

The Importance of Teachers Implementing Social Emotional Learning for Students in The Era of Generation Z

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Abstract

Generation Z was born and grew up in the digital era, this generation is expert in using smartphones, social media and the internet. Without proper supervision, this generation will face various negative impacts including mental disorders, technology addiction, cyberbullying, stress and unhealthy lifestyles. With the phenomena experienced by our generation today, it is a challenge as a teacher to minimize the negative impacts. One of the efforts is through the application of Social Emotional Learning. Through this PSE, it is hoped that students will feel safe and comfortable in learning. This research aims to find out the extent to which teachers have implemented Social Emotional Learning with their students and the importance of teachers implementing Social Emotional Learning. Through qualitative research, data was obtained by conducting interviews and document studies. The research results show that teachers can apply Social Emotional Learning both explicitly such as co-curricular and extra-curricular activities and integrated into teachers' teaching practices. Social awareness and relationship skills can be developed through group learning activities and discussions, students will learn how to respect and appreciate the opinions of their friends, growing concern between friends by experiencing what their friends are experiencing. The teacher conveys steps for effective communication in groups to solve problems without conflict, by applying the I-massage technique, which focuses on the feelings of conveying the message, not the thoughts or characteristics of the person speaking. PSE is a learning process related to self-awareness, self-management and social awareness. By implementing PSE, students will have empathy for other people and be able to interact and communicate effectively.

Keywords: Generation Z; Social Emotional Learning; Teachers; Students

Introduction

Generation Z was born and raised in the digital era, this generation is an expert in using smartphones, social media and the internet. This leads to a lack of direct communication skills, dislike of challenges, fast-paced, result-oriented rather than process-oriented, ego and individualism. If this behaviour is maintained, it will certainly have a negative impact. Monitoring the use of information technology is very important, if left unchecked it will have a negative impact on the development of both attitudes, morals and ethics. The teacher's job as an educator is not just to teach, but rather to educate, guide and be a role model for students.

One of the government's efforts is through curriculum changes that continue to evolve with the times, changes are made as an improvement effort so that the education system in Indonesia is more advanced. According to Indarta et al., 2022 a curriculum that continues to change through the development of improvements is said to be effective if it is in accordance with the demands of needs, is relevant, flexible, sustainable, practical and effective. This is in line with the Minister of Education and Culture Regulation number 12 of 2024 regarding the implementation of the Merdeka Curriculum at the early childhood, primary and secondary education levels.

The most basic difference between the Merdeka curriculum and the previous curriculum is that the Merdeka curriculum provides space and freedom for teachers to develop their creative ideas, be free to innovate and be flexible, so that the goals of national education can be realized. The freedom given should pay attention to the characteristics of the students. In the Merdeka curriculum, teachers try to pay attention to students starting from their interests, talents and potential. To accommodate this, one of the efforts that teachers can make in the Merdeka curriculum is through the application of Social Emotional Learning in the school environment. According to Casel (2021) so that children can interact with themselves, others and the environment around them, it is important to train the skills, attitudes and values contained in the Competencies in Social Emotional Learning. The 5 Concepts of Social Emotional Learning are:

1. Self-awareness is being able to identify one's emotions, recognize excellence, have self-confidence and have self-assurance.
2. Self-management is being able to restrain desires/passions related to delaying celebrations or self-satisfaction, managing stress, self-discipline, setting goals to be achieved, self-motivation, organizational skills.
3. Social awareness, namely being able to understand what other people feel because it is like putting yourself in that person's shoes (empathy), appreciating and respecting differences, respecting others with an open mind.
4. Relationship skills, namely being able to communicate clearly, listen and respond well, cooperate with others to achieve goals.
5. Responsible decision-making is being able to identify problems, analyze situations, overcome problems faced, consider the responsibility of decisions made, evaluate and introspect themselves.

In implementing Social and Emotional Learning (PSE), there are several desired outcomes and targets such as:

1. Through PSE, a safe and comfortable learning environment will be realized so that all school members can improve their academic competence as well as improve their psychological well-being.
2. Through the improvement of social and emotional competence, a positive culture will be fostered, starting from positive thinking and behavior, a positive learning atmosphere, high tolerance from himself, his friends and the school environment.
3. Through the application of PSE, the character values of discipline, honesty, respect, politeness, courtesy, care, responsiveness and proactivity will be embedded in students internally, which children can utilize in their lives so as to obtain the highest success. The application of PSE will encourage children to have curiosity about science, social, culture, and humanities.

Social Emotional Learning is important to apply in order to create students who have a sense of happiness in learning, this is in line with Ki Hadjar Dewantara's philosophy of guiding children's nature to achieve the highest safety and happiness, so that children will feel safe, comfortable, happy and eager to learn. Teacher should be able to foster student motivation, so that meaningful learning is realized through an understanding of Social Emotional Learning to be applied to students. Develop mindfulness while learning through the STOP Technique, S - pause from all activities, T - take a deep breath then exhale slowly, O - feel what happens to the body, P - the process is complete and can be continued for activities.

The STOP technique can bring up feelings of pleasure, reduced stress, more focus and enthusiasm for learning. In addition to the STOP Technique I-message can also be applied in communication with others where it focuses on I as the subject not on the interlocutor so as not to cause cornering, more on respecting and prioritizing the feelings

of the interlocutor. This communication technique was developed by Thomas Gordon, a clinical psychologist from America in the 1960s (Zaroh, 2024). It is very important as a teacher to practice self-awareness that is able to manage emotions. Before entering the classroom, teachers must try to show positive emotions towards students. Teachers are able to manage themselves so that positive goals can be achieved.

Social awareness is an important competency that teachers and students must have. Showing a sense of caring, responsiveness, responding to situations, feeling what others feel. Then relationship skills, teachers establish good relationships with all school and community members. Responsible decisions, teachers are able to make decisions about problems or problems faced by their students. These are what we call the five social emotional competencies that must be possessed by both teachers and students. Through the mastery of these competencies will be able to realize a pleasant, comfortable learning atmosphere and ultimately lead to an increase in student character. Referring to the definition of a teacher as a professional expert, not just teaching but how to educate, train, guide and evaluate students. According to Law No. 14 of 2005, teachers and lecturers are referred to as professionals whose main duties are to educate, teach, provide guidance, direction, train, conduct assessments and evaluations for early childhood, primary and secondary education formally. After knowing the definition of a teacher according to several experts, it is important to know the role of a teacher as an effort to maximize our duties and functions as an educator:

1. The role of the teacher as a teacher, of course, must be able to master the knowledge he teaches so that he can transfer knowledge well to his students.
2. The role of the teacher as an educator should be able to educate children to have a character in accordance with the norms and rules that apply in society.
3. The role of the teacher as a guide is to be able to guide students to stay on the right track in accordance with the objectives of our National Education.
4. The role of the teacher as a motivator, of course, a teacher must be able to motivate, encourage, encourage students to stay focused on learning.
5. The role of the teacher as an example, of course, the teacher must be a good example, because every action of the teacher will be the center of attention for his students.
6. Teacher's role as an administrator. Hearing the word teacher administrator is more about recording the development of students as a reflection material for the next improvement process.
7. Teacher's role as evaluator. As a teacher, it is inseparable from the process of evaluating every activity carried out starting from the beginning, core and end of the learning process.
8. Teacher's role as an inspirer. Competent teachers will be able to inspire their students, so that they have a goal in the future.

We need to understand that based on *Undang Undang No. 20 Tahun 2003*, students are members of society who seek to develop the potential that exists in themselves through the learning process at certain paths, levels and types of education. According to Danim (2010) states that a learning process can take place if there is a main source, namely students. Teachers will not be able to teach, educate, guide or evaluate if there are no students. Likewise, students will be able to learn without a teacher, therefore it is very important the existence of the learners themselves. With the existence of students, there is communication and active interaction with educators in formal education. Furthermore, according to Danim (2010) there are several important aspects about the nature of learners, such as:

1. The nature of learners has different potential in both cognitive, affective and psychomotor aspects.

2. The nature of learners who can develop and grow through the same process even though with different periods.
3. The nature of learners who always imagine and have their own views on themselves, others and the environment around them.
4. The nature of learners whose needs are obtained physically and mentally.
5. The nature of lifelong learning learners where students have a sense of responsibility when carrying out the learning process.
6. The nature of learners is able to develop as unique individuals and can interact and adapt in their learning groups.
7. The nature of learners who want to be cared for and valued by their teachers, and need personal and group guidance.
8. The nature of learners as individuals with insight, integrity and proactivity in facing future challenges.
9. The nature of the learner is a good person, the environment around him greatly influences his behavior.
10. The nature of the learner is a unique creature created by God, has certain advantages, but has limitations, cannot be forced to do something that exceeds the capacity of the learner's ability.

According to Hamalik (2004) one of the components in learning activities is the students themselves. Teachers, goals and learning methods become one unit so that the learning process can take place. In addition, according to Samsul Nizar (2002) states that students are children who need to be developed according to their interests, talents and potential. In addition, according to Putri, et al. (2024) states that a learner is someone who is said to be immature and still needs guidance, assistance from others, requires efforts so that students are able to carry out their duties as creatures of God, as human beings, as citizens, society or as individuals.

According to Nizar (2002), learners as individuals who continue to want to develop and grow the potential within themselves, which is obtained from education. Learners as individuals who have unique characteristics, can be obtained from the influence of the surrounding environment, as well as due to innate biological and psychological characteristics. These characteristics need to be considered to achieve maximum learning outcomes. Learners as individuals who are growing and developing towards self-maturation, have important characteristics. There are several characteristics of learners, namely (Tirtaraharja, 2000).

1. Learners are said to be unique individuals because they have certain characteristics in terms of physical and psychological abilities.
2. Learner's experience normal growth and development from time to time.
3. Learners need guidance and guidance in developing potential in accordance with the interests and talents possessed by learners.
4. The rapid development of learners certainly has the potential to become independent and mature individuals.

Based on the results of research by Zuhro et al. (2023) with the title *penerapan kse dalam pembelajaran berdiferensiasi pada sekolah penggerak di Kota Surakarta* which contains the application of KSE integrated with differentiated learning. The results obtained from the study are through the Pancasila Student Profile Strengthening Project as an implementation of project-based learning, of course, students can be directly involved in learning from the social environment around them, process, discuss with friends both individually and in groups, as a strengthening of character in each student. In addition, through project-based learning that involves students directly in activities or tasks will require students to be able to apply the knowledge and skills they have learned

in real-world situations so as to improve the Social Emotional Competence of students. This is very good to do considering that student competence is not only seen from academic abilities, physical, mental, emotional, social and character development is also a concern.

Furthermore, according to research conducted by Ricky et al. (2023) it turns out that through the application of Social Emotional Learning, it can increase enthusiasm or motivation to learn, especially in elementary school children. With the application of Social Emotional Learning effectively will be able to help children develop their social emotional skills which have an impact on success in the Education Unit and in children's daily lives. This indicates that through the application of Social Emotional Learning in schools is very important, because it has a good impact on students' social emotional development, not only now but throughout life.

Natanti et al. (2024) has conducted a study entitled *analisis pengaruh pembelajaran sosial emosional (pse) terhadap karakteristik peserta didik kelas II di SDN Kalicari 01*. Through the research conducted, the results show that there are positive impacts obtained by students such as effective interaction between friends, a sense of caring and empathy for fellow friends, mutual respect for differences in all school residents and reducing conflict. The data collection techniques through observation, interviews and documentation studies. According to Natanti et al., (2024) through observations and interviews conducted at the beginning of learning in class II SDN Kalicari 01 Semarang, on October 10, 2023 when the learning process takes place the teacher focuses more on learning outcomes rather than on the process, tends to emphasize cognitive aspects rather than affective aspects.

The implementation of character values is still low, seen from the low concern of students for friends around who do not bring learning tools or do not bring food supplies and are not accustomed to saying thank you greetings if given help by friends, teachers and the community. Referring to some research results, it is very important to apply Social Emotional Learning by teachers to students in the generation Z era. In the process, students will be guided towards good characters and try to gradually leave bad characters attached to students. Data were obtained through interviews and document studies in the form of journals and articles on the internet. The approach used is a qualitative approach. The qualitative approach aims to understand the natural context and understand the research subjects in depth and is interpretative, meaning that it seeks to find facts (Safitri, 2020).

Method

This study uses a qualitative approach to explore in depth the phenomena related to Generation Z, Social Emotional Learning (SEL), and teacher-student relationships. Primary data were collected through semi-structured interviews with informants such as teachers, Generation Z students, and education experts, while secondary data were obtained from document studies covering academic journals, online articles, and research reports from trusted platforms such as Google Scholar and ResearchGate. The research instruments included a semi-structured interview guide and a document analysis checklist to assess the validity and relevance of the sources. Data analysis procedures included data reduction, data presentation in narrative or tabular form, and drawing conclusions based on triangulation between interview results and document studies. Data validation techniques used source triangulation and member checking to ensure the accuracy of interpretation, while ethical aspects were considered by asking for informant approval, maintaining data confidentiality, and prioritizing transparency in the research process. With this method, the study aims to produce a comprehensive understanding of the dynamics between Generation Z, SEL, and the role of teachers in modern learning.

Result and Discussion

Based on the results of the research, the authors will review 8 journals and articles related to the importance of teachers applying Social Emotional Learning to students, namely:

Table 1. Findings

No	Research Title	Author	Findings
1.	<i>Analisis Pengaruh Pembelajaran Sosial Emosional (PSE) terhadap Karakteristik Peserta Didik Kelas II di SDN Kalicari 01</i>	Septiaji Evi Natanti, Ida Dwijayanti dan Kusen	Through the research conducted, it was found that there were positive impacts obtained by students such as effective interaction between friends, a sense of care and empathy for fellow friends, mutual respect for differences in all school members and reducing conflict.
2.	<i>Pembelajaran Sosial Emosional terhadap Motivasi Belajar Peserta Didik di Sekolah Dasar</i>	Ricky Avandra, Neviyarni S dan Irdamurni	Through the application of Social Emotional Learning, it can increase the enthusiasm or motivation to learn, especially in elementary school children. The effective application of Social Emotional Learning will help children develop their social emotional skills which have an impact on success in the Education Unit and in children's daily lives.
3	<i>Menelaah Penerapan Pembelajaran Sosial Emosional dan Perwujudannya dalam Pendidikan yang Berpihak Pada Peserta Didik</i>	Laili Indah Sari Rohmawati, Mahadi Sudarsono, Maylia Firdaus dan Bakhrudin All Habsy	The results prove that Social Emotional Learning has been implemented in schools, through various learning models that can certainly improve children's social emotional skills. Educators are also equipped with skills and activities such as workshops as an effort to improve skills in implementing PSE itself.
4	<i>Penerapan KSE dalam Pembelajaran Berdiferensiasi pada Sekolah Penggerak di Kota Surakarta.</i>	Nurul Shofiatin Zuhro, Upik Elok Endang Rasmani, Siti Wahyuningsih, Anjar Fitrianingtyas, Novita Eka Nurjanah, Jumiatmoko dan Bambang Winarji	Through the Pancasila Student Profile Strengthening Project as an implementation of project-based learning, of course, students can be directly involved in learning from the social environment around them, process, discuss with friends both individually and in groups, as a strengthening of character in each student. In addition, through project-based learning that involves students directly in activities or tasks will require students to be able to apply the knowledge and skills that have been learned in real-world situations so as to

			improve the Social Emotional Competence of students.
5	<i>Teknik STOP dalam Pembelajaran Sosial Emosional</i>	Eli Mutosiah	According to research conducted in class III of SD Negeri Mlekang 2, Gajah District, Demak Regency, the implementation of the STOP technique which is carried out routinely makes students more concentrated and not sleepy while learning, good student responses, and able to make more reflective decisions. Able to reduce stress and pressure in the learning process, so that students have a positive attitude towards themselves and others in social life.
6	<i>Pembelajaran Sosial Emosional Dalam Domain Pendidikan: Implementasi Dan asesmen</i>	Sussi Widiastuti	The results of the study state that in implementing PSE in the classroom the first step taken is determining the scope, determining the desired social emotional community, finally deciding what strategies to use to achieve the expected goals. The conclusion that can be drawn is that in the Social Emotional Learning Education domain, it is carried out in three scopes, namely carried out routinely, organized integrated in learning and protocol.
7	<i>Pembelajaran IPA yang Efektif melalui Pendidikan Sosial dan Emosional (PSE)</i>	Nuri Trihasti Miranda, Deby Amelia Putri, Rabiah Al- adawiyah, Selvi Dewi Nur Anggreani, Yudhi Utomo	The integration of PSE in Education is not only about academic achievement, but also the development of emotional intelligence and social skills that are essential for students' future success.
8	<i>Strategi Pembelajaran Sosial Emosional (PSE) dengan Sistem Otak Utuh</i>	Drs. Yuli Cahyono, M.Pd	Based on the results of the study, it is stated that a teacher in educating, guiding, guiding the growth and development of students to be in accordance with age, and balancing the left and right brain of students, so that students' emotions and logic are maintained. The need for love, attention, affection, care, comfort and happiness needs to be considered in PSE. Therefore, the strategies used in implementing PSE are closely related to the whole human brain system.

Based on document studies through journals and articles found on the internet social media, we can find out the extent to which teachers have applied Social Emotional Learning to their students, most teachers are able to apply Social Emotional Learning both explicitly such as co-curricular and extracurricular activities and integrated in teaching practices. Social Emotional Learning can run effectively through various ways, so that the expected goals can be realized. The way that can be used is through the application of the STOP technique. The application of this technique is very simple, but has tremendous benefits for practicing mindfulness which is often referred to as Mindfulness. Developing mindfulness while learning, will lead to feelings of pleasure, reduced stress, more focus and enthusiasm for learning.

Mindfulness is not only about breathing, but every activity we do, feel, think or say must be done consciously as an effort to maximize the implementation of the STOP Technique (Stop, Take a deep breath, Observe and Proceed Mindfulness). In the application of Social Emotional Learning with the STOP technique there are steps that must be followed, namely, Stop. Through this technique as whole students are asked to stop from the activities being carried out, then sit by leaning relaxed, comfortable and hands placed on the thighs; Take a deep breath. When doing this process, students are asked to close their eyes and slowly inhale and then exhale while feeling the cool surrounding air entering the nose. This activity can be done 2-3 times, Observe.

This activity is expected that students feel all limbs in a relaxed, comfortable, relaxed state and think of positive things; proceed. This process has ended, the learning activities can be continued to the core with students who are calmer, more focused and have a more positive attitude.

Based on the results of interviews with several fellow teachers at my school, namely SMA Negeri 2 Bangli, in implementing Social Emotional Learning in addition to using the STOP Technique, to foster social awareness and relationship skills can be developed through group learning activities and discussions, students will learn how to respect and appreciate the opinions of their friends and empathize, have a sense of caring for the circumstances faced by friends or the environment around them. Before discussing as a teacher, first convey the steps to communicate effectively in groups to solve problems without conflict, by applying the I-message technique, which focuses on the feelings of delivering messages, not the thoughts or characteristics of the interlocutor.

The results of the next interview stated that several teachers at SMA Negeri 2 Bangli had attended the Activist Teacher Education (*Pendidikan Guru Penggerak*), where one of the modules that must be mastered is about PSE. In addition, self-development by teachers continues to be carried out both independently through independent training, as well as through training at school. The existence of Learning Communities in schools further provides space for teacher discussions in solving problems faced in educating their students. Why is it important to apply this Social Emotional Learning to students? Based on the document study that has been conducted through the application of Social Emotional Learning will have a positive impact on students for their future lives, students will be able to manage emotions in dealing with certain situations, students will be more confident, able to appreciate and respect differences, feel what others feel (have empathy for fellow friends).

Based on interviews with teachers who implement Social Emotional Learning, students feel comfortable and calm in learning. When discussing in small groups students are more able to appreciate and accept the opinions of their friends. The application of Social Emotional Learning is not only for students, teachers before interacting with students must also be able to manage emotions and thoughts. Sometimes if our self-awareness is reduced, we will get emotional quickly, and this has a negative impact on

students. The results of the next interview stated that in addition to children having unique characteristics with different learning styles and needs and diverse characters, of course our children also have different emotional feelings. Therefore, I as a teacher should be able to respond appropriately through the application of appropriate learning strategies or methods, one of which is through the application of PSE (Social Emotional Learning). Of course, the application of PSE will be effective if there is good cooperation from all school members. Through PSE students learn to understand themselves, empathize with others and the ability to interact and communicate effectively, so that student character can be formed. One application that some teachers have done is to create and use emotion boards. Students express their feelings at that moment to their classmates. This will foster a sense of empathy, mutual respect and respect for opinions.

Then using the I Massage Technique in fostering effective and positive communication in discussing solving problems given by the teacher. Teachers also try to train and develop themselves through training activities and workshops as an effort to improve competence, especially social emotional. Teachers have a commitment to be a role model for students, able to communicate and cooperate well with all school members. They are able to share their experiences through MGMP, teacher meetings and learning communities at school. Seeing students with strong personalities who never give up, understand themselves, and are able to establish positive relationships will make it easier for students to participate in learning activities to the fullest. I have seen in my classes that these children tend to have good concentration on learning and are responsible for every task assigned.

When learning discussions, they tend to be discussion leaders, able to communicate well with teachers and friends. Teachers in this era are not only tasked with transferring knowledge, conducting practicum activities and attitude assessment alone is enough to equip students so that students become critical and creative individuals. However, it turns out that to foster good and positive attitudes students can be trained continuously starting from self-awareness by understanding their condition, self-management that is able to manage emotions, social awareness able to empathize with others, relationship skills able to build positive relationships and responsible decision making. This makes me feel happy because from this learning, I realize how important we provide Social and Emotional Learning to students and colleagues. It is hoped that students will learn happily and realize the Profile of Pancasila Students.

Conclusion

After conducting interviews with several teachers and analyzing the results of previous research, it can be concluded that teachers are able to implement Social Emotional Learning in co-curricular and extracurricular activities as well as integrated in teacher teaching practices. Various techniques are carried out such as the STOP Technique and I-Massage. Social awareness and relationship skills can be developed through group learning activities and discussions, students will learn how to respect and value their friends' opinions, have a sense of caring about the circumstances faced by friends or the environment around them. In addition, it is important to convey the steps to communicate effectively in groups to solve problems without conflict, by applying the I-massage technique, which focuses on the feelings of the delivery of the message, not the thoughts or characteristics of the interlocutor. Implementing Social Emotional Learning is very important in this generation Z era. Through the application of Social Emotional Learning will have a positive impact on students for their future lives, students will be able to manage emotions in dealing with certain situations, be confident, empathize, be able to appreciate and respect differences.

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