Implementation of social emotional learning intelligence based self-management

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KEYWORDS	ABSTRACT
Emotional intelligence, vocational education, social skills, social-emotional learning, self-management.	Vocational education requires students not only to have technical skills, but also good social and emotional abilities to face the world of work. Social-emotional learning based on self-management is one of the approaches implemented in SMKN PP Cilaku and SMKN 1 Cugenang Cianjur Regency to equip students with emotion management skills, communication, and readiness to face professional challenges. This study aims to examine the implementation of social-emotional learning in the two schools and identify the barriers faced in its implementation. The method used is a descriptive qualitative approach, with data collection techniques through observation, interviews, and document analysis with principals, teachers, students, and school counselors. The results showed that at SMKN PP Cilaku, experiential learning, mentoring and self-reflection methods helped students to improve their emotional awareness, while at SMKN 1 Cugenang, social simulation and role-playing approaches were emphasized to develop communication and social interaction skills. Although these methods have proven to be effective, there are still obstacles such as teachers' lack of understanding of the concept of social emotional learning, limited school policies, and minimal parental involvement in supporting students' social emotional development. Therefore, increased training for educators, stronger school policy support, and synergy between schools, parents, and industry are needed to optimize the application of social emotional learning in vocational education.

Introduction

Education is not only oriented towards academic achievement, but also aims to shape the character of students to have good emotional and social intelligence. Along with the dynamics of social life and the increasingly complex challenges of the world of work, skills in managing emotions and interacting with others are crucial aspects that must be developed early on. The Indonesian government has underlined the importance of *strengthening* student character through various educational policies, one of which is contained in *Permendikbud Number 20 of 2018* concerning *Strengthening Character Education (PPK)*. This policy emphasizes that Pancasila values must be part of the learning process, including strengthening social and emotional skills.

One approach to learner character development is Social Emotional Learning (SEL). This method focuses on building self-awareness, ability to manage emotions, social skills, and responsible decision-making. Collaborative for Academic, Social, and Emotional Learning (CASEL) suggests that SEL consists of five main competencies, namely *self-awareness*, *self-*

management, *social awareness*, *relationship skills*, and *responsible decision-making* (Durlak et al., 2011).

In the context of vocational education, such as vocational high schools (SMK), social and emotional intelligence-based learning is becoming increasingly important. SMK graduates are expected to directly enter the workforce, where interpersonal skills, stress management, and quick decision-making are needed. However, the reality in the field shows that many SMK students do not have sufficient mental readiness to deal with work pressure, social interaction in a professional environment, and challenges in the learning process. A study conducted at SMKN PP Cilaku and SMKN 1 Cugenang found that most students still experience difficulties in controlling emotions, making the right decisions, and adapting to the demands of the world of work.

Previous research has shown that the implementation of self-management-based social and emotional learning can have a significant impact on student well-being. A meta-analysis conducted by Durlak et al. (2011) concluded that students who received SEL-based education experienced improvements in social-emotional skills, had better prosocial behavior, and showed improved academic performance. Another study conducted by Taylor et al. (2017) confirmed that the integration of SEL programs in the learning system has a positive impact on reducing aggressive behavior and improving students' mental health.

In Indonesia, several studies have been conducted to examine the implementation of SEL in formal education. Sukriani & Suyatno (2019) found that the implementation of self-management-based social emotional learning can improve student discipline, emotional maturity, and better decision-making. Meanwhile, Rif Anuddin (2021) argues that although social emotional learning has been implemented in various countries, its implementation in Indonesia is still not optimal. One of the main causes is the lack of teacher understanding of the methods of implementing SEL and the absence of policies that specifically support the development of social and emotional intelligence in the curriculum.

Based on direct observation at SMKN PP Cilaku and SMKN 1 Cugenang, several key challenges in the implementation of self-management-based social and emotional learning were found, including:
1. Educators' limited understanding of the concept and benefits of SEL in learning.
2. Resistance from some students, especially those who are not familiar with self-reflection and emotion management-based learning methods.
3. Lack of school policies that explicitly accommodate SEL integration in the learning process.
4. Lack of supporting facilities and resources, such as counseling rooms and SEL-based teaching materials.

However, there is a great opportunity to develop SEL in vocational schools, considering that vocational students need to be equipped with the ability to adapt, cooperate, and manage pressure in the work environment. Therefore, this study seeks to explore how the implementation of self-management-based social-emotional learning intelligence can be effectively applied at SMKN PP Cilaku and SMKN 1 Cugenang, as well as identify the obstacles that arise and strategies that can be used to overcome these obstacles.

The selection of the research locus is based on the characteristics of students at SMKN PP Cilaku and SMKN 1 Cugenang which are quite diverse, both in terms of emotional readiness and their ability to adjust to academic and social demands. In addition, both schools have shown commitment in building students' social and emotional intelligence, but still face various obstacles in its implementation.

The title of this study, *"Implementation of Self-Management-Based Social Emotional Learning Intelligence"*, was chosen with the aim to explore more deeply how SEL-based learning can improve the quality of education, students' emotional well-being, and their readiness to face the world of work. Through this study, it is expected to find the most effective strategy in integrating social and emotional intelligence in the national education curriculum, as well as a reference for policy makers in improving the effectiveness of learning in SMK.

Method

This research uses a qualitative approach with a descriptive method, which aims to understand in depth how the application of social emotional intelligence based on self-management is implemented at SMKN PP Cilaku and SMKN 1 Cugenang Cianjur Regency. This method was chosen because it allows exploration of the dynamics that occur in the school environment, especially in the implementation of social emotional learning strategies applied by teachers, students, and education personnel.

The qualitative approach emphasizes meaning and understanding from the perspective of the subject under study, as stated by Miles and Huberman (1994), who stated that qualitative research helps in exploring social reality more deeply, especially in complex educational contexts. Through this method, the research can provide a richer picture of how self-management-based social emotional learning programs are integrated in the vocational school education system.

This study was conducted at SMKN PP Cilaku and SMKN 1 Cugenang, two vocational schools that have adopted social emotional learning methods in their curriculum. These locations were selected because both schools face relevant challenges in building students' character and social skills in the world of work.

The research subjects consisted of:

1. Principal, who is responsible for school policies related to the implementation of social emotional learning.
2. Teachers, as teachers who implement self-management-based learning methods in the classroom.
3. Students, who are the main focus of the social emotional learning program.
4. School counselors, who support the strengthening of students' social and emotional aspects.

The participant selection technique was carried out using purposive sampling, which selects informants who have direct involvement in the social emotional learning program. This technique is in line with Creswell's (2013) opinion, which states that purposive sampling aims to ensure that the data obtained truly represents the phenomenon under study. To obtain accurate and comprehensive data, this study used three main techniques:

1. Participatory Observation
   Observation is done by directly observing how students and teachers interact in the implementation of social emotional learning. Researchers also noted how teaching strategies were applied in building students' social and emotional skills. Spradley (1980) states that participatory observation helps researchers understand social behavior more deeply by involving themselves in the environment under study.
2. In-depth Interview
   Interviews were conducted with principals, teachers, students and counselors to obtain information about experiences, constraints and strategies used in implementing social emotional learning. This interview used semi-structured method, which gives freedom for the interviewees to express their opinions. Patton (2002) asserts that semi-structured interviews are very useful in qualitative research as they allow for a broader exploration of the research subjects' experiences.
3. Document Analysis
   Additional data was obtained through a documentation study of school policies, curriculum, evaluation reports and teaching materials used in social emotional learning. These documents were analyzed to understand how the school integrates this program in learning. Bogdan and Biklen (2007) stated that documents are a very important source of data in qualitative research because they can provide a broader perspective on policies and practices that are being implemented.

Data analysis was conducted using the Miles and Huberman (1994) model which consists of three main stages:

1. Data Reduction
   Data collected from various sources were then reduced by selecting and simplifying the information that was most relevant to the research. This step aims to ensure that only data that has significant value will be analyzed further.
2. Data Presentation
   The data that has been reduced is then organized in the form of descriptive narratives, tables, and interview quotes to facilitate interpretation and understanding of the implementation of social emotional learning at school.
3. Conclusion Drawing and Verification
   Conclusions were made based on patterns of findings that emerged during the analysis process. To ensure the accuracy of the findings, a cross-check was conducted with various sources of data that had been collected.

In order for the research results to have high validity, a triangulation strategy was used, which included:

a. Triangulation Technique: Using various data collection techniques (observation, interview, documentation) to compare and ensure the validity of information.
b. Source Triangulation: Verifying information from several different sources to gain a more accurate perspective.
c. Member Checking: Confirming the results of the interviews with participants to ensure that the interpretation of the data matches their experiences.

Lincoln and Guba (1985) emphasize that triangulation strategies are very important in qualitative research to increase confidence in research results. By using this approach, research can produce more accurate and academically accountable data.

Result and Discussion
Result

The implementation of self-management-based social-emotional learning in SMKN PP Cilaku and SMKN 1 Cugenang Cianjur Regency has shown various interesting developments in shaping students' character in a vocational school environment. Despite having the same goal, which is to improve students' social and emotional skills, both schools apply slightly different methods, adjusting to their respective conditions and needs. Through this research, various dynamics that emerged during the implementation process were found, including obstacles, strategies applied, and the impact felt by students and educators.

1. **Research Results at SMKN PP Cilaku**

SMKN PP Cilaku is a vocational school that focuses on agriculture and agribusiness. In the implementation of self-management-based social emotional learning, this school focuses on developing students' characters to be more independent, disciplined, and have skills in managing emotions, both in academic and professional environments. The applied learning model mostly uses the experiential learning approach, which is an experience-based learning method that allows students to face real challenges in everyday life.

In practice, the school adopts several methods such as reflective discussions, mentoring between teachers and students, and project-based learning. Through these methods, students are encouraged to manage their emotions in various situations related to agriculture and agribusiness activities. This approach helps them to better understand how to behave in the face of obstacles in the field, interact with colleagues, and develop critical thinking and decision-making skills.

Observations showed that students who participated in the program experienced improvements in self-awareness and emotional control. They were more organized in managing their time, better able to cope with academic pressure, and showed more effective cooperation in groups. Teachers and school counselors also played an active role in assisting

students by providing guidance and reflection sessions that helped them understand their emotional experiences during the learning process.

However, despite these successes, there were some obstacles that hindered the implementation of this program. One of the biggest challenges is teachers' lack of understanding of social emotional learning methods. Many teachers have an academic background in agriculture, so they are not familiar with the concept of SEL and how to integrate it into a vocational skills-based curriculum. In addition, some students also show resistance to learning methods that emphasize emotional exploration and self-reflection, especially those who are used to conventional learning patterns that are more oriented towards academic results.

To get a more comprehensive picture of the strengths and challenges faced by the school in implementing this program, a SWOT analysis was conducted at SMKN PP Cilaku.
SWOT analysis at SMKN PP Cilaku

Power
The program has a positive impact on students' self-awareness, emotion management skills, and social abilities in facing the challenges of the world of work. In addition, the integration with counseling guidance services allows students to get better support in overcoming the emotional difficulties they face.

Weaknesses
One of the main weaknesses is teachers' lack of understanding of social-emotional learning strategies, as well as limited facilities and resources that can support this program. In addition, reflective learning methods have not been fully accepted by all students.

Opportunities
With the increasing attention to character strengthening in vocational education, schools have the opportunity to get support from the government and other educational institutions to improve teachers' capacity in implementing SEL through training and workshops.

Threat
The biggest challenge in this program is the limited time in the academic curriculum, so SEL integration must compete with the achievement of other academic targets. In addition, the perception of parents who still prioritize academic achievement over character building is also an obstacle in the implementation of this program.

2. Research Results at SMKN 1 Cugenang

SMKN 1 Cugenang is a vocational school that focuses on technology and business. The implementation of self-management-based social emotional learning in this school focuses more on strengthening interpersonal skills, effective communication, and the ability to handle conflicts in academic and professional environments. Given the increasingly competitive world of work, this school prepares students with social skills that can help them adapt to a dynamic work environment.

The methods used in social emotional learning in this school emphasize social simulation, role-playing, and group discussion. One approach that is considered successful is Project-Based Learning (PBL), where students are given challenges in the form of group projects that must be completed within a certain period of time. Through this model, students are trained to deal with pressure, make the right decisions, and work together in teams more effectively.

Based on the results of the study, students who participated in this program experienced improvements in self-confidence and communication skills. They are better able to express ideas clearly, interact professionally, and have the ability to solve problems in teamwork. However, the obstacles faced are quite complex, mainly related to the lack of

support from parents in understanding the importance of social and emotional intelligence. Some parents are still oriented towards academic achievement without realizing that social skills also play an important role in their child's work readiness.

In addition, teachers also have difficulty in adapting learning methods based on emotional exploration and social reflection. Not all students feel comfortable in expressing their feelings, so a more innovative approach is needed for this program to run more optimally.

The following is a SWOT analysis that describes the strengths and challenges in implementing the SEL program at SMKN 1 Cugenang.

Power

Project-based learning and social simulation methods have proven successful in improving students' communication skills, teamwork, and decision-making ability.

Weaknesses

Parents' lack of understanding about the importance of social-emotional learning is often a barrier to student development. In addition, the limited time in the curriculum makes teachers have to balance between academic aspects and character strengthening.

Opportunities

With the development of industries that increasingly prioritize interpersonal skills and emotional management, schools have the opportunity to strengthen this program by collaborating with industries and other educational institutions.

Threat

The biggest challenge faced by schools is the lack of motivation from some students in developing social-emotional skills, which leads to uneven participation in the program. In addition, the heavy academic load also makes SEL implementation often not a top priority in learning.

Discussion

The implementation of self-management-based social emotional learning at SMKN PP Cilaku and SMKN 1 Cugenang Cianjur Regency shows a significant influence on students' readiness to face various challenges, both in academic and social environments. This concept is in line with the theory developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) which highlights five main aspects in social emotional learning (SEL), namely *self-awareness*, *self-management*, *social awareness*, *relationship skills*, and *responsible decision-making* (Durlak et al., 2011). In addition, the findings of this study are also closely related to the ideas put forward by Goleman (1995), who asserts that individual success is more influenced by emotional intelligence (EQ) than intellectual intelligence (IQ). Thus, a person's ability to manage emotions and interact effectively has a role that is no less important than academic ability.

In vocational education, the application of SEL based on self-management is very relevant considering that vocational students are prepared to enter the world of work which demands interpersonal skills, mental endurance, and the ability to resolve conflicts constructively. This concept is also supported by Bandura's (1977) theory of social learning, which emphasizes that a person acquires skills through social interaction, either through observation, imitation, or direct experience. Therefore, the various methods used at SMKN PP Cilaku and SMKN 1 Cugenang, such as project-based learning (PBL), self-reflection, group discussion, and role-playing, have proven effective in improving students' social and emotional skills.

The successful implementation of self-management-based social emotional learning in both schools is also inseparable from the role of school principals in providing adequate policy support. According to Fullan (2007), changes in the education system depend not only on

policy making, but also on the effectiveness of the principal's leadership in creating a learning environment that encourages students' character development. From the results of this study, it was found that the principals in both SMKs have designed various strategic policies to support the implementation of SEL, such as organizing training for educators, developing a curriculum based on social emotional intelligence, and implementing a school culture that is more open to reflection-based learning.

Besides the principal, the role of teachers is also a key factor in the successful implementation of social emotional learning. Jennings and Greenberg (2009) revealed that teachers who have good social-emotional skills are able to create a more conducive learning environment, thus having a positive impact on student well-being. Teachers at SMKN PP Cilaku and SMKN 1 Cugenang have adopted various methods in teaching social emotional skills to students, ranging from mentoring, project-based learning, to social simulation. A study conducted by Surya (2017) in Indonesia also found that consistently applied social emotional learning methods can increase students' learning motivation, strengthen their self-confidence, and reduce excessive academic pressure.

Social emotional learning can also be examined through Maslow's (1943) hierarchy of needs approach, which highlights how individuals need a supportive environment to achieve their optimal development. In the implementation of SEL in SMK, the school seeks to meet students' needs from the physiological aspect-such as creating a comfortable and conducive learning space-to the self-actualization aspect, which allows students to develop their potential and social skills. This finding is in line with research conducted by Gunawan (2020), which revealed that vocational students with a good level of emotional intelligence are better prepared to face conflicts in the world of work, have higher self-confidence, and are better able to adjust to a dynamic work environment.

The social-emotional learning methods implemented in the two schools yielded varied results. SMKN PP Cilaku, which has a primary focus on agriculture and agribusiness, uses reflective discussion and mentoring as the main strategies to assist students in managing their emotions. Students involved in this program showed improvements in coping with stress, working together more effectively, and being able to solve problems independently. However, a challenge that arises in this implementation is the lack of teachers' understanding of the concept of social-emotional learning, as also found in Hidayat's (2019) study, which showed that many teachers in vocational schools in Indonesia are still more oriented towards academic achievement than student character building.

At SMKN 1 Cugenang, the approach used is more oriented towards social simulation and role-playing, which aims to improve students' communication and social interaction skills. This method gave positive results, especially in improving students' self-confidence, negotiation skills, and skills in managing interpersonal conflicts. A study conducted by Elias et al. (1997) showed that social simulation-based methods can help students build better interpersonal skills, which will be very useful in the world of work. However, the lack of support from parents is one of the main obstacles in the implementation of SEL in this school, because there are still many parents who emphasize academic achievement over strengthening children's character and social skills. This is in accordance with Rahmawati's research (2021) which states that there is still a gap in understanding among parents in Indonesia regarding the importance of social emotional intelligence in improving children's readiness for the world of work.

Overall, although there are still challenges in the implementation of self-management-based social-emotional learning, this study shows that the strategies implemented have had a positive impact on students' development in the aspects of emotion management, interpersonal communication, mental well-being, and readiness to face the world of work. . Education should not only focus on improving academic achievement, but should also provide space for the development of social and emotional skills so that students can better face future challenges.

Conlusion

Based on the research results, self-management-based social-emotional learning is proven to have a significant impact in improving students' skills at SMKN PP Cilaku and SMKN 1 Cugenang Cianjur Regency. The program helps students develop their ability to manage their emotions, build effective communication, and improve their readiness to enter the workforce. The various learning methods applied, such as project-based learning (PBL), reflective discussion, social simulation, and teacher assistance through mentoring, have proven to have positive results in shaping student character.

At SMKN PP Cilaku, the experiential learning method applied through reflective discussion and mentoring has successfully improved students' self-awareness and emotional control in dealing with academic and social pressures. However, the challenges faced in implementing this program are the lack of teachers' understanding of social-emotional learning strategies, as well as resistance from some students who still feel unfamiliar with reflection-based learning methods.

Meanwhile, at SMKN 1 Cugenang, the social simulation and role-playing methods had a positive impact in improving students' communication skills and skills in managing interpersonal conflicts. However, the implementation of this program faced challenges in the form of a lack of parental involvement, which prioritized academic achievement over the development of their children's social and emotional skills.

This research reinforces the finding that social-emotional learning is an important aspect of students' character development, especially in a vocational education system that prepares them to enter the workforce. Despite challenges in its implementation, the self-management-based SEL method is proven to improve students' mental resilience, social skills, and readiness to face the dynamics of the professional world and social life.

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