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AN INTERVENTION: SOCIAL EMOTIONAL LEARNING APPROACH ON STUDENT'S SELF-MANAGEMENT

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Abstract

This paper presents intervention findings on student self-management using the Social Emotional Learning (SEL) approach. The participant was one primary student in a class that consisted of fifteen students. The study employed a case study. It was divided into four sections which are observation, assessment, intervention, and monitoring. In collecting data, the researchers used notes from observation, interviews, worksheets, and writing guidelines. The development of student's self-management was measured through observation from the beginning until monitoring. The interviewees are people who have direct contacts such as classmates, homeroom teacher, and subjects' teachers. During the intervention, the student was treated using various teaching media such as board games, reading aloud, watching videos, teaching calming down and problem-solving techniques. The indicators of this intervention were (1) The student was able to tell his emotion correctly to his teacher (2) The student was able to calm himself using the calming down technique from intervention treatment (3) The student was able to solve his problem in writing task using the technique given. The result showed that when the student felt angry, the student was able to use his calming down techniques which were drinking water and keeping himself calm in silence (indicator 2). In addition, one day a week the student completed his writing task as his challenging task by making more effort (indicator 3). However, one day in a week, the student showed his anger silently and could not tell his feelings to the teacher (indicator 1).

Keywords: Intervention, SEL, Self-Management

INTRODUCTION

The background of this study came from misbehaved students in the classroom. This student has difficulty regulating emotions and movements during the learning process. He is easy to anger, run around, hit, and disturb others during the learning process. These happened in the researcher's classroom when the student sat in the first grade. Then, the researcher found that it still occurred in the second grade and decided to make an intervention on his issue using the Social Emotional Learning (SEL) approach.

Intervention refers to a focused teaching session, which is different from existing teaching practice. The purpose of the intervention program will have been carefully created by a teacher or teaching assistant based on a key area of need (Hawthorne, 2023). Intervention

can be done one-on-one or in a group. In this case, the researchers used group intervention. The participant of this intervention was the second grade of SDIT Al-Azhar Cikijing namely 2A class consisting of fifteen students, and one of them was the object of the intervention.

According to Casel (2007), Social Emotional Learning (SEL) is a process for helping children and even adults develop the fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically. There are five competencies in SEL, those are self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Based on the issue that the student had difficulty regulating his emotions and movements, the researcher focused on self-management competency for the intervention. The researcher tried to develop his self-regulation and how to solve challenges while studying using the SEL approach.

METHOD

The study employed a case study. It was divided into four sections that are observation, assessment, intervention, and monitoring. In collecting data, the researchers used notes from observation, interviews, worksheets, and writing guidelines. The development of student's self-management was measured through observation from the beginning until monitoring. The development of writing tasks was measured through writing activity in the monitoring section using writing guidelines as its assessment.

We started the intervention with observation. From the observation, we found that the triggers for problematic behavior were because of boredom and interference from friends with the frequency, duration, latency, or intensity of the observed behavior as follows:

1. Frequency: When students feel disturbed, uncomfortable, bored and lazy
2. Duration: 15 – 30 minutes
3. Latency: 15 – 30 minutes from the time the instructions are given
4. Intensity: The intensity of his screams is so strong that it makes people around him cover their ears and the intensity of his hyperactivity symptoms is quite frequent.

These happened in the school both inside and outside the classroom. The role of parents in the problem was that the parents were busy and often gave a gadget to this student. Then, the principal's role in dealing with the issue was observing the class directly, but there was no follow-up action afterward.

There are two intervention program objectives. First, within a week the student can manage emotions, thoughts, and behavior when carrying out activities during the teaching and learning process in the classroom properly at least once a week. The second objective was within a week the student could complete challenges in class according to the teacher's instructions once a week with a minimum grade of B. In addition, there are three indicators of activity success. The student can express their emotions appropriately to the teacher (1), the student can use ways to calm themselves (2), and the student can complete challenges using their methods/techniques (3).

Activity Rundown

1. The first week, Day 1-3, we do observations to find out inappropriate student behavior during the learning process.
2. The first week, on days 4 and 5, we carried out treatment in the form of storytelling activities and snakes and ladders expression games.
3. The second week, day 1 to day 5, we carried out post-treatment monitoring.

Activity Description

This activity is divided into several parts, namely:

1. Observation

We carried out the observation stage to see the attitudes that emerged during the learning process and see completion in writing, for initial data and comparisons after carried out the intervention. This activity also goes hand in hand with the assessment process. Observation activities are carried out in the classroom and outside the classroom. We saw the process of teaching and learning activities inside the classroom (class 2A) and observed outside the classroom during outbound activities in the school environment.

2. Assessment

We carry out this activity to obtain data regarding the behavior of the students we will intervene with. This initial assessment takes the form of an interview. We conducted regular interviews with the homeroom teachers, Arabic, PE, Religion, and Koran teachers who taught students while at school both in the classroom and outside the classroom. We also interviewed the student who was the object of our intervention and his classmates.

3. Intervention

This stage is divided into two parts, namely:

3.1 Indoor Treatment

For treatment activities in the classroom, we provide treatment by reading stories related to students' emotional conditions that often arise, namely anger and emotional control. The book read was "Ketika Sarah Marah" or When Sarah Angry by Dian Kristiani, one of her books from the series on managing emotions. The second book is "Cerdas Mengelola Emosi" or Managing Emotions Smartly by Watiek Ideo & Fitri Restiana. Apart from reading stories, we also provide material about techniques. That was the Calming-down Technique and techniques for facing challenges. They were both in the form of presentations and worksheets to measure students' understanding of what had been conveyed. There are 8 calming down techniques provided, namely:

1. Counting 1-10
2. Drinking water
3. Telling adults around
4. Take a deep breath
5. Sitting and closing eyes
6. Drawing
7. Reading a book
8. Thinking happy moments

Then, the techniques for facing challenges consisted of 4 techniques that we convey, including:

1. Asking for help
2. Making more effort
3. Extending the deadline
4. Thinking about the alternative solution

Apart from that, we also provide writing treatment at the monitoring stage, which is one of the indicators we want to measure, which based on initial data is often

incomplete. By providing techniques for facing these challenges, we hope that this can be reduced or even succeeded in eliminating the habit of incomplete writing.

3.2 Outdoor Treatment

For activities outside the classroom, we used the Snake and Ladder playing method. The size of the Snakes and Ladders was 4x5 meters with students as players/pawns. The rules of this game are the same as they used to be. The difference was only in the players. The students move actively as players on the Snakes and Ladders board. From this game, we tried to monitor the student's attitude when participating in the game especially when he loses and wins. It is related to the expression and management of his emotions.

4. Monitoring

In this stage of activity, we were assisted by the class teacher to monitor the behavior that appeared during the one-week monitoring process by paying particular attention to the emotional state and completeness in writing or doing assignments related to writing.

RESULTS AND DISCUSSIONS

Table 1 Results

Location	Before group intervention	After group intervention
In the classroom	<ol style="list-style-type: none"> 1. The student often did not focus because he felt bored. He spits carelessly, disturbs his friends, likes to leave their desks or move around the classroom, easily gets angry, and when he is in anger, he often hits his friends. 2. The student also often did not complete his writing activities and easily gave up when he was unable to complete writing activities. 	<ol style="list-style-type: none"> 1. Within one week, the student was still often not focused when studying, still spitting carelessly, disturbing his friends, and doing activities outside the teacher's instructions, such as leaving the table or walking around the classroom. 2. Within one week, in one day the student did not show angry emotions. 3. Within one week, in one day the student completed his writing activities. This happened because of several things. First, it is because of the material presented during the intervention regarding the techniques of how to face the challenges for the students. Then, the rewards and punishments are applied by the homeroom teacher in the form of giving or removing stars when carrying out an activity. For the writing activity indicator, the

		student received a B predicate for his writing results with the criteria that the writing was legible and complete, the size of the writing was still large and several words came out of the book lines.
Outside the classroom	The student was focused when involved in moving/practical activities. But sometimes, he did not focus when he heard directions from the teacher, waited for his turn to play, and felt bored.	The student still did not focus when listening to the explanations from the teachers for outside activities (sports).

To sum up, due to this study indicators we can conclude that when the students showed angry emotions, the student was able to use ways to calm themselves by drinking water and choosing to remain silent afterward. (Indicator 2). One day in a week, the student was able to complete his writing activities with the criteria of writing being legible, and complete. But the size of the writing was still large. Several words came out of the book lines and received a B predicate by putting in more effort. (Indicator 3). One day in a week, the student showed angry emotions but silently expressed them. In this case, the student was not yet able to express his emotions appropriately to the teacher. (Indicator 1)

Activity Evaluation

Table 2 Activity Evaluation

Number	Challenges	Effort	Findings
1.	We had difficulty getting data from the parents of the students we intervened with.	We contacted the parents via WhatsApp to ask if they were willing to fill out a questionnaire as a substitute for an interview.	Contact parents as soon as possible to ask about their willingness to fill out the questionnaire in several other ways such as asking the homeroom teacher for help, contacting parents by telephone, or making more effort to meet the parents.
2.	We faced schedule constraints when implementing the intervention. It clashed with the school's impromptu agenda that could not be rescheduled.	We reduced the duration of treatment in activities in the classroom and outside the classroom without changing the intervention day schedule, sequence of intervention activities, and internal school activities.	The importance of reconfirming the entire school agenda that could hamper the intervention process with all school parties. Not only the Deputy Head of Curriculum, Student Affairs, and the Principal but also the Koran Recitation Teacher Coordinator.

3.	The first day of intervention was rain.	Shifting outdoor activities to the school hall.	Estimate the weather through weather forecasts a maximum of 1 day before intervening outside the classroom, either from the news or weather forecast applications.
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CONCLUSION

Table 3 Findings

Location	Findings from teachers	Findings from students and his friends
In the classroom	<ol style="list-style-type: none"> 1. The student was focused at the start of learning and can follow the lesson well, focused when compared to his friends who have mastered the material. 2. The student can only focus on listening for the first 5 minutes during the Koran activity. 3. The student did not focus when he felt bored. It happened in every Arabic session. 4. The student was focused when in a good mood, but he tended to move when he was not feeling well. 5. When not focused, the student will disturb his friends, leave their desks, or wander around the classroom. 6. When reminded to focus, the student follows the teacher's instructions, but when he does not feel well, he needs 2 to 3 instructions until the student hears. 7. He could not finish his writing task because he is not yet able to write Arabic caused of going around the class. But when it comes to the task in the form of questions, the 	<ol style="list-style-type: none"> 1. The student easily got bored when studying. 2. The student liked to disturb his friends by taking pencils, chasing them while studying, and shaking his friends' desks. 3. The student liked to get angry when playing with friends and when his friends finished the activities before him. 4. The student liked to hit friends. 5. The student liked to run around.

	<p>student completes the assignment quite well.</p> <ol style="list-style-type: none"> 8. Give up easily when unable to complete writing activities. 9. Sometimes, he is naughty and fights with his classmates when studying Religion and reciting the Koran. 10. Responds to disturbances from friends very quickly 11. Latency for the instructions given by the teacher takes around 5 minutes until students do what is instructed. 12. Frequency of giving advice personally when the child makes a mistake 13. Sometimes likes to spit carelessly and has permission to go to the bathroom 3-4 times during Koran activities. 14. The student got angry when he received interference from his friends. 15. The student often imitated the movements of shooting, taking, and throwing his friends' caps while reciting the Koran. These happened every day. 	
<p>Outside of the classroom</p>	<ol style="list-style-type: none"> 1. The student had good abilities in sports and focus when children are moving/practicing sports, but sometimes they don't focus when they hear instructions from the teacher, wait for their turn to play, and get bored. 2. He has great power, good public speaking skills, has the potential to become a leader. 	<ol style="list-style-type: none"> 1. The student liked playing chase. 2. The student liked hitting his friends using a cap.

	<p>3. He can only focus for 1 minute on passive activities such as listening to the teacher.</p> <p>4. He showed angry emotions when reminding his friend who was not focused.</p>	
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Notes:

1. Characteristics of the homeroom teacher: The voice is quite loud, firm and has a high pitch
2. Characteristics of an Arabic teacher: The voice is quite loud, firm and the speaking tone is quite high
3. Characteristics of Religion teachers: Low voice, not firm enough, soft speaking tone
4. Characteristics of PE teachers: Low voice, sometimes firm, soft tone of voice
5. Characteristics of a Koran teacher: Loud, firm voice and high pitch

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