

## Assessing Interpersonal And Intrapersonal Competencies In 8th Grade English Classes

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### Abstract.

*Interpersonal and intrapersonal competencies, which include effective Communication, collaboration, adaptability, and self-direction, have emerged as crucial skills for students to thrive in a rapidly changing world. Both competencies inseparably contribute to students' emotional intelligence and ability to communicate their needs, goals, and ideas to others in an effective way. The study was conducted at 8<sup>th</sup> grade English classes in Lampung, Indonesia. This study aimed to analyze the use of interpersonal and intrapersonal competencies in the existing assessment instruments. This research employed a needs analysis approach. The data sources are assessment instruments that refer to words, phrases, and sentences containing interpersonal and intrapersonal competencies in assessment instruments of 8<sup>th</sup> grade English classes and syllabi. The result of the existing assessment instrument components uses interpersonal and intrapersonal indicators on their components, such as Communication and self-direction, except for collaboration and adaptability aspects, which are not included. Even though collaboration is a process of working together to achieve learning objectives that result in improved learning outcomes. The study suggested enhancing the assessment instruments to capture better and evaluate these competencies. Recommendations include revising the assessment components and incorporating additional indicators promoting collaboration and adaptability.*

**Keywords:** *Interpersonal competencies, Intrapersonal competencies, Assessment instruments and 21<sup>st</sup> Century skills.*

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### I. INTRODUCTION

The 21<sup>st</sup> Century demands a comprehensive approach to education that goes beyond academic knowledge and encompasses the development of essential competencies. According to the report book Partnership for 21<sup>st</sup> century learning, there is a growing recognition of the need to develop and cultivate 21<sup>st</sup>-century skills among students (Pellegrino et al., 2012). Interpersonal and intrapersonal competencies, which include effective Communication, collaboration, adaptability, and self-direction, have emerged as crucial skills for students to thrive in a rapidly changing world. According to (Koul et al., 2021), competencies allow students to communicate and associate with others. Additionally, Stehle and Peters-Burton (2019), the goal of implementing 21<sup>st</sup> century learning is to encourage students to acquire fundamental abilities like teamwork and Communication. Information is exchanged via Communication to reach a preferred understanding (Jefferson & Anderson, 2017). In contrast, collaboration entails sharing resources to facilitate the development of a shared product. These abilities are crucial since effective relationships depend on efficient *Communication* to function, making *collaboration* possible and productive (Jefferson & Anderson, 2017). Therefore, according to (Gasong, 2016), interpersonal can help one understand the self and act according to awareness of mood, intention, motivation, temperament, desire, self-discipline, and the ability to respect oneself. In that sense, understanding the cause and the ability to influence people to do something. National Research Council (NRC) (2021) defines intrapersonal competencies as talents or skills that reside inside an individual and assist them in solving a problem.

The NRC (2012) stated that this competence includes two crucial broad skills: *Adaptability* and *Self-Direction*. According to (Devkota et al., 2017) adaptability is a soft skill that means rapidly learning new skills and behaviors in response to changing circumstances. Self-direction is a person's ability to work spontaneously without any external force, motivate himself, and learn new things (Döpp et al., 2021). Both competencies inseparably contribute to students' emotional intelligence and ability to communicate their

needs, goals, and ideas to others in an effective way. As such, it is essential to evaluate the extent to which existing assessment instruments employed in 8<sup>th</sup> grade English classes effectively incorporate and assess these competencies. An assessment can also provide teachers with valuable insights into each student's strengths and weaknesses (Bass & Glaser, 2004), which can inform their teaching strategies and help them tailor their approach better meet their students' needs. According to Brown (2004), assessment is an ongoing process encompassing a broader domain; whenever a student responds to a question, offers a comment, or tries out a new word structure, the teacher subconsciously assesses the student's performance. Teachers can evaluate students' understanding of the material through assessment and adjust their teaching strategies accordingly (May et al., 2020). It also helps students to identify areas where they need to focus their attention and motivates them to engage with the material. In addition, teachers must also develop or make assessment instruments for students.

Therefore, assessing students' work needs a device. The assessment tool that is created should adhere to the reliability standards. Elements of reliability in the developed assessment instrument encompass guidelines and rubric-based evaluations (Sumarni et al., 2018). The interpersonal and intrapersonal competencies are widely acknowledged, but there is a noticeable gap in research regarding their integration within the assessment instruments used in 8<sup>th</sup> grade English classes. The current assessment practices often prioritize evaluating academic content knowledge, potentially overlooking the development and assessment of these essential skills. Consequently, there is a need to explore how existing assessment instruments incorporate interpersonal and intrapersonal competencies in the specific context of 8<sup>th</sup> grade English classes. The Existing literature underscores the importance of interpersonal and intrapersonal competencies in educational settings. Interpersonal competencies, such as effective Communication and collaboration, are essential for students to interact successfully with their peers, teachers, and the broader community (Pellegrino et al., 2012). Intrapersonal competencies, including adaptability and self-direction, empower students to navigate challenges, set goals, and take ownership of their learning (UNESCO; WARD, 2018). A central issue in learning assessment is that teachers only provide an evaluation through several written tests, even though in the 21<sup>st</sup> century competencies, there are domains of interpersonal and intrapersonal competencies as assessment materials during the learning process in the classroom.

Previous research discusses the development of interpersonal competencies assessment instruments (Ellianawati et al., 2019) developed an assessment instrument to measure students' interpersonal communication skills, while (Seal & Miguel, 2015) focused on the development of an assessment tool for measuring social and emotional learning and (Fitrianty, 2019) conducted a study on the effectiveness of using group discussions as an assessment strategy for developing students' interpersonal and intrapersonal competencies. These studies provide insights into the different approaches and methods that can be used to create effective assessment instruments and strategies for cultivating interpersonal competencies in students. However, limited research has specifically examined the assessment instruments used in 8<sup>th</sup> grade English classes to evaluate these competencies. Most studies have explored broader educational contexts or focused on specific subject areas, leaving a research gap in understanding how these competencies are integrated into the assessment process within English language learning. The primary objective of this study is to assess the extent to which the existing assessment instruments employed in 8<sup>th</sup> grade English classes effectively use interpersonal and intrapersonal competencies. The study will focus on indicators of Communication, collaboration, adaptability, and self-direction as critical components of these competencies. This study aims to address several research gaps and contribute novelty to the existing body of knowledge. Firstly, it narrows the research focus to 8<sup>th</sup> grade English classes, providing a targeted analysis of the assessment instruments used within this educational context.

Secondly, while the importance of interpersonal and intrapersonal competencies is widely acknowledged, there is limited research evaluating the extent to which existing instruments accurately capture and assess these competencies. This study aims to bridge this gap by comprehensively evaluating the assessment instruments currently employed. Additionally, students will benefit from improved assessment practices that recognize and promote the development of these crucial competencies, enhancing their overall learning experience and readiness for future challenges. This study addresses the research gap concerning

evaluating interpersonal and intrapersonal competencies within the existing assessment instruments used in 8<sup>th</sup> grade English classes. By examining the extent to which these competencies are integrated, the study aims to provide valuable insights, bridge research gaps, and propose recommendations for enhancing assessment practices. Ultimately, the research benefits educators, policymakers, and students, fostering learners' holistic development and success in the 8<sup>th</sup> grade English classroom.

## II. METHODS

This study adopts a needs analysis research design to assess the extent to which existing assessment instruments in 8<sup>th</sup> grade English classes employ interpersonal and intrapersonal competencies. The methodology involves collecting and analyzing data from assessment instruments and syllabi of 8<sup>th</sup> grade English classes from five schools in Lampung. The primary data sources for this study are the assessment instruments (mid-term test and final test) used in 8<sup>th</sup> grade English classes from the selected schools. Additionally, the syllabi of these classes will be examined to gain a comprehensive understanding of the instructional context and learning objectives. The researcher will obtain school permission to access and collect these assessment instruments and syllabi. The analysis process consists of three main steps. Firstly, the researcher will compile an assessment instrument in the form of eight components based on the works of Brown (2004) and Russell & Airasian (2012).

These components include Course Information, Time Allocation, Instruction, Test Format, Topics, Test Items, Marks, and Administration. Secondly, the researcher will compile indicators of interpersonal and intrapersonal competencies from various references. These indicators will serve as the criteria for assessing the presence of these competencies in the assessment instruments. Indicators will be selected based on established frameworks and literature related to interpersonal and intrapersonal competencies in education. Lastly, the researcher will analyze the existence of interpersonal and intrapersonal competencies within the assessment instruments. This analysis will evaluate each component of the assessment instruments concerning the compiled indicators. The researcher will develop a scoring system that combines the elements of Brown's (2004) and Russell & Airasian's (2012) assessment instruments with these indicators. This scoring system will comprehensively assess the presence and extent of interpersonal and intrapersonal competencies within the assessment instruments.

## III. RESULT AND DISCUSSION

After analyzing the existing assessment instrument using interpersonal and intrapersonal competencies, the results are then portrayed on the analysis table to the extent to which interpersonal and intrapersonal competencies are infused. Table 1 shows the components of English assessment instruments at five schools.

**Table 1.** Result Analysis of Components of English assessment instruments at five schools

Components of Test	Meet the Standards									
	School A		School B		School C		School D		School E	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Subject Information	✓		✓		✓		✓		✓	
Time Allocation	✓		✓		✓		✓		✓	
Instruction	✓		✓		✓		✓		✓	
Test Format	✓		✓		✓		✓		✓	
Topics	✓		✓		✓		✓		✓	
Test Items	✓		✓		✓		✓		✓	
Marks		X		X		X		X		X
Administration		X		X		X		X		X

Further analysis showed that the English assessment Instrument at School E only met 6 assessment components. In comparison, the other 2 components were not found, and there was 1 component that did not match what the researcher created to analyze the assessment instrument. The 6 components found are Subject Information, Instruction, Time Allocation, Test Format, Topics, and Test Items. The two components that were not found were Marks and Administration. In the analysis stage, researchers analyzed the existence of interpersonal and intrapersonal competencies in the assessment instrument. To do this, the researcher compiled indicators of interpersonal and intrapersonal competencies taken from various references, such as

Partnership of 21<sup>st</sup> Century Skills (2009; 2014); Adopted from P21 (2015); University of Cape Town (2017); Praxis (2017); Binkley (2012); European Union (2019); Pierce Co. Washington (2016). Based on six components, not all contain interpersonal and intrapersonal competencies. The researcher only found interpersonal and intrapersonal in four components. Look at the following **Table 2**.

**Table 2.** Interpersonal and Intrapersonal Competencies in English Classes Assessment Instrument at Five School

No	Assessment Instrument Test Competencies	Interpersonal & Intrapersonal Competencies	Source	Indicators
1	Course Information			
2	Time Allocation	Interpersonal Competence	European Union (2019)	<ul style="list-style-type: none"> <li>• <b>Self-directed</b> The descriptor for this indicator is "Manage time efficiently and effectively."</li> </ul>
3	Instruction	Interpersonal Competence	University of Cape Town (2017)	<ul style="list-style-type: none"> <li>• <b>Communication</b> The descriptor for this indicator is "Present written information grammatically correct and in style appropriate to the level of formality."</li> </ul>
4	Test Format	Interpersonal Competence	University of Cape Town (2017)	<ul style="list-style-type: none"> <li>• <b>Communication</b> The descriptor for this indicator is "Present written information grammatically correct and in style appropriate to the level of formality."</li> </ul>
		Interpersonal Competence	(Partnership Framework of 21 <sup>st</sup> Century, 2015)	<ul style="list-style-type: none"> <li>• <b>Communication</b> The descriptor for this indicator is "Utilize multiple media and technologies and know how to judge their effectiveness a priori as well as assess their impact."</li> </ul>
5	Topics	Interpersonal Competence	Binkley et al (2012)	<ul style="list-style-type: none"> <li>• <b>Communication</b> The descriptor for this indicator is "Understanding the main features of written language (formal, informal, scientific, journalistic, colloquial, etc.)"</li> </ul>
		Intrapersonal Competence	(Partnership Framework of 21 <sup>st</sup> Century, 2015)	<ul style="list-style-type: none"> <li>• <b>Self-directed</b> The descriptor for this indicator is "Reflect critically on past works and tasks experience to inform future progress."</li> </ul>
6	Test Items			
7	Marks			
8	Administration			

The data in the table above shows that interpersonal and intrapersonal competencies is found in 4 components of the English classes for 8<sup>th</sup> grade assessment instrument in five school. In the Time Allocation component, the researcher found intrapersonal competence as "Managing time efficiently and effectively" taken from European Union (2019). In the time allocation, the student displays a conscientious approach to time management, demonstrating an understanding of the importance of utilizing time wisely and making consistent progress on tasks throughout the assessment period. In the Instruction component, the researchers found interpersonal competence in the form of "Present written information grammatically correct and style appropriate to the level of formality" taken from the University of Cape Town (2017). In the instructions that ask students to do the test carefully, to present written information in a grammatically correct manner and in a style appropriate to the level of formality. This includes understanding various grammatical structures and using appropriate vocabulary and tone to convey information effectively. The assessment will focus on communicating clearly and accurately in writing, with attention to grammar, syntax, and proper style for the given context. In this component, the instrumented assessment emphasizes students understand the definition of key terms that appear. Students cannot answer questions correctly Without a good understanding of these definitions.

In the Test Format component, the interpersonal and intrapersonal competencies found are also in the form of "Present written information grammatically correct and style appropriate to the level of formality" taken from the University of Cape Town (2017) and "Utilize multiple media and technologies and know how to judge their effectiveness a priori as well as assess their impact" taken from Partnership Framework of 21<sup>st</sup> Century Skills (2015). The instrument test formats are multiple-choice, matching words, fill-in-the-blank, and essay. The final test items adopt the minimum competency assessment (AKM) test format. The test format requires students to understand the test well so that questions can be answered correctly. In the Topic component, the writer finds interpersonal and intrapersonal competence in the form of "Understanding the main features of written language (formal, informal, scientific, journalistic, colloquial, etc.)" taken from Binkley et al. (2012), To accurately identify and explain the distinguishing characteristics

of each style, and apply this knowledge effectively in their written responses and shows a firm grasp of the nuances of written language and how it can vary based on context and audience. Meanwhile, the indicators of intrapersonal competence in the form of "Reflect critically on past works and tasks experience to inform future progress" taken from Partnership Framework of 21<sup>st</sup> Century Skills (2015).

In the topics that students will be evaluated based on their ability to reflect critically on their past works and tasks, using them as a basis to inform and improve their future progress. Students are expected to analyze and assess their previous assignments, projects, and learning experiences to identify strengths, weaknesses, and areas for growth. They should demonstrate the capacity to draw lessons from their past work and apply them effectively to enhance their future learning and performance. Additionally, students should understand how their reflections can contribute to their overall development and learning journey in English. Based on this analysis, it can be concluded that the content of interpersonal and intrapersonal competencies in the 8<sup>th</sup> grade English classes of the School E assessment instrument is still very minimal. From the indicator aspect, the test instrument only contains two primary indicators of Communication and self-direction aspect. Meanwhile, from the aspect of the assessment component, interpersonal and intrapersonal competence is only found in four components. The overall result of the existing assessment instruments of 8<sup>th</sup> grade English classes infused interpersonal and intrapersonal competencies are presented in **Table 3**.

**Table 3.** The Result of the Existing Assessment Instrument of 8<sup>th</sup> Grade English Classes

Components of test	Interpersonal Competencies		Intrapersonal Competencies	
	Communication	Collaboration	Adaptability	Self-Direction
Course Information				
Time Allocation				✓
Instruction	✓			
Test Format	✓			
Topics	✓			✓
Test Items				
Marks				
Administration				

The data presentation and the analysis of the interpersonal and intrapersonal competencies in the existing assessment instrument. This study found that the existing assessment instrument components only use interpersonal indicators on their components, such as Communication and self-direction—otherwise, collaboration and adaptability are not included. The Interpersonal and Intrapersonal competencies indicator that can be found on the existing assessment instrument are four descriptors of Interpersonal competencies in Communication, which are Articulate thoughts and ideas effectively using written communication skills in a variety of forms and contexts (Partnership for 21st Century Learning, 2015); Utilize multiple media and technologies and know how to judge their effectiveness a priori as well as assess their impact (Partnership for 21st Century learning, 2015); Present written information grammatically correct and in style appropriate to the level of formality (University of Cape Town, 2017); and Understanding the main features of written language (formal, informal, scientific, journalistic, colloquial, etc.) (Binkley et al., 2014).

#### IV. CONCLUSION

After analyzing existing assessment instruments, integrating interpersonal and intrapersonal competencies into assessment instruments assists in completing what has not yet been covered by the existing teaching-related assessment instruments in mid-term and final-term tests. Based on the analysis of 10 assessment instruments from 5 schools, it can be concluded that this study found that the existing assessment instrument components use interpersonal and intrapersonal indicators on their components, such as communication and self-direction. While collaboration, and adaptability aspects, which are not included even though collaboration is a process of working together to achieve learning objectives that result in improved learning outcomes. Collaboration involves: debating, planning, and problem-solving, inquiring together, using evidence and research to guide decision-making. While adaptability is a crucial competency in education as it equips students with the skills to navigate an ever-changing world and succeed in various contexts. To assess students' ability to adapt to changing circumstances, tasks, or expectations, an assessment

instrument can be designed to incorporate scenarios that challenge their adaptability skills. This study is expected to contribute in providing valuable insight that covered the study of assessing assessment instruments of interpersonal and intrapersonal competencies for 8th grade English classes of junior high school.

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