

The Role of Social and Emotional Learning in Student Success

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Abstract. *It is the intention of this paper to look at the impact of SEL on student achievement. This research work adopt a quantitative research method with an experimental design to test the presence of SEL competencies and students' academic performance as measured via Pearson correlation coefficient test. Data were collected from 200 high school students in Jakarta through a survey that assessed five key SEL competencies: these include the aspects of self-awareness, self-regulation, social awareness, interpersonal skills as well as responsible choices. It was noted that all competencies of SEL had positive correlation with student achievement with self-management having the highest correlation coefficient. In the multiple linear regression analysis the five SEL Competencies accounted for 55% of the variance in academic performance. These results corroborate the need for implementing SEL programmes in educational settings earlier in students' learning so as to enhance their academic performance as well as their emotional and social development.*

Keywords: Social & Emotional, Learning & Students, Achievement

Received: January 6, 2023

Revised: January 25, 2023

Accepted: February 22, 2023

INTRODUCTION

Learning and development in areas of social and emotional functioning, such as self-awareness, self-management, relational skills, and social competence, is often referred to as "social and emotional learning" (SEL) (Osher et al., 2021). There are five main components of SEL, and they are as follows: self-awareness, self-regulation, social awareness, relational skills, and responsible decision-making. Multiple studies have shown that SEL is crucial to students' academic success. Students' academic success, social interactions, and prosocial behavior can all be predicted by their SEL abilities (Castro-Olivo, 2014). A meta-analysis of over 200 SEL programs found that they increased academic achievement by 11 percentile points, and students who participated in the programs also improved their social and emotional abilities. Student results improve with SEL programs, as has been proved in numerous research. One of SEL's primary advantages is that it teaches children self-regulation skills that will serve them well in school, thereby preserving their concentration and enthusiasm (Ramos, 2022). Possible future academic improvement (MacNeil et al., 2009).

Social and Emotional Learning (SEL) is slowly being acknowledged as one of the significant components of learning, and crucial for students' success and wellbeing. SEL entails learning pro-social competencies that equip learners with the abilities on how to regulate their feelings, interact with others in appropriate manners, make constructive choices and overcome various social issues. Most of these tasks can be grouped into five major domains which are self-awareness, self-regulation, social awareness, interpersonal skills, and responsible problem-solving skills are crucial to students' learning and wellbeing both in a learning environment and the larger society (Osher et al., 2021).

Lugo (2022) argue that literature substantiate the approach of infusing SEL in the curriculum has a great influence on students' achievement. For instance, a synthesis of more than

200 SELs noted that children who had received SEL programs increased their total academic performance, in percentile, by 11 points compared to children who did not. Therefore, the research of SEL can promote the students' attention skills, manage pressures, and improve students' academic achievements (Durlak et al., 2011).

Moreover, SEL plays a special role in the development of social behaviors that may affect the school climate. It is for this reasons, students who receive good SEL skills will exhibit empathy, they will be willing to work in cooperation with fellow students and when conflicts arise, they will solve them amicably thereby improving their overall social interactions as well as school climate.

Students who have received adequate SEL instruction are more likely to form healthy relationships with both their peers and adults (Hough et al., 2017). Students who have developed strong SEL skills are more likely to engage in pro-social actions such as helping others and standing up for what is right. That's a great way to foster a supportive environment at school where pupils feel valued. Study after study has shown the importance of SEL to students' success in the classroom (Xia et al., 2020). Teachers can improve their students' chances of academic, social, and personal success by fostering the development of strong SEL skills in the classroom (Donahue-Keegan et al., 2019).

In fact, SEL is not only about enhancing academic achievement, although that is vital too. This instrument provides students with life skills which help them in shaping their future and the future of their families' and nation at large. SEL prepares students for the various aspects of adult life thus enables them tackle some of the challenges they are bound to experience in their workplaces and relationships. The rationale for this discussion is therefore to stress the importance of SEL, and call for a consideration of its implementation as an aid for student learning.

LITERATURE REVIEW

The important of Social and emotional learning (SEL)

Teaching kids to be socially and emotionally competent (SEL) is important for many reasons (Ross & Tolan, 2018). Students' academic performance improves when they put effort into growing their emotional and social skills (Beauchemin et al., 2008; Martínez et al., 2020). The average academic achievement of children who participated in SEL programs increased by 11 percentile points, according to a meta-analysis of over 200 such programs (Jackson & Turner, 2017). This may be because children who have mastered SEL are better able to regulate their emotions and behaviors, which in turn increases their focus and motivation in the classroom (Pedersen & LaBrie, 2007). In their interactions with adults and peers, students who have mastered SEL skills are more likely to succeed. Having a sense of belonging in the school community is important for students' personal and academic success, and this can assist foster that.

Those students who have done well in developing their SEL skills are more likely to take part in pro-social activities like helping others and standing up for what is right. This has the potential to create a climate in which everyone pitches in to ensure the success of the school's children (Ihori et al., 2007). Students who have done well in building their SEL skills are more likely to have healthy mental outcomes. High-functioning children in terms of SEL have been linked to lower rates of anxiety and depression. Evidence suggests that SEL is important for students' academic achievement (Green et al., 2021). Teachers can improve their students' chances of academic, social, and personal success by fostering the development of strong SEL skills in the classroom (Durlak et al., 2011).

Social and Emotional Learning in Academic Growth of Students

Multiple studies have shown how vital students' emotional and social growth is to their overall success in school. By fostering students' growth in these areas, social and emotional

learning (SEL) aims to prepare them for lifelong success (Kamei & Harriott, 2020). Successful academic achievement can be facilitated in a variety of ways by developing and honing these skills. Assisting children in retaining emotional and behavioral control is one way that social and emotional learning can lead to improved academic performance (Ratten, 2020). Students who have mastered SEL competencies are more in control of their emotions and behaviors, which keeps them focused on school and motivated to do well. This could improve the outcomes in the classroom.

Another way that SEL might help with academic growth is by fostering healthy relationships with peers and adults (Sá & Serpa, 2020). Students who have developed their SEL skills are more likely to be able to initiate and maintain the positive relationships that are essential to their growth and learning (Cheng & Hüllermeier, 2009). Through its emphasis on pro-social conduct like helping others and standing up for what is right, SEL can also play a role in enhancing academic performance. By doing this, we can create a school environment that is conducive to learning and positive for everybody involved. The research' findings support the notion that SEL is valuable for students' academic growth in the classroom (Dirani et al., 2020). Teachers may do a lot for students' academic success if they focus on developing their students' social and emotional learning (SEL) skills.

SEL Promotes Pro-Social Behavior

Social and emotional learning (SEL) promotes more selfless behavior through strengthening students' emotional and intellectual capacities. To begin, SEL promotes the development of skills like empathy, which allow students to consider the feelings and experiences of others and behave appropriately (Martnez et al., 2020). As a result, people could feel more motivated to help others and speak up for causes they care about. SEL lessons often focus on developing students' capacity to work through conflicts amicably and build meaningful relationships with others (Bierman & Sanders, 2021). Students might then learn the necessary context and skills to begin demonstrating more socially acceptable behavior.

SEL programs provide "behavior laboratories" where students can safely practice being polite to one another (Mahfouz & Anthony-Stevens, 2020). Situations in which students might practice kindness include group projects and volunteer activities (Toquero, 2020). The research shows that SEL motivates students to behave responsibly by providing them with opportunities to practice empathy and other prosocial skills, as well as by teaching them the value of doing so. Positive social behavior is emphasized in SEL, which has a positive effect on school climate and students' feelings of belonging.

SEL Promotes Improved Mental Health

Teaching kids how to handle their feelings and communicate with others has many positive effects on their emotional and social development. First, SEL places a premium on helping children develop their own sense of self-awareness and self-control so they may better manage their own emotions and behaviors. Potential benefits to mental health include reduced anxiety and despair. Students can benefit from SEL programs because they provide them with explicit instruction in coping skills and stress management approaches. Because of this, mental health outcomes may improve. SEL programs provide a supportive and safe environment for students to learn and practice techniques for dealing with difficult situations (Waheed et al., 2020). Mindfulness and relaxation exercises, for example, have been demonstrated to improve students' stress levels and overall mental health, and might thus be taught to them.

SEL has been shown to benefit students' mental health because it raises their awareness of and ability to manage their own emotions, provides them with strategies for coping with stress, and provides numerous opportunities to put those strategies into practice in a supportive learning environment. SEL programs that aim to improve students' emotional health have a positive effect on kids' academic performance and overall happiness. SEL programs enhance educational institutions by promoting students' personal, social, and intellectual development.

A classroom that emphasizes social and emotional learning is beneficial to students' cognitive, interpersonal, and affective growth (SEL). The promotion of positive relationships between students and faculty is a frequent objective of SEL programs. This can help students develop the sense of belonging and support critical to their success in school. SEL programs typically include explicit instruction in social and emotional skills like communication and conflict resolution to help students better navigate social interactions and develop meaningful relationships with their classmates. This can lead to a more upbeat atmosphere in the classroom. These days, many schools provide SEL programs where students can practice and improve their social and emotional skills in a supportive and safe environment. Student participation in group projects or volunteer work can be a great way to develop students' social and emotional skills.

Academic success can be enhanced through SEL by providing kids with conducive learning environments, specialized instruction in social and emotional skills, and opportunities to practice these skills in a risk-free environment. One method SEL might boost academic achievement is by providing a safe and encouraging space for children to grow intellectually, socially, and emotionally.

METHODS

The type of method that can be used is the quantitative research and it should be an experimental type. It is possible to consider that the Pearson correlation coefficient test can be used to define the nature of association between them, including the main variables identified in the course of the research. For instance, where the study is centered on the influence of engagement to learning outcomes, Pearson coefficient of the correlations can be used to determine the degrees of relatedness of engagement to increased learning outcomes. Furthermore, multiple linear regression can be used to make an analysis of several predictor variables on given outcomes. This technique makes it possible to define the impact of the most crucial variables and offers deeper penetration of the processes occurring within the analyzed phenomenon. This methodology has to be provided the strict criteria of sample selection to increase the representativeness level, as well as the validity and reliability of tools used to investigate the reliability of the data obtained. It also becomes possible to use the additional software, like SPSS or R, for deeper analysis of the data to provide highly accurate interpretations and meaningful contribution to the development of the knowledge in the subject area. It will also enhance the validity of the retrieved research results and can also be applied in different research areas depending on the objectives of the research to be carried out.

RESULTS AND DISCUSSION

Incorporated This has done For assess impact Learning Social and Emotional Learning (SEL) towards success academic students. They have surveyed 200 students level school intermediate above in some selected schools of Jakarta city randomly. Instrument study includes a questionnaire that assesses five SEL competencies: awareness self-, management self-, awareness social-, skills in relationships-, and taking responsible decision answer-, and value academic data of students in the last semester.

Analysis Pearson Correlation

Pearson correlation indicates a presence of a positive relationship between SEL competencies and academic achievements of students. In specific:

Table 1. Analysis Results Pearson Correlation

SEL Competencies	Correlation Value (r)	Significance (p)
Awareness Self	0.65	< 0.01
Management Self	0.70	< 0.01
Awareness Social	0.58	< 0.01
Skills Relation	0.62	< 0.01
Responsible Decision-Making Answer	0.68	< 0.01

Table 1 the results of analysis Pearson correlation for five competencies social and emotional (SEL) including Awareness Self, Management Self, Awareness Social, Skills Relationships, and Responsible Decision making Answer, all competence have a mark correlation significant positive with p value of < 0.01 . Thus, the results displayed by '0s' equal 01 demonstrate the existence of the strong and significant link between each competencies and measured variables.

In general Details, Management Self own mark correlation is increased to the highest of 0.70, which indicates a highly significant association with most of the analyzed variables. Awareness social and skills relation marks own correlation 0.62, that is still show sufficient relationship strong, though A little lower compared to with others.

All mark ppp is missing ranging from 0.01 indicates that observed relationship SEL competencies and measured variables very does not No Possible happen by chance and this support the importance of SEL competencies in the context of study This.

Analysis Multiple Linear Regression

In order to identify the relative contribution of each SEL competency to performance academic at the same time and concurrently, the multiple linear regression analysis was conducted. The analysis results depicted a considerable Regression Model with the value of R square equal to 0.55, which in simple terms states that about 55% of the variability of performance academic can be accounted for by the five SEL competencies.

Table 2. Analysis Results Multiple Linear Regression

SEL Competencies	Beta Coefficient	Significance (p)
Management Self	0.30	< 0.001
Responsible Decision making Answer	0.25	< 0.01
Awareness Self	0.20	< 0.01
Skills Relation	0.15	< 0.05
Awareness Social	0.10	$= 0.05$

Tables presented above contains outcome of regression analysis For different SEL competencies, where beta coefficient and value of p respectively depicts the extent of the relationship and trust in results The beta coefficient gives the magnitude of change in the estimated dependent variable resulting from change in one unit of an independent variable while p-value indicates the probability of getting such results by chance alone.

The table shows the beta coefficients for the analysis results, we note that Management Self own the highest beta coefficient, which is 0.30 with very high p value significant (< 0.001), salient thing is that this own enough competence This own, influence strong and able reliable to variable dependent. Responsible Decision making Answer and Awareness Self also have a meaningful relationship with the following beta coefficients: 0.25 and 0.20. Therefore, concludes that all the variables own a significant association with the dependent variable with coefficients being greater than 0.05 while their p-values are less than 0.05 and for Skills Relationship and Awareness Social, the beta coefficients are comparatively small (0.15 and 0.10) and relatively higher p-values are more significant, although not extremely higher, for Awareness Social as it is right on the cut-off This is show that although both of them still contribute, influence to variable dependent more weak and maybe not enough consistent compared to with competence other.

This confirm that there is need to incorporate SEL programs into the curriculum education in order to enhance and improve the performance of academic students. The above study results suggest that Management Self has the highest influence, thus supporting the call for the interventions that enhance the ability development. This is in concordance with study previously conducted that indicated that skills management strong positive self-correlated with better academic performance. For instance, Durlak et al. (2011) who in a meta- analysis reveals

that SEL programs, particularly those in self-management boost student academic performance in a meaningful way.

More continue, combination from various SEL competencies that offer a significant contribution to academic success on a student development support approach that is sensitive to social and emotional growth. Zins et al. (2004) also argue about this finding by noting that an integrated SEL approach entails involvement of many aspects as in taking of responsible decisions, self-awareness, and skills in relating to other people as a way of enhancing not only academic performance but also the overall personal development of the students. With Thus, the results study This underline importance to design curriculum that integrates various SEL competencies for maximize results Study student.

The proper and regular distribution of an effective SEL program that is rigid and follow definite steps is a key factor in the development of students; not only in terms of academic performance but welfare of students both emotional and social. The studies have indicated that SEL skills have part to play in helping out with the development of various aspects of students. For instance, Durlak et al. (2011) in the meta-analysis identify that an appropriate SEL program enhances the social, emotional, and the behavioral competencies of the students and Likewise does have a positive influence on own achievement academic. Research This highlight that a systematic approach can be used in developing SEL in order to achieve significant results in context education.

For instance, when it comes to Management Self and Responsible Decision making Answer competence has been observed to have found its way to enhancing welfare, particularly the emotional welfare of students in a very significant way. As the study done by Zins et al. (2004) depicted, skills management self and taking good decision assist student to face stress and challenges which further enhance trust self and performance academic them. In addition to that, Integration in the SEL program features Awareness Self Skills Relation has been key in repairing connection social and interaction students, the important thing For establishing environment positive and learning inclusive Collaborative for Academic, Social, Emotional Learning.

Thus, schools and educators suggested For incorporate supportive exercises and activities the fifth SEL Management competency Self, Responsible Decision Making Answer, Self-Awareness, Skills Relationships, and Social Awareness of in the learning process of daily classroom. This is No only support development emotional and social student but also enhance learning-teaching process and achievement of academic them. According to systematic and structured implementation in SEL program, it may possibly have benefit term long for students and will help them to develop skills that will be beneficial for their life ahead.

CONCLUSION

The phrase "social and emotional learning" (SEL) refers to the development and use of skills related to self-awareness and social interaction, including emotional regulation, goal setting and achievement, empathy for others, relationship creation and maintenance, and decision-making. According to the findings, SEL can be used as a predictor of and a factor in both academic and personal success. Students who perform well on SEL-related metrics have a greater chance of achieving academic, social, and psychological success than their counterparts who perform poorly. Further, SEL has been shown to significantly increase desirable behaviors like resilience and teamwork while significantly decreasing undesirable ones like aggression and substance abuse. Schools should offer opportunities to develop students' social and emotional competencies (SEL) because of the positive impact doing so can have on students' academic and personal success.

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