Analysis of the Implementation of Social-Emotional Competence (SEC) Learning in Elementary Schools

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Abstract. The emphasis on the development of Social-Emotional Competence (SEC) in Elementary Schools has increased during the independence curriculum policy. Still, this emphasis also requires teachers to understand learning strategies and the complex nature of students' social-emotional development. This study explores how schools that implement Social-Emotional Competence (SEC) learning affect students' social-emotional intelligence. This study uses a qualitative descriptive approach. Data were collected through interviews, observations, and documentation to provide conclusions. This study examines the various strategies implemented in this school, including the curriculum, teaching methods, and teacher challenges in implementing SEC Learning. The results of the study indicate that the systematic integration of Social-Emotional Competence (SEC) learning into the Elementary School curriculum significantly positively affects students' social-emotional and academic development.

Keywords: Social-Emotional Competence (SEC), Elementary Schools, Social-Emotional Intelligence, Independence Curriculum Policy, Learning Strategies

Abstrak. Penekanan terhadap perkembangan Kompetensi Sosial-Emosional (KSE) di Sekolah Dasar telah meningkat selama kebijakan kurikulum merdeka, namun penekanan ini juga menuntut para guru untuk memahami strategi pembelajaran dan sifat kompleks dari perkembangan sosial-emosional peserta didik. Penelitian ini bertujuan untuk mengeksplorasi bagaimana sekolah yang menerapkan pembelajaran Kompetensi sosial-emosional (KSE) berpengaruh pada kecerdasan social emosional peserta didik. Penelitian ini menggunakan pendekatan deskriptif kualitatif. data dikumpulkan melalui wawancara, observasi, dan dokumentasi hingga dapat memberikan kesimpulan. Penelitian ini mengkaji berbagai strategi yang diimplementasikan di sekolah ini, termasuk kurikulum, metode pengajaran, dan tantangan guru dalam penerapan Pembelajaran KSE. Hasil penelitian menunjukkan bahwa pengintegrasian pembelajaran Konpetensi social emosional (KSE) secara sistematis ke dalam kurikulum Sekolah Dasar memiliki efek positif signifikan pada perkembangan social-emosional dan akademik siswa.

Kata Kunci:
Kompetensi Sosial Emosional (KSE), Sekolah Dasar, Kecerdasan Sosial Emosional, Kebijakan Kurikulum Merdeka, Strategi Pembelajaran

Introduction

Social-emotional competence (SEM) for elementary school students has received significant attention. SEM includes skills such as self-awareness, self-management, Social Awareness, relationship skills, and responsible decision-making which are all critical to healthy personal and academic development in children.

Emotional intelligence is an important attribute for building relationships, stress management, and self-regulation. (Butler et al., 2022). while Social Emotional Competence Learning (SEM) is an educational model that aims to improve students' Social Emotional Competence (SEM). therefore effective SEL programs begin in preschool and continue through high school. (Weissberg & Cascarino, 2013). The Social Emotional Learning (SEL) approach is rooted in the belief that the most effective learning process occurs in a learning environment supported by positive relationships, where learning is not only challenging, but also interesting and meaningful (Jones & Bouffard, 2013).

A classroom environment that emphasizes quality relationships between teachers and students is a key factor in creating a positive classroom climate and school culture. The relationship between teachers and students based on mutual trust has a significant effect on students' interest and participation in the learning process (CASEL (2013). This trust creates an atmosphere where students feel safe and comfortable to express themselves, allowing students to be more active in asking questions, exploring, expressing opinions, experimenting, and working together. Thus, students get more opportunities to develop their abilities and competencies to the maximum. Teachers

who are calm, positive, and satisfied are likely to be more prepared to treat students warmly and sensitively, even when students behave in a challenging manner. (Jones & Bouffard, 2013)

Social emotional intelligence is defined as the process by which students develop a series of interrelated competencies that enable students to recognize and manage their emotions, set and achieve goals, and engage in decision-making processes that are responsible attitudes. (Weissberg & Cascarino, 2013).

Social-emotional competencies refer to the skills to interact with others, monitor and control cognitive processes, and manage emotions and behaviors (Coelho et al., 2015). It also involves encouraging students to stay motivated, take action toward achieving set goals, solve problems, and communicate effectively. (Butler & Marrs, 2022).

Recognition of this has encouraged many educational institutions to integrate social-emotional education into the independent curriculum policy in Elementary Schools, which recognizes that the main goal of education is to improve students' abilities in the learning process, create individuals who have positive self-esteem, are able to control themselves, are sensitive to problems, and have good social and emotional skills.

The need to integrate aspects of social-emotional intelligence into the education curriculum in elementary schools is becoming increasingly imperative. The emphasis on students' social-emotional development has gained significant momentum, especially in the era of the independent curriculum policy. This policy not only revolutionizes the curriculum framework but also requires educators to improve their understanding

and competence in handling the social-emotional development of students.

This study was designed to explore how schools, especially those that have implemented Social Emotional Competence (SEC) learning, have successfully integrated and implemented this concept through the Teacher Learning Community ''Tudang Sipulung'' Social-Emotional Learning that has been implemented at SDN 280 Ongkoe in Wajo Regency has shown a response to the urgent need for holistic education, which focuses not only on academic achievement but also on students' personal and social development. at SDN 280 Ongkoe offers valuable insights into the practical application and effectiveness of SEC education in elementary education settings. By exploring in depth the practices implemented by SDN 280 Ongkoe, this study aims to identify key factors that contribute to the success of the program, as well as explore the perceptions and responses of key stakeholders including educators, students, and parents.

Method

This study uses a qualitative descriptive design. This approach was chosen to describe the implementation of Social Emotional Competence (SEC) learning at SDN 280 Ongkoe through the Teacher Learning Community. The subjects of the study were teachers involved in the ''Tudang Sipulung'' Learning Community and students at schools that implement the SEL program. The selection of subjects was carried out by purposive sampling, where participants were selected based on student experience and involvement. Data collection techniques were observation, interviews, and documentation. Data analysis began with data collection, data reduction, and conclusion. The collected data will be analyzed using qualitative content analysis techniques. The steps of analysis include data coding and category formation. This analysis aims to identify the main patterns and findings that emerge. Participants were given complete information about the objectives and procedures of the study. Confidentiality and anonymity of information obtained from participants were well maintained.

Results and Discussion

Implementation of Social-Emotional Learning in the Classroom. The Social Emotional Learning Program included in the curriculum of SD Negeri 280 Ongkoe aims to facilitate the development of harmonious social and emotional skills in learning, which include children's self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

The indicators used as a reference in assessing social and emotional competencies refer to the social and emotional competency framework (Casel) in the teacher education program for driving

Table 1. Social and Emotional Competency Framework (CASEL)

Definition	Indicator
Self-awareness: The ability to understand one's feelings, emotions, and values, and how these influence one's behavior in various life situations and contexts.	- Identify personality and social identity - understand one's own emotions - connect feelings, values , and thoughts - analyze biased assumptions - have a developed mindset

	• be interested and set goals
Self-management: managing emotions, and effective behavior in various situations in achieving goals.	• managing emotions, discipline, motivated, courage, and initiative • using stress management strategies • using design and organizing skills • showing courage in taking initiative
Social awareness: understanding point of view and empathizing	• consider the views of others • identify a variety of social norms • empathy and acknowledge the abilities of others
Relationship skills: building and maintaining healthy relationships	• communicate effectively • build relationships, cooperate, resist negative social pressure, • offer assistance and defend the rights of others
Responsible decision making:	• demonstrate curiosity • recognize solutions to personal and social problems • realize that critical thinking skills are very useful • analyze the positive impact of interpersonal, institutional, and community relationships

Student learning needs analysis

Analysis of student learning needs aims to understand the strengths, weaknesses, learning styles, and special interests of students so that they can adjust learning strategies that encourage growth and learning of social-emotional competencies sustainably. According to (Chen et al., 2005), identifying student assessments and learning needs will provide more detailed information to teachers to guide learning planning.

Therefore, student grouping aims to recognize and respond to the similarities and differences that students have. The similarities found between students are often the basis for placing students in the same group, while the differences between them lead to the formation of diverse groups. This concept is embedded in the Learning Process (KSE) with the view that students experience continuous growth and development that is unique to each individual. (Tomlinson, 2005) Thus, grouping considers that each student has a different rate of growth and development, which needs to be accommodated in the teaching and learning approach. According to (York-Barr et al., 2007) heterogeneous groups of students benefit socially and academically through participation in inclusive and collaborative learning models.

The following is a description of learning mapping based on the student learning profile that has been described previously.

Table 2. Determining learning needs

Students learning profile	Visual	Auditory	Kinesthetic
Differentiation Group	Students	Students	Students
Content	Teaching materials in the form of power points, posters, and articles on the internet	Teachers prepare teaching materials in the form of videos on YouTube and podcasts	Teachers prepare teaching materials in the form of videos and animations
Process	Students in groups are assigned to read articles, PowerPoints, and posters	Students in groups are assigned to focus on listening to material from podcasts and YouTube videos	Students in groups obtain information by interviewing one of the teachers at the school
Product	In groups make pictures	Students in groups make podcasts of voice recordings	Students in groups make videos of group recordings demonstrating the material that has been studied

The results of the analysis of the suitability of learning with the Learning Implementation Plan document include five stages based on the established Social-emotional Intelligence Indicators. One of the models used is guided inquiry for grade V science learning because it is considered capable of providing an effect on students' social-emotional responses. This is due to the support of a series of dynamic teaching materials and approaches designed to facilitate and enrich interventions.

Stage 1 Stimulus Provision

Stimulus provision is carried out by displaying a picture of a cloudy cloud conducting Q&A with students, and singing together with students the water cycle song,

KSE 1 Self-Awareness (Emotion Recognition), Students perform the STOP Technique (relax) guided by the teacher. Students observe Plutchik's emotion wheel and invite students to identify the feelings and thoughts they feel and think that are most often experienced

KSE 2. Social Awareness (Empathy) is a child given two pictures of emotions (happy and sad), students provide statements in the form of solutions that they can do if their friends experience 2 emotions in the picture.

Stage 2. Problem Identification

At this stage, the teacher forms groups of student learning styles, namely Auditory, Visual, and Kinesthetic, and distributes worksheet materials according to the learning styles of each group.

Stage 3 Data Collection

At this stage, students obtain information and collect data in groups consisting of the Auditory Group listening to lesson materials through podcasts and videos on YouTube, the Visual Group digging for information by reading and observing articles and PowerPoints, the Kinesthetic Group conducting interviews outside the classroom with one of the teachers at the school to collect information.

Stage 4. Data processing

Each group works on group assignments according to the student's learning style consisting of three groups, namely the Visual Group making assignments in the form of pictures of the water cycle process, the Auditory Group working on an audio work assignment in the form of a podcast of the water cycle process, the Kinesthetic Group making assignments in the form of videos demonstrating the water cycle process.

Stage 5 Verification

Each group presents the results of their group work in front of the class

Stage 6 by Drawing Conclusions

The teacher's activities in conclusion are directing students to choose the Emoji provided and choosing based on what students feel during the learning process.

A series of activities designed by teachers to encourage students' self-awareness, empathy, and social understanding, have an impact on the development of the ability to recognize and manage emotions and understand the emotions of others. The teacher's approach is adjusted to the student's learning style and the use of various media such as pictures, music, and group activities, have enriched the learning experience and stimulated students to apply these concepts in real situations.

Positive teacher behavior, empathy, and building healthy relationships have a significant impact on children's motivation to imitate similar behavioral patterns to the teacher. According to Social Emotional Competence (SEL) Aspect related to relationship skills aims to encourage positive and effective interactions with other individuals including the ability to invite others (Denham, 2010)

Learning Social Emotional Competence (SEC) is more interesting, integrating creative and interactive activities is the key to the success of SEC. This not only increases children's enthusiasm but also facilitates a deeper understanding of the concept of Social Emotional Competence Learning. In addition, teachers providing positive reinforcement when children demonstrate good social-emotional behavior is an important step in strengthening these positive norms. A positive classroom environment can support children to feel accepted and create a strong foundation for increasing students' respect and enthusiasm for learning. By implementing these strategies consistently, it is hoped that children will feel more involved and enthusiastic in participating in KSE learning.

Teachers' challenges in implementing Social Emotional Competence (SEC) Learning

Assessing and monitoring the development of SEC in students can be complex. Teachers need appropriate assessment tools and methods to measure the effectiveness of SEC learning, which are often unavailable or difficult to implement

Although the implementation of SEC learning has been carried out by teachers in accordance with the designed RPP, SEC learning at SDN 280 Ongkoe still poses special challenges for teachers. The main challenge is the need to adjust teaching methods to suit the various emotional and social needs of students. Each student has a unique background, experience, and level of emotional maturity, requiring an individually tailored approach to SEC learning.

The second challenge is the difficulty in understanding children's emotional expressions

In addition, other obstacles include a lack of training and resources for teachers. Many teachers do not have specific training in SEC, implementing this program complicated without professional support.

Conclusion

Based on the research findings, the results showed that learning that focuses on social and emotional aspects contributes significantly to improving students' social and emotional abilities. there is a significant increase in students'

social and emotional skills when students understand their strengths, weaknesses, and emotions and attitudes in learning. Through systematic learning planning, categorizing learning needs. then students get the opportunity to work together and engage in fun learning activities. students are routinely invited to evaluate their mood and use mood assessment tools to determine the level of happiness and energy obtained after participating in learning. This process not only improves students' self-regulation and relationship management skills but also helps students to interact confidently with others and learn more effectively through collaboration with peers

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