

**DESIGNING COMPASSION-INFUSED PROBLEM-BASED
LEARNING MODEL FOR WRITING SKILLS OF BELE
STUDENTS**



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A Thesis Submitted in Partial Fulfilment of the Requirement for the Degree of
Magister Pendidikan

**MASTER PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGE AND ARTS
STATE UNIVERSITY OF JAKARTA**

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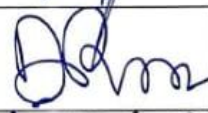
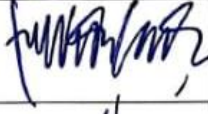
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ABSTRAK

Lenni Novrianti Purba. Program Magister Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni. *Perancangan Model Pembelajaran Berbasis Masalah Terinfusikan Compassion untuk Keterampilan Menulis Mahasiswa BELE.*

Kompetensi sosial-emosional perlu memperoleh perhatian yang sama pentingnya dengan kompetensi kognitif karena mencakup tidak hanya kemampuan bernalar, tetapi juga kemampuan membangun hubungan yang bermakna dengan diri sendiri, sesama, dan alam, sehingga mendukung terwujudnya komunitas yang sehat dan lingkungan yang berkelanjutan. Penelitian ini mengeksplorasi pengembangan model pembelajaran berbasis masalah (Problem-Based Learning/PBL) yang mengintegrasikan nilai-nilai welas asih (*compassion*) untuk pembelajaran menulis pada mahasiswa program sarjana. Dengan menggunakan *Successive Approximation Model* (SAM), penelitian ini mengikuti tiga fase iteratif dalam pengembangan model pembelajaran, yaitu persiapan, desain iteratif, dan pengembangan iteratif. Hasil penelitian menunjukkan bahwa komponen *compassion* dan PBL (CPBL) hanya terintegrasi secara minimal dalam model pembelajaran yang telah ada, terutama melalui nilai sikap dan keterampilan yang ditetapkan dalam SN-Dikti. Di antara model-model yang ada, komponen CPBL paling sering ditemukan pada *Support System* dan paling jarang ditemukan pada *Syntax*. Hal ini menunjukkan bahwa prinsip-prinsip PBL masih belum banyak terintegrasi dalam proses pembelajaran di kelas. Temuan tersebut menegaskan perlunya model pembelajaran yang secara eksplisit mengintegrasikan komponen *compassion* dan PBL. Model yang diusulkan menawarkan pendekatan baru untuk mengembangkan kompetensi sosial-emosional, khususnya *compassion*, dalam lingkungan pembelajaran bahasa. Penelitian ini merekomendasikan penelitian lanjutan untuk mengkaji efektivitas jangka panjang model yang diusulkan serta menilai potensi kontribusinya terhadap pembangunan berkelanjutan.

Kata kunci: *kompetensi sosial-emosional, compassion, keberlanjutan dalam pendidikan, model pembelajaran berbasis masalah*

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ABSTRACT

Lenni Novrianti Purba. Master Program of English Language Education, Faculty of Language and Arts. *Designing Compassion-Infused Problem-Based Learning Model for Writing Skills of BELE Students.*

Social-emotional competencies deserve as much attention as cognitive competencies because they encompass not only reasoning skills but the ability to build meaningful relationships with oneself, others, and nature, promoting healthy communities and a sustainable environment. This study explored the development of a compassion-infused problem-based learning (PBL) model for undergraduate writing instruction. Using the Successive Approximation Model (SAM), the study followed three iterative phases of the instructional model: preparation, iterative design, and iterative development. The findings revealed that compassion and PBL (CPBL) components were only minimally incorporated into existing learning models, primarily through the values and skills specified by SN-Dikti. Across the existing models, CPBL components were most frequently identified in the Support System and least frequently in the Syntax. This indicates that the PBL principles were minimally integrated in the classroom instruction. These findings underscored the need for a learning model that explicitly integrates both compassion and PBL components. The proposed model offers a novel approach to fostering social-emotional competencies, particularly compassion, within language learning environments. This study calls for further research to examine the long-term effectiveness of the proposed model and to determine its potential contribution to sustainable development.

Keywords: *social-emotional competencies, compassion, sustainability in education, problem-based learning model*

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PREFACE

This study was conducted to fulfil the requirements for the degree in the Master Program in English Language Education at the State University of Jakarta. The initial interest that led to this research was humane education. This topic has interested the author since her time as a university student because it concerns the principles of respecting and valuing all beings. In the Anthropocene, human activities have increasingly affected the Earth and threatened the ecological system. This situation is associated with anthropocentrism, a human-centred worldview that places human desires and interests above those of other beings. Such a condition calls for transformative efforts to reconsider how humans understand the relationship with nature and develop more ethical approaches to this matter. Humans and nature are not separate entities but exist in a reciprocal and interdependent relationship. For this reason, humane education can serve as the pedagogical approach that encourages learners to develop more ethical, compassionate relationships with humans, animals, and the environment.

Humane education concerns human rights, animal protection, and environmental sustainability. It not only provides learners with knowledge but also encourages awareness, curiosity, and willingness to help. One characteristic of humane education is compassion. Drawing on relevant theoretical frameworks and previous studies, this study views compassion as a quality that can be cultivated through intentional and comprehensive learning design, so learners foster social awareness of injustices affecting fellow humans, animals, and the environment. Moreover, compassion falls within the social-emotional domain, whose competencies are important for developing 21st-century skills. Furthermore, this perspective is relevant to sustainable development because it encourages educators and learners to recognize injustice and understand interdependence between humans and nature.

Following discussions with the author's advisors and personal exploration of the topic, the author decided to integrate compassion into language learning. The integration of social-emotional competencies into second-language acquisition has been explored in previous research. Therefore, within the context of English language education, the author designed a learning model for writing instruction that infuses compassion. Overall, this research is far from perfect, as the author encountered various challenges and limitations throughout the research process. Nevertheless, the author hopes that this study can contribute to the field and encourage further exploration of how education can foster compassion and reciprocal relationships among humans, non-human animals, and the environment.

Lenni Novrianti Purba

Jakarta, Indonesia

ACKNOWLEDGEMENT

First and foremost, I give praise and gratitude to God for His grace and blessings, which have enabled me to complete this study program, including this thesis.

I extend my gratitude to Prof. Dr. Ilza Mayuni, M.A., my first advisor, and Prof. Dr. Ratna Dewanti, M.Pd., my second advisor, for their guidance, insightful academic suggestions, and motivational support throughout the completion of this thesis.

My appreciation also goes to the chairperson of the Master Program in English Language Education, Dr. Sudarya Permana, M.Hum., and all PMPBI lecturers who have imparted valuable knowledge and experiences during my academic journey, and the staff whose assistance has been highly helpful.

My appreciation is extended to my thesis examiners, Dr. Siti Drivoka Sulistyaningrum, M.Pd., Dr. Nina Wanda Cassandra, M.Pd., and Dr. Lasito, M.App.Ling., for their expertise, guidance, and constructive feedback throughout the examination process and for refining this study.

I would also express my heartfelt thanks to all participants and experts who willingly contributed their time and valuable insights to this study. Without their cooperation, this research would not have been achievable.

My sincere thanks also go to my peers for their friendship, collaboration, and support, which made this academic journey enjoyable. I would specifically like to acknowledge my longtime friend, Faridah Fauziyah, for her friendship, emotional support through ups and downs, and stimulating discussions.

Lastly, I am deeply indebted to my family for their unwavering support all this time. My mother, Rumonta Sihombing, for her trust and sacrifices, without whom I would not have been able to pursue this path with confidence and peace of mind. My brother, Henri Tumpal Purba, and sister-in-law, Mega Artauli Tampubolon, for their endless support and kindness. To my late father, Aston Purba, with love and remembrance.

To all my relatives and friends whom I cannot mention one by one, thank you for your support and companionship. I am truly grateful for the conversations and laughter over meals and coffee. My beloved cats are also gratefully acknowledged for their quiet companionship and comfort during long and challenging days.

I sincerely hope that this study will be beneficial to relevant parties and to anyone interested in this research.

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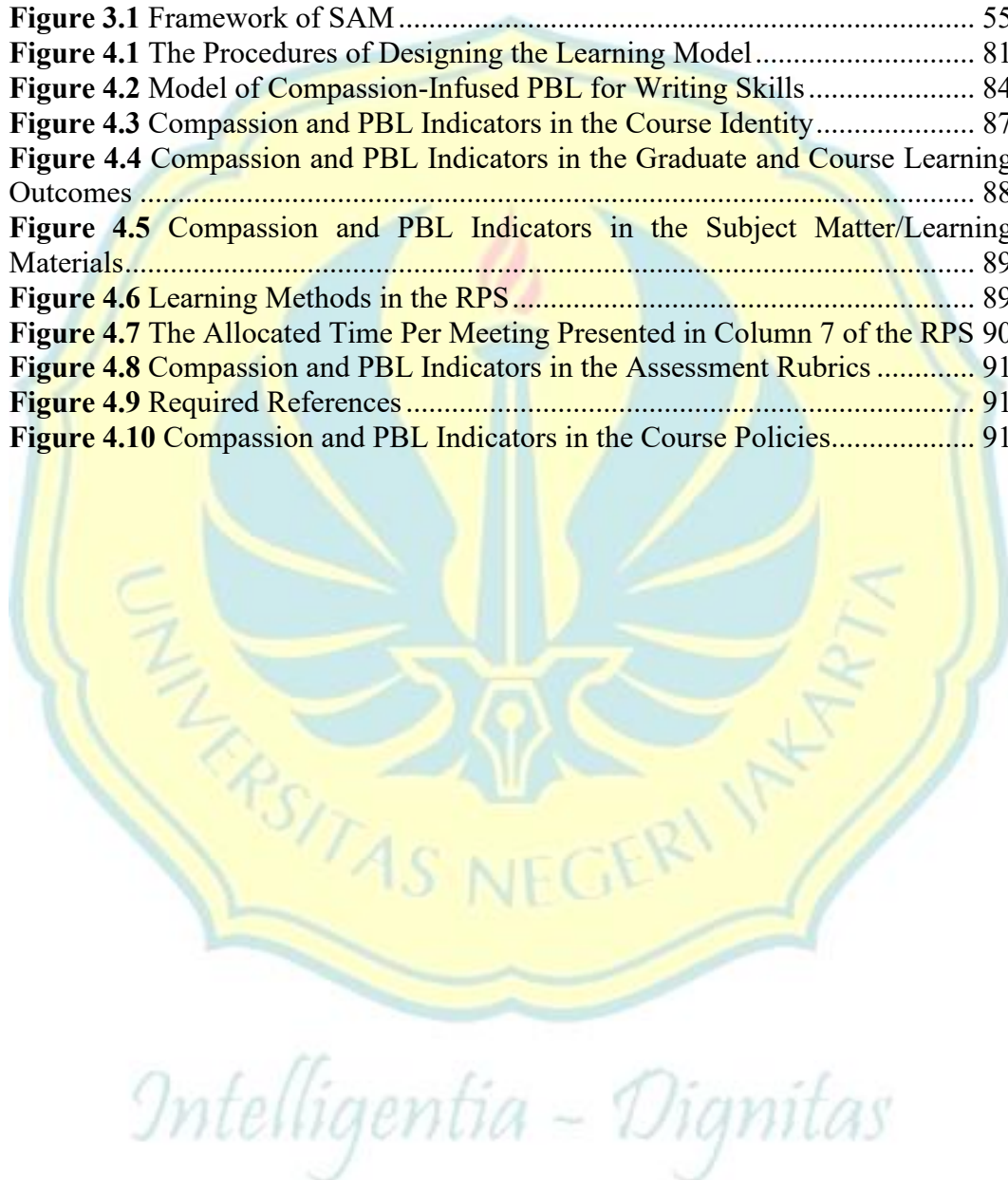
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