

Research Article

The Analysis of Social-emotional Development of Low-class Students in Learning

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Abstract.

This study aimed to determine the social-emotional development of low-class students in learning. This study employed a descriptive qualitative approach used to use facts, and the study also focused on analysing the social-emotional development of low-class students at SD Negeri 92 Central Maluku. This study had a total of 30 student participants. Data collection was done by observation, documentation, and interviews with class teachers. The data analysis technique used is descriptive statistical analysis. The instrument was assessed by the observer using a Likert scale, with a score of 1-4, the highest score for each item was 4 (often) and the lowest was 1 (never). The results of the study showed that students' social-emotional development in learning was good, and this can be seen from the aspects of students' self-awareness which obtained an average result of 3.23 in the good category, the responsibility aspect obtained an average result of 2.77 in the good category, and the relationship skill aspect obtained an average result of 3.01 in the good category.

Keywords: social-emotional, low-class students, learning

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1. INTRODUCTION

Learning in the 2013 Curriculum requires teachers to be key in developing students' potential and character. Students' characters develop based on the potential they are born with, or what is known as basic biological character. Character is the totality of values, thoughts, words, behavior, or actions shaping a person. If a person has good character, this will be the basis for him to become prosperous and live peacefully with society [1]. Thus, the character can be called a person's identity formed through thoughts, attitudes, and behavior. Character can be formed through education because character education is "a serious effort to understand, form, and foster ethical values, both for oneself and all members of society or citizens as a whole"[2].

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In character education, teachers play an important role in developing students' character by helping students to understand, care, and act based on values and ethics. The role of the teacher is not only to provide information but also to direct and provide learning facilities (directing and facilitating the learning) so that the learning process is adequate [3]. Character education essentially integrates intelligence, personality, and noble morals. With character education implemented systematically and continuously, a student will become emotionally intelligent in sharpening and strengthening his moral feelings to act correctly. Emotional intelligence is the most important provision in preparing students to face the future because, with emotional intelligence, students will be able to succeed in facing all kinds of challenges, including challenges to succeed academically. According to Daniel Goleman, author of the book *Emotional Intelligence*, in the section of the book entitled *Working with Emotional Intelligence*, he explains that emotional intelligence refers to "the ability to recognize one's feelings and the feelings of others, the ability to motivate oneself, and the ability to manage emotions well in oneself and relationships with others"[4].

Emotional intelligence influences a person's behavior in relationships. Emotional intelligence makes someone more in-depth in their role in acting and behaving towards other people. This notion aligns with what Yantiek expressed, namely that a person's emotional intelligence will make a person more in-depth in actions and behavior because Emotional Quotient (EQ) is one aspect of intelligence in determining the effectiveness of conventional intelligence [5]. Emotional intelligence is a person's ability to monitor their feelings and emotions towards themselves and others. Then, they can differentiate between these two things and use this information to guide further thoughts and actions. A person with well-developed emotional intelligence (EQ) will likely succeed because they can master thinking habits that encourage productivity [6]. This emotional intelligence involves an individual's ability to monitor social feelings and emotions in other people, sort them all out, and use this information to guide their thinking processes [7].

The elementary school period is the golden age period for all aspects of human development. Related aspects of human development are physical, cognitive, emotional, and social. Emotional development is an important aspect of human development [8].

The American Academy of Pediatrics says that social-emotional development refers to a child's ability to manage and express emotions completely, both positive and negative, and to build relationships with children and adults. It also involves actively exploring the environment through learning [9].

In the current world, social-emotional education is very important apart from students' cognitive development because students' social-emotional development is very influential in the school and community. The social-emotional development of elementary-age students greatly influences behavior, control, adjustment, and rules. When students condition themselves to their environment, their social-emotional function will improve. Students' social-emotional development is influenced by social-environmental factors and the family environment [10].

2. METHOD

This research uses a descriptive qualitative approach, which uses facts. It focuses on analyzing the social-emotional development of lower-class students at SD Negeri 92 Central Maluku. Qualitative research has characteristics that are inductive and continuous, which ultimately results in concepts, understanding, and reconstruction of a theory.

The sample used in this research was 30 lower-class students at SD Negeri 92 Central Maluku. This research describes the social-emotional development of students in the classroom during learning and outside the classroom during breaks. Researchers will provide a written description of events or events in a factual, accurate, and systematic manner. The indicators of social-emotional aspects assessed in this research are self-awareness, responsible decision-making, and social awareness. The instruments used in this research are non-test instruments, namely questionnaires and document recording.

3. RESULTS

The analysis results describe the individual's overall assessment of aspects of social-emotional development, namely self-awareness, responsible decision-making, and social awareness. The analysis results are used to determine the highest and lowest scores, and then the data obtained is analyzed using criterion-referenced methods. The results of the analysis can be seen in the graphic below.

Based on Figure 1, it can be seen that the results obtained for the self-awareness aspect follow the standard criteria. The total number of students is 30 students, with the achievement of 7 students categorized as "Very Good" with a percentage of 23%; 9 students categorized as "Good" with a percentage of 30%; 12 students categorized

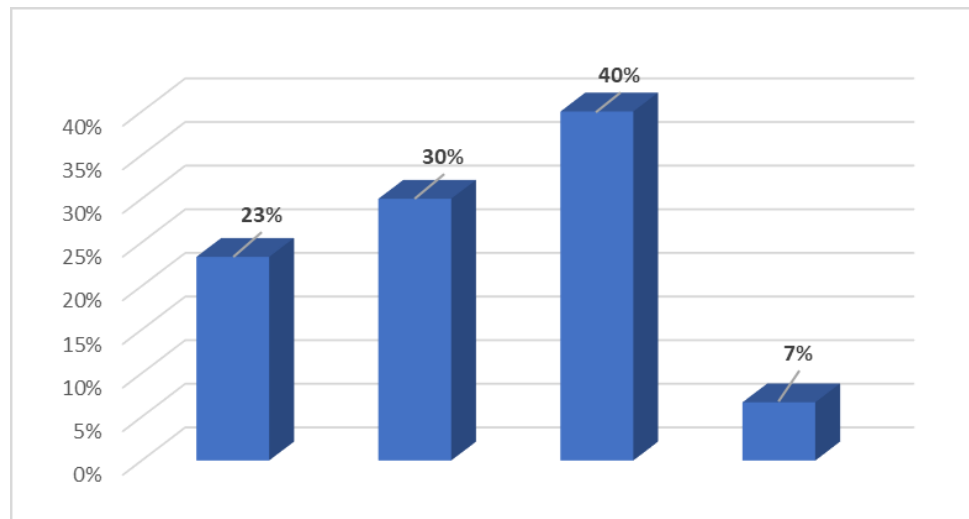


Figure 1: Percentage of Self-Awareness.

as “Fairly Good” with a percentage of 40%; and the category “Poor” “ as many as 2 students with a percentage of 7%.

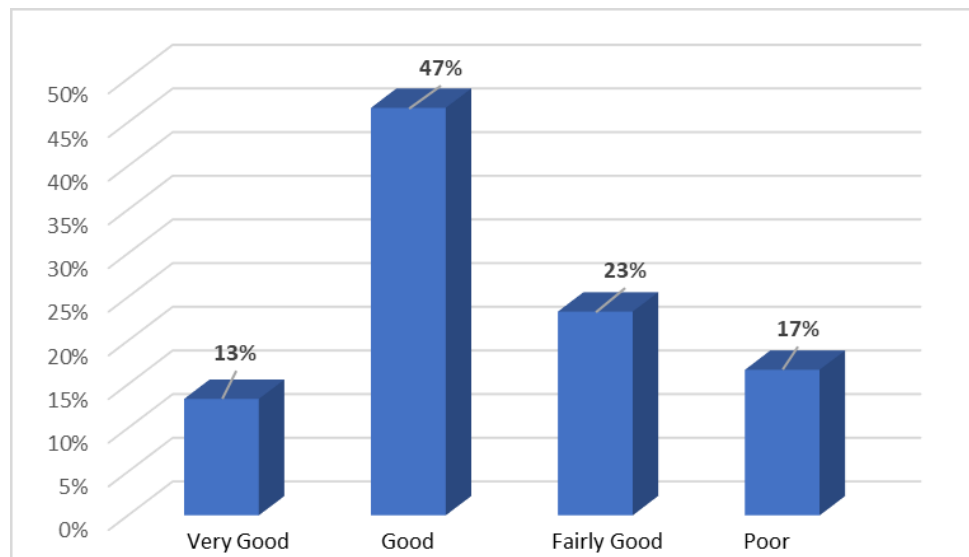


Figure 2: Percentage of Responsible Decision-Making.

Figure 2 shows that the results obtained for responsible decision-making follow the standard criteria. The total number of students is 30, with 4 students categorized as “Very Good” with a percentage of 13%; 14 students categorized as “Good” with a percentage of 47%; 7 students categorized as “Fairly Good” with a percentage of 23%; and 5 students categorized as “Poor” with a percentage of 17%.

Based on Figure 3, it can be seen that the results obtained for the relationship skill aspect follow the standard criteria. The total number of students was 30 students, with the achievement of 5 students categorized as “Very Good” with a percentage of 17%;

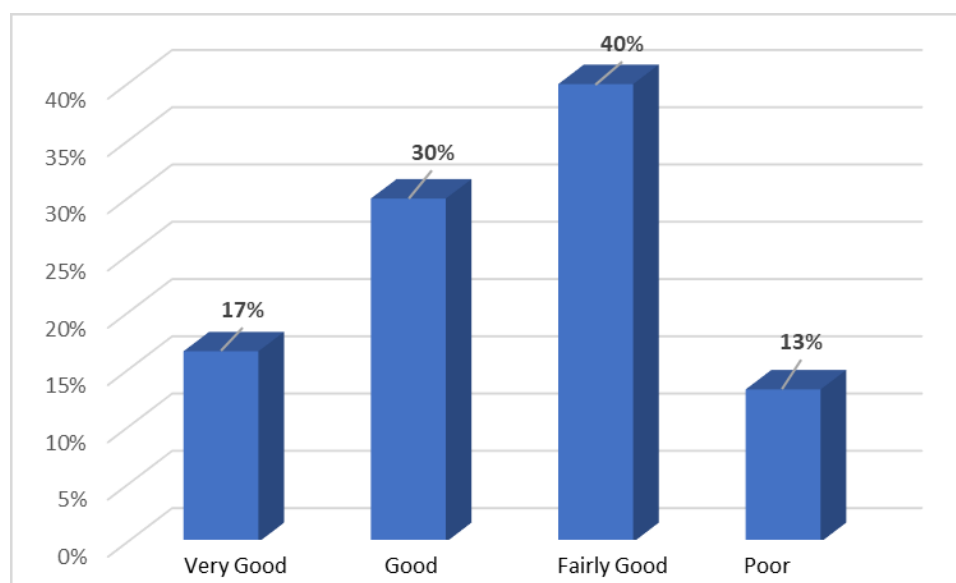


Figure 3: Percentage of Relationship Skills.

9 students were categorized as “Good” with a percentage of 30%; 12 students were categorized as “Fairly Good” with a percentage of 40%; and the “Poor” category was 4 students with a percentage of 13%.

4. DISCUSSION

In emotional development, children must recognize what their feelings are and the feelings they are experiencing, understand how those feelings arise and why they occur, recognize their own emotions and the emotions of others, and develop effective ways to manage those feelings. As a child grows, his social and emotional development will also become increasingly complex depending on the experiences he gets from other people and his environment [11].

According to CASEL, there are five main competencies in social-emotional learning: self-awareness, self-management, social awareness, relationship-building skills, and responsible decision-making. In research conducted at SD Negeri 92 Central Maluku, these competencies were self-awareness, responsible decision-making, and relationship-building skills.

Self-awareness is the ability to understand emotions, thoughts, and values that influence behavior in various situations [12]. This research shows that students show their ability to adapt to situations and show caution towards people they don't know.

Of the 30 students studied, 23% were categorized as “Very Good”, 30% were categorized as “Good”, 40% were categorized as “Fairly Good”, and 7% were categorized

as “Poor”. The findings show that students at SD Negeri 92 Central Maluku are “Fairly Good” at showing self-awareness.

Responsible decision-making competence is making appropriate and constructive choices in certain situations. In this research, there are several indicators related to responsible decision-making competence; namely, students know their rights, obey the rules, regulate themselves, and are responsible for their behavior for their own “Good”. The results of the analysis of responsible decision competency show that of the 30 students studied; it can be seen that 13% of the students were categorized as “Very Good”, 47% were categorized as “Good”, 23% were categorized as “Fairly Good”, and 17% were categorized as “Poor”. This finding shows that students at SD Negeri 92 Central Maluku are “Good” at showing responsible decision-making.

According to CASEL, social skills competency builds healthy relationships and useful communication with various individuals and groups [13]. In this research, several indicators explain students’ social skills: playing with peers, sharing with others, expressing emotions according to existing conditions, and recognizing norms and manners following socio-cultural values. The results of the social skills competency analysis show that of the 30 students studied, it can be seen that 17% of the students were categorized as “Very Good”, 30% were categorized as “Good”, 40% were categorized as “Fairly Good”, and 13% were categorized as “Poor”. This result shows that students at SD Negeri 92 Central Maluku are “Fairly Good” at demonstrating relationship skills.

Social-emotional development is a process where children (students) learn to adapt to understanding situations and emotions when interacting with the people around them. It is important to know the social-emotional development of elementary school students so that the learning process can run well. The results of research conducted by Putri et al. show that when students have “Good” social-emotional development, they will show a caring attitude, participation, communication, interaction, and self-confidence. Social development is an inseparable unit because emotional development is closely related to children’s social development, and vice versa; social development must look at the emotional aspect because both are integrated in a complete psychological frame [14].

5. CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research conducted at SD Negeri 92 Central Maluku, it can be concluded that students’ social-emotional development in learning is good. This result is shown by the self-awareness aspect, which obtained an average result of 3.23 in the “Good” category; the responsibility aspect, which obtained an average

result of 2.77 in the “Good” category; and the social skills aspect, which obtained an average result of 3.01 in the “Good” category. Based on the results of the research carried out, it can be recommended to parties involved in researching students’ social-emotional development, namely, (1) Teachers can use this instrument as an alternative to understanding students by using non-test techniques related to student’s social-emotional development and to find out how far where students experience social problems so that it can be an alternative assessment in helping students to optimize the potential of their social abilities related to the learning environment, (2) School principals are advised to provide support for the results of student development assessments so that they can provide appropriate guidance and guidance on how to manage education and learning at school, both for teachers and students.

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