



Assesment Social and Emotional Learning (SEL) Competence in Senior High School (SMA).

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Abstract. This research aims to describe the social and emotional learning (SEL) competency requirement of senior high school (SMA) students. The data analysis technique in this research is descriptive data analysis and requirement questionnaire analysis. The subjects of this research were 192 of 10th grade senior high school students. The results of this research showed the development of social and emotional learning (SEL) competency was needed for 10th grade senior high school (SMA) students. Social and emotional learning (SEL) competency was reflected in self-awareness, self-management, social awareness, relationship skills, and responsible decision making. The requirement important substantiation for developing social and emotional learning (SEL) competency for senior high school (SMA) students are based on the requirement analysis result were obtained 80% for self-awareness, 69% for self-management, 73.5% for social awareness, 66% for relationship skills, and 82.5% for responsibility decision-making.

Abstrak. Penelitian ini bertujuan untuk mengetahui gambaran kebutuhan kompetensi social and emotional learning (SEL) peserta didik sekolah menengah atas (SMA). Teknik analisis data dalam penelitian ini adalah analisis data deskriptif dan analisis angket kebutuhan. Subyek penelitian ini sebanyak 192 peserta didik kelas 10 sekolah menengah atas (SMA). Hasil penelitian ini menunjukkan pengembangan kompetensi social and emotional learning (SEL) dibutuhkan peserta didik kelas 10 sekolah menengah atas (SMA). Kompetensi social and emotional learning (SEL) tercermin pada kesadaran diri, manajemen diri, kesadaran sosial, keterampilan membangun hubungan dan pengambilan keputusan yang bertanggung jawab. Bukti penting kebutuhan pengembangan kompetensi social and emotional learning (SEL) pada peserta didik sekolah menengah atas (SMA) didasarkan pada hasil analisis kebutuhan diperoleh persentase kesadaran diri 80%, Manajemen diri 69%, Kesadaran Sosial 73,5%, Keterampilan membangun hubungan 66%, Pengambilan keputusan yang bertanggung jawab 82,5%.

Keywords:

Kompetensi Social and Emotional Learning (SEL); Senior High School (SMA).

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INTRODUCTION

At the end of the Millennium Development Goals (MDGs) in 2015, there is still a number of homework to be completed in the period of the Sustainable Development Goals (SDGs) that will be implemented until 2030. Indonesia has reached 19 indicators from 67 MDGs indicators. Most of the indicators that have not yet been reached are in the health sector, but are triggered by various other sectors such as education, sanitation and limited infrastructure. Thus one of the key areas of strategic development in achieving the 17 pillars of the Sustainable Development Goals (SDGs) is education, because education is one of the superior components of the development system that can produce qualified human resources.

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Law Number 20, 2003). In reality, there are still many students who do not show noble characters such as violent behavior among students, extramarital sexual behavior, drug abuse and behavior that is contradictory to national education goals (Haryanto, 2011: 15-16).

Education can be done through the process of teaching and learning activities (KBM) in schools, although basically the education process can be implemented in informal and non-formal settings. School, as one of the formal education learning processes, is required to do the process of teaching and learning activities optimally to produce qualified young generation.

The teacher, as one of the elements in determining the success of the learning process, in providing services must be able to change the service strategy based on the teaching paradigm into a creative service strategy based on the learning paradigm (Possible Eddy Wibowo, 2013: 18). The learning paradigm is seen in four educational visions towards the 21st century version of UNESCO. These four visions of education are very clear based on the learning paradigm, no longer in teaching, that is learning to

know, learning to do, learning to live together and learning to be.

Social and Emotional Learning (SEL) allows students to develop cognitive, affective, and psychomotor competencies. The development competence of Social and Emotional Learning (SEL) is reflected in self-awareness, self-management, social awareness, relationship building skills, and responsible decision making (Babalís et al., 2013: 55). These competencies are expected to provide a basis for students in better adjustment and help in achieving developmental tasks in aspects of learning, career, personal, and social.

Currently, the development of social and emotional learning (SEL) competencies has not yet gotten a clear place in the education curriculum. Education so far tends to focus more on knowledge transfer (knowledge-cognitive), and often ignores transfer value (value-affective). The development of Social and Emotional Learning (SEL) competencies in relation to the overall goal of education is still low on the national education agenda. The development of this competency is an important need to prepare qualified young Indonesians so that they have the personality, independence, creativity, and motivation to adapt in changing lives. So that they are not just a young generation who masters technical knowledge but has a weak personality.

Social and Emotional Learning (SEL) is a learning process that is part of education that connects academic knowledge with a set of specific skills for the success of students in school, family, community, workplace, and life in general (Elias, 2006: 6). Zins, Bloodworth, Weissberg, & Walberg (in Merrell & Gaueldner, 2010: 7) is asserted Social and Emotional Learning (SEL) as the process of learners learning to recognize and regulate emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors. Another thing is revealed by Ragozzino & Utne O'Brien in Smith & Low (2013: 291), social and emotional learning (SEL) involves the development of systematic social and emotional skills to help students face the challenges of life more effectively and be able

to thrive in the environment learning and social.

Social and emotional competence is the ability to understand, manage, and express social and emotional aspects of one's life in ways that enable successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the demands of growth and complex development (Maurice Elias, 1997: 2). This includes self-awareness, impulsive control, working cooperatively, and caring about themselves and others. Social and emotional learning is the process of children and adults developing the skills, attitudes, and values needed to obtain social and emotional competence.

Collaborative for Academic, Social, and Emotional Learning (CASEL) menambahkan selain mengembangkan kompetensi sosial dan emosional, program *social and emotional learning (SEL)* juga menciptakan lingkungan belajar yang aman, peduli dan tertib (McKevitt, 2012: 34). *Collaborative for Academic, Social, and Emotional Learning (CASEL)* telah mengidentifikasi lima set yang saling terkait dari kompetensi sosial dan emosional yang ada pada program *social and emotional learning (SEL)*. Kompetensi sosial dan emosional yang dikembangkan pada diri peserta didik sebagai berikut (John Payton dkk, 2008: 4).

Collaborative for Academic, Social, and Emotional Learning (CASEL) adds that besides developing social and emotional competencies, SEL program also create a safe, caring and orderly learning environment (McKevitt, 2012: 34). They have identified five interrelated sets of social and emotional competencies in this program. The competencies developed in students are as follows (John Payton et al., 2008: 4).

1. Self-awareness
The ability to accurately recognize a person's emotions and thoughts and its influence on his behavior. This ability includes accurately assessing one's strengths and limitations and having trust and optimism.
2. Self-management
The ability to effectively manage one's emotions, thoughts and behavior in different situations. These abilities include managing stress, controlling impulses, motivating oneself, and managing and

working to achieve personal and academic goals.

3. Social awareness
The ability to take perspective and empathize with others from diverse backgrounds and cultures, to understand social norms and behavioral ethics, and to recognize family, school and community resource support.
4. Relationship building skills
The ability to build and maintain healthy and beneficial relationships with diverse individuals and groups. These capabilities include communicating clearly, actively listening, cooperating, rejecting inappropriate social pressure, constructively negotiating conflicts, and seeking and offering help when needed.
5. Responsible decision making
The ability to make constructive and respectful choices about personal behavior and social interaction based on the consideration of ethical standards, security issues, social norms, realistic evaluations of the consequences of various actions, and the well-being of oneself and others.

These five sets of social and emotional learning (SEL) competencies are illustrated as follows.

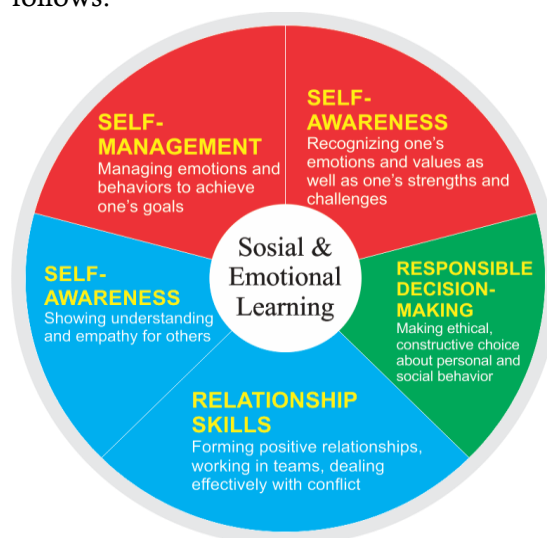


Figure 1. Social and emotional learning core competencies (Carthy Foundation and Max Bell Foundation, 2013: 1)

Reviewing some expert opinions above, social and emotional competence is the ability to understand, manage, and express social and emotional aspects of one's life to create a safe, caring and orderly learning environment

in order to achieve developmental tasks in aspects of learning, career, and personal-social. The social and emotional competencies developed in students are self-awareness, self-management, social awareness, relationship building skills, and responsible decision making.

METHOD

The approach used in this study is a quantitative approach with a type of descriptive research. This study uses a single variable, namely social and emotional learning (SEL) competence. The subjects of the study were 192 tenth grade of high school students. Sampling is done by using the purposive technique, that is by taking subjects who are already in the 10th grade of senior high school. This study uses data collection techniques using the check list of needs. This check the list used to uncover the need for

developing social and emotional learning (SEL) competencies.

RESULTS AND DISCUSSION

Based on quantitative data, the results of the needs analysis show that the development of social and emotional learning (SEL) competencies is needed by the tenth-grade high school students. Social and emotional learning (SEL) competencies include self-awareness, self-management, social awareness, relationship building skills and responsible decision making. The analysis of the results of the study describes the percentage of needs for developing social and emotional learning (SEL) competencies in tenth-grade students in senior high schools as follows:

Tabel 1. Analysis of the need to develop social and emotional learning (SEL) competencies in tenth grade high school students.

Interval	Level	SEL Competency	Percentage of Needs
81%-100%	Excellent	Self-awareness	80%
61%-80%	High	Self-management	69%
41%-60%	Enough	Social Awareness	73,5%
21%-40%	Less	Relationshi building skill	66%
0%-20%	Poor	Responsible decision-making	82,5%

Discussion

Based on the results of the analysis of the need for developing social and emotional learning (SEL) competencies above, the authors consider that it is necessary to develop social and emotional learning (SEL) competencies in tenth-grade high school students. Therefore, the development of social and emotional learning (SEL) competencies is very necessary as one of the supports to produce Indonesian young generation who have personality, independence, creativity, and motivation to adapt to changes in their lives.

According to Garner et al (2014: 166) substantial evidence that connects emotional and social competencies with learning outcomes, as well as the prevalence of social

and emotional problems of students in the school environment, has encouraged the development of social and emotional learning (SEL) program. Elias (2014: 41) further added that the development of social and emotional competencies answers the challenges of diversity, youth needs and the future of character education.

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CONCLUSIONS AND SUGGESTION

The results of this study indicate that the development of social and emotional learning (SEL) competencies are needed for the tenth-grade students of senior high school. Social and emotional learning (SEL) competencies are reflected in self-awareness, self-management, social awareness, relationship building skills and responsible decision making. The evidence of the importance of the need for developing social and emotional learning (SEL) competencies are based on the results of need analysis which is obtained percentage of self-awareness 80% (High), Self-management 69% (High), Social Awareness 73.5% (High), Relationship building skills 66% (High), Responsible Decision Making 82.5% (High).

High school students must be prepared as early as possible, so that they become a young generation who have personality, independence, creativity, and motivation to adapt to changes in their lives. The right strategy in the field of sustainable education has an important role in producing qualified young generation. One strategy that can be applied in the field of education is to develop social and emotional learning (SEL) competencies in senior high school students. This strategy will succeed if supported by involvement and commitment by all parties involved. Decision makers have a strategic role in determining policies. Schools, families and communities have an important role as the main actors in the implementation of high-grade education through the development of social and emotional learning (SEL) competencies in senior high school students.

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