PROJECT-BASED INTEGRATED LEARNING IN IMPROVING 21ST CENTURY INTERPERSONAL LANGUAGE COMMUNICATION SKILLS

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Abstract

The golden generation is the hope for improvement and acceleration of the rate of growth and development of the Indonesian nation during the one hundred years of independence. The golden generation must be prepared on all fronts. Education is one of the pillars of the formation of the golden generation. This study aims to analyze project-based integrated learning in improving 21st century interpersonal linguistic communication skills. Integrated learning can be realized through project synergies with four compulsory curriculum subjects, namely Religious Education, Pancasila Education, Citizenship Education, and Indonesian Language Education. This study used a descriptive qualitative method. The research instrument uses data from student learning assignments. The research was conducted for one semester with English Education students Batch 2022 who contracted the Indonesian Language Education General Course (MKU-PBI). The results of the research show that integrated learning can be done by: 1) synergizing theoretical and practical concepts that become learning orientation, 2) applying character values through the formation of 5C (critical thinking, creativity and innovation, communication skill, collaboration, and confidence), and 3) implementing interpersonal linguistic communication values. Thus, this research can be carried out in the future by involving many study programs or many groups.

Keywords: Integrated Learning, Compulsory Curriculum Subjects (MKWK), Interpersonal Language Communication, Character Education, Golden Generation.

INTRODUCTION

Education is an activity that cannot be separated from human life. This is based on the role of education which is an important activity in building a nation. Law on the National Education System No. 20 of 2003 article 3 states that national education functions to develop and shape dignified national character and civilization in order to educate the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, having noble character, being healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen.

The Law on the National Education System No. 20 of 2003 underlines that education actually plays a role and functions as character formation. The purpose of education in its implementation is oriented towards three domains or domains, namely the cognitive

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domain, the affective domain, and the psychomotor domain (Anderson & Krathwol, 2017). These domains are in line with what Ki Hajar Dewantoro stated, namely creativity, taste, and intention. In addition, it is also known as reasoning, appreciation, and practice. The purpose of education will be an abstraction of the nature of education as a whole, namely efforts to humanize humans which include brain exercise, heart exercise, taste exercise, and sports.

Furthermore, discussions related to the nature of interpersonal intelligence will never be separated from the problem of caring. Concern meant here is concern for humans or the environment. During the development of human civilization which is sometimes characterized by selfish and individualistic traits, caring is an important thing that must be regenerated. This is due to human nature as a social being. In addition, this concern is directly related to the revitalization of character education which is currently being heralded in the national education system. The discussion of human care is usually directly related to human roles, functions, and responsibilities.

There are characteristics in common between integrated learning and interpersonal communication. The similarity in question lies on the side of human interaction as social beings, who throughout their lives always communicate and interact with other humans.

RESEARCH METHOD

This research uses a descriptive method with a qualitative approach. The research was conducted for one semester at the Bumi Siliwangi Campus, Indonesian University of Education. The research instrument is document data on student learning outcomes. The research participants were students of the English Language Education Study Program Class of 2022 who contracted the MKU-PBI at UPI. The object of this research is project-based integrated learning, while the subject of this research is early semester students who contract MKU-PBI at UPI. This research data collection technique is in the form of article assignments given to students. Analysis of the research data is the data and data sources of student learning assignments.

RESULTS AND DISCUSSION

The Indonesian people believe that there is a glorious golden generation as a manifestation of Indonesia's success in a century of independence. Optimistically, this should be done ahead of one hundred years of Indonesian independence. The golden generation needs to be prepared as an effort to synergize all lines, including in the implementation of education, especially in tertiary institutions. One of them is higher education which contributes to forming a complete human being.

Yunus (1990: 51) mentions the complete human being in the terminology of Sufism is the complete human being termed the *Insān Kāmil*. Furthermore, Nata (2003:257) describes the word *Human* used by classical philosophers as a word that refers to the meaning of human beings in totality which directly leads to human nature. Say *Human* also used to show the meaning of the accumulation of all the intellectual, spiritual and physical potentials that exist in humans, such as life, animal nature, speech, and so on. As for the word *camel* can also mean a perfect state and is used to show the perfection of matter and nature. This happens through the accumulation of a number of potentials and completeness such as knowledge, knowledge, and other good qualities.

This article describes an alternative in preparing the golden generation through the role of compulsory curriculum courses (MKWK) in higher education. The alternative in question is integrated learning based on the MKWK synergy project.

Table 1 Learning Achievements of Compulsory Curriculum Courses

No.	Subject	CP Attitude	Skill CP
1	Pancasila	Able to show empathy for social issues in society and the desire to provide solutions as a manifestation of piety, religiosity, love, responsibility, and humanity.	Able to explore social issues in society, identify and formulate problems, as well as analyze root causes from various and evidence-based perspectives in the process of initiating social projects
2	Citizenship Education	Able to initiate alternative solutions to selected social issues through contributions, real roles in society, and law abiding embodied in social projects.	Able to work together in teams, network, and draw lessons for continuous improvement in the context of implementing solutions to problems through implementing independent, quality, and measurable social projects
3	Religion education	Able to build the values of piety and religiosity in various real contributions in its efforts to build human values in everyday life	Able to actualize the ability to think contextually about various problems that exist in everyday life and is based on the good values of piety and religiosity in the context of the social projects being carried out
4	Indonesian	Able to show pride in using the Indonesian language in communicating new ideas as solutions to selected issues or problems in their social projects.	Able to express solutive ideas creatively, with good study skills, use the results of critical thinking by listening to various points of view and decide in a well-managed team to produce solutions while being accountable for the process so that they are free from plagiarism in communicating their social projects

Source: (UPI Curriculum, 2019)

Project-Based Integrated Learning

This project-based integrated learning model is implemented in tertiary institutions, both public and private, by combining several compulsory curriculum subjects, namely Indonesian Language, Pancasila, PKN, and PAI. Technically each of the MKWK courses compiles or creates projects to assess student competency achievement. This of course can

have an impact on effective and efficient learning for students. This is supported by Prihartini (2019: 437) who says that project-based integrated learning at the high school level has the conclusion that the effectiveness of learning is realized in the form of one project which can be used to assess several competencies in different subjects.

Project-Based MKWK Integrated Learning Design

Before carrying out project-based learning, lecturers in tertiary institutions design or plan. The designs made by the lecturers include: preparatory plans, which are in the form of special notes used by the lecturers to prepare the tools and materials needed in carrying out project-based learning, implementation plans, namely guidelines for regulating what students must do in carrying out project-based learning as well as design assessment, namely guidelines for determining what aspects will be assessed when carrying out project-based learning in tertiary institutions at MKWK held at UPI.

Outcome **Project-Based MKWK Integrated Learning**

Project-based integrated learning is aimed at students to deal with real-world problems that are considered meaningful. This learning can stimulate collaborative action and there is a product at the end of learning. In addition, students can be triggered to act critically, actively and creatively. This is in line with 21st century learning which requires students to have 5C competencies (*critical thinking, creativity and innovation, communication skill, collaboration* and*confidence*). The five competencies the researchers focused on communication skills with more emphasis on project-based integrated learning. The description of these skills is as follows.

1.   What is communication?

Understanding of communication can be seen from the etymology (language) and terminology (terms). From the point of etymology, it is divided into several words including "*share"* which means participate or inform, "*communis opinion"* which means public opinion (Roudhonah, 2017:27). Communication or*communication* in English comes from the Latin word*communis* which means making the same (Mulyana, 2007:46). In "terminology" there are many experts who try to define them "Communication is the process of individuals sending stimuli which are usually in verbal form to change the behavior of others (Muhammad, 2014:4). It can be concluded that communication is the delivery of messages that aim to establish the same understanding or meaning between the communicator and the person being communicated. Communication is the process of conveying messages through the means of communication. Communicating with certain media is useful for achieving a common understanding between them, the information communicated can be given some effect on the media. Communication is a very important basis in human life. Wherever we are as long as we are humans, humans need to communicate.

2.   How is communication according to experts and researchers?

Communication is a process through which a person (communicator) conveys a stimulus (usually in the form of words) with the aim of changing or shaping the behavior of other people (audiences) (Janis & Kelly in Vardiansyah, 2008:25). Communication occurs when a source conveys a message to a recipient with a conscious intention to influence the recipient's behavior (Miller in Mulyana, 2010:68). Communication is the process of sharing information, ideas or feelings that are not only carried out orally and in writing but through body language, or personal style or appearance, or other things around them that clarify meaning (Liliweri, 2009: 8). communication is a transaction, a symbolic process that

requires people to regulate their environment by (1) building relationships among human beings; (2) through the exchange of information; (3) to strengthen the attitudes and behavior of others; and (4) trying to change that attitude and behavior (Cangara, 2011:18). Thus, communication in general can be interpreted as conveying messages both verbally and non-verbally which contain certain meanings or can be stated more clearly through the transfer of information or ideas from one person to another in the form of thoughts and feelings through certain means or channels.

3.   What communication is expected in the 21st century?

Communication is something that cannot be separated in human life. Learning can make it easier to complete all activities and achieve the desired goals. Communication skills are 21st century skills that students really need to practice. Through communication we can interact, exchange thoughts, ideas or ideas with other people. In communication, interaction takes place with the help of verbal and nonverbal symbols. For example, using language symbols as a means of communication. Student teacher candidates must have communication skills in the 21st century so they can communicate effectively, efficiently, and pleasantly, especially in solving problems and making decisions in class learning (Duta, 2015). Communication skills are important skills based on the National Higher Education Standards with one of the formulations of learning outcomes, namely being able to formulate ideas, thoughts, scientific arguments in a responsible, academic ethical manner, and communicate through the media to the academic community and the wider community (Saputro, 2020). The 21st century communication skills that are trained and observed consist of 3 aspects, namely systematics/format, use of language, and completeness of content and content sequence (Medriati & Risdianto, 2020). In the aspect of systematics/format, the ability to convey ideas/discussion results is observed. For aspects of language use, it is observed that the language used is polite, clear, and communicative. In the aspect of content completeness and content order, it is observed how to tell or convey the main points according to the theme (Makiyah et al, 2021). Communication cannot be separated from the interaction between two parties. Communication requires art, knowing who to communicate with, when is the right time to communicate and how to communicate well. Communication can be in the form of oral, written, or using symbols that are understood by the communicating party. Communication takes place in different environments, starting from home, school and community. Communication can be a way to strengthen human relations, but on the other hand it can also be a source of problems when misunderstandings arise or communication does not go well. Language skills are very important in communication. Smooth communication cannot be separated from good language mastery between the communicator and the communicator.

4.   How to teach that communication?

The power of modern media and the spread of communication technologies in all areas of life make teaching strong communication skills even more important. Communication skills are important skills considering the rapidly developing era of communication technology today. Based on the results of research that has been conducted (Redhana, 2019) on the communication aspect, the lowest criterion is the ability to answer questions in front of an audience clearly according to the context of the question. Weaknesses in material mastery can also affect the lack of ability to answer questions according to context. Communication skills include skills in conveying thoughts clearly orally and in writing. The ability to clearly communicate thoughts or ideas to others is very important when it comes to learning and

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education. Developing different methods in which students interact and communicate ideas or ideas is very important. Students are required to understand, manage, and create effective communication in various forms and contents orally, in writing, and in multimedia. Students are given the opportunity to use their abilities to express their ideas, both when discussing with their friends and when solving problems from their educators (Nurjanah, 2019). Teaching and learning activities are a very strategic tool to train and improve students' communication skills, both in communication between students and teachers and between other students. When students respond to the teacher's explanation, ask questions, answer questions, or express opinions, that is communication.

This study produces data compiled by students. Apart from being analyzed related to aspects of content, organization, language, and writing mechanics, sentences or expressions that contain the value of the principle of skills in interpersonal intelligence are also analyzed. This is adapted from the theory of Gardner (2013), Yaumi (2012), and Armstrong (2013), there are four principles that characterize the value of interpersonal intelligence. The four principles in question are: (1) the ability to empathize with other people, (2) the ability to organize a group of people towards a common goal, (3) the ability to recognize and read other people's thoughts, and (4) the ability to make friends or establish contact. The results of the analysis of the content of interpersonal values in it.

1. Ability to Empathize with Others

Table 2. Description of the content of the value of Interpersonal Intelligence Aspects of Ability to Empathize with Others

Aspects of Intelligence Interpersonal	Sentences or Expressions that Contain Value from the Principles of Interpersonal Intelligence	Position
Ability to Empathize with Others	1. *They will also seek attention in order loved by others.*	KE, S1, P3, K4
	2. *It is quite heartbreaking for those who are trying to make ends meet his life.*	KE, S1, P5, K3
	3. *On the one hand they have the right to live, on the other hand they can too interfere with other people's activities.*	KE, S1, P5, K4
	4. *Beggars must also be guaranteed continuity his life and business.*	KE, S1, P6, K2
	5. *Their presence on the street or in city parks has unknowingly disturbed the beauty of city parks and city parks street*	KE, S2, P3, K3

	6. *Scavengers/garbage collectors should be given counseling so they can do small businesses that are more secure future life.*	KE, S2, P4, K2
	7. *Of course the existence of these buskers just causing problems.*	KE, S3, P3, K3

Source: Sutarman (2011); Researcher's preparation (2022)

2. Ability to Organize a Group of People to Achieve a Common Goal

Table 3. Description of the Content Value of Interpersonal Intelligence Aspects of the Ability to Organize Groups of People to Achieve Common Goals

Aspects of Interpersonal Intelligence	Sentences or Expressions that Contain Value from the Principles of Interpersonal Intelligence	Position
Ability to Organize Groups of People to Achieve Common Goals	1. *Hopefully all that is implemented safe, serene and peaceful.*	KE, S1, P6, K3
	2. *Hopefully everyone can carry out and do the job safely for himself.*	KE, S5, P5, K2
	3. *Hopefully everyone can carry out this activity safely, serene, and peaceful.*	KE, S6, P6, K3
	4. *... scavengers/garbage collectors help reduce problems in Indonesia namely excessive garbage problem.*	KE, S8, P3, K1
	5. *This problem is difficult to solve because these fake beggars are difficult to eradicate and it is also difficult for us to differentiate between real beggars.*	KE, S9, P4, K2
	6. *I hope that everyone can carry out their activities safely, peacefully and peacefully, as much as they can decent jobs and less unemployment.*	KE, S12, P5, K2
	7. *That way, not aka nada that disturb the beauty of the city and everything will be better.*	KE, S17, P5, K3
	8. *Hopefully the government can persuade the funk kid to do more good again and get to be his real person and attitude.*	KE, S19, P4, K2

Source: Sutarman (2011); Researcher's preparation (2022)

3. Ability to Recognize and Read Other People's Thoughts

Table 4. Description of the Content Value of Interpersonal Intelligence Aspects of the Ability to Recognize and Read Other People's Thoughts

Aspects of Intelligence Interpersonal	Sentences or Expressions that Contain Value from the Principles of Interpersonal Intelligence	Position
Ability to Recognize and Read Other People's Thoughts	1. *… they can deceive us by pretending to be blind when they can see, pretending to be lame is able to walk, and pretending not to have legs and arms when they have both.*	KE, S1, P3, K2
	2. *They can also group with their friends and they will be divided into several groups to beg in the place they will come.*	KE, S1, P4, K3
	3. *They can just force it on people who don't want to give him money.*	KE, S1, P4, K4
	4. *Beggars will also sacrifice children child and tortured him so that the children*	KE, S1, P4, K5

Source: Sutarman (2011); Researcher's preparation (2022)

4. Ability to Make Friends and Establish Contacts

Table 5. Description of the Content Value of Interpersonal Intelligence Aspects of the Ability to Make Friends and Establish Contacts

Aspects of Intelligence Interpersonal	Sentences or Expressions that Contain Value from the Principles of Interpersonal Intelligence	Position
Ability to Make Friends and Establish Contacts	1. *With any circumstances the government able to accommodate all parties.*	KE, S1, P6, K1
	2. *The government must be able to protect all parties.*	KE, S2, P4, K1
	3. *Hopefully street buskers can be guaranteed their survival by government.*	KE, S3, P5, K3
	4. *The government must be fair and not discriminate against jobs, whatsoever must support each other do not look one eye.*	KE, S4, P5, K2
	5. *Lastly, the government must protect both sides.*	KE, S6, P6, K1

	6. T*herefore, the government should think about how to anticipate beggars who are less educated.*	KE, S7, P4, K1
	7. *The government is quick to find solutions to children who drop out of school and end up becoming beggars.*	KE, S7, P4, K2
	8. *Therefore, the government should pay more attention to them.*	KE, S8, P3, K1
	9. *In addition, the local government is confused by their existence which disturbs the concentration and comfort of its citizens.*	KE, S10, P4, K1

Source: Sutarman (2011); Researcher's preparation (2022)

Information:

KE: Experimental Group, S: Subject, P: Paragraph. K: Sentence

The results of the analysis of the content of interpersonal intelligence values in the assignments compiled by students found 28 sentences or expressions that contain the principles of interpersonal communication values. The 28, if classified, consist of: 1) the ability to empathize with other people (7 sentences or phrases), 2) the ability to organize a group of people to achieve a common goal (8 sentences or phrases), 3) the ability to recognize and read other people's thoughts (4 sentences or phrases), and 4) the ability to make friends and establish contact (9 sentences or phrases).

When observing the frequency description above, the dominant intelligence score that appears in student writing is on principle number four, namely the ability to make friends and establish contacts and principle number three, namely the ability to organize a group of people to achieve a common goal. Thus, students already have sufficient ability, especially in understanding, making friends or establishing contacts, and also being able to organize groups of people to achieve common goals. Of course both are very important skills possessed by individuals in their daily interactions, with various walks of life. However, students' abilities in the ability to empathize with other people (first principle) and the ability to recognize and read other people's thoughts also show sufficient ability.

CONCLUSION

The existence of learning innovations, especially in compulsory curriculum subjects, can increase effectiveness and efficiency. Effectiveness is realized in an integrated project that can develop skills as a whole and can also assess several competencies. Learning efficiency is manifested in the form of costs that produce a product. Students are relatively more focused on project integration in compulsory curriculum subjects so as to produce maximum products. The 21st century interpersonal linguistic communication turns out to be dominant on principle number four, namely the ability to make friends and establish contacts and principle number three, namely the ability to organize a group of people to achieve a common goal. Thus, students already have sufficient ability, especially in understanding, making friends or establishing contacts, and also being able to organize groups of people to achieve common goals.

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