



Development of Social Emotional Competence in English class 7 SMPN 7 Bogor

Karina Vega Irawan*, Krisanti Magdalena Sutikno

Universitas Katolik Indonesia Atma Jaya, Jakarta, Indonesia

Correspondence: E-mail: rinirawan.vega@gmail.com

ABSTRACT

Social-emotional competence is very important in adolescent development, especially at the junior high school level. This study aims to identify the development of social-emotional competence of grade 7 students of SMPN 7 Bogor in English learning. The method used was descriptive qualitative with observation instrument based on five indicators from CASEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Observations were conducted for one month on 30 learners who were fully present during the learning process. The results showed that the majority of learners had shown good social emotional competence, especially in the aspects of self-awareness and relationship skills. However, there are still some learners who need further guidance in the aspects of self-management and socialization. This research confirms the importance of the teacher's role in observing and assisting learners' social-emotional development.

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1. INTRODUCTION

Education in Indonesia is now adapting to the implementation of an independent curriculum. The independent curriculum is considered a curriculum that focuses on the needs of students from all aspects. When compared to the previous curriculum, there are actually some things that have been adopted but also some changes have been made. The changes made can be felt tangibly by teachers as a companion for students, or students. Social emotional development can be optimized with the quality of cooperation between teachers, parents and the environment ([Harianja et al., 2023](#)).

The independent curriculum is a curriculum that will prioritize the needs of students, meaning that students no longer adjust the education system, but vice versa ([Martatiyana, 2023](#)). The concept originating from the father of Indonesian education, KH Dewantara, argues that teachers are only among or guide students to achieve existing learning goals.

Teachers need to understand the competence of students' social-emotional development. The purpose of social emotional development is to train learners' self-confidence, socializing and ability to control emotions ([Avandra & Neviyarni, 2023](#)).

The better the teacher understands the social-emotional components of learners, the easier it will be for the teacher to understand the feelings and psychological conditions of learners, especially in school-age learners. According to CASEL (Collaborative for Academic, Social, Emotional Learning) there are five components in human social emotional development, including:

- (i) Self Awareness or awareness of oneself, being able to understand oneself, emotionally, self-thinking and values that influence behavior in every situation.
- (ii) Self-management includes self-management of things that are around, can independently manage themselves without the need for others.
- (iii) Social-awareness regarding social awareness, including interactions involving other people, which can foster feelings of empathy, tolerance, understanding of others in the process. Understanding individual conditions that are not the same as oneself.
- (iv) Relationship skills are the ability to establish relationships with others, such as forming friendships or building bonds in order to stay connected with others in an effective and healthy manner.
- (v) Responsible Decision Making involves taking responsibility for one's decisions, making constructive choices in certain situations and being able to deal with the consequences of one's decisions.

The success of learning is determined by learners as the main aspect, no longer just passing the minimum graduation criteria or ranking in class at the end of the semester. So that teachers are needed who understand students both in cognitive, affective or psychological abilities of students.

The psychological or emotional condition of students is an important thing for teachers to pay attention to, because it can be a factor that affects the success of student learning ([Junawi, 2019](#)). Learning about social-emotional in learners must also be recognized by the learners themselves. Role-playing, group work become learner activities that can develop social-emotional. This activity is done in an integrated way in learning, if you want to routinely need to be done outside the school learning break. If social-emotional learning is to be introduced directly to learners, it can be through culture in the school environment. For

example, learning to respect the opinions of other learners, solving problems peacefully and others.

2. METHODS

Social-emotional development in learners cannot be seen in just one meeting, because at the age of adolescence social-emotional in learners is dynamic. So it is necessary to make observations with a certain range to see the developments that occur in each learner, especially in English language learning.

In this research, using descriptive qualitative method. Descriptive qualitative method is a research method that aims to describe and interpret a phenomenon or event in depth and as it is, without manipulating the data (Imanina, 2020). This method is used to see and observe how far the development of learners' social emotional competence during grade 7 after the change in the level of education from elementary education to junior high school.

The research technique used is using observation techniques assisted by observation instruments which include social emotional competence accompanied by a description of the development of students' attitudes during learning in the classroom and how they are involved in social aspects with peers in the same class or not.

Data collection is carried out by unstructured observation, namely by observing students as research subjects during the learning process within a span of one month to see the development of their social emotional competence. After that, fill in the observation sheet by determining the average scale of the attitude points of each social emotional competence consisting of 4 statement items determined by the scale range, namely from very often, often, moderately, rarely, to none or not yet appeared.

Unstructured observations of the research focus are found during the process, not done systematically, because the researcher has just discovered what will be researched. This type of observation also does not apply standardized things in research, but only with observation signs (Fadilla & Wulandari, 2023). Instrument table can be seen in **Table 1**.

Table 1. Observation sheet instrument for social emotional development in english language learning class 7

School Data	No.	SEL Component	Type of SEL Activity in Learning	Scale of Students' Social Emotional Development					SEL Development Result
				Very Often	Often	Very Good	Rarely	Not Yet Observed	
SMPN 7 Bogor Class 7.4	1	Self-Awareness	Students show obedient behavior when given a warning once by the teacher during an uncondusive learning process. Students voluntarily respond when asked a question by the teacher.						

2	Self- Management	<p>Students do not disturb other classmates during the learning process.</p> <p>Students show noble character, are not selfish, and display attitudes that do not harm their classmates.</p> <p>Students take responsibility to complete assignments within the agreed deadline with the teacher and peers.</p> <p>Students show motivation to improve English learning performance after knowing their test scores.</p> <p>Students are able to stay focused on completing every activity during the learning process.</p> <p>Students are able to reflect after completing learning activities.</p>
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Data analysis is presented based on students who have full class attendance in a percentage of 100% within a period of 1 month (4 meetings) during the observation period carried out, otherwise the data is not considered valid data. Then the next data analysis is calculated from the recapitulation of how many scales are filled in from a total of 20 statement items from 5 observed social emotional sub-competencies so as to give the results of the scale that dominates the five scales that have been described in the observation instrument. The results of data recording after observation can be seen in **Figure 1**.

	Nama Siswa	Keterangan Validasi Lembar Observasi	Responsible Decision Making				
			Sangat Sering	Sering	Cukup	Jarang	Belum ada
1	Adiel M	Valid	0	3	1	0	0
2	Aifathiya Putri Hanifa	Valid	4	0	0	0	0
3	Arian Ritoi Azhar	Tidak Valid	0	0	0	0	0
4	Ara Nabil	Tidak Valid	0	0	0	0	0
5	Ara	Tidak Valid	0	0	0	0	0
6	Aulia Ulf Fadhil	Valid	0	3	1	0	0
7	Cahaya Ramadhina Firmansyah	Valid	2	2	0	0	0
8	Christian Janoor	Valid	0	0	4	0	0
9	Dasilva Jamarur S.	Valid	0	3	1	0	0
10	Del Sakti Luffan	Valid	2	2	0	0	0
11	Fadira Ramadina	Valid	0	4	0	0	0
12	Faiz Rusydi Tamam	Valid	0	4	0	0	0
13	Firdha Dhalina	Valid	0	4	0	0	0
14	Gath Rastu Irmansyah	Valid	0	2	3	0	0
15	Irfan Nurhman	Valid	2	2	0	0	0
16	Irsyandya Aneva	Valid	3	1	0	0	0
17	Khairi Zantia Putri	Valid	0	4	1	0	0
18	Listi Refani Pratama	Valid	2	2	0	0	0
19	M. Rizky Permata Andika	Tidak Valid	0	0	0	0	0
20	Melinda	Valid	0	0	3	1	0
21	M. Arvinsha Pratama	Valid	0	4	0	0	0
22	M. Nur Rasy	Tidak Valid	0	0	0	0	0
23	M. Bima	Valid	1	3	0	0	0
24	Muhammad Fikih Sugih R.	Valid	0	1	3	0	0
25	Muhammad Raka Kamil	Valid	4	0	0	0	0
26	M. Zhavier A.	Valid	0	3	1	0	0
27	Nayla F.	Valid	4	0	0	0	0
28	Putra Nivaldha	Valid	4	0	0	0	0
29	Putri Azzahra	Valid	3	1	0	0	0
30	Rahma Nur Fadiah	Tidak Valid	0	0	0	0	0
31	Rahmana Nur Hasanah	Valid	1	3	0	0	0
32	Rendi Z	Valid	0	0	4	0	0
33	Rizka Januar	Valid	4	0	0	0	0

Figure 1. Results of data recording after observation

3. RESULTS AND DISCUSSION

After conducting classroom action research through the application of observation techniques to explore students' social-emotional competence, noticeable developments were found throughout the study. The research aimed to observe and describe how students express their social-emotional abilities in classroom learning situations. Social-emotional competence refers to the ability to understand and manage emotions, establish positive relationships, show empathy, and make responsible decisions. These skills are crucial for creating a supportive and effective learning environment. The observations focused on indicators such as cooperation with peers, emotional regulation during tasks, response to feedback, and the ability to communicate feelings constructively.

The observation process was carried out over several weeks, starting with a pre-cycle (initial condition) phase, followed by multiple cycles of intervention and reflection based on the classroom action research model. During the pre-cycle, it was noted that many students had difficulty expressing their emotions appropriately, showed hesitation in group discussions, and lacked confidence when interacting with peers. However, as the learning process progressed and targeted interventions were introduced—such as group activities, emotional literacy exercises, and reflective discussions—a gradual but consistent change was observed in the students' behavior. By the final weeks of the classroom action research, there were significant improvements in students' social-emotional expression.

Many students became more confident in sharing their opinions, demonstrated greater empathy towards classmates, and showed enhanced self-regulation during challenging tasks. These positive changes suggest that when social-emotional development is intentionally integrated into classroom learning, it can lead to meaningful growth in students' interpersonal skills and emotional resilience. Thus, the research highlights the importance of embedding social-emotional learning (SEL) strategies into daily teaching practices to support students' overall development and classroom engagement. Observation data will be

presented in the form of a graphic chart that describes SEL with an average of 30 learners out of a total of 37 learners who were observed. 7 learners could not be validated because when the observation took place, the related learners were not present in the learning process or absent on the days of the class action research. So it was concluded that only 30 learners could be seen for their socio-emotional development during learning in the classroom for English subjects.

After that, the number of frequencies of the five SEL competencies applied to the learners' attitudes during English learning in the classroom was recapitulated. The more often it is applied, the better, the less often or enough even if there are results of attitudes that do not exist or have not appeared during the observation period, this is needed to be studied further and helped to develop in a better direction (Rahmat, 2016).

With the better social-emotional competence of students, it will be easier for students to adapt in their classes, interact with fellow friends or teachers, foster a sense of responsibility and an attitude of mutual cooperation and tolerance towards fellow friends both from friends in the same class or not (Ramli & Prianto, 2019).

From this observation, it can also be seen that the frequency in the form of chart data of each SEL competency based on CASEL can be seen in the data presentation illustration below:

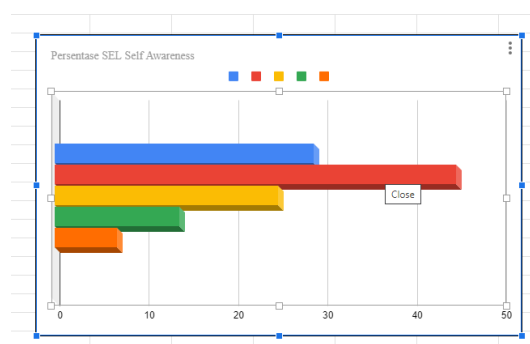


Figure 2. Results of recapitulation of students' Self Awareness development

The illustration of the data presentation **Figure 2**. The observation results show that the social-emotional competence of Self Awareness with a good scale is highest with 45 votes, very often with 29 votes, moderately with 25 votes, rarely with 14 votes and 7 votes have not appeared during the observation period.

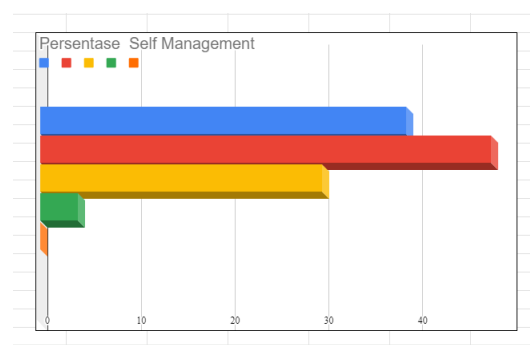


Figure 3. Results of recapitulation of the development of students' Self Management

The results of the recapitulation of the development of students' Self Management can be seen in the **Figure 3**. The observation results show that the socio-emotional competence of

Self Management with a frequent scale is the highest with 48 votes, very often with 39 votes, enough with 30, votes, rarely with 4 votes.

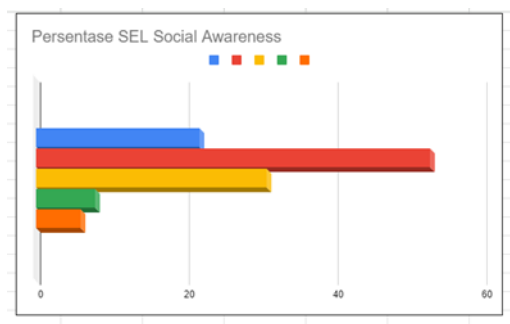


Figure 4. Results of recapitulation of the development of students' Social Awareness

The results of the recapitulation of the development of Social Awareness of students can be seen **Figure 4**. The observation results show that the social emotional competence of Social Awareness with the highest frequent scale with 53 votes, enough with 31, very often with 22 votes, votes, rarely with 8 votes and 6 votes have not appeared during the observation period.

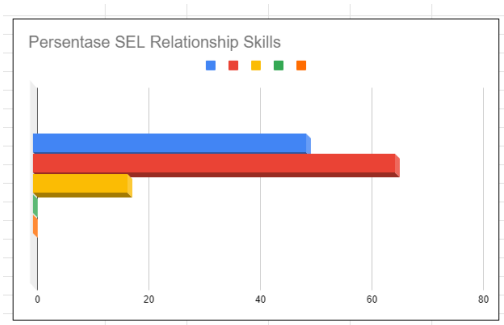


Figure 5. The recapitulation of Relationship Skills of learners

The recapitulation of Relationship Skills of learners can be seen in **Figure 5**. The observation results show that the social emotional competence of Relationship Skills with a frequent scale is the highest with 65 votes, very often with 49 votes, enough with 17, votes, while rarely and yet there are no learners who show this attitude in social emotional relationship skills.

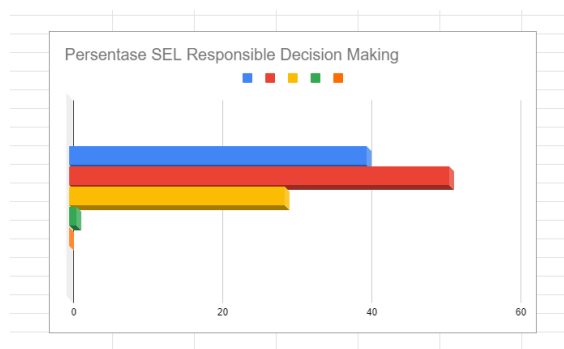


Figure 6. Recapitulation results of Responsible Decision Making of students

The observation results in **Figure 6** show that the social emotional competence of Responsible Decision Making with a frequent scale is the highest with 51 votes, very often with 40 votes, moderately with 29 votes, while rarely with 1 vote.

In the graph chart that has been presented, the data with red bars shows the “often” scale to be the highest in each social emotional competency. After observing students, on average, students have good social emotional competence in each of its aspects based on the theory developed by CASEL. This shows that learners have had all five social competencies developed during the one-month observation period.

Socio-emotional competence in learners has many influences such as changes in attitude and how learners respond to a problem they face, or when they have to be faced with making decisions followed by a responsible attitude independently deciding and accepting all the consequences (Djollong & Akbar 2019).

Another thing that shows changes is about how they manage themselves to complete tasks that must be completed by mutual agreement, which also affects the learning outcomes of the learners on average, building their confidence and independence to stop pointing to other friends, willing to point to themselves when asked to come forward to the front of the class to answer questions during English learning, although changes do not occur significantly, but small changes that occur are also very meaningful (Ramadhani *et al.*, 2021).

4. CONCLUSION

Although the terms “social” and “emotional” originate from different conceptual domains, they are deeply interrelated, especially in the context of adolescent development. Emotions play a crucial role in influencing how adolescents engage with their social environments, shaping their behavior, choices, and responses in various situations. In a school setting, emotional well-being directly affects students’ ability to interact with peers and engage with academic content. When adolescents experience emotional turbulence—such as anxiety, insecurity, or anger—it often manifests in their social behavior and can disrupt the learning process. Conversely, positive emotional states such as confidence, empathy, and self-awareness tend to foster cooperation, motivation, and engagement in the classroom. Therefore, understanding the link between emotional and social development is essential to comprehending how students function and adapt in educational environments.

The socio-emotional changes that occur during adolescence are highly dynamic and significantly impact the way adolescents navigate their daily lives as learners. As adolescents transition from childhood to young adulthood, they begin to form a clearer sense of self and seek deeper social connections. This period is often marked by shifting peer relationships, growing sensitivity to social feedback, and the formation of personal identity. One of the visible signs of this transition is the development of close-knit friend groups or “cliques,” commonly referred to as “gangs” in casual terms. While students may still maintain interactions with a wide group of peers, they often develop emotional reliance and a sense of belonging within a smaller, more trusted circle of friends. These evolving relationships not only shape their social world but also affect their classroom behavior, communication styles, and group dynamics during learning activities.

From the observations conducted in the classroom, it was found that students demonstrated various levels of development across the five core competencies of social-emotional learning: self-awareness, self-management, social awareness, relationship skills,

and responsible decision-making. The data suggest that most students exhibited a strong sense of self-awareness, particularly in recognizing their emotions and understanding their personal strengths and limitations. This is an encouraging sign of emotional maturity, which is critical for academic success and personal growth. In terms of self-management—the ability to regulate emotions and behaviors in different situations—many students were able to control impulses, manage stress, and stay motivated. However, a few students still required additional support and guidance to navigate emotionally challenging moments or maintain focus during collaborative tasks.

Social awareness, which includes empathy and respect for others, was also observed to be well-developed among the students. Many demonstrated thoughtful and considerate behavior toward their classmates, showing an understanding of others' perspectives and a willingness to support their peers. This was evident in the way students respected each other's opinions, celebrated group successes, and responded to classmates in need of help. Meanwhile, relationship skills and responsible decision-making were distributed across two levels—good and sufficient. Most students appeared capable of building and maintaining healthy peer relationships, resolving conflicts constructively, and working well in groups. This was particularly visible during cooperative assignments, such as group tasks in English class, where students were able to divide roles, collaborate effectively, and complete tasks on time.

However, while these skills were present in the majority of students, it was also clear that a number of individuals needed additional encouragement and scaffolding to fully participate in social interactions. Some students still exhibited passive tendencies, hesitating to engage with peers or speak up during discussions. Despite this, their ability to independently make responsible decisions—such as choosing reliable group partners and contributing to task completion—was promising. Overall, the findings suggest that although social-emotional competence varies among students, the foundational skills are already forming, and with ongoing support, these competencies can be further strengthened. Integrating structured social-emotional learning (SEL) strategies into the curriculum could play a key role in helping students manage their emotions, build resilience, and foster meaningful relationships in and beyond the classroom.

AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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