

MODEL OF PROJECT-BASED AND INTRAPERSONAL AND INTERPERSONAL COMPETENCES-INFUSED LEARNING IN WRITING CLASSES

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Abstract

This study aims to analyze the employment of project-based learning and the accommodation of intrapersonal and interpersonal competences in the existing models of learning in writing classes of English Language Education Study Program. The data were the components of models of learning in five writing courses syllabuses of five different universities along with their teaching and learning activities. A qualitative research design was employed in conducting this study followed by document analysis and observation as the instruments. The result showed that the existing models of learning mostly employed Direct Instruction and Computer-Assisted Instruction which are supported by Behavioral Approach, and Reciprocal Teaching and Scaffolding which are supported by Cognitive Approach. The employment of Project-Based Learning and the accommodation of Intrapersonal & Interpersonal Competences mostly occurred merely in the component of Technique; Teaching and Learning Activities. In employing Project-Based Learning, none of the universities employed Project Manager indicator. Also, in accommodating the Intrapersonal Competences, none of the universities put them to the first component of Approach: Course Description. Whereas the Interpersonal Competences were accommodated to all components of the existing models of learning.

Keywords: Model of Learning, Project-Based Learning, Intrapersonal Competences, Interpersonal Competences, Writing, ELESP

1. INTRODUCTION

In the 21st century, the world is rapidly changing, and the upcoming generations will face new challenges in certain areas such as the global economy, technology, culture, society, as well as education. Fundamentally, those challenges all promote the acquisition of skills and knowledge needed by students to survive and succeed in the 21st century (UNESCO, 2015). Therefore, students

need 21st-century skills to face current and future global challenges.

There is a gap between the demanded skills in the job market and what is currently being promoted in the education system (UNESCO, 2018). Consequently, the current educators are simultaneously assigned with increasing core subject comprehension and developing 21st-century skills (Leat, 2017). Education in 21st-century is about

providing students the skills they need to succeed in this new world and leading them to cultivate the confidence to apply those skills (Koul et al., 2021). Thus, the current educational systems must be evolving fast to fulfill the demands of the students.

Furthermore, the educational systems should provide an adequate learning environment to address and support 21st-century learning needs (Scott, 2015). To fulfill the learning needs, an effective model of learning is required by students. Model of learning refers to any conceptual framework that describes a systematic mechanism of learning experiences to achieve specific objectives (Ribeiro et al., 2021). There are numerous models of learning developed by experts to optimize students learning outcomes. Although, many educators across the world agreed that Project-Based Learning (PBL) is a primary teaching method that enables students to develop academic skills, content knowledge, obtain essential skills, and enhance the individual power to tackle future and global challenges (HQPBL, 2018). Stanley (2021) stated that Project-Based Learning (PBL) is an effective learning method to help students develop their knowledge and skills.

Accordingly, PBL is a way for students to acquire and apply 21st-century competences (Boekaerts, 2018). Following National Research Council (NRC) (2012), 21st-century competencies are related to growth within the cognitive, interpersonal, and intrapersonal domains. However, changing economic, technological, and social environments in the 21st century signify those intrapersonal and interpersonal competencies have become much more essential than in the past (Devkota et al., 2017). Koul et al. (2021) also claimed that intrapersonal and

interpersonal are cornerstones 21st-century global competences. In addition, UNESCO (2018) stated that intrapersonal and interpersonal skills are considered essential aspects of recruitment demanded by employers.

Moreover, as digital natives, students nowadays are commonly perceived to have underdeveloped communication skills due to heavy exposure to IT technologies such as social media and any other platforms (Veinberg, 2019). Those communication skills are both intrapersonal and interpersonal. Intrapersonal and interpersonal competences remain to be the most crucial skills for students' personal and professional success. For that reason, these competences are expected to be delivered and infused into classroom instruction (Veinberg, 2019).

Infusing intrapersonal and interpersonal competences in a writing class is considered important. Laar et al. (2017) stated that the role of intrapersonal and interpersonal competencies in writing processes is crucial. As stated by Casañ-Pitarch & Calvo-Ferre (2015), writing is a physical and mental activity that involves discovering ideas and thinking about how to communicate and develop them into sentences and paragraphs that will be comprehensible to read. To become successful, writers require more than intelligence and knowledge (Veinberg, 2019). Writers also need to develop intrapersonal and interpersonal competencies, including productivity, metacognition, and communication (NASEM, 2017).

Indeed, writing is one of the productive skills which is important to be mastered by English language learners. Hyland (2012) stated that writing offers students the opportunity to simultaneously catch on to other vital facilities that can help them succeed in

their academics, career, and also in other relevant aspects of their lives. Warin et al. (2016) also pointed that writing is important, especially for higher education students since they are one step closer to the world of work.

Numerous studies have been conducted studies about project-based learning (PBL), and writing skills. However, none of the previous studies researched PBL in writing classes which are simultaneously infused with intrapersonal and interpersonal competences. This study is conducted to fulfill the gap since there is an absence of research that studies the employment of Project-Based Learning (PBL) model which is simultaneously infused with intrapersonal and interpersonal competencies in writing classes of English Language Education Study Program (ELESP).

Hence, to analyze the employment of project-based learning and the accommodation of intrapersonal and interpersonal competences in the existing models of learning in writing courses of ELESP, this study formulates a research question “To what extent do the existing models of learning in writing classes of English Language Education Study Program (ELESP) employ project-based learning and accommodate intrapersonal & interpersonal competences?”

2. LITERATURE REVIEW

2.1. Model of Learning

Model of teaching is eventually a model of learning. It is referred to a pattern or plan that can be used to shape a curriculum or course, to select instructional materials, and to guide instructions in the classroom and other settings (Joyce et al., 2015). Model of learning helps students to learn, giving instruction for long-term learning that may help them increase their capabilities

to learn more easily and effectively. It deals with the ways in which learning environments and instructional experiences can be constructed, sequenced, or delivered, and consists of guidelines for designing educational activities and environments. It specifies ways of teaching and learning which are referred to the achievement of particular kinds of goals.

In accord with Joyce et al. (2003), models of teaching consist of five fundamental components: (1) Focus: the central aspects of a teaching model which describes the goals and objectives of the model, theoretical assumptions, the principles, and major concepts underlying the model, (2) Syntax: the sequences of way involved in the society of the complete programmed of teaching, (3) Social System: the social system is focused on the activities of students and the teacher and their mutual relationships, (4) Principle of Reaction: it helps teacher assume the learners and respond to what they do, (5) Support System: the requirement beyond the usual human skill, capacities, materials, and technical facilities.

Nevertheless, in English language teaching, the components of the model of learning are divided into three: Approach, Method, and Technique (Anthony, 1963; Richard and Rodgers, 1986; Brown, 2001; Harmer, 2007). The followings are brief explanations of the components of the model of learning.

2.2. Components of Model of Learning

To begin with, Anthony (1963) described approach as a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic, it describes the nature of the subject matter to be taught. Furthermore, Richard and Rodgers (1968) stated that approach refers to the theories about the nature of language and learning that serve as the source of

practices and principles in language teaching. Moreover, Brown (2001) claimed that approach is theoretically well-informed positions and beliefs about nature of language, nature of language learning, and the applicability of both pedagogical settings. In addition, Harmer (2007) pointed that approach comes from a theory of language and learning which are become the source of the way things are done in the classroom and provide reasons for doing them. Thus, it can be inferred that an approach is the basis of language teaching. It comes from a theory of language and theory of language learning and is served as the sources of practices and principles and learning and teaching activity. The approach consists of a theory of language, theory of language learning, and it provides principles in language learning and goals.

According to Cruickshank et al. (2006), there are three major approaches in language teaching: Cognitive, Humanistic, and Behavioral Approach. First of all, cognitive approach has its roots in cognitive science, a field to study how people think. In language teaching, cognitive approach describes how language interacts with cognition, how language forms our thoughts, and the evolution of language parallel with the change in the common mindset across time.

The next approach to learning and instruction is based upon humanistic education, which is brought from social psychology (Cruickshank et al., 2006). The humanistic approach holds several core beliefs: having good feelings about oneself is essential to positive personal development and may enhance academic achievement having good feelings about others is also essential to healthy development; the school should be made to fit the child rather than that the child is made to fit the school (Cruickshank et

al., 2006); see and understand a learning situation from students' perspective; use technique that helps students better understand their feelings and values, and knowing how to learn is more important than acquiring knowledge.

The last approach to teaching and learning is behaviorism. Behaviorism or the behavioral approach is a concept that focuses on how students learn (Cruickshank, 2006). Behaviorism centralizes the idea of all behaviors are learned through interaction with the environment. Behaviors are learned from the environment and says that innate or inherited factors have very little influence on behavior. They are interested in finding out how external, environmental stimuli cause overt or observable learner behavior and how modifying a learner's environment can change behavior.

Furthermore, a method is defined a systematic design that is based on the approach (Anthony, 1963; Richard and Rodgers 1968; Brown, 2001, Harmer, 2007). It comes as the way of realization of the approach. A method consists of objectives, types of activity, roles of teacher, roles of learner, and content/kinds of materials. Each approach proposes different methods of teaching and learning. In the cognitive approach, there are four methods to help teachers teach effectively (Cruickshank et al., 2006). Firstly, Authentic Learning. It is a learning method that allows students to explore, discuss and produce meaningful concepts and connections in contexts that cover real-world problems and projects which are close to the students' lives. Secondly, Scaffolding. Scaffolding is a method in which the teacher supports a student to work beyond their limit. Third, Reciprocal Teaching. During Reciprocal Teaching the teacher gradually shifts teaching responsibility to learners, at least by

providing students a chance to explain what has been delivered by the teacher. Lastly Problem-Solving. Problem-solving is an instructional method where students are provided with problems that require them to figure out either scientific or technological solution. There are two types of problem: (1) Well-structured; a problem that can be solved by a certain mathematical or scientific procedure, and (2) Unstructured problem: a problem that brings wider and more complex issues or real-world problems.

In the humanistic approach, there are five methods advocated to be implemented in teaching and learning (Cruickshank et al., 2006). They are Cooperative Learning, Inviting School Success, Values Clarification, Moral Education, and Multi-Ethnic Education. Furthermore, there are five methods supported by behavioral approach (Cruickshank et al., 2006).

Lastly, technique is defined a procedural implementation that takes place in a classroom (Anthony, 1963; Richard and Rodgers, 1968; Brown, 2001; Harmer, 2007). This is involved all activities which take place in the language classroom. Techniques are not exclusive to certain methods. At some point, different methods may possess some similar techniques even though they must possess other different techniques.

2.3. Model of Learning and Syllabus

As discussed previously, the components of model of learning are (1) Approach: Theory of Language, Theory of Learning, Goals, (2) Method: Objectives, Materials, Role of Teacher and Students, and (3) Technique: a sequence of activities in a classroom as a realization of the method. The model of learning can be found in a syllabus and classroom activities as the components are utilized there.

According to *Permendikti No. 44* (2015) and *Panduan Penyusunan Kurikulum Pendidikan Tinggi di Era Industri 4.0* (2020), the components of a syllabus are (1) Course Description: a brief introduction about the course, (2) Expected Learning Outcomes (CPL): the expected outcomes which consist of Knowledge, Attitude, and Skills, (3) Course Learning Outcomes/Learning Objectives: the weekly expected outcomes in which students should be able to do, (4) Materials: the list of topics that will be learned during the course as well as the resources of the materials, and (5) Teaching Method: a systematic design employed in the teaching and learning activities to support students' outcomes. The following table is the reflection of model of learning in syllabus components.

Table 2.1 Bridging Model of Learning Components to Syllabus Components

MOL Components (Anthony 1963; Richard & Rodgers, 1986; Brown 2001; Harmer, 2007)		Syllabus Components <i>Permendikti No. 44, 2015; Panduan Penyusunan Kurikulum Pendidikan Tinggi di Era Industri 4.0, 2020</i>
Approach	Theory of Language	Course Description
	Theory of Learning	Course Description
	Goals	Learning Outcomes
Method	Objectives	Learning Objectives
	Content	Materials
	Role of Teacher	Teaching Method
	Role of Students	Teaching Method
Technique	Procedure in TL Activities	Teaching Method (TL Activities)

2.4. Project-Based Learning

Project-Based Learning (PBL) is one effective method to teaching and learning in the 21st-century. It is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects (PBLWorks, 2018). Stehle & Peters-Burton (2019) also claimed that PBL is an essential method that empowers students and builds important skills. PBL has known as a student-centered method in which students learn to solve an authentic open-ended problem (Evans, 2019).

This study employs High Quality Project Based Learning (HQPBL)

Framework to analyze the data. HQPBL was defined as the development of the earlier PBL to help teachers better organize students for a more powerful project in this new era (Mergendoller, 2018). This framework is based on the collected experience, policy, and research of a number of educators who have mannerly shared their ideas and critique. It proposes six criteria/indicators, each of which must be at least minimally present in a project so that it can be judged “high quality.” The six indicators are presented in the following table.

Table 2.2 HQPBL Framework

Indicator	Descriptor
Intellectual Challenge and Accomplishment	Students learn deeply, think critically, and strive for excellence.
Authenticity	Students work on projects that are meaningful and relevant to their culture, their lives, and their future.
Public Product	Students’ work is publicly displayed, discussed, and critiqued.
Collaboration	Students collaborate with other students in person or online and/or receive guidance from adult mentors and experts.
Project Management	Students use a project management process that enables them to proceed effectively from project initiation to completion.
Reflection	Students reflect on their work and their learning throughout the project.

2.5. Intrapersonal Competences

National Research Council (NRC) (2012) defined intrapersonal competences as talents or abilities that lie on the individual’s mindfulness. There are two major skills within these competences: (1) Adaptability, and (2) Self-Management. Adaptability is an essential skill of an individual to change and adjust to any roles, situations, and circumstances in order to cope with new challenges and responsibilities. This skill is important to be developed by students as it helps them to succeed in the 21st century. To help students succeed, this skill needs the role of self-management to prepare for both college and future employment (Stehle & Peters-Burton, 2019). Whereas Self-Management is the

ability to help someone control various aspects of life. This includes the choices-making, reactions, and ability to prioritize and control behavior, feelings, or thoughts. This skill is essential to be mastered by any individual as it helps them to be adaptable in any role, responsibility, and situation. Moreover, the development of self-management skills highly affects the accomplishment of an individual’s adaptability (Stehle & Peters-Burton, 2019). To analyze the data, this study employed several frameworks of intrapersonal competences: Adaptability and Self-Management, from various sources such as NRC (2012), Partnership for 21st-

Century Learning (2015), Mercer Mettl (2019), and CASEL (2020).

2.6. Interpersonal Competences

Interpersonal competence is the ability focused on the interaction of one individual with others within the community (NRC, 2012). These include the ability to develop and maintain healthy, mutually beneficial relationships, and the capacity for interdependence and collaboration. According to NRC (2012), there is one main skill of interpersonal competences: communication/social skills; the ability to cultivate and interpret verbal and nonverbal information from others in order to respond appropriately (NRC, 2012). These clusters include competences such as Communication and Collaboration. To analyze the data, this study employed a number of frameworks of interpersonal competences: Communication and Collaboration, from various sources such as NRC (2012), Assessment and Teaching of 21st-Century Skills (ATC21S) by Binkley et al., (2012), United Nations (2012), Partnership for 21st-Century Learning (2015), Mercer Mettl (2019), and Cambridge (2020).

2.7. Writing

Writing is the process of communication that involves the representation of a language in a written product with written symbols. The written products are generally the result of ways of thinking, drafting, and revising that require certain skills (Brown, 2001). These skills assign students at what level they are to produce a particular written product. Accordingly, a writing course is designed to help students learn something about what they think, what they have experienced, about the

subject matter of the course, and about critical thinking in the discipline being studied. There are different types of writing courses applied for college students. The types are determined based on either the policy of the university or the level of students' writing skills. For that sake, The Common European Framework of Reference (CEFR) is currently used as a tool providing a genuine and comprehensive basis for English language teaching and learning of English as a Foreign Language proficiency. The CEFR is set for tasks and learning outcomes and provides general language competence descriptors (Cambridge, 2001). CEFR classifies learners into three levels of groups: Basic User (levels A1 and A2), Independent User (B1 and B2), and Proficient User (C1 and C2). These levels of groups are utilized as the reference for different writing courses based on the policy of the university to name those writing courses.

2.8. Previous Study

Numerous studies about project-based learning and intrapersonal & interpersonal competences had been carried out. Some of the studies are synthesized in the following passages. Firstly, a study conducted by Allison (2018) revealed several benefits of PBL implementation for students. As group work is an essential part of PBL, students get the opportunity to work in a team that helps them develop 21st-century skills. In this study, PBL significantly helps students enhance their creativity, communication, collaboration, critical thinking and problem solving, flexibility and adaptability, leadership and responsibility, and social and

cultural skills. These skills are the essential elements in intrapersonal and interpersonal competencies.

The second related study was conducted by Praba et al. (2018). This study investigates the effect of PBL on students' writing skills. The study found that PBL has significant effects on students' outcomes of English writing. Project-Based Learning (PBL) also potentially promotes students' critical thinking, communication, and creativity through collaborative work. In consort with the study conducted by Praba et al. (2018), Essien (2018) studied the implementation of PBL in teaching writing at senior high school level. This study analyzed how PBL helps students develop their writing ability to produce procedural texts. The result showed that PBL has successfully developed students' writing ability in which they have improved producing procedural text.

In addition, Yunita (2015) conducted a study about the incorporation of project-based learning in a speaking classroom. The result found that the use project-based learning could improve students' speaking skills. Moreover, incorporating project-based learning made the students more excited during the process of learning English speaking, enhanced their confidence in speaking English, and increased the students' content knowledge.

3. METHOD OF RESEARCH

This study employed a qualitative research design followed by document analysis and observation as its instruments (Bowen, 2009). The data were the components of model of learning in five writing courses' syllabuses of five different universities along with their teaching and learning activities. Specifically, the writing courses are English Essay Writing (University A), Writing III (University

B), Genre Based Writing (University C), Critical Reading and Writing (University D), and Academic Writing & Reading (University E). Besides, observation was also held to figure out the employment of project-based learning model and the accommodation of intrapersonal and interpersonal competences in their teaching and learning activities.

4. FINDINGS AND DISCUSSION

The data from five universities have been analyzed and observed. The finding presented in this chapter is organized based on the research question as stated in the introduction of the study. The following sections show the answer to this present research question and the finding of each writing class from each university.

University A

To begin with, the research found that in University A the existing learning model employed Case-Based Method. The employment of Case-Based Method is written in the syllabus. This method is distinctly written in the Course Description and Teaching Method. Based on the observation, it was confirmed that the Case-Based Method was properly employed in the classroom activity. It is in line with the analysis of the syllabus. According to Cruickshank et al. (2006), Case-Based method is categorized as Problem Solving which is supported by Cognitive Approach. The learning model also employed Reciprocal Teaching which is supported by Cognitive Approach, and Computer-Assisted Instruction which is supported by Behavioral Approach.

These methods were seen from the technique of the teaching and learning activities. In employing Problem Solving, the lecturer took solely a small part in the class, while the students were active. The employment of Problem Solving was also seen from the activity

of providing cases to the students to be discussed and analyzed in a form of an essay. Lecturing was not done a lot; however, the content/materials are still provided by the lecturer. Furthermore, the employment of Reciprocal Teaching was seen from the activity of the lecturer requires students to re-state/re-explain material being delivered.

Furthermore, in accord with the analysis and observation, Project-Based Learning indicators were mostly employed through the component of Technique; Teaching and Learning Activities (TLA). On the other hand, the Project-Based Learning indicators were slightly employed through the component of Method: Teaching Method. The most employed indicator is Intellectual Challenge and Accomplishment, whereas Project Management is not employed at all.

Moreover, in consort with the analysis and observation, Intrapersonal Competences indicators were mostly accommodated through the component of Technique: Teaching and Learning Activities (TLA). On the other hand, the Intrapersonal Competences indicators were slightly employed through the component of Approach: Course Description. The most accommodated indicator was Self-Management. In addition, based on the analysis and observation, Interpersonal Competences indicators were mostly accommodated through the component of Technique: Teaching and Learning Activities (TLA). On the other hand, the Intrapersonal Competences indicators were slightly employed through the component of Method: Teaching Method. The most accommodated indicator was Collaboration.

University B

The result found that in University B the existing learning model employed

Lecture Method. The employment of Lecture Method was not written in the syllabus. However, based on the observation, it proved that the Lecture Method was employed during the class activities since the lecturer was being the dominant informant/instructor. According to Cruickshank et al. (2006), Lecture Method is categorized as Direct Instruction. Apparently, besides Lecture Method, the model of learning also employed Computer-Assisted Instruction which is supported by Behavioral Approach, and Scaffolding and Reciprocal Teaching which are supported by Cognitive Approach.

These methods were seen from the technique of the teaching and learning activities. While employing Lecture Method, the lecturer was an active and dominant instructor in the class, while the students were passive, but the lecturer also asked questions to keep the students attentive. The employment of Reciprocal Teaching was seen from the activity of the lecturer asking students to re-explain what has been explained and shared. On the other hand, the employment of Scaffolding was seen from the activity of the lecturer supporting and guiding the students to do their work.

Furthermore, in accord with the analysis and observation, Project-Based Learning indicators were mostly employed through the component of Technique; Teaching and Learning Activities (TLA). On the other hand, the Project-Based Learning indicators were slightly employed through the component of Method: Teaching Method. The most employed indicator was Intellectual Challenge and Accomplishment, whereas Project Management was not employed at all. The following figure presents the number of Project-Based Learning indicators employed in University B.

Moreover, in concert with the analysis and observation, Intrapersonal Competences indicators are mostly accommodated through the component of Technique: Teaching and Learning Activities (TLA). On the other hand, the Intrapersonal Competences indicators are not accommodated through the component of Approach: Course Description and Learning Outcomes, and Method: Learning Objectives and Teaching Method. The most accommodated indicator is Self-Management. Also, based on the analysis and observation, Interpersonal Competences indicators are mostly accommodated through the component of Technique: Teaching and Learning Activities (TLA). On the other hand, the Intrapersonal Competences indicators are slightly employed through the component of Method: Content and Material. The most accommodated indicator is Communication.

University C

The research found that in University C the existing learning model employed Lecture Method. The employment of Lecture Method was not written in the syllabus. However, based on the observation, it proved that the Lecture Method was employed in the class activity as the lecturer was being the dominant informant/instructor. According to Cruickshank et al. (2006), Lecture Method is categorized as Direct Instruction. Apparently, besides Lecture Method, the model of learning also employed Computer-Assisted Instruction which is supported by Behavioral Approach, and Scaffolding and Reciprocal Teaching as its method which are supported by Cognitive Approach.

These methods can be seen from the technique of the teaching and learning activities. While employing Lecture Method, the lecturer was an active and

dominant instructor in the class, while the students were passive, but the lecturer also asked questions to keep the students attentive. The employment of Reciprocal Teaching was seen from the activity of the lecturer asking students to re-explain what she/he has explained and shared. On the other hand, the employment of Scaffolding was seen from the activity of the lecturer supporting and guiding the students to do their work.

Furthermore, in accord with the analysis and observation, Project-Based Learning indicators are mostly employed through the component of Technique; Teaching and Learning Activities (TLA). On the other hand, the Project-Based Learning indicators are not employed at all through the component of Method: Learning Objectives and Content and Material. The most employed indicator is Intellectual Challenge and Accomplishment, whereas Public Product, Project Management and Reflection are not employed at all.

Moreover, based on the analysis and observation, the Intrapersonal Competences indicators were mostly accommodated through the component of Technique: Teaching and Learning Activities (TLA). On the other hand, the Intrapersonal Competences indicators were not employed at all through the component of Approach: Course Description, and Method: Teaching Method. Content and Material. The most accommodated indicator was Self-Management. Besides, in accordance with the analysis and observation, the Interpersonal Competence indicators were mostly accommodated through the component of Technique: Teaching and Learning Activities (TLA). On the other hand, the Interpersonal Competences indicators were not employed at all through the component of Approach: Course Description. The most

accommodated indicator was Communication.

University D

The research found that in University D the existing learning model employed Lecture Method. The employment of Lecture Method was not written in the syllabus. However, based on the observation, it proved that the Lecture Method was employed in the class activity as the lecturer was being the dominant informant/instructor. According to Cruickshank et al. (2006), Lecture Method is categorized as Direct Instruction. Apparently, besides Lecture Method, the model of learning also employed Computer-Assisted Instruction which is supported by Behavioral Approach, and Scaffolding and Reciprocal Teaching as its method which are supported by Cognitive Approach.

Furthermore, in accord with the analysis and observation, Project-Based Learning indicators were mostly employed through the component of Technique; Teaching and Learning Activities (TLA). On the other hand, the Project-Based Learning indicators were not employed at all through the component of Approach: Course Description. The most employed indicator was Public Product, whereas Project Management was not employed at all.

Moreover, based on the analysis and observation, the Intrapersonal Competences indicators were mostly accommodated through the component of Technique: Teaching and Learning Activities (TLA). On the other hand, the Intrapersonal Competences indicators were not employed at all through the component of Approach: Course Description, and Method: Teaching Method. The most accommodated indicator was Self-Management. Besides, referring to the analysis and

observation, the Interpersonal Competence indicators were mostly accommodated through the component of Technique: Teaching and Learning Activities (TLA). On the other hand, the Interpersonal Competences indicators were not employed at all through the component of Approach: Course Description. The most accommodated indicator was Communication.

University E

In University E, the research found that the existing learning model employed Lecture Method. The employment of Lecture Method was not written in the syllabus. However, based on the observation, it proved that the Lecture Method was employed in the class activities since the lecturer was being the dominant informant/instructor. According to Cruickshank et al. (2006), Lecture Method is categorized as Direct Instruction. Apparently, besides Lecture Method, the model of learning also employed Computer-Assisted Instruction which is supported by Behavioral Approach, and Scaffolding and Reciprocal Teaching as its method which are supported by Cognitive Approach.

Furthermore, in accordance with the analysis and observation, Project-Based Learning indicators were mostly employed through the component of Technique; Teaching and Learning Activities (TLA). The most employed indicator was Intellectual Challenge and Accomplishment, whereas Project Management is not employed at all.

Moreover, in consort with the analysis and observation, the Intrapersonal Competences indicators were mostly accommodated through the component of Technique: Teaching and Learning Activities (TLA). In contrast, the Intrapersonal Competences indicators are not employed at all through the component of Approach:

Course Description, and Method: Teaching Method. The most accommodated indicator was Self-Management. Also, referring to the analysis and observation, the Interpersonal Competence indicators were mostly accommodated through the component of Technique: Teaching and Learning Activities (TLA). On the other hand, the Interpersonal Competences indicators are not employed at all through the component of Approach: Course Description. The most accommodated indicator was Communication.

5. CONCLUSION

Referring to the finding of the research, a major conclusion is ultimately drawn. The conclusion is derived from the result of the research question which is aimed to analyze the existing models of learning in writing courses of English Language Education Study Program (ELESP) which employed project-based learning and accommodated intrapersonal & interpersonal competences. The finding showed that the existing models of learning mostly employed Direct Instruction and Computer-Assisted Instruction which are supported by Behavioral Approach, and Reciprocal Teaching and Scaffolding which are supported by Cognitive Approach.

The finding then showed that the employment of Project-Based Learning indicators and the accommodation of Intrapersonal & Interpersonal Competences mostly occurred only in the component of Technique; Teaching and Learning Activities. In employing Project-Based Learning, none of the universities that employed Project Manager indicator. Also, in accommodating the Intrapersonal Competences, none of the universities

that put it on the first component of Approach: Course Description.

Since there is an unevenness in employing model of project-based and intrapersonal & interpersonal competences-infused learning throughout the entire components of the existing models of learning, this study suggests the upcoming researchers to do further studies of model of project-based and intrapersonal & interpersonal competences-infused learning on another level of research by developing the existing model of learning in order to help educators catching up with the 21st century learning needs.

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