some lessons, for instance: essential need feeling, problem sharing, sense of the same goal and path, learning to trust others, self-recognition enhancement, being valued, belief in community problem solving, significant participation, creating "*to lend a hand*" vibe, long-running expectation, and sense of community members gather enjoyment. The result of the study indicates that the online collaborative learning in the drama course honed the students to have a sense of community.

The result is consistent with Chang and Windeatt (2016) as the group developed a sense of community and mutual trust, patterns of collaboration shifted, with initially reserved students increasingly sharing their work early to solicit feedback from others, indicating growing confidence in the collaborative process. Baker and Moyer (2019) found that students with higher levels of conscientiousness and intrinsic motivation tended to hold more positive perceptions of online courses, demonstrating greater engagement, perceived value, and reduced anxiety, while those who sensed a community or social presence within the online learning environment also reported favorable impressions. Comply with Schwehm et al. (2017) on the importance of engagement, distinguishing between involvement and engagement, and exploring how students' experiences lead to increased learning, a stronger sense of belonging, and greater persistence towards completion. In a similar vein, Adams (2021) reported that online learning, despite its limitations, can provide a sense of community via dynamic and engaging class structures comparable to those of face-to-face instruction, offering a degree of autonomy, independence, and flexibility not typically associated with traditional classroom settings, potentially allowing educators to identify tools for integration into their conventional teaching methodologies.

The data discovery found that a few participants met obstacles in building a sense of community in a group. Chatterjee and Correia (2020) shed light that one of the failures of online collaborative learning might come from lacking a sense of community

where membership, influence, integration, fulfilment of needs, and shared emotional needs are undeveloped in a team. Adams (2021) emphasized that creating a sense of community necessitates cultivating connections such as engagement and commitment. Baker and Moyer (2019) argued that social presence and intrinsic motivation determine the formation of a sense of community where the students not only focus on achieving the grade but the comfortable atmosphere emerges the social solidarity in a group and members. A qualified interaction during online collaborative learning is the key to building an optimal sense of community from all the team members and support from the instructor. In EDC, a sense of community is essential since the class is in a group setting.

Additionally, the material needs deep comprehension because it covers drama aspects (e.g., history, type, genre, dramatic structure, figurative language, etc.) unfamiliar to English Education students. Thus, the instruction is supposed to be supported by the instructor and the students to help them become autonomous learners. However, due to the small number of participants, the result of the current study is hard to generalize.

CONCLUSION

The current study's findings unveil that students perceive online collaborative learning in EDC positively. The learning activities in the online collaborative manifest the student to have new experiences such as interactive, teamwork learning, creative cultivation, effectiveness belief, social skill improvement, problem-solving skill elevation, generating idea infusion, entertaining activity, and confidence accomplishment. Collaborative learning assists the students when the material is unfamiliar and in a foreign language, such as EDC. Aligned to online collaborative learning relates to the sense of community as the key to achieving the success of collaboration tasks. The study results reveal that the sense of community is successful when the foundation of each member has the same vision and mission to accomplish all the tasks. The sense of community works if all members feel like a part of the group, are communicative, have similar needs, priorities, and goals, trust each other, have mutual acquaintance, feel essential, solve problems collaboratively belief, care for each other, and feel enjoyable. Hence, overcoming the hindrance in building a sense of community is the key to collaboration activity in the group involving some parties such as the instructor, the student, and the syllabus that supports or trains the attitude of how to have a sense of the community. However, the present study extends the investigation to include a larger number of participants or diverse courses. The implication of this study might inspire other researchers or instructors

to conduct an EDC or other subjects to set in the online collaboration context. Further research can also explore the diverse EFL contexts and more participants.

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