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Implementation of Social Emotional Learning Approach of Senior High School Students of Gowa

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Abstract

This study aims to (1) Identify the implementation of the social emotional learning (PSE) approach at the curriculum level through the most relevant subjects; (2) Analyze the implementation of social emotional learning (PSE) in the school environment; and (3) Analyze the implementation of social emotional learning (PSE) in students. This study used a qualitative approach with a descriptive method. Data were obtained through interviews, observations and documentation with informants including teachers, staff, and students. The results of the study indicate that the implementation of PSE at SMAN 11 Gowa has covered three main aspects: (1) At the curriculum level, PSE is integrated into subjects such as Islamic Religious Education, Pancasila Education, and Indonesian, with learning methods that prioritize social and emotional values; (2) In the school environment, a positive, inclusive, and collaborative culture supports the social-emotional development of students; and (3) In students, teachers and staff have an important role in becoming role models and facilitators who support students' social and emotional competence. This study concludes that an integrated PSE approach that is integrated comprehensively in the curriculum, school environment, and learning community can improve the quality of learning while developing students' characters. This study provides an important contribution to the development of educational policies that support students' social and emotional skills.

Keywords: *Social Emotional Learning, Curriculum, School Environment, Learning Citizens*

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential

to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state (Law on National Education System No. 20 of 2003). From this understanding, it can be concluded that education aims to develop human potential as a whole (Fauzi, 2024). While learning is part of the education process, namely the activity that occurs when acquiring knowledge, skills, or attitudes through various means such as listening, observing (Amir et al., 2022; Aswat et al., 2022), interacting and practicing (Hakim et al., 2024). It can be said that learning is a process to achieve educational goals.

The role of educators as conveyed by Ki Hajar Dewantara, educators are guides to all natural powers that exist in children, so that they as humans and members of society can achieve the highest safety and happiness (Dewi Fajaryati, Aunurrahman, Halida, 2023). KHD's thoughts remind us that the task of educators as learning leaders is to foster their motivation to be able to build quality attention to the material by designing inviting and meaningful learning experiences (Santika & Khoiriyah, 2023). Teachers consciously plan the knowledge, skills and attitudes that students need to realize their strengths (potential) (Sofiani, Roinah, Nurhalin, 2025).

This is relevant to the demands of Law Number 14 of 2005 concerning Teachers and Lecturers which clearly regulates the qualifications and competencies of teachers, especially in terms of social competencies which include; communication skills, interaction skills, cooperation skills, and problem-solving skills (Jalal et al., 2023). In the current context, teachers' social competencies are becoming increasingly relevant, teachers are not only required to teach subject matter, but must guide students to develop their character, social, and emotional skills (Indriana Purba et al., 2020). Teachers have a very crucial role in the social emotional development of students (Amir, Akhiruddin, Rani, 2024). In addition to being a facilitator of academic learning, teachers also act as mentors, motivators, and role models for students. building positive relationships, providing meaningful learning by working with parents of students to help them grow into whole individuals who are ready to face life's challenges (Iskandar et al., 2023).

Students must have the competence to recognize emotions, be able to control their desires as an attitude of respecting the desires of others, and be able to interact with peers (Permendikbudristek No. 2 of 2022 concerning Content Standards). Students' learning abilities run well, not only depending on teacher instructions, but also factors such as the school environment, sense of belonging, positive relationships with teachers, and feedback received by students. (Veljković et al., 2020; (Wahyuillahi et al., 2021). Neuroscience research shows that emotions and cognition are interconnected, even inseparable. Emotions and cognition are essential for everyone to understand, organize, and make connections even to "pure" academic concepts.

Social Emotional Learning fosters social and emotional competencies through explicit instruction and learner-centered learning approaches that help learners engage in the learning process and develop analytical, communication, and collaborative skills (Indreswari et al., 2024). The PSE program also enhances

social and emotional competencies by building a positive culture/school culture, environment, and conditions for learning that are safe, caring, cooperative, well-organized, and participatory (Zubaedi, 2011). Integrated systems, implementation of Social Emotional Learning programs in the classroom to school level, collaboration with families and community members are the keys to the success of PSE (Syah, 2019).

Social emotional learning includes universal programs for all students with treatment support for students to gain social, emotional, and behavioral difficulty management experiences (Mulyasa, 2016). Social Emotional Learning is learning to recognize and manage emotions, solve problems effectively, and build positive relationships with others (Greenberg et al., 2017). More specifically, with social emotional learning, students can recognize their strengths and weaknesses, and have a positive view of themselves, can solve problems in a constructive way and avoid violence, empathize by understanding other people's feelings and being willing to help, and be able to make ethical choices and consider the consequences (Stillman et al., 2018).

Social emotional learning aims to develop students' social and emotional skills, but in practice we often encounter various challenges that hinder the achievement of this goal (Cristóvão et al., 2017), (Samsudin, 2020). The results of field observations show that there are still teachers who, when conducting classroom learning, still do not or have not paid close attention to the social emotional conditions of students when they are about to start learning. This can be seen in the initial activities of teachers starting the learning routine by only checking student attendance without asking about the child's condition or feelings of their students immediately starting learning (classroom observation results, Monday, May 27, 2024).

In addition, the results of interviews with Indonesian language subject teachers, the person concerned does not yet have an adequate understanding of the importance of social emotional learning in the classroom learning process (interview Thursday, May 30, 2024). Based on objective considerations as described above, it is deemed necessary to conduct in-depth research on the Implementation of the Social Emotional Learning Approach at SMAN 11 Gowa, with the hope that it can contribute to maximizing social emotional learning so that it has an impact on improving students' social emotional skills. This research is a continuation of previous studies to further strengthen the implementation of Social Emotional Learning.

METHOD

This study uses qualitative research. Qualitative research is a research approach that aims to understand phenomena or problems from an in-depth and descriptive perspective. This method emphasizes the collection of quality data through observation, interviews, or document analysis, to describe the context, meaning, and interpretation of the phenomena being studied (John W. Creswell,

2013). The main goal is to produce a deep understanding of the events or experiences being studied, often in a natural or real context.

The location of this study is at SMAN 11 Gowa, Tombolo Pao District, Gowa Regency. The informants in this study were two teachers of Religious Education and Character Education, 1 teacher of Pancasila Education and 1 teacher of Indonesian Language, and there were 2 additional informants, namely the Vice Principal for Curriculum Affairs and one student staff who were considered able to provide information related to the Implementation of the Social Emotional learning approach at SMAN 11 Gowa. Data collection in the study was carried out through observation, documentation and interviews. The data analysis technique used three stages, namely data condensation, data presentation and drawing conclusions (Hasyim, 2023).

RESULT AND DISCUSSION

As an educational unit that has chosen to implement the independent curriculum, it is fitting that teachers at SMAN 11 Gowa apply the social emotional learning approach in the teaching and learning process in the classroom. The social emotional learning approach (PSE) is a very relevant approach in today's education world. PSE not only focuses on students' cognitive development, but also on their social and emotional aspects in the process of building character, improving the quality of positive relationships between each other, improving academic achievement, providing social emotional skills to prepare for the future to face increasingly complex and competitive challenges and prevent the emergence of social problems such as bullying and other violence. Social-Emotional Learning (PSE) is a very important approach in supporting the personal and social development of students.

The implementation of PSE in schools not only focuses on academic achievement, but also on character building, increasing emotional intelligence, and strengthening students' social skills. PSE helps students to better understand and manage their emotions, build positive relationships with others, increase empathy and sense of responsibility, and overcome social challenges in a constructive way. In the context of SMA Negeri 11 Gowa, the implementation of PSE plays an important role in preparing students to face the challenges of the academic and social world. After presenting the research results, this discussion will then describe the findings in depth by linking them to the theoretical framework and relevant literature. The research results that have been explained in the previous section are the basis for analyzing the implementation of social emotional learning (PSE) at SMAN 11 Gowa through three main aspects including:

1. Implementation of social emotional learning (PSE) in the curriculum (subjects related to PSE) at SMAN 11 Gowa.

SMA Negeri 11 Gowa uses the Independent Curriculum which emphasizes project-based learning, learning flexibility, and holistic development of student

competencies. Subjects such as Religious Education and Character Education, Pancasila and Citizenship Education (PPKn), and Indonesian Language have the potential to integrate PSE principles. Based on the results of the study on the application of the PSE approach at SMAN 11 Gowa in the curriculum related to the subjects that are considered most related to the application of PSE, the following will be discussed: a) Integration of PSE Application carried out by Islamic Religious Education and Character Education subject teachers at SMAN 11 Gowa; 1) instilling moral and ethical values through case-based learning, 2) providing discussion space for students to understand various perspectives in managing conflict and empathy; b) Integration in Pancasila Education subjects including, 1) discussing social issues such as tolerance, diversity, and social justice, 2) providing opportunities to be involved in responsible decision-making simulations; Meanwhile c) Integration of PSE by Indonesian language subject teachers at SMAN 11 Gowa, namely 1) developing effective communication skills through writing and speaking exercises, 2) discussing issues in reading to instill the values of empathy and social understanding.

The implementation of Social and Emotional Learning (SLE) in the curriculum aims to strengthen students' competencies in social, emotional, and moral aspects through relevant subjects. Based on research results, the integration of SLE in subjects such as Religious Education, Pancasila Education, and Indonesian Language has proven effective in forming the character of students who are empathetic, responsible, and have high social awareness.

Here are some of the benefits that can be obtained by implementing the PSE approach in the subject of Religious Education and Character Education; 1) PSE can help students understand and internalize religious values more deeply. By understanding the emotions of themselves and others, students can practice values such as compassion, tolerance, and justice in everyday life, 2) PSE can equip students with the social and emotional skills needed to build good character. Skills such as empathy, self-control, and effective communication are very important in forming noble morals, by understanding the roots of various emotions and behaviors, students can avoid the influence of radicalism and extremism. 3) PSE teaches students to think critically, be tolerant, and appreciate differences, A deeper understanding of emotions and social relationships can improve the quality of students' worship. They can carry out worship more solemnly and sincerely, 4) PSE helps students build positive relationships with friends, teachers, and family members. Good communication skills and empathy can strengthen social bonds, by learning to manage emotions and stress, students can have better emotional well-being. This will have a positive impact on their academic achievement and overall quality of life, Social and emotional skills gained from PSE will be very useful for students in facing life's challenges in the future. They will be better prepared to interact with others, work together in teams, and solve problems.

The implementation of the Social-Emotional Learning Approach (PSE) in Pancasila Education subjects provides various benefits, both for students and the

learning process as a whole. Some of these benefits include: 1) not only learning the values of Pancasila theoretically, but also feeling and applying them in their daily social lives, such as mutual cooperation, tolerance, and social justice are directly related to their emotions and social interactions, 2) developing skills such as empathy, respecting differences, and effective communication can be strengthened through learning that integrates Pancasila and the social-emotional approach, 3) In the context of Pancasila Education, students are taught to resolve differences of opinion in a constructive way, in line with the spirit of deliberation for consensus, 4) PSE supports the formation of student character in accordance with Pancasila values, such as honesty, responsibility, and respect for others, 5) The implementation of PSE can increase students' emotional involvement in Pancasila Education lessons. Students feel more connected to learning topics that do not only rely on theory, but also pay attention to their emotional and social states.

From the findings, it can be indicated that the benefits of implementing the PSE approach in Indonesian language lessons can increase learning motivation; students are more motivated to learn when learning materials are relevant to their lives and allow them to express themselves, develop critical thinking skills; students are trained to analyze information, evaluate arguments, and make responsible decisions, improve communication skills; students become more confident in public speaking and communicating effectively with others, building positive social relationships; students learn to work together in groups, appreciate differences of opinion, and build relationships of mutual respect

2. Implementation of social emotional learning (PSE) in the school environment at SMAN 11 Gowa

Social-Emotional Learning (SEL) is an approach that focuses on developing students' abilities to manage emotions, build healthy relationships, and make responsible decisions. The implementation of SEL in schools is essential to creating a learning environment that supports students' social and emotional well-being, which ultimately has a positive impact on students' academic and character development.

The findings of researchers related to the implementation of PSE in the school environment include: 1) Positive and inclusive school culture; a) SMAN 11 Gowa integrates social emotional values through an inclusive school culture, respects differences, and encourages positive relationships between students, teachers and staff, b) observations show a warm and supportive relationship between school residents, which is the basis for the effective implementation of PSE; 2) Supportive learning climate; a) teachers at SMAN 11 Gowa try to create a conducive classroom atmosphere by respecting student perspectives, providing positive feedback, and providing examples of good social behavior; b) the results of interviews with teachers show that final learning reflections are an important part of strengthening students' social emotional competencies; 3) Facilities and

infrastructure such as classrooms and other supporting facilities create a safe and comfortable environment for students that supports the implementation of PSE

3. Implementation of PSE for students at SMAN 11 Gowa, including teachers and staff as well as parents of students

The process of implementing PSE at SMAN 11 Gowa involves various parties, including teachers, staff, parents, and social institutions that work together to support students' social-emotional development. Teachers at this school play an active role in designing learning that not only prioritizes academic knowledge, but also provides opportunities for students to learn social skills such as empathy, cooperation, and effective communication. In addition, extracurricular activities and other school programs are also important means of building students' social-emotional intelligence.

Based on the researcher's findings related to the implementation of PSE in students of SMAN 11 Gowa which include teachers, staff, and parents of students, it can be stated as follows: 1) the role of teachers in the implementation of PSE; a) teachers are the main actors in implementing PSE through formal teaching in class and informal interactions, b) findings show that teachers use strategies such as group discussions, case studies, reflection, and role plays to develop self-awareness, empathy, and social skills of students, c) teachers also show examples of social emotional behavior by showing empathy, being a good listener, and giving appreciation to students, d) there are findings that the obstacles faced by teachers include the lack of special training to better understand the implementation of the PSE approach in subjects and time constraints in the curriculum are often obstacles; 2) Support from school staff, a) school staff supports the implementation of PSE by helping to create a safe, comfortable, and inclusive environment, b) school programs prioritize togetherness, tolerance, and cooperation as part of the school culture at SMAN 11 Gowa, such as community service, celebration of big days, and extracurricular activities c) collaboration between school staff and teachers creates a conducive atmosphere for social emotional learning, 3) Involvement of parents of students; a) Parents are invited to participate in supporting the social emotional learning of their children, through direct communication or parent-teacher meeting/coordination meeting programs to improve effective communication, b) there are findings of obstacles faced, namely the lack of time for parents to be actively involved, 4) Collaboration between learners by forming a school community and parent-teacher association strengthens relationships between school residents, 5) The positive impact of implementing PSE on school residents includes; a) students experience increased self-awareness, empathy, and the ability to manage emotions so that the environment is more inclusive and minimizes bullying incidents, b) teachers feel more connected to students and are able to create relationships that support learning, c) parents of students better understand the social emotional needs of their children which strengthens

relationships within the family, d) A more harmonious and respectful school culture is created which increases students' comfort and motivation to learn.

CONCLUSION AND RECOMMENDATION

Taking into account the previous results and discussions, the closing section will provide an overall reflection on the research objectives that have been achieved. Implementation of PSE at the Curriculum level. PSE has been integrated into the most related subjects such as Islamic Religious Education and Character Education, Pancasila Education, and Indonesian Language. Teachers use methods such as group discussions, case studies, and reflection to help students develop empathy, emotional management, social skills, and responsible decision making. However, its implementation still requires reinforcement in the form of teacher training and material enrichment. Implementation of PSE in the School Environment. SMAN 11 Gowa has created a school climate that supports the implementation of PSE. This is reflected in the inclusive school culture and positive relationships between school residents. Teachers and staff demonstrate behavior that is a role model for students, while school programs are designed to strengthen social and emotional values. Implementation of PSE in Learning Citizens. Staff and parents collaborate to support social emotional learning. Teachers become role models in strengthening students' social emotional competencies, while parents are involved through parenting programs and active communication. However, time constraints and uneven understanding among teachers and parents are obstacles that need to be overcome.

Based on the conclusions that have been described previously, there are several recommendations that can be put forward for further development of the various shortcomings that researchers have found. 1) Curriculum Development: Integrating social emotional learning into the school curriculum in all subjects, 2) Teacher and Staff Training: Providing training to teachers and staff on effective teaching strategies to develop students' social emotional skills, 3) School Programs: Implementing school programs that focus on social emotional development, such as counseling programs, discussion groups, or extracurricular activities, 4) Parental Involvement: Involving parents in efforts to develop their children's social emotional skills, by developing parenting programs 5) Periodic Evaluation: Conducting periodic evaluations to measure the effectiveness of the implementation of school culture, curriculum, school environment, and students. This can help identify areas that need improvement and ensure the effectiveness of the program, 6) Strengthening School Community Collaboration; involving the school community including students, teachers, staff, and parents of students in designing and implementing PSE-based programs. This will create a sense of shared ownership and strengthen the implementation results, 7) Resource Improvement; providing better resources, such as PSE-based teaching materials, learning aids, and supporting facilities to ensure optimal implementation.

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