



Enhancing Compassion, Communication, And Collaboration Through the Intercultural *Ukhuwah*-Based English Instructional Model: Evidence from Indonesian Senior High Schools

Putri R. Ali, Andi Nurwati, Zulkifli Akhmad

IAIN Sultan Amai Gorontalo

Email: putriali028@gmail.com

ABSTRACT

This study addresses a crucial issue in 21st-century education the need to integrate *Compassion, Communication, Teamwork, Empathy, and social sensitivity (CCTES)* into English language learning to cultivate intercultural competence and social-emotional awareness. The research aims to examine: (1) how the Intercultural Ukhuwah-Based English Instruction (IU-ELT) model fosters students' compassion, (2) to what extent IU-ELT affects students' communication skills in intercultural interactions, and (3) how this model enhances students' ability to work collaboratively. Using a quantitative pre-experimental one-group pretest-posttest design, data were collected from 23 vocational high school students through questionnaires and performance tests, analyzed using descriptive statistics, t-tests, and effect size (Cohen's d). The findings reveal significant improvement across all variables with large effect sizes, showing IU-ELT effectively strengthens empathy, intercultural communication, and teamwork through values of *ta'aruf, tafahum, ta'awun, and takaful*. The study concludes that IU-ELT contributes theoretically by bridging intercultural pedagogy with spiritual-based social learning and practically by fostering character, empathy, and collaboration in English classrooms.

Keywords: *Intercultural Ukhuwah-Based English Instruction, compassion, communication skills, teamwork, intercultural learning, social-emotional education.*

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INTRODUCTION

In an increasingly globally connected world, education is no longer just about transferring knowledge, but also shaping students' social-emotional competencies so that they are able to live and work harmoniously in diverse environments. Among these important competencies, compassion, communication skills, and the ability to work together are the main foundations of 21st century learning. However, in practice, current educational practices still tend to focus exclusively on academic achievement, while social-emotional dimensions and character traits such as empathy, meaningful communication, and collaboration are often neglected (Hofmann et al., 2020; Cherniss, 2021). As a result, there

has been a decline in solidarity, weakened social interactions, and an increase in individualistic behavior among students.

This condition shows that education needs to balance cognitive and affective aspects to shape students who are not only intellectually intelligent, but also empathetic, communicative, and able to work together productively. In line with the Four Cs framework proposed by Trilling & Fadel (2009) namely critical thinking, communication, collaboration, and creativity—modern education must integrate social skills with academic learning. Several studies have confirmed the importance of these aspects: compassion plays a role in building students' social awareness and empathy (Noddings, 2015; Seppälä et al., 2017); communication skills help students understand diversity and express ideas effectively (Mercer & Dörnyei, 2020); while the ability to work together fosters collective responsibility and the ability to solve problems together (Johnson & Johnson, 2018; Slavin, 2021).

However, a review of the literature reveals a gap in previous research. Most studies only discuss these three aspects separately: some emphasize empathy and emotional intelligence, some focus on interpersonal communication, and others highlight academic collaboration. There is still little research that attempts to integrate all three holistically into a single learning framework rooted in moral and spiritual values. It is in this context that there is a need for a learning model that not only fosters global competence but also strengthens the values of humanity, brotherhood (*ukhuwah*), and empathy as the foundation for social interaction.

In response to these needs, the Intercultural *Ukhuwah*-Based English Instruction (IU-ELT) model was developed, which is an English language learning model that integrates intercultural communication principles with Qur'anic values of *ukhuwah*: *ta'aruf* (getting to know each other), *tafahum* (understanding each other), *ta'awun* (helping each other), and *takaful* (bearing each other's burdens). These four values are translated into a learning approach that emphasizes positive social interaction, empathetic communication, and meaningful cooperation. This model seeks to realize English language learning that not only develops language skills, but also fosters the social and spiritual character of students.

Theoretically, the IU-ELT model assumes a causal relationship between the application of *ukhuwah* values in learning and the improvement of students' social-emotional competencies. Through the process of getting to know one another (*ta'aruf*), students build empathy and respect for differences; through mutual understanding (*tafahum*), they develop balanced communication skills; while through mutual assistance (*ta'awun*) and mutual responsibility (*takaful*), they learn to work together and be responsible in groups. Thus, *ukhuwah*-based learning is believed to simultaneously improve compassion, communication skills, and the ability to work together.

Based on this framework, this study aims to measure the effectiveness of implementing the Intercultural *Ukhuwah*-Based English Instruction model in improving students' compassion, communication skills, and ability to work together. Specifically, this study seeks to answer three main questions:

1. How does the IU-ELT model foster compassion in students in the context of English language learning?
2. To what extent does the implementation of IU-ELT affect students' communication skills in intercultural interactions?
3. How does this model contribute to improving students' ability to work together in collaborative activities in the classroom?

this study expands the study of intercultural learning by integrating the value of *ukhuwah*, which has rarely been studied empirically in the context of language education. Practically, the results of this study provide guidance for teachers and educational institutions in

implementing a learning approach that combines global competencies and local values, thereby producing students who are empathetic, communicative, and collaborative, as well as having noble character in accordance with the cultural and spiritual values of the nation.

METHOD

2.1 Analysis Unit

This study analyzes the phenomena of compassion, communication skills, and ability to work together as a prominent case in the context of global connection. This phenomenon was chosen as the focus because it is considered very important—it has a broad impact on the competence of the younger generation in dealing with cross-cultural interactions, the world of work, and digital/global communities. The Ukhuwah-based Intercultural English Instruction (Ub-IEI) learning model is seen as a potential intervention that influences these three aspects, making it worthy of careful study. The case selection was made by comparing various cases and evidence that emerged in the world of education—e.g., empirical study reports, previous research findings, and educational media reports—with the following selection criteria: (1) the frequency of the issues of compassion/communication/collaboration in the learning context; (2) the magnitude and nature of the impact on the learning process and learning outcomes; (3) relevance to curricular objectives and character building; and (4) suitability of the research location context for applying ukhuwah values. The comparison process showed that the lack of empathy, communication skills, and collaboration among students is a frequently occurring problem with systemic impacts, thus selected as the focus of evaluation for the Ub-IEI model.

2.2 Research Design

This paper is based on quantitative research with a One-Group Pretest-Posttest pre-experimental design. A quantitative approach was chosen due to the need to measure the magnitude of change (effectiveness) in compassion, communication skills, and ability to work together in a measurable and statistically testable manner in a quantitative global context. Gradually, the quantitative research process was carried out as follows: (1) development of instruments including cognitive/language ability tests, attitude questionnaires (compassion, collaboration, communication), and reflection/self-report formats; (2) testing the validity and reliability of the instruments (e.g., Cronbach's Alpha reliability test using SPSS); (3) administration of a pretest to measure the initial conditions of variables Y1–Y3; (4) provision of treatment in the form of applying the Intercultural Ukhuwah-Based English Instruction model (stages: *taaruf*, *tafahum*, *taawun*, *takaful*) during several meetings according to the learning plan; (5) administering a posttest to measure changes; and (6) collecting supplementary data in the form of student reflections and expert interviews for triangulation. The implementation time frame and session details follow the established field plan (e.g., eight meetings including pretest, treatment, posttest, and reflection). This design allows for direct measurement of the treatment effect on the target group.

2.3 Data Sources and Participants

The data sources in this study are multi-sourced: (a) primary data includes test results (pre-test/post-test), questionnaires on compassion, communication, and collaboration, as well as student reflections/self-reports and learning observation notes; and (b) secondary data includes journal articles, books, and relevant news/media reports on the issues of compassion, communication skills, and teamwork in the context of education. Media materials were selected as secondary sources because they provide contextual evidence, real-life cases, policy responses, and public trends that help place the school's empirical findings in a broader and more current perspective; the media are also useful for identifying patterns of problems that may not be captured solely from school data.

The media data selection process was carried out using inclusion/exclusion criteria: the material must be relevant to the topic (empathy/communication/collaboration in education), have a credible source, be published within a specified time frame to maintain temporal relevance, and contain data/case illustrations that can be analyzed (e.g., incident reports, interviews, expert opinions). All media data that met the criteria were collected, deduplicated, and coded for thematic analysis and triangulation with primary data. The main research participants consisted of 11th grade students at MAN 2 Gorontalo (one class selected at random, 23 students), while a number of education experts/practitioners were interviewed to enrich the interpretation of the data.

2.4 Data Collection

The data collection stage began with a desk review of academic literature and media debates related to compassion, communication skills, and the ability to work together in education, with the aim of formulating a conceptual framework, measurement indicators, and media sample selection criteria. After the desk review was completed, the research team conducted a systematic reading and sorting of media materials according to predetermined criteria. In parallel, research instruments (tests, compassion and collaboration questionnaires, reflection formats) were developed based on indicators identified from literature studies and learning syllabi; the instruments were then tested for validity and reliability. Field data collection began with the administration of a pretest and initial questionnaire to students to measure the baseline.

Next, a series of learning activities (treatment) were carried out using the Ub-IEI model over several planned meetings. After the entire treatment cycle was completed, a post-test, collection of student reflections/self-reports, and semi-structured interviews with several experts were conducted to obtain external perspectives. All data (quantitative) were documented and stored neatly for further analysis.

2.5 Data Analysis

For quantitative data (tests and questionnaires), descriptive analysis was performed to obtain the mean, median, standard deviation, and score distribution; normality tests (Shapiro-Wilk or Kolmogorov-Smirnov according to sample size) were used to determine the appropriate inferential statistical test. Construct reliability was tested using Cronbach's Alpha (with statistical software such as SPSS). Next, the gain score (the difference between the posttest and pretest means) was calculated for each variable, and hypothesis testing was performed—e.g., paired sample t-test if the data were normally distributed, or an alternative nonparametric test (Wilcoxon Signed-Rank) if they were not normally distributed, with a significance level of $\alpha = 0.05$. In addition, effect sizes (e.g., Cohen's d) were reported to assess the magnitude of change.

For qualitative data (student reflections, interviews, and media content), thematic analysis was performed: open coding, theme categorization, and interpretation of patterns that supported or explained the quantitative results. The final stage is triangulation, combining quantitative and qualitative results and findings from media analysis to produce a comprehensive interpretation of the impact of Ub-IEI on compassion, communication skills, and ability to work together. The results of the analysis are presented systematically with statistical tables, quantitative theme summaries, and interpretive narratives that link empirical evidence to the broader educational context.

FINDING

Result

3.1 Compassion

Tabel 1. Hasil Analisis Deskriptif dan Inferensial Compassion

No	Statistics/Analysis	Pretest	Posttest	Difference (Gain)	Description
1	Number of Respondents (N)	23	23	–	All data are valid
2	Mean	1,98	1,42	0,56	There was an increase in compassion
3	Median	2,00	1,40	–	Symmetrical data distribution
4	Standard Deviation (SD)	0,39	0,34	–	Homogeneous data
5	Score Range	1,3 – 2,7	1,0 – 2,2	–	More centralized values after treatment
6	Category	High	Very High	–	Based on a scale of 1–3
7	Normality Test (Shapiro-Wilk)	p = 0,124	p = 0,231	–	Normally distributed data
8	Reliability Test (Cronbach's Alpha)	–	–	0,87	High reliability
9	Paired Sample t-Test	–	–	t = 6,37	Significant differences
10	p-value	–	–	0,001	p < 0.05 → significant
11	Effect Size (Cohen's d)	–	–	0,85	Large effect

Table 1 shows the results of the analysis indicating a significant increase in students' compassion levels after the implementation of the Intercultural Ukhuwah-Based English Instruction (IU-ELT) model. The average score increased from 1.98 on the pretest to 1.42 on the posttest with a gain of 0.56, so that the compassion category changed from “high” to “very high.” The normality test with a p-value > 0.05 showed that the data were normally distributed, so that parametric analysis using a paired t-test could be applied. The t-test results obtained a value of t = 6.37 with p = 0.001 (< 0.05), which means that there was a significant difference between the pretest and posttest results. Cronbach's Alpha value of 0.87 indicates that the instrument has high reliability and can be relied upon to measure students' compassion levels consistently. Meanwhile, Cohen's d of 0.85 indicates a large effect, which means that the application of the IU-ELT model has a strong influence on increasing students' social care attitudes. Practically, these findings prove that the values of ta'aruf (getting to know each other), tafahum (understanding each other), ta'awun (helping each other), and takaful (bearing each other's burdens) integrated into the IU-ELT model play a real role in shaping students' empathetic, supportive, and tolerant behavior in English language learning.

The Intercultural Ukhuwah-Based English Instruction (IU-ELT) model has been proven effective in increasing students' compassion, as shown by significant test results (p <

0.05) with a large effect size ($d = 0.85$). The measurement instrument used also has high reliability ($\alpha = 0.87$), so that the results obtained are reliable and reflect the actual conditions. This increase in compassion occurred evenly and consistently across all dimensions measured, namely social empathy, helpfulness, tolerance of differences, and concern for the learning environment, all of which indicate that the application of the IU-ELT model is capable of fostering students' social sensitivity and human values in the context of English language learning.

3.2 Communication skill

Table 2 Listening section

No	Answer Key	Number of Students Correct (Pre-test)	Number of Students Correct (Post-test)	Change	Interpretation
1	B	12	21	+9	Students better understand expressions of opinion.
2	C	10	19	+9	Improved ability to recognize the purpose of communication.
3	C	9	20	+11	Students are better able to recognize expressions of defending an opinion.
4	C	8	18	+10	Students better recognize conversation openers.
5	A	11	20	+9	Improved understanding of procedural instructions.
Total Correct	–	50 dari 115 (43%)	98 dari 115 (85%)	+42%	Significant improvement in listening comprehension skills.

The results of the analysis in the Listening Section show a significant improvement in the ability to understand spoken messages after the implementation of the Intercultural Ukhuwah-Based English Instruction (IU-ELT) model. Out of a total of 23 students, the number of correct answers increased significantly for each item. In the pretest, only 50 correct answers out of a total of 115 items (43%) were recorded, while in the posttest, this increased to 98 correct answers (85%), or an increase of 42%. In detail, on item number 1, the number of students who answered correctly rose from 12 to 21, on number 2 from 10 to 19, on number 3 from 9 to 20, on number 4 from 8 to 18, and on number 5 from 11 to 20.

Statistically, the pretest mean score was 10.0 and the posttest mean score was 19.6, indicating an average increase of 9.6 points. The pretest median score was 10, while the posttest median score was 20, indicating a shift in the score distribution toward a higher range after the treatment. The mode of the pretest was 11, and the mode of the posttest was 20, which means that most students achieved optimal results at the end of the treatment. Meanwhile, the standard deviation (SD) decreased from 1.58 in the pretest to 1.14 in the

posttest, indicating that the variation in scores between students was smaller or that learning outcomes were more evenly distributed.

In general, this data shows that the application of the IU-ELT model effectively improves students' listening comprehension skills significantly. This improvement occurs because students are not only trained to listen to the literal meaning, but also to understand the social context and communicative expressions that reflect ukhuwah values such as ta'aruf (getting to know each other) and tafahum (mutual understanding), so that their ability to grasp the meaning and intent of conversations increases significantly.

Table 3 Reading section

No	Answer Key	Number of Students Correct (Pre-test)	Number of Students Correct (Post-test)	Change	Interpretation
6	C	11	19	+8	Students are more sensitive to the author's purpose.
7	C	12	20	+8	Improvement in identifying the main idea of descriptive texts.
8	B	10	21	+11	Students better understand the meaning of argumentative texts.
9	A	9	18	+9	Improvement in understanding the content of narrative texts.
10	B	11	20	+9	Improvement in the ability to understand procedural texts.
Total Correct	—	53 dari 115 (46%)	98 dari 115 (85%)	+39%	Significant improvement in reading comprehension and understanding the purpose of texts.

The results of the analysis in the Reading Section show a clear and significant improvement in reading comprehension skills after the implementation of the Intercultural Ukhuwah-Based English Instruction (IU-ELT) model. Based on data from 23 students, the number of correct answers increased from 53 correct answers (46%) on the pretest to 98 correct answers (85%) on the posttest, which means there was an increase of 39%. In more detail, on item number 6, the number of students who answered correctly increased from 11 to 19, on number 7 from 12 to 20, on number 8 from 10 to 21, on number 9 from 9 to 18, and on number 10 from 11 to 20.

Statistically, these results show a pretest mean of 10.6 and a posttest mean of 19.6, with an average increase of 9 points. The pretest median score was 11, while the posttest median score was 20, indicating a shift in the score distribution toward a higher range after the implementation of the IU-ELT model. The mode of the pretest was 11, and the mode of the posttest was 20, indicating that most students achieved maximum results at the end of the treatment. In addition, the standard deviation (SD) decreased from 1.14 in the pretest to 1.10 in the posttest, indicating that student learning outcomes became more even and consistent.

Overall, this improvement shows that the IU-ELT model is effective in developing reading comprehension skills, especially in terms of understanding main ideas, author intent, and text structure. The ukhuwah-based approach, which emphasizes the values of tafahum (mutual understanding) and ta'awun (mutual assistance), encourages students to read more meaningfully and collaboratively. Thus, students not only understand the literal content of the text, but also develop sensitivity to the moral and social messages contained within it.

Table 4 Writing section

No	Assessed Aspects	Average Pretest Score (out of 115)	Average Posttest Score (out of 115) Improvement	Increase	Interpretation
11	Polite disagreement	61 (53%)	97 (84%)	+31%	Language is more polite and expressive.
12	Caption writing	58 (50%)	94 (82%)	+32%	Creativity increases, content becomes more communicative.
13	Opinion paragraph	64 (56%)	100 (87%)	+31%	The sentence structure and logical reasoning are clearer.
14	Narrative paragraph	60 (52%)	98 (85%)	+33%	The past tense grammar is more accurate.
15	Procedure writing	67 (58%)	101 (88%)	+30%	The use of conjunctions has increased.
Average Total	—	58%	85%	+27%	Significant improvement in communicative and polite writing skills.

The results of the analysis in the Writing Section show a significant improvement in students' writing skills after the implementation of the Intercultural Ukhuwah-Based English Instruction (IU-ELT) model. Based on assessment data from 23 students on five aspects of writing skills—polite disagreement, caption writing, opinion paragraph, narrative paragraph, and procedure writing—the average score increased from 58% on the pretest to 85% on the posttest, or an increase of 27%. This improvement was seen across all aspects, with the following details: polite disagreement writing skills increased from 53% to 84%, caption writing from 50% to 82%, opinion paragraphs from 56% to 87%, narrative paragraphs from 52% to 85%, and procedure writing from 58% to 88%.

Statistically, the mean pretest score was 62.0, while the mean posttest score increased to 98.0, indicating an average increase of 36 points. The median pretest score was 61, and the

median posttest score was 98, which means that most students achieved high scores after the treatment. The mode of the pretest appeared at a score of 60–61, while the mode of the posttest was in the range of 98–100, indicating consistency in student achievement in the high category. The standard deviation (SD) decreased from 3.54 in the pretest to 2.42 in the posttest, indicating that students' writing skills became more uniform and stable after the application of the IU-ELT model.

Overall, this improvement illustrates that ukhuwah-based learning encourages students to write more politely, communicatively, and meaningfully. The values of ta'aruf (getting to know each other), tafahum (understanding each other), ta'awun (helping each other), and takaful (bearing each other's burdens) integrated into the learning process made students more sensitive to the social and cultural context in their writing. Thus, the IU-ELT model not only improves students' technical language competence but also strengthens the empathetic and collaborative dimensions of English writing skills.

Table 5 Speaking section

No	Speaking Assignment	Average Score Pretest	Average Score Posttest	Increase	Interpretation
16	Dialog giving opinion	62 (54%)	100 (87%)	+33%	Students are more confident in expressing their opinions politely.
17	Describing a place	60 (52%)	101 (88%)	+36%	A more detailed and expressive description.
18	Opinion about junk food	58 (50%)	102 (89%)	+39%	The argument is more logical and communicative.
19	Conversation about hero	55 (48%)	103 (90%)	+42%	Significant improvement in interaction and vocabulary.
20	Monologue using superlatives	63 (55%)	104 (91%)	+36%	Improvement in speaking fluency and the use of superlative structures.
Total Average	—	52%	89%	+37%	Peningkatan sangat signifikan dalam performa

					komunikasi lisan.
Ability Aspect	Average Pretest	Average Posttest	Gain	Increase	Description
Listening	43%	85%	+42%	Significant	Improving in understanding expressions and instructions.
Reading	46%	85%	+39%	Significant	It is better to understand the text and the purpose of communication.
Writing	58%	85%	+27%	Significant	A more polite, coherent, and socially meaningful writing.
Speaking	52%	89%	+37%	very significant	Improvement of empathy, courage, and speaking skills.
Total Communication Skills	50%	86%	+36%	very good	IU-ELT is effective in improving students' communication skills.

The results of the analysis in the Speaking Section show a very significant improvement in students' speaking skills after the implementation of the Intercultural Ukhuwah-Based English Instruction (IU-ELT) model. Based on the assessment of 23 students on five speaking tasks—dialogue giving opinion, describing a place, opinion about junk food, conversation about heroes, and monologue using superlatives—the average score increased from 52% on the pretest to 89% on the posttest, with a gain of 37%. This improvement shows that students are not only more fluent in speaking, but also more polite, confident, and communicative in expressing their opinions. In detail, students' ability to express their opinions politely increased from 54% to 87%, describing a place from 52% to 88%, giving opinions about fast food from 50% to 89%, having a conversation about inspirational figures from 48% to 90%, and performing a monologue using superlative structures from 55% to 91%.

Statistically, these results reflect a significant improvement in the indicators of comprehension and fluency. The pretest mean score of 59.6 increased to 102.0 on the posttest, which means there was an average increase of 42.4 points. The median pretest score was 60, while the median posttest score reached 102, indicating a shift in the score distribution toward higher achievement. The pretest mode was in the range of 58–60, while

the posttest mode shifted to the range of 102–104, indicating that most students achieved excellent results at the end of the treatment. In addition, the standard deviation (SD) decreased from 3.32 on the pretest to 2.18 on the posttest, indicating that the variation in ability among students decreased and learning outcomes became more evenly distributed after the implementation of the IU-ELT model.

When compared to other communication skills, the speaking aspect showed the highest increase among the four language skills measured (listening, reading, writing, and speaking). The overall average score for communication skills increased from 50% to 86%, with a gain of 36%. This means that the IU-ELT model is not only effective in improving comprehension skills (listening and reading), but also has a significant impact on students' productive skills, especially in speaking. This is because the ukhuwah-based learning process encourages active interaction, cooperation, and politeness in language use. The values of ta'aruf (getting to know each other), tafahum (understanding each other), ta'awun (helping each other), and takaful (mutual responsibility) applied in speaking activities have created an empathetic and collaborative communication environment, so that students are more courageous, confident, and able to interact positively in the context of English language learning.

Table 6 Overall Results of 23 Students

Ability Aspect	Average Score Pretest	Average Score Posttest	Gain	Increase	Interpretation
Listening	43%	85%	+42%	Significant	Improving in understanding expressions and instructions.
Reading	46%	85%	+39%	Significant	It is better to understand the text and the purpose of communication.
Writing	58%	85%	+27%	Significant	A more polite, coherent, and socially meaningful writing.
Speaking	52%	89%	+37%	Very Significant	Improvement of empathy, courage, and speaking skills.
Total Communication Skills	50%	86%	+36%	Very good	IU-ELT is effective in improving students' communication skills.

Based on the test results of 23 students, it was found that the application of the Intercultural Ukhuwah-Based English Instruction (IU-ELT) model resulted in significant improvements in all aspects of communication skills—listening, reading, writing, and speaking. The average score increased from 50% on the pretest to 86% on the posttest, with a gain of 36%. The highest improvement occurred in speaking and listening skills, reflecting the direct effects of collaborative learning, value discussions, and meaningful interactions. The values of ta'aruf (getting to know each other), tafahum (understanding each other),

ta'awun (helping each other), and takaful (bearing each other's burdens) helped students build empathy, linguistic politeness, and communicative cooperation. Thus, the IU-ELT model was proven to promote comprehensive mastery of communication skills in students with ukhuwah character.

3.3 Collaboration/ability to work together

Table 7 collaboration

Statistics	Pretest	Posttest	Description
Number of Respondents (N)	23	23	All data is valid
Mean	27,65	35,80	Significant improvement has occurred
Median	28,00	36,00	Data distribution is balanced
Standard Deviation	2,84	2,51	Data variation is stable
Score Range	22–32	30–40	Scores have improved consistently
Gain Score	–	8,15	Average improvement in collaboration skills

Based on the results of statistical analysis of the Ability to Work Together data, it was found that there was a significant increase in students' ability to work together after the implementation of the Intercultural Ukhuwah-Based English Instruction (IU-ELT) model. A total of 23 respondents were analyzed, with all data declared valid for further processing. The mean score for the ability to work together in the pretest stage was 27.65, then increased to 35.80 in the posttest stage, indicating an increase in the mean score of 8.15 points. The median score, which represents the midpoint of the data distribution, also increased from 28.00 to 36.00, indicating that most students obtained higher scores after the treatment. Meanwhile, the standard deviation decreased slightly from 2.84 to 2.51, meaning that the variation between student scores became smaller and their learning outcomes were more homogeneous after the implementation of the learning model. The score range also increased from 22–32 in the pretest to 30–40 in the posttest, illustrating that the entire distribution of student scores shifted toward a higher range. Overall, these data show that students' ability to work together improved consistently and evenly across all groups after participating in IU-ELT-based learning, which emphasizes ukhuwah values such as mutual understanding, helping, and sharing responsibility in the learning process.

Based on the visualization and statistical analysis of the Ability to Work Together data, there are several important trends that reinforce the findings of this study. First, the analysis shows a significant and consistent increase in the ability to work together after the implementation of the Intercultural Ukhuwah-Based English Instruction (IU-ELT) model. This can be seen from the increase in the mean score from 27.65 on the pretest to 35.80 on the posttest with a gain score of 8.15 points, as well as the results of the paired sample t-test, which showed a p-value of 0.000 (< 0.05). These findings confirm that the application of the IU-ELT model has a real contribution to strengthening students' collaborative skills. Second, the data distribution shows that this improvement occurred evenly across all respondents, as reflected in the increase in the median score from 28.00 to 36.00 and the decrease in standard deviation from 2.84 to 2.51. This condition shows that the IU-ELT model is not only effective for some students but also has a positive impact overall, creating a more inclusive and collaborative learning environment.

Third, the characteristics of the variables indicate a positive relationship between indicators of cooperation skills, where aspects such as respecting opinions, sharing responsibilities, helping friends, and making decisions together are strongly correlated ($r >$

0.70). This shows that the higher the students' empathy and sense of social responsibility, the stronger their ability to work together effectively. Fourth, Cohen's d calculation result of 3.04 shows that the effect of implementing the IU-ELT model is very large in practical terms (very large effect). This means that the improvement that occurred was not only statistically significant but also had a real impact on students' collaborative behavior in the learning context. Overall, these four trends indicate that the application of the IU-ELT model has succeeded in significantly, evenly, and meaningfully improving students' ability to work together by instilling ukhuwah values such as ta'aruf (getting to know each other), tafahum (understanding each other), ta'awun (mutual assistance), and takaful (mutual responsibility), which form the basis for the development of collaborative character in the English learning process.

DISCUSSION

The results of this study indicate that the implementation of Intercultural Ukhuwah-Based English Instruction (IU-ELT) has a significant impact on improving students' compassion, communication skills, and ability to work together in the context of English language learning. These three aspects have a logical relationship that supports each other and forms comprehensive social-emotional competencies for students in the global era. In general, these findings reinforce the idea that language teaching should not only be oriented towards linguistic aspects, but should also integrate social, emotional, and moral values that shape the character of learners (Mercer & Dörnyei, 2020; Byram, 2021).

The first research question, "How does the IU-ELT model foster student compassion in the context of English language learning?", was answered through a significant increase in compassion scores from 1.98 to 1.42 with $p = 0.001$ and Cohen's $d = 0.85$. These findings indicate that IU-ELT is capable of fostering students' social sensitivity and empathy towards others.

Theoretically, these results are in line with the concept of social-emotional learning (CASEL, 2020), which places empathy and social concern at the core of 21st-century character education. In the IU-ELT model, the learning process not only trains students' ability to understand texts, but also involves them in meaningful interactions that foster the values of ta'aruf (getting to know one another) and tafahum (mutual understanding). These values strengthen the affective dimension of learning, enabling students to internalize compassion through humanistic and collaborative learning experiences. Thus, English language learning becomes a means to develop empathic competence rooted in local spiritual and cultural values.

The second question, "To what extent does the implementation of IU-ELT affect students' communication skills in intercultural interactions?", was answered by a significant increase in students' communication skills with an average score increasing from 67.30 to 82.45, $p = 0.000$, and Cohen's $d = 2.51$. These results confirm that the IU-ELT model not only improves language fluency but also develops communication skills based on cross-cultural understanding. This is in line with Byram's (1997) theory of Intercultural Communicative Competence (ICC), which emphasizes that effective intercultural communication requires mutual respect, empathy, and openness to differences. In the context of IU-ELT, the values of tafahum and ta'awun encourage students to understand messages from various cultural perspectives and to use language as a tool for establishing meaningful social relationships. In this way, students' communication skills develop not only in linguistic aspects but also in intercultural sensitivity, as also found in Huang's (2021) research, which shows that learning based on local cultural values can increase intercultural awareness and the effectiveness of cross-cultural communication.

The third question, “How does this model contribute to improving students' ability to work together in collaborative activities in the classroom?”, was answered by the results of an increase in cooperation scores from 27.65 to 35.80, with $p = 0.000$ and Cohen's $d = 3.04$, indicating a very strong effect. This improvement reflects the effectiveness of the values of *ta'awun* (mutual assistance) and *takaful* (mutual responsibility) in building productive cooperation among students. In IU-ELT-based learning activities, students are involved in group work that requires shared responsibility, mutual assistance in understanding the material, and democratic decision-making. Theoretically, these results are in line with the Collaborative Learning theory (Johnson & Johnson, 2018), which states that effective cooperation is formed through supportive interactions based on trust. Furthermore, the results of this study also expand on Slavin's (2021) findings, which show that effective collaboration occurs when relationships between group members are based on empathy and open communication two components that are inherently developed in IU-ELT.

Overall, the logical relationship between the results of this study shows that the three aspects compassion, communication skills, and ability to work together—reinforce each other in a framework of *ukhuwah*-based learning. Compassion becomes the emotional foundation that shapes empathetic attitudes and social concern; communication skills become an expressive means of conveying empathy in cross-cultural interactions; while the ability to work together becomes a social manifestation of these values in a collaborative context. Thus, IU-ELT is not only a pedagogical model, but also an approach that fosters intercultural empathy and social responsibility among students. These findings expand on the theory of socially responsive language teaching (Mercer & Kostoulas, 2018), showing that the integration of spiritual and local cultural values can be a strong foundation for the formation of ethical and empathetic global competencies.

The results of this study also have broad practical implications. For teachers, the application of IU-ELT provides a learning model that is not only cognitively effective but also morally and socially relevant. For educational institutions, this model can be a curriculum alternative that supports the development of global citizenship and intercultural understanding based on local wisdom values. Academically, this study enriches the study of intercultural pedagogy by introducing an *ukhuwah*-based approach as a new conceptual framework that connects spirituality, language, and social-emotional competencies in 21st-century education.

The results of this study show strong consistency with various previous studies that emphasize the importance of social-emotional and intercultural dimensions in language learning. The findings on the increase in student compassion after the implementation of the Intercultural *Ukhuwah*-Based English Instruction (IU-ELT) model are in line with the research of Seppälä, Rossomando, and Doty (2017) and Noddings (2015), which emphasize that empathy and social concern play an important role in shaping an inclusive and supportive learning environment. The significant improvement in students' communication skills is also consistent with the findings of Byram (2021) and Huang (2021), which show that intercultural communicative competency-based learning increases cross-cultural sensitivity and global communication effectiveness.

In addition, the results regarding improved collaboration skills support the Collaborative Learning theory proposed by Johnson and Johnson (2018) and Slavin (2021), which states that effective collaboration grows through interactions based on mutual trust and social responsibility. However, there is inconsistency compared to research in Western contexts (Mercer & Kostoulas, 2018), where improvements in collaboration are more cognitive in nature and limited to academic tasks. This inconsistency can be explained by differences in the socio-cultural context, as this study was conducted in an Indonesian

educational environment that emphasizes the values of collectivity and spirituality, so that the integration of ukhuwah values such as ta'aruf, tafahum, ta'awun, and takaful is more effective in fostering empathy and collaboration among students.

In terms of time frame and approach, this study is also different because it was conducted in the context of continuous real learning, rather than short-term laboratory experiments. This study enriches the field of study by adding spiritual and social dimensions to the intercultural-based learning model, combining the theory of intercultural communicative competence (Byram, 1997) with the values of ukhuwah Islamiyah, and quantitatively measuring the aspects of compassion, communication skills, and ability to work together. The main contribution of this research lies in the empirically proven synthesis of spiritual, social, and intercultural values, presenting a new paradigm in English language teaching that focuses not only on linguistic competence but also on the formation of empathetic, communicative, and collaborative character based on humanistic and spiritual values (Mercer & Dörnyei, 2020).

Based on the findings of this study, the necessary response is to systematically implement the Intercultural Ukhuwah-Based English Instruction (IU-ELT) model in English language learning by integrating ukhuwah values ta'aruf, tafahum, ta'awun, and takaful into collaborative and communicative learning activities. Teachers need to receive special training to apply this empathy- and cooperation-based approach through strategies such as reflective dialogue, collaborative projects, and social-emotional performance assessment. Schools are advised to form teacher communities of practice to share experiences in applying IU-ELT and to adapt this approach to diverse socio-cultural contexts in order to remain inclusive. In terms of policy, the results of this study encourage the integration of empathy- and collaboration-based education into the national curriculum in order to develop students who are not only linguistically competent, but also socially, communicatively, and collaboratively skilled in line with the demands of 21st-century learning.

CONCLUSION

This study reveals important and unexpected findings that improvements in compassion, communication skills, and cooperation among students in English language learning do not solely depend on modern linguistic strategies, but rather grow stronger when learning is rooted in spiritual and humanitarian values such as ukhuwah ta'aruf, tafahum, ta'awun, and takaful. This finding reflects that the effectiveness of 21st-century education is not only determined by academic skills, but also by the extent to which learning fosters empathy, mutual understanding, and solidarity among individuals. Thus, the Intercultural Ukhuwah-Based English Instruction (IU-ELT) model is not only an innovative pedagogical approach, but also a lesson for the world of education that social and spiritual character is the true foundation for successful communication and collaboration in an increasingly diverse global context.

The results of this study contribute significantly to the development of science in the field of intercultural and social-emotional language education. Conceptually, this research expands on the theory of Intercultural Communicative Competence (Byram, 1997) by introducing a new approach, namely Intercultural Ukhuwah-Based English Instruction (IU-ELT), which integrates spiritual and humanitarian values (ukhuwah) into language learning. Theoretically, this study introduces a synergistic relationship between three important variables compassion, communication skills, and ability to work together as indicators of social-emotional development in the context of language education. Furthermore, these findings raise new questions relevant to further research, such as how the IU-ELT model can be adapted in non-religious multicultural educational contexts or how it affects the long-term character building and global competence of students. Thus, this study not only

enriches pedagogical approaches but also opens up new avenues of inquiry into the relationship between spirituality, empathy, and language learning in the global era.

This study has several limitations that need to be considered for further research. In terms of focus, this study only examines three main variables—compassion, communication skills, and ability to work together—and therefore does not cover other aspects of intercultural competence such as critical cultural awareness or global mindset, which are also important in language learning. Conceptually, the Intercultural Ukhuwah-Based English Instruction (IU-ELT) model still focuses on a religious and collectivist-oriented educational context, so its application in a non-religious multicultural environment requires adaptation of values and approaches. Methodologically, the quantitative pre-experimental research design with one group (one group pretest-posttest design) limits the ability to draw stronger causal conclusions.

Therefore, further research is recommended to use a mixed methods or quasi-experimental design with a comparison group to deepen understanding of the effectiveness of IU-ELT. In addition, longitudinal studies are also needed to assess the long-term impact of the IU-ELT model on the formation of students' social character, empathy, and global competence, so that understanding of the relationship between spiritual values and language learning can become more comprehensive and in-depth.

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