

**INFUSING COMPASSION IN PROBLEM-BASED LEARNING
MODEL FOR SPEAKING SKILLS COURSE OF ELESF**



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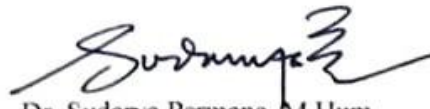


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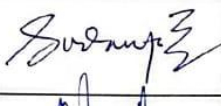
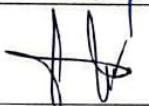
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ABSTRAK

Faridah Fauziyah. 2026. *Menginfusikan Belas Kasih dalam Model Pembelajaran Berbasis Masalah pada Mata Kuliah Keterampilan Berbicara di Program Studi Pendidikan Bahasa Inggris.*

Belas kasih (*compassion*) mendorong perilaku prososial melalui pengembangan nilai kemanusiaan serta komitmen untuk mengurangi penderitaan, Nilai-nilai tersebut dapat disisipkan dalam model *Problem-based Learning* (PBL) untuk mengoptimalkan pelaksanaannya dalam aktifitas pemecahan masalah autentik, sehingga memberikan kesempatan untuk mengintegrasikannya pada pembelajaran mata kuliah keterampilan berbicara guna meningkatkan kemampuan berbicara dan juga sifat interpersonal mahasiswa. Meskipun belas kasih memiliki nilai yang penting, kajian mengenai penyisipan belas kasih dalam model PBL masih terbatas. Penelitian ini bertujuan untuk mengembangkan model PBL yang menyisipkan belas kasih untuk mata kuliah keterampilan berbicara pada Program Studi Pendidikan Bahasa Inggris (*ELESP*). Penelitian ini menerapkan model *Succesive Approximation Model* (SAM) yang meliputi analisis dokumen, observasi, wawancara dan analisa kebutuhan terhadap model pembelajaran yang telah digunakan pada mata kuliah keterampilan berbicara, kajian pustaka untuk mengembangkan model pembelajaran, serta penilaian oleh para ahli untuk mengevaluasi kelayakan model. Hasil penelitian menunjukkan bahwa penerapan belas kasih dalam PBL (CPBL) terdapat dalam yang mata kuliah keterampilan berbicara secara keseluruhan berkisar 52.68% hingga 67.86%. Keselarasan secara konsisten terlihat pada aspek *Social Systems* dan *Support Systems*. Temuan ini masih terbatas pada capaian sikap yang diamanatkan oleh Standar Nasional Pendidikan Tinggi (SN-Dikti), sementara implementasi PBL masih bersifat parsial dan belum menerapkan proses pemecahan masalah autentik secara sistematis. Temuan tersebut menunjukkan perlunya suatu model pembelajaran yang terstruktur dengan menyisipkan belas kasih ke dalam prinsip PBL. Sebagai respons terhadap kebutuhan tersebut, penelitian ini mengembangkan model PBL yang menyisipkan belas kasih untuk mata kuliah keterampilan berbicara di ELESP. Pada tahap awal, model dirancang berdasarkan Rencana Pembelajaran Semester (RPS), yang kemudian dikembangkan dengan mengintegrasikan komponen model pembelajaran secara lebih komprehensif. Model yang diusulkan selanjutnya melalui proses validasi dan revisi secara iteratif oleh para ahli untuk meningkatkan keselarasan capaian pembelajaran, strategi pembelajaran, kesesuaian dengan karakteristik mata kuliah, serta koherensi konseptual. Hasil validasi menunjukkan bahwa model akhir memiliki landasan pedagogis yang kuat dan didukung oleh dasar-dasar teoritis sehingga layak diterapkan pada mata kuliah keterampilan berbicara di ELESP. Penelitian ini berkontribusi dalam memperluas kajian mengenai belas kasih dalam konteks *English Language Teaching* (ELT). Penelitian selanjutnya disarankan untuk menguji efektivitas model yang diusulkan melalui implementasi di kelas maupun pada berbagai konteks ELT yang berbeda. **Kata kunci:** Belas kasih, *Problem-based Learning Model*, keterampilan berbicara bahasa Inggris, pendidikan tinggi

ABSTRACT

Faridah Fauziyah. 2026. *Infusing Compassion in Problem-Based Learning Model for Speaking Skills Course of ELESP*. Thesis. Jakarta: Master Program of English Language Education, Faculty of Language and Arts, Universitas Negeri Jakarta.

Compassion promotes prosocial behaviors by fostering humane values and commitment to alleviate suffering. These qualities can be infused in the Problem-based Learning model (PBL) to enhance its implementation during authentic problem-solving activities, providing opportunities in speaking-skills course learning integration to improve both oral proficiency and interpersonal disposition. Despite its significance values, studies of compassion infusion in PBL model are limited. This study aimed to develop a compassion-infused PBL model for speaking skills course in the English Language Education Study Program (ELESP). Employing the Successive Approximation model (SAM), the study consists of document analysis, observation, interview and need analysis of existing learning models in speaking skills courses, literature review to develop the learning model, and experts' judgement to evaluate its feasibility. The findings revealed that elements of compassion-infused PBL (CPBL) were present in speaking courses, with overall alignments ranging from 52.68% to 67.86%. The alignment consistently evident in Social Systems and Support Systems, while PBL syntax remained low in alignment. The findings primarily limited to the general attitudes and values mandated by Indonesian National Standards for Higher Education (SN-Dikti), while PBL implementation remained partial and lacked a systematic authentic problem-solving process. These findings indicated the need for a structured instructional model with compassion infusion in the PBL principles. In response, this study developed a compassion-infused PBL model for speaking skills course of ELESP. Initially the model was designed based on Semester Learning Plan (RPS) components, which subsequently incorporate comprehensive learning model components. The proposed learning model underwent iterative expert validation and revision to improve the alignment of the outcomes, learning strategies, learning course compatibility, and a conceptual coherence. The final model was found to be pedagogically grounded and supported with theoretical backgrounds for feasible implementation in the ELESP speaking skills course. This study contributes to expanding compassion in ELT context. Future researches are recommended to investigate the effectiveness the proposed model through classroom implementation or in diverse ELT contexts.

Keywords: Compassion, Problem-based Learning Model, speaking skills course, higher education

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PREFACE

In the name of Allah, the Most Gracious, the Most Merciful. This thesis is submitted in partial fulfilment of the requirements for the Master's Program of English Language Education at Universitas Negeri Jakarta. The research focuses on the development of Compassion-infused Problem-Based Learning (PBL) Model for Speaking Skills Course in English Language Education Study Program (ELESP).

This journey toward this research began during the early stages of my master's study, when I encountered humane education as a pedagogical approach grounded in moral values, particularly compassion. This encounter led me to reflect on the ways education can cultivate not only knowledge and critical thinking, but also an awareness of harm caused by human supremacy and other forms of injustice. It encouraged me to explore compassion as both moral value and practice that can be cultivated and embodied in everyday life.

The multifaceted values of compassion not only reflected in humane education or critical pedagogy, but also the religious and philosophical perspectives that emphasize kindness, empathy, and alleviation of suffering. Yet, despite these values, various forms of injustice and moral disregard continue to manifest in our social practices that contribute to an unsustainable world. These conditions raise an important question for education: How can learning contribute to breaking such cycles instead of reproducing them? In this regard, compassion offers a possible pathway by encouraging learners to engage with problems critically, affectively, and ethically, guided by moral responsibility toward themselves, others, and the world they inhabit.

Through this research, I envision compassion as a pedagogical value that can contribute to education for sustainable development. Its integration into higher education, particularly in ELESP, may provide future educators with opportunities to become more aware of issues affecting humans, animals, the environment, and the social systems in which they live. Problem-Based Learning was selected as the pedagogical model because it engages learners with authentic problem and encouraging them to collaboratively seek solutions. This orientation makes PBL

particularly relevant to the cultivation of compassion, as learners are invited to understand problems from different perspectives while considering their implication upon themselves and others. Meanwhile, the speaking skills course provides opportunities for discussion, interaction, argumentation, and presentation, creating a meaningful context in which compassion infused PBL can be implemented.

The development of this model would not have been possible without possible without the support and guidance of many people. I am deeply grateful to my advisors, lecturers, my best friend and study partner, and everyone who accompanied and supported me throughout this journey. Their guidance, encouragement, and intellectual companionship contributed greatly to the realization of this research.

Finally, I hope that this compassion-infused PBL model for speaking skills course of ELESP can contribute meaningfully to the field of English language education and be of value to educators and practitioners who seek to cultivate not only competent learners, but also compassionate human beings.

Faridah Fauziah
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With this completion of this thesis, I am deeply grateful to many individuals who have supported and accompanied this difficult journey. Their kindness and unwavering support have contributed greatly to both the completion of this thesis and my personal growth throughout my master's studies. I would like to express my sincere gratitude and appreciation to the following individuals who have been an important part of this journey.

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My sincere appreciation to the Head of the English Education Study Program, Dr. Sudarya Permana, M. Hum. and all the lecturers for their contribution and assistance throughout my master's studies. They have provided learning opportunities and academic environment that improved me academically and personally.

I would also like to extend my heartfelt appreciation to Dr. Sri Sumarni, M.Pd. and Prof. Dr. Ratna Dewanti, M.Pd. whose trust and encouragement have meant a great deal to me ever since my bachelor degree. I am especially grateful for the confidence they put in me. Their kindness will guide me in improving my ability in my upcoming journey.

I would like to express my deepest gratitude and love to my parents who have raised me with respect and compassion. To my late father, Sudiro, how I have missed you, and I wish that you could witness how much I have grown and thrive because of your guidance, sincerity, and love. To my mother, Rukmini, I will never be able to

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Finally, I would like to extend my sincere gratitude to everyone who has supported me, directly or indirectly, throughout the completion of this thesis and my master's journey. Every form of kindness, encouragement, and prayers has contributed to bringing me to this critical point. All of your support has been deeply appreciated and will always be remembered. May this thesis serve as a reflection of the compassion I have received and learned. I will forever be grateful for your presence in this difficult journey.

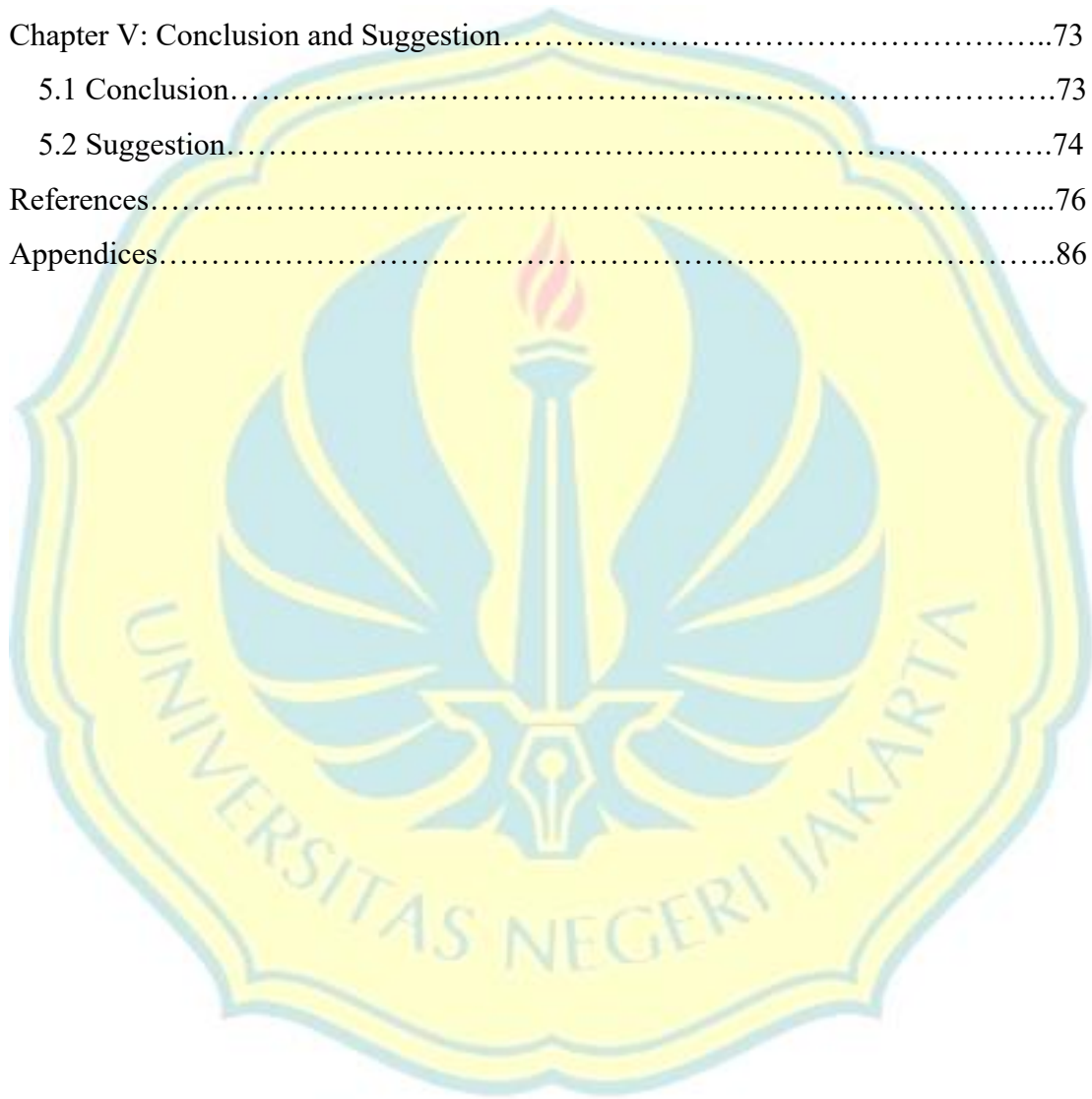
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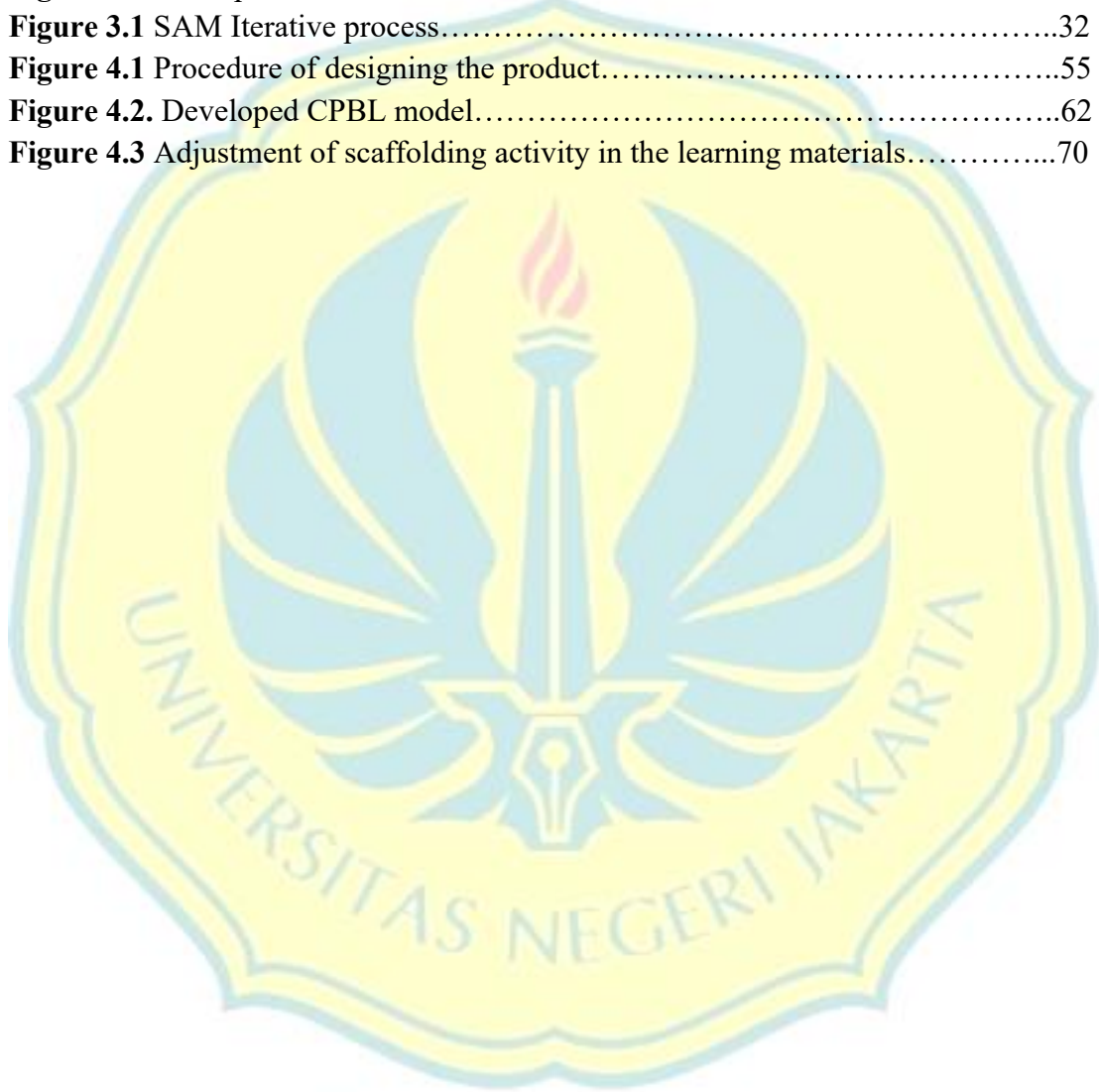
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