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SOCIAL-EMOTIONAL PROFILING IN THE PROCESS OF DEVELOPMENTALLY APPROPRIATE PRACTICE IN PREPARATION FOR LEARNING DESIGN

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Abstract

The results of observations of students' social-emotional development, especially regarding students' social-emotional development, are still low, because students do not know how to express the emotions they experience in the social environment. It is important for teachers to know students' emotions before learning, which helps teachers to instill meaningful learning in students. The approach in this research uses a qualitative approach with a literature study research method. This research is aimed at the Developmentally Appropriate Practice process in conducting socio-emotional profiling to design learning plans. The result of this research is that lesson planning according to DAP strategy based on socio-emotional profiling should target learning as an interactive process. 45132 Teachers need to create an environment where learners can learn actively through exploration and interaction with teachers, friends and the surrounding community. In planning this learning, learning preparation through the observation of students' socio-emotional profiling in the dap process needs to be arranged based on age suitability, individual suitability (talents, interests, strengths and weaknesses and experience in interacting), and social crocodile suitability where the DAP process or method can be carried out in accordance with the developmental stage of students who can show the uniqueness of students in each learning activity.

Keywords: social-emotional, profiling students, lesson planning, developmentally appropriate practice method

INTRODUCTION

Teacher professional education is one way to improve teachers' professional abilities, and currently the government is paying more attention to this. The development of the times and the era of globalization that demands fierce competition is one of the factors that demand the improvement of the education system, including the improvement of teachers' professional abilities (Yusutria, 2017). The government's attention to improving teachers' professional skills is reflected in the implementation of the Teacher Professional Education

Program (PPG) to improve teachers' skills and qualifications. This program aims not only to improve the skills of teachers who have taught in schools, but also to prepare future teachers and become more professional when they become teachers (Destri et al., 2020).

Current learning trends direct teachers to implement a new learning paradigm that focuses on student needs. And to find out the needs of these students, teachers must make a profile of student characteristics before designing learning activities. When one of the most important features is emotional development. (Diah et al., 2022).

According to the Education System Law of 2003 of 2003, students are members of society who strive to realize their potential through learning in certain paths, levels, and types of education. Before starting this learning practice, teachers have the important task of knowing the needs and possible development of students to realize their potential. Therefore, a student profile is required before conducting classroom learning exercises. A student profile is a description of characteristics, including patterns of behavior or abilities, that arise from a student's traits and environment. One of the characteristics that is important for teachers is the emotional development of students. Teaching plays an important role in accelerating or slowing down learning. Adolescence is a stage that has been entered by high school students. According to Al-Faruqi and Sukatin (2021), the characteristics of adolescent emotional development usually include high energy and burning emotions, while self-control is not perfect. Adolescents also often experience insecurity, anxiety and fear of being alone. A teenager can be said to have reached emotional maturity if he is able to manage his emotions. According to Desmita (2011), adolescence is a transitional period in the lives of children and adults. So, we are talking about the search for identity (ego-identity). Azmi (2015) explained that the emotions of young people who are overflowing and turbulent have extraordinary potential. Adolescent emotions need to be managed so that they are channeled in positive and productive activities.

Emotional intelligence is the ability of individuals to motivate themselves and withstand frustrations; Control impulses and do not exaggerate pleasure; regulating mood and preventing stress from affecting thinking skills, compassion and prayer (Awang, Merpirah, and Mulyadi, 2019). Relationships with others are an individual form of life that produces a process of social interaction that must be fostered from an early age. The older you are, the better your social intelligence will be. Social intelligence is a person's ability to manage their life socially, starting with the skills of maintaining self-awareness, self-control, self-

motivation, empathy, and other social skills (Najib & Savira). This is a social intelligence that needs to be taught from an early age so that children can take care of themselves. Collaboration and cooperation can improve students' social and emotional skills. This can be done by assigning group tasks and projects that require collaboration.

The behavior and characteristics of each student are heterogeneous. Not all students can easily follow what is being learned, there are some groups of students who need additional instruction to understand the lesson. If the teacher follows the first group of students, the second group will feel like they are missing the train. On the other hand, if the teacher follows the second group from the bottom, the first group feels that they do not participate in the learning activities and are bored. (Ina, 2020).

The learning process must be adjusted to the stage of child development where the results are achieved after profiling students. In this study, the author conducted a socio-emotional profile of students, which can be applied through Developmentally Appropriate Practice (DAP). Diah (2015) DAP is a learning process that is adapted to the stage of child development, providing a real and fun, interactive, useful and constructive learning process. DAP aims to draw our attention to everything we know about children and what we can learn about children as individuals and their families as a basis for decision-making. Children are special human beings, and each child has different learning styles, interests, personalities, characters, abilities and disabilities, challenges and difficulties. Developed with activities that suit different stages of children's development, the DAP concept allows children to have concrete and enjoyable experiences during the learning process, thereby increasing children's awareness. DAP learning can also stimulate children's curiosity through exploration, experimentation and real experiences.

Saragih (2019) in his research on Emotional Maturity Class X of AAG Aviation Vocational School Adisutjipto found that Class X students have different levels of emotional maturity. The results obtained were 21.87% very high emotional maturity, 66.88% high emotional maturity, 10% medium emotional maturity and 1.25% low emotional maturity. Meanwhile, another study on emotional maturity by Zakaria (2015) was found in SMA Negeri 1 Sedayu class XI. The class of 16.90% is in the high category, 59.30% in the medium category and 23.80% in the low category.

In the observation of PPG Pre-service Field Experience activities carried out in several classes XI of SMA Negeri 1 Bandung, especially in the field of economics, information was

obtained that students have limitations in developing social emotions in learning activities. The results of observation of students' social-emotional development, especially regarding emotional expression, show that it is still very low. This is because students do not know how to express the emotions they experience. It is important for teachers to express students' feelings. Knowing the students' emotions that day helps teachers instill meaningful learning in students. Other information was collected collaboratively from discussions, questions and answers in group activities, where some students sometimes still refused to cooperate with other students of different genders in the classroom.

Therefore, researchers suspect that there are students with low socio-emotional levels. So that researchers are interested in solving problems that can be realized through the implementation of students' social-emotional recognition activities through learning in the process of social-emotional profiling, developing the right learning strategies in preparation for learning design. The purpose of this research is to solve students' social and emotional problems before the implementation of learning by making a learning implementation plan that is in accordance with the characteristics of students to achieve the learning goals that have been formulated through the process of developmentally appropriate practice.

METHOD

The approach in this study uses a qualitative approach with a literature study research method or literature study. This research is aimed at the Developmentally Appropriate Practice process in conducting social-emotional profiling to design a learning plan. According to Rosyidhana (2014) in Rusmawan (2019), literature study is a method of collecting data by searching and reading written sources such as books or other literature that explain the theoretical foundation. It is the same with collecting data through knowledge or science from sources relevant to the object of research (Dewi in Rusnawan, 2019).

Research methods are scientific ways that are carried out to obtain data with a specific purpose. The research method used is literature study. Literature study is research conducted by researchers by collecting a number of books and magazines related to research problems and objectives. The book is considered a source of data that will be processed and analyzed as many historians as possible, literature and linguists do.

Meanwhile, according to Sugiyono (2013), literature study is the first step in the data collection method. Literature study is a method of collecting data that is directed to searching

for data and information through documents, both written documents, photographs, images, and electronic documents that can support the writing process." The results of the research will also be more credible if supported by existing academic and artistic photographs or writings.

RESULTS AND DISCUSSION

Identify Social-Emotional Profiling

In the process of identifying social-emotional profiling in the development of learning programs, it is very necessary to find out the quality of individuals so that they can be used as a guide in describing learning management strategies. The aspects revealed in this activity can be in the form of talents, learning motivation, learning styles, thinking skills, interests, or initial abilities. The results of the activity to identify the behavior and initial characteristics of students are one of the bases in developing an appropriate instructional system for students. By carrying out these activities, the problem of heterogeneity of students in the classroom can be overcome, at least reduced a lot (Suparman 2014).

Identifying the initial behavior and characteristics of students is an approach that accepts students as they are and develops a learning system based on the student's circumstances. Identifying the initial behavior and characteristics of students is a process to find out the competencies that students master before participating in courses or subjects, not to determine prerequisite behaviors in order to select students before participating in lessons. The characteristics of students who need to be considered in the instructional design process are previous educational background, learning motivation, access to relevant learning resources, independent learning habits and discipline in managing study time, access to communication channels and information technology media, reading habits or culture, and domicile of residence. Information about the characteristics of students above needs to be sought by instructional designers in order to develop an instructional system that is in accordance with the characteristics of students (Ina, et al., 2020).

In the practice of field experience in Pre-service PPG is carried out using non-cognitive diagnostic assessments to find out how the characteristics of students are before learning, this also serves as a basis and foundation for compiling a learning implementation plan that is in accordance with the characteristics of students before learning so that students feel comfortable in the environment and learning materials delivered in the classroom.

Developmentally Appropriate Methods in Learning

The data from the observation results became the basis for moving on to the next stage, namely the stage of designing learning that was in accordance with the characteristics of the students. The learning planning stage needs to be considered in the use of approaches, methods, models, and learning media used by teachers to be used in classroom learning activities. The results of the social-emotional aspects of student profiling that have been observed, the results are obtained that most students have a social-emotive aspect that has not been maximized. This is because the learning that is taught cannot represent the social and associative aspects of students. To overcome this, a learning plan is needed that can facilitate students to learn comfortably. One of the ways used by teachers is by using expression techniques that are included in learning activities.

In this study, the author uses the Developmentally Appropriate Process in Learning strategy where the Developmentally Appropriate Practice learning strategy is a learning process that is adjusted to the stage of child development and developed on the basis of learning theory and real experiences that provide fun but still challenging lessons for students by involving 4 basic components that exist in children, namely: knowledge, skills, dispositions and emotions so that children will have enthusiasm in learning and learning outcomes will increase (Rosalina, 2014).

According to Megawangi, (2010) the stages of determining the Developmentally Appropriate Practice strategy are:

1. Before starting the lesson, the teacher provides clear and consistent rules about behavior in the classroom. For children who have grown up, let them make their own rules and agree on them together.
2. Appreciate children's mistakes as a good learning opportunity.
3. Remind children to correct their mistakes.
4. Listen to them when they are disappointed or frustrated.
5. Directing them to solve and solve problems during the learning process.

According to Peter Kline (Aprilia 2013) the steps to implement the developmentally appropriate practice strategy :

1. Creating a learning environment that can make children have fun in the learning experience, namely by involving aspects of children's physiology. For example, games

(fun activities) will involve all physical, emotional, social and cognitive aspects of the child at the same time (sirnultan).

2. Creating a curriculum that can arouse children's interest and contextual, so that children grasp the meaning or from what they learn.
3. Creating a learning atmosphere that is free of pressure and threats, but still challenging for children to seek more.
4. Deliver material
5. Give subjects by involving concrete experience, especially in problem solving, because the most effective learning process is not by cerama, but by providing real experience.

Based on the above presentation, it can be concluded that the stages in the DAP implementation process include making clear and consistent regulations for students to create a comfortable and enjoyable learning environment in the learning experience by involving children's characteristics. In creating a learning atmosphere that is free from pressure and threats but can still provide a real learning experience to students. Learners engage directly and actively participate in the learning process. Like directly practicing what has been learned. Appreciate students' mistakes as learning opportunities and remind them to improve and direct them to solve problems that arise in the learning process.

Preparation for Learning Design based on Social-Emotional Profiling of Students through the Developmentally Appropriate Practice strategy

The results of the educator's observation are very useful for him to find out the interests, abilities and needs of each individual child so that he can develop a curriculum that is suitable for the child. This is because DAP emphasizes the three aspects of compliance that have been discussed earlier in this article. For example, in planning the curriculum, information about the family background such as behavior patterns, interaction patterns and various games that children know in their family environment is very important.

Learning planning according to the DAP strategy based on socio-emotional profiling should target learning as an interactive process. Educators must create an environment where children can actively learn through exploration and interaction with teachers, friends, and natural materials around them. Educators better not judge a child's success by adult standards. For example, using right and wrong standards actually prevents children from exploring further because children are afraid of making mistakes. Children need to be given

the opportunity to play so that they can practice solving problems. Being able to solve problems on their own makes children feel successful and motivates them to keep learning. Educators should not limit learning with the concept of child labor that is useless or completely incomplete. On the contrary, children's activities must continue to be developed by continuing to stimulate their interest, critical attitude and creativity.

Direct learning strategies that have not been developed are quite interesting because they are developed based on learning theory and real-world experience. This strategy provides students with fun yet challenging lessons and engages the four basic components of students, namely knowledge, skills, disposition, and emotions. Knowledge, skills, traits and emotions are interconnected and interconnected. If the learning process can include these aspects at once, then the intellectual, social and character development of students can be improved simultaneously. Therefore, it is assumed that developmentally appropriate learning strategies are in line with practice to maintain students' enthusiasm for learning and improve their learning outcomes.

So that the preparation of DAP (Developmentally Appropriate Practice) learning plans, especially in economics subjects, can be prepared by:

1. Creating a learning environment that can make children engrossed in the learning experience, namely by involving aspects of children's physiology. For example, games (fun activities) will involve all physical, emotional, social and cognitive aspects of children simultaneously (simultaneous).
2. Creating a curriculum that can arouse children's interest and contextual, so that children grasp the meaning or from what they learn.
3. Creating a stress- and threat-free learning environment, but still challenging for children to find out more.
4. Give subjects by involving concrete experience, especially in problem solving, because the learning process is most effective not by lectures, but by providing real experiences.

In practice, teachers need to strengthen assessments at the beginning of learning, which serves to plan lessons according to student readiness. Teachers plan lessons in relation to achievable goals and provide feedback for students to decide on future improvement steps. The evaluation is planned and carried out in accordance with the evaluation objectives, so that the definition of technology and the time to conduct the evaluation are flexible so that

it is effective in achieving learning objectives. Teachers define success criteria and communicate them to students so that they understand the expectations that must be met. Reports of student progress and learning achievement are simple and informative, and contain useful information about grades and skills achieved and follow-up strategies.

The results of the evaluation are used by students, teachers, educators and parents/guardians as reflection materials to improve the quality of learning. Where teachers use the results of the evaluation as discussion material to find out which ones have gone well and which ones need to be further developed.

CONCLUSION

From the explanation above, it can be concluded that the purpose of profiling is to examine aspects of the development of student learning motivation. This indicator of student learning motivation is observed through several indicators, namely indicators of interest, initial skills, learning styles and motor skills in the classroom. In learning, there must be strategies implemented by teachers that increase student learning motivation so that learning takes place well and learning goals are achieved. An actionable learning strategy is to use different learning styles. Differentiated learning is a teaching and learning process carried out by teachers that aims to help students meet their academic needs through different learning styles, allowing all students to achieve their learning goals in different ways. Differentiated learning can be a way for teachers to respond to the needs of each individual student according to the profiling carried out previously. The teacher separates the differentiated aspects of learning in such a way that the student understands the subject he is studying, finally an assessment is produced that can be used to measure the achievement of learning objectives. Learning planning implements learning preparation based on the results of student profile observations to achieve the goals that have been formulated through practice according to development. The use of this developmentally appropriate practice strategy also serves to facilitate learning that is adjusted to the stages of child development, providing a learning process that is appropriate and fun, interactive, applicative, and constructive.

In preparation for learning through the results of observation of students' social-emotional profiling in the process of developmentally appropriate practice, it includes 3 dimensions that must be understood including age suitability, individual suitability (talents, interests, strengths and weaknesses as well as experience in interacting), and finally crocodile social

suitability where the DAP process or method can be carried out according to the stage of student development which can show uniqueness students in learning activities.

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