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Implementation of Social Emotional Learning (SEL) in Supporting Student Well-Being in Regular Classes at Tiny Ladybug Education Center

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ABSTRACT

This study aims to describe the implementation of Social and Emotional Learning (SEL) and its relationship with the realization of student well-being in early childhood in regular classes at the Tiny Ladybug Semarang non-formal institution. This study was conducted using a descriptive qualitative approach. Research data was collected through interviews, observations, and documentation conducted with school principals, teachers, and regular class students. Data analysis was carried out through data reduction, data presentation, and conclusion drawing. The results of the study show that the implementation of social emotional learning (SEL) is manifested in various structured activities such as morning check, morning talk, circle time, group projects, cooperative games, and problem-based learning. This integration systematically facilitates the development of the five core competencies of SEL. It can be concluded that the implementation of SEL at Tiny Ladybug can contribute positively to student well-being. The results of this study confirm that comprehensive SEL integration contributes to student holistic well-being. Theoretically, this study enriches the study of SEL integration in the context of students' well-being, and practically serves as a reference for teachers in designing learning that is oriented towards students' social-emotional development.

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1. INTRODUCTION

Emotional intelligence plays an important role in individual success, both academically and socially. Emotional intelligence is an important component in the educational process, therefore efforts to develop emotional intelligence must be systematically integrated into learning activities. The concept of emotional intelligence was originally formulated by Peter Salovey and John D. Mayer in the field of psychology, which examines an individual's ability to understand and manage emotions. The concept has gained growing attention and has evolved significantly within academic discourse and contemporary educational practices. Over time, it has been further strengthened theoretically and increasingly implemented across diverse learning contexts (Nasution et al., 2023). Research shows that emotional intelligence has a more significant contribution in determining an individual's future success than focusing solely on cognitive intelligence (Maldonado & Márquez, 2023).

Social and emotional learning has emerged as an important approach and element in education. Social and emotional development in children is the foundation for building self-awareness, empathy, responsibility, and self-control. In education, social and emotional learning aims to help students develop social and emotional skills. Students with high emotional intelligence generally have the reflective capacity to recognize, understand, and adaptively regulate emotional dynamics, so that through this ability, students can maintain their emotional stability and not be easily dominated by negative emotions (Fitriani et al., 2025).

Social emotional learning in early childhood makes the learning process more real and meaningful for children. A previous study conducted at an early childhood education institution showed that the implementation of SEL had a consistent impact on students, particularly in terms of academic improvement, reduction of problematic behavior, and increased emotional well-being (Suriati et al., 2025). In addition, through SEL, children can acquire knowledge related to emotion regulation through various techniques and relaxation exercises, which can help children manage their emotions from an early age (Yulianti & Sidik, 2024). This previous study further emphasizes that SEL is an important component in early childhood education. Furthermore, good social-emotional development from an early age can influence children's ability to adapt, interact, and achieve well-being in their subsequent development (Fitriya & Indriani, 2022). This is based on the understanding that early childhood is a golden age, where character and emotional development need to be guided systematically (Rasyid, 2021).

Previous studies have shown that Social and Emotional Learning (SEL) enhances student engagement and participation in learning. Study results indicate that the implementation of SEL can improve learning motivation, social interaction, and students' active engagement in the learning process (Minarti et al., 2025). Furthermore, the implementation of SEL integrated into the curriculum and supported by teacher readiness has proven to be more effective in creating a supportive learning environment and enhancing student engagement (Priyambodo & Punggeti, 2025). Other findings also indicate that SEL-based learning activities, such as reflection, discussion, and collaborative work, can strengthen positive interactions between teachers and students and encourage active engagement in the learning process (Nasrudin et al., 2025).

Although these previous studies provide a comprehensive overview of the effectiveness of SEL, most of them tend to be literature reviews or focus on final outcomes, meaning the research remains secondary and does not present direct empirical data from implementation practices in the field. Consequently, contextual dynamics, implementation

challenges, and variations in classroom practices are not depicted in depth. Consequently, the SEL implementation process, the dynamics of teacher–student interactions, and contextual challenges in the field have not been described in depth. Therefore, further research is needed on how SEL practices are integrated into daily learning activities and their direct relationship to student well-being.

Based on the limitations of previous studies, this study was conducted to examine in depth the implementation of social emotional learning in supporting student welfare by directly exploring the practice of SEL implementation in one of the classrooms at an early childhood institution. Based on initial observations related to the application of social-emotional learning in early childhood education, Tiny Ladybug Education Center is a non-formal early childhood education institution that combines the national curriculum, namely deep learning, with an eclectic approach, which is a combination of various leading educational approaches such as Montessori, Reggio Emilia, and HighScope. This combination reflects the institution's commitment to providing a meaningful, contextual learning process that is oriented towards the holistic developmental needs of children. The purpose of this study is not only to confirm the positive impact of SEL as found in previous literature reviews, but also to provide a concrete picture of how this approach is applied and interpreted in the context of a particular educational institution.

Based on the importance of early SEL development and the unique characteristics of Tiny Ladybug Education, namely the application of an eclectic curriculum combined with the national standard curriculum, this study conducted a more in-depth assessment of how SEL is integrated into the learning process in regular classes and the extent to which this implementation contributes to student well-being. Therefore, this study focuses on the implementation of social emotional learning (SEL) in supporting student well-being in regular classes at Tiny Ladybug Education Center.

2. METHOD

This study employed a descriptive qualitative approach using a case study method. The research aimed to obtain an in-depth understanding of the implementation of Social. Case studies were chosen because this research did not aim to generalize findings broadly, but rather to gain a holistic understanding of the processes, interactions, and experiences of subjects in implementing SEL. In the context of this research, this study was conducted to examine how social emotional learning is implemented in early childhood education institutions at Tiny Ladybugs Semarang. Qualitative research emphasizes an in-depth understanding of social reality through the description, interpretation, and meaning-making of phenomena in a holistic and natural context (Wulan et al., 2025). A case study method was applied to explore comprehensively the implementation of social emotional learning within a specific educational setting, namely the Tiny Ladybug Education Center. The research was conducted at Tiny Ladybug Education Center, located at Jalan Kelud Raya No. 2, Semarang City, Central Java, Indonesia. The study was carried out over a period of two months, from October 21 to December 20, 2025.

2.1. Semi-structured interview

Semi-structured interviews were conducted with the principal and regular classroom teachers at Tiny Ladybug Education Center. This interview technique was chosen to obtain in-depth information about the participants' experiences, perceptions, and practices related to the implementation of social emotional learning (SEL) in regular classrooms. The interviews focused on the implementation of SEL activities and their perceived impact on

student well-being. All interviews were conducted with the participants' consent, recorded, and transcribed verbatim to ensure data accuracy.

2.2. Document analysis

Document analysis was conducted to support and reinforce the data obtained from the interviews. The documents analyzed included learning tools, learning activity records, student progress reports, and other supporting documents related to the implementation of social emotional learning in regular classes at the Tiny Ladybug Education Center.

2.3. Data analysis methods

The data analysis process in this study focused on the systematic interpretation of data obtained from interviews, observations, and document analysis. Data analysis was carried out through the stages of data reduction, data presentation, and conclusion drawing (Kaharuddin, 2020). These stages aim to gain a comprehensive understanding of the implementation of social emotional learning and its impact on the well-being of students in regular classes at the Tiny Ladybug Education Center. To ensure the credibility of the research findings, source and technique triangulation were used.

2.4. Interview data analysis

Data analysis began with the process of transcribing all interview recordings verbatim to ensure data accuracy. The interview transcripts were then carefully reviewed and read repeatedly to gain a comprehensive understanding of the participants' responses. Next, the data is coded and categorized based on themes that emerge related to the implementation of social emotional learning (SEL) and its impact on student well-being. Relevant statements are selected, interpreted, and organized to identify patterns and key findings in line with the research objectives.

2.5. Document data analysis

Document data analysis was conducted by systematically reviewing the collected documents, including learning tools, learning activity records, student progress reports, and other supporting documents related to the implementation of social emotional learning in regular classrooms. These documents were analyzed to find evidence of SEL implementation in learning practices and to reinforce the findings obtained from interview and observation data. The results of the document analysis were then compared and integrated with other data sources to increase the validity of the research results.

3. RESULTS

3.1. Implementation of social emotional learning in regular classes at Tiny Ladybug Education Center

The implementation of SEL in regular classes at Tiny Ladybug Education Center is integrated into daily learning activities. It is applied through structured learning activities in the learning process. This implementation can be seen in the opening activities, core activities, and closing activities that are designed to support the continuous social and emotional development of students.

Implementation of SEL in opening activities at Tiny Ladybug Education Center

Opening activities are activities carried out at the beginning of the learning process as an effort to prepare students physically and psychologically before entering the main activities. Based on the results of the interviews obtained, the implementation of SEL in opening activities at Tiny Ladybug is carried out through the activities presented in **Table 1**.

Table 1. Implementation of social emotional learning (SEL) in opening activities

Learning Activity	Description of Activity	SEL Competency	Social-Emotional Development Objective
Morning Check	Students share their current state or feelings before starting the lesson.	Self-Management	To help teachers identify students' emotional readiness for learning and to encourage students to regulate and recognize their emotional states.
Morning Talk	Teachers and students have a brief conversation about the students' news and circumstances that morning.	Self-Awareness	To support students in recognizing and expressing their emotions while strengthening positive teacher–student relationships.
Circle Time	Teachers and students sit in a circle to share stories, experiences, or feelings.	Social Awareness	To develop empathy, active listening skills, and the ability to understand and respect peers' perspectives.

Source: Researcher analysis (2025)

Based on Table 1 above, it shows that through various activities, students are given the opportunity to express their feelings, share experiences, and listen to their peers' stories. This shows that opening activities not only serve to set the tone for the class, but also become a means of fostering emotional awareness and building positive social relationships between students and teachers.

Implementation of SEL in core learning activities at Tiny Ladybug Education Center

The core activity is the main activity in the learning process that contains learning activities to achieve planned learning objectives. At this stage, students are actively involved in various meaningful learning activities. Based on the results of observations and interviews, the implementation of SEL in core activities at Tiny Ladybug is carried out through the activities presented in **Table 2**.

Table 2. Implementation of social emotional learning (SEL) in core learning activities

Learning Activity	Description of Activity	SEL Competency	Social-Emotional Development Objective
Independent Task	Students complete learning tasks, prepare their stationery, and organize their desks independently.	Self-Management	To foster independence, responsibility, and the ability to regulate oneself during the learning process.
Group Project	Students work in small groups to complete a shared task collaboratively.	Social Awareness	To develop cooperation, communication skills, and the ability to build positive social relationships.
Role Play	Students act out different social roles related to the learning theme.	Relationship Skills	To develop the ability to understand social situations, build empathy, and improve communication skills.
Cooperative Games	Team-based games, such as ball relay activities, that emphasize teamwork and collaboration.	Relationship Skills	To promote mutual respect, cooperation, and the development of healthy social relationships.
Problem-Based Learning	The teacher presents problems related to students' real-life experiences for them to solve collaboratively.	Responsible Decision-Making	To develop critical thinking, decision-making skills, and a sense of responsibility for the choices made.

Source: Researcher analysis (2025)

Based on Table 2 above, the implementation of SEL in core learning activities at Tiny Ladybug Education Center is integrated through various activities. Through these activities, students not only gain academic learning experiences, but also develop social skills such as cooperation, respect for opinions, and decision-making to solve problems.

Implementation of SEL in closing activities at Tiny Ladybug Education Center

Closing activities are the final stage in the learning process, which aims to end learning activities in a focused and meaningful manner. At this stage, teachers help students summarize and reflect on their learning and reinforce their understanding. Based on the results of observations and interviews, the implementation of SEL in core activities at Tiny Ladybug is carried out through activities presented in **Table 3**.

Table 3. Implementation of social emotional learning (SEL) in closing activities

Learning Activity	Description of Activity	SEL Competency	Social-Emotional Development Objective
Learning Reflection	The teacher and students discuss their learning experiences and the emotions they experienced during the learning activities.	Self-Management	To help students understand their learning experiences and enhance their emotional awareness.
Simple Relaxation	Students sit quietly, practice breathing exercises, and express gratitude or appreciation.	Self-Management	To help students calm themselves, manage stress, and cultivate positive emotions after the learning activities.

Source: Researcher analysis (2025)

Based on Table 3 above, SEL was implemented in the closing activities of the Tiny Ladybug regular class through learning reflection activities and simple relaxation exercises. These activities provided space for students to express their experiences and feelings during the learning process. Through these activities, students were encouraged to reflect on their learning experiences more consciously, while developing the ability to recognize and manage their emotions positively.

3.2 The Impact of social emotional learning (SEL) Implementation on Student Well-Being in Regular Classes

The results of the study indicate that the implementation of social emotional learning has an impact on the well-being of students in regular classes at Tiny Ladybug Education Center. The results of this study are based on interviews and observations conducted with teachers and children in regular classes at Tiny Ladybug Education Center. The findings show that the implementation of social emotional learning plays an important role in the comprehensive well-being of students. This refers to the main dimensions of well-being, namely having, loving, being, and health (Anggreni & Immanuel, 2020). These dimensions provide an overall picture of the influence of SEL on student well-being in regular classes at Tiny Ladybug Education Center.

1) Having

This dimension refers to several aspects, including the physical environment, learning environment, and school services (Kurnaengsih et al., 2024). Based on the findings obtained in regular classes at Tiny Ladybug Education Center, there are several things that indicate that the application of SEL is able to create a safe, comfortable, and supportive classroom atmosphere for students. This can be seen in the physical environment of the regular classes at Tiny Ladybugs Education Center, which has a structured and functional learning corner

layout, the use of diverse teaching materials, and visual media that help students express their emotions. In addition, in terms of the learning environment, regular classes at Tiny Ladybug Education Center implement an in-depth learning curriculum through an eclectic approach, so that in practice, teachers can select and combine various learning methods such as project-based learning, circle time, cooperative games, and reflective activities that support students' social and emotional skills. Furthermore, in terms of school services, Tiny Ladybug Education Center provides health and counseling services that are accessible to all students. In terms of health services, all students are given daily physical monitoring, basic treatment when they feel uncomfortable, and coordination with parents if students require medical follow-up. Meanwhile, in terms of counseling services, the institution has a student counseling record to monitor student development, which is used to continuously monitor children's behavior and emotions. This shows that student welfare at Tiny Ladybug in terms of school conditions is well fulfilled.

2) Loving

The dimension of loving refers to social relationships, in this case including the social learning environment, student-teacher relationships, and relationships with classmates (Anggredi & Immanuel, 2020). Based on the findings obtained regular classes at Tiny Ladybug Education Center, circle time activities provide space for students to build a sense of togetherness between friends and teachers. Through circle time activities, positive relationships are created between students and their classmates, between students and teachers, and an emotionally safe classroom atmosphere is fostered. Based on the results of observations and interviews obtained in the regular classes at Tiny Ladybug Education Center, there were no indications of bullying behavior in the classroom. This shows that the fulfillment of student welfare in the loving dimension has been very well met.

3) Being

Being is defined as a condition that enables students to learn and develop according to their interests, potential, and abilities (Wa'alin & Munandar, 2024). Based on the findings obtained in the Tiny Ladybug class, the institution has a morning check and morning talk program to fulfill this dimension. In practice, the morning check is conducted at the beginning of the learning activity to identify students' physical and emotional conditions and their readiness to learn. Through this activity, each student can express their feelings verbally and non-verbally, ensuring that students feel cared for, supported, and recognized. Furthermore, after the morning check activity, the morning talk activity continues, where students and teachers have a short discussion session before and after carrying out activities. In this activity, all students can share stories about their feelings, experiences, or things they are thinking about. This activity aims to make every child feel valued, listened to, and accepted during the learning process.

4) Health

The health dimension relates to student health, where students are in good physical health and have a healthy mental state (Ramadhani et al., 2024). In this dimension, The Tiny Ladybug Education Center provides health services and counseling for all students in its regular classes. The institution provides physical health services that include routine monitoring of students' physical condition, such as regular growth and development checks, personal hygiene checks, and monitoring of students' eating patterns. In addition, the institution also provides health education for students' parents regarding their children's developmental stages. Meanwhile, in terms of mental health services, the institution has a counseling program to help students deal with social problems. The institution keeps

student counseling records containing information related to emotional and social development, as well as observations of student behavior. These records serve to identify problems that may arise in students, so that teachers and parents can take appropriate follow-up action to support the optimal development of students.

DISCUSSION

The implementation of social emotional learning at Tiny Ladybug Education Center is carried out by integrating various learning activities designed to develop and foster attitudes that are in line with the social emotional learning aspects of students. Tiny Ladybug Education Center implements various learning approaches by combining elements of deep learning, the Montessori method, Reggio Emilia, and HighScope. This comprehensive strategy allows learning activities to be tailored to students' learning needs. Thus, the institution can ensure that all aspects of SEL develop optimally through systematic integration in every learning process, so that students' social-emotional competencies can grow to their fullest potential.

The results of the study show that morning talk activities are carried out to develop self-awareness. Through these activities, students can recognize, express, and describe their feelings, experiences, and circumstances. These findings indicate that morning talk activities are effective in developing students' self-awareness competencies. Within the SEL framework developed by CASEL, self-awareness includes the ability to recognize emotions, thoughts, and their influence on behavior. Self-awareness is the foundation for managing emotions and other social skills (Nasution et al., 2023). Therefore, morning talk activities are a pedagogical strategy for building the foundation of self-regulation. Relevant to these research results, based on a previous study conducted by Ramadhoni (2025), it was found that morning talk activities provide significant benefits, including training and preparing students, providing motivational encouragement, and shaping positive attitudes and behaviors before starting the learning process. In addition, morning talk activities can build a more positive classroom atmosphere, improve social skills, and support the overall learning process (Maulana & Kaniadewi, 2025).

In terms of self-management, the institution has morning check and learning reflection activities that integrate SEL. In practice, through morning check and learning reflection activities, each student can identify the emotions they feel before and after learning activities. Through these activities, in addition to identifying their emotions, students are also given the opportunity to manage their emotions independently through breathing exercises or activities that can calm excessive emotional pressure. These findings show that morning check and learning reflection activities contribute to developing students' self-management competencies. Within the framework of SEL developed by CASEL, self-management includes the ability to regulate emotions, control impulses, and manage stress effectively. This is in line with the concept of emotional intelligence which emphasizes the importance of emotional management skills as the foundation for social and academic success (Nasution et al., 2023). The results of this study are supported by Piquero & Rocque (2020) in their study, which provides a place to recognize and control children's emotions, facilitating fun activities that can provide opportunities for children to practice self-control. Through several activities such as drawing and writing, children can be helped to vent their excessive emotions in a positive way.

Furthermore, social awareness integrated into circle time and group projects is an effective means of fostering empathy towards the surrounding environment. In practice, through circle time and group projects, students can interact directly with their peers to

share opinions, collaborate, share experiences, and express their feelings. Circle time activities provide students with valuable opportunities to understand the emotional states of their peers. This encourages the development of perspective-taking skills, which are an important component of emotional intelligence. These findings are in line with the concept of emotional intelligence, which states that the ability to understand others' emotions is a fundamental basis for building strong social relationships (Nasution et al., 2023). Reviewed through Lev Vygotsky's theory, group project activities help students develop a shared understanding through interaction and dialogue. This pedagogical approach supports students' social-emotional development by allowing them to acquire knowledge through direct experience with their environment. In line with the results of this study, based on previous research conducted by Hanabella & Candra, (2021), it shows that circle time activities can have an impact on students, especially in terms of increasing empathy, such as mutual respect and the ability to understand other people's perspectives. Furthermore, in line with previous research conducted by Anik & MR (2024), group project activities can build students' social and emotional aspects through interactions with their environment. In line with these previous studies, it shows that circle time and group projects contribute to improving students' social skills, allowing them to interact more easily with their social environment and be more confident in expressing their opinions.

The relationship skills aspect, which is carried out through role-playing and cooperative games, provides space for students to create positive interactions with their surroundings (Mwariko & Kurniati, 2024). In its application, through role-playing activities, students can recognize and express various emotions based on the characters and situations they play. Through role-playing, students can develop an understanding of social dynamics and hone their interpersonal communication skills in real life. This is in line with the principles of Albert Bandura's social learning theory, which states that individuals acquire knowledge through observation, imitation, and direct experience in social interactions (Samsir, 2022). Furthermore, the results of this study are supported by the findings of research conducted by Mawardah & Puri (2025), which shows that through role-playing, children can simulate real-life situations and conditions, thereby enabling them to develop social skills and learn to communicate positively with their surroundings. Through cooperative games, students can interact and work in groups, which encourages their social skills. This is reviewed through the perspective of Lev Vygotsky's sociocultural theory, where social interaction in group projects allows students to build understanding through collaboration and dialogue. These findings are also relevant to previous research conducted by Karmina et al. (2024), where cooperative learning becomes a SEL activity, where students work together and depend on each other, thereby increasing students' social awareness.

Then, Responsible Decision-Making is carried out through activities using a problem-based learning approach. In its application, through learning activities using this approach, teachers act as facilitators who present simple problems that are relevant to students' daily lives. Next, students are guided to identify problems, gather the necessary information, and formulate alternative solutions. This learning process encourages students to make decisions and consider the risks that may arise, while also learning to take responsibility for each choice they make (Fadhil et al., 2023). The application of PBL is in line with Jean Piaget's constructivist perspective, which states that knowledge is constructed through experience and thought processes (Salsabillah & Utami, 2023). In the context of problem situations, students are encouraged to develop critical and reflective thinking skills before formulating solutions. The results of the research found in *Tiny Ladybugs* are in line with previous research conducted by Prijambodo & Punggeti (2025), which explained that

through the application of PBL integrated with SEL, it involves cooperation between students, constructive conflict resolution, and collaborative problem-solving activities.

Meanwhile, regarding the integration of SEL into learning activities that support student well-being, through various SEL-supporting activities, learning not only builds a socially, emotionally, and mentally healthy environment, but also creates a safe, inclusive learning climate that makes students feel valued and supported so they can learn and develop optimally (Priambodo & Punggeti, 2025). Through various learning activities that are designed in a diverse manner and tailored to the needs of students, this effort reflects an increase in student well-being, particularly in the dimension of having. Providing interactive and enjoyable learning can increase student engagement, which is essential for effective teaching. A positive learning environment encourages students to become more involved in the learning process (Jejen, 2024). In a previous study conducted by Minarti et al. (2025), it was shown that learning activities integrated through SEL contribute to improving students' interpersonal relationships and strengthening their social involvement in the school environment. These findings confirm that the application of SEL can foster student well-being in the loving dimension, particularly in terms of warm, empathetic, and supportive social relationships.

Furthermore, morning check and morning talk activities play an important role in fulfilling the dimension of being, where these activities provide space for students to express themselves and actualize their personal potential. Providing reflective space at the beginning of learning allows students to build awareness of their condition, both emotionally and psychologically. These findings are in line with research conducted by Hanum and Maryani, which shows that the habit of morning activities contributes significantly to building positive social interactions in the school environment. In the context of this study, morning check and morning talk activities serve as strategic means to foster constructive two-way communication between students and their peers as well as with teachers. In addition, these activities also provide space for students to express themselves, develop emotional awareness, and optimize their personal and social potential in a more focused manner (Hanum & Maryani, 2023). Then, Tiny Ladybug Education Center shows its support for physical and mental health, which is integrated through health and counseling services as well as recording students' emotional development. This shows attention to the dimension of health as part of student well-being. This is supported by research conducted by Hunter as cited Richter et al. (2022), which explains that collaboration between schools and mental health services is carried out to improve the mental health and well-being of students in Southwest Sydney, especially among students with special needs.

The results of the study show that the integration of social emotional learning (SEL) in education contributes to strengthening students' social-emotional competencies and improving their well-being. The development of SEL aspects, ranging from self-awareness, self-regulation, social awareness, social relationship skills, to responsible decision-making, encourages students to understand themselves and their environment more positively. These competencies foster emotional security, facilitate the development of healthy relationships, build self-confidence, and encourage good adaptation in the daily learning process. Therefore, improving SEL in the framework of early childhood education is a crucial foundation for the holistic development of student well-being.

4. CONCLUSION

The implementation of social emotional learning (SEL) at Tiny Ladybug Education Center has been proven to contribute positively to student well-being. The integration of SEL through an eclectic curriculum approach combined with the Deep Learning curriculum enables the development of five key competencies. The application of SEL at Tiny Ladybug is realized through various learning activities such as morning check, morning talk, circle time, group projects, cooperative games, and problem-based learning activities. These activities consistently develop the five SEL competencies, which consist of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Integrating SEL through student learning activities provides experiences in identifying emotions, regulating emotions, creating healthy social relationships, developing empathy, and learning to make responsible decisions. The strengthening of SEL carried out by Tiny Ladybug has a significant impact on student well-being. Students feel emotionally secure, demonstrate confidence, adaptability, and positive socialization in the learning environment. Thus, the implementation of SEL at Tiny Ladybug not only supports SEL development but also serves as an important foundation in creating holistic, inclusive, and sustainable learning oriented towards student well-being. The SEL reinforcement carried out by Tiny Ladybug Education Center has a significant impact on student well-being. Students feel emotionally secure, demonstrate self-confidence, adaptability, and positive social skills in the learning environment.

This study has limitations in terms of the scope of the subject and the location of the research, which was only conducted in one non-formal educational institution, namely the Tiny Ladybug Education Center. This condition means that the findings of the study are contextual and cannot be generalized to other educational institutions with different characteristics, curricula, and student backgrounds. Each institution has its own school culture, curriculum implementation patterns, and socio-emotional dynamics, so the effectiveness of SEL implementation in supporting student well-being is likely to be influenced by these contextual factors. Therefore, further research on various types and levels of educational institutions is needed to obtain a more comprehensive picture and strengthen the external validity of this study's findings.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. This research paper is the author's original work and is free of plagiarism.

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