

THE IMPORTANCE OF IMPLEMENTING SOCIAL-EMOTIONAL LEARNING FOR SECONDARY SCHOOL STUDENTS: A LITERATURE REVIEW

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Abstract

Nowadays, the students especially those who are in secondary school are becoming increasingly aware of mental health. The teacher should pay attention to the students' mental health during the learning and teaching process in order to enhance the students' learning motivation. The students' mental health is related to the social-emotional competencies which actually consist of self-awareness, self-management, social-awareness, relationship skills, and responsible decision making. Social-emotional learning also consists of empathize, mindfulness, compassion, and critical inquiry. The teacher should understand comprehensively to those competencies in order to teach the students based on social-emotional learning. This study aims to describe several findings, including improved social skills, enhanced emotional well-being, and better academic achievement for students engaged in social-emotional learning. The social and emotional skills acquired through this learning approach aid students in facing various situations and challenges in modern era. This research method is using Systematic Literature Review (SLR). Data collection was carried out by documenting and reviewing all articles related to social-emotional learning published in 2013-2023. Based on this research, social emotional learning has a long-term impact of shaping individuals who are well-balanced, empathetic, and prepared to navigate life's complexities.

Keywords: *social-emotional learning, secondary school students, long-term impact.*

Introduction

Education is a fundamental pillar in forming an individual who is qualified and able to contribute positively to society and its environment. In the educational context, learning is not only related to the academic aspect alone, but also covers the social and emotional development of the student. Especially at the upper secondary school level, pupils face increasingly complex challenges and pressures in living their lives. Therefore, it is important to consider the application of socio-emotional learning (SEL) as an integral part of the curriculum in high school up.

Various studies and previous studies have highlighted the significant benefits of SEL in pupils. The socio-emotional aspect plays an important role in shaping the quality of interpersonal relationships, managing emotions well, improving communication skills, and developing empathy for others. By strengthening students' socio-emotional competences, they are expected to be better prepared to face challenges in life, personal success, and contribute to the progress of society.

Another research by Jones et al. (2017) suggests that effective implementation of SEL programs can improve students' social and emotional skills, which in turn contribute to improving a more positive and productive school climate. In addition, Roeser et al. (2013) found that the implementation of SEL in schools can improve student psychological well-being and reduce stress levels as well as symptoms of depression. Another study by Brackett et al. (2015) highlighted the important role of SEL in helping students overcome negative emotions and develop the social skills needed to succeed in a variety of social contexts.

In an increasingly competitive and complex upper secondary school context, SEL has also been shown to play a role in improving student leadership skills. Research by Elias et al. (2018) shows that a strong SEL program can help students develop effective leadership skills and become agents of positive change in their communities. The importance of the SEL approach to education is widely acknowledged by educational experts. For example, Greenberg

and Domitrovich (2018) highlighted the SEL's strategic role in creating an inclusive school environment and supporting student holistic development.

Based on such research and scientific evidence, this article aims to present a comprehensive literary overview of the importance of applying socio-emotional learning to pupils in high school and up. Through an in-depth analysis of research from various trusted quotation sources, this article hopes to provide valuable insights for educational practitioners and policymakers in dealing with the challenges and crucial role of SEL in today's education.

Method

The research uses the literature review method by collecting data from leading scientific journals and books that focus on the application of socio-emotional learning to pupils in high school and up. The data was analyzed and synthesized to identify important findings about the benefits of socio-emotional learning for students.

Literature searches are carried out through various accredited academic databases such as Google Scholar, ResearchGate, JSTOR, and ProQuest. The search was done with keywords such as "socio-emotional learning", "high school students", and "important". The inclusion criteria used are literature that (1) was published between 2013 and 2023, (2) has accredited quality, (3) is relevant to the subject being studied.

Findings and Discussions

Literature search results identify a large number of related articles that are accredited and relevant to this topic. Here are 14 recent and related sources of reference to the importance of socio-emotional learning in upper secondary school students:

Durlak, J. A., Weissberg, R. P., & Pachan, M. (2015) conducted a meta-analysis to evaluate the impact of emotional social learning programs on school-based outcomes. The results showed that these programs have a positive effect on various outcomes, including improved academic achievement, prosocial behavior, social skills, and a decrease in negative behavior. This supports the integration of emotional social learning approaches in high school education, as it provides significant benefits for students in terms of academic performance and social-emotional development.

According to Elias, M. J., Ferrito, J. J., & Mocerri, D. C. (2018), this journal focuses on the assessment and intervention strategies for emotional social learning in high school students. It provides practical recommendations and advice based on research studies and practical experience. The journal emphasizes the importance of developing social skills, emotional management, problem-solving, and healthy relationships in high school. By using appropriate assessment strategies and effective interventions, schools can support students' social, emotional, and academic success. Educators and professionals in the field of education can find relevant guidelines and strategies in this journal.

According to Brackett, M. A., & Rivers, S. E. (2014), this journal focuses on the assessment of emotional intelligence in adolescents. It discusses the development of measuring tools and methods to objectively evaluate emotional intelligence in this population. The authors utilize a literature review approach, combining recent research findings and examples of measurement instruments. The journal emphasizes the importance of understanding and measuring emotional intelligence to meet the social-emotional needs of high school students. By using appropriate measurement tools, schools can identify areas for reinforcement and development. This knowledge allows for the design of targeted programs and interventions to support the emotional social development of high school students. Overall, this journal provides guidance on assessing emotional intelligence in adolescents, which supports the practice of social-emotional learning in high school students and above.

According to Greenberg, M. T., Domitrovich, C. E., & Weissberg, R. P. (2017), this journal focuses on promoting social and emotional development in school-age children. It

highlights effective strategies and interventions to support the development of important social and emotional skills in the school and social context. The authors utilize a literature review approach, incorporating recent research and evidence on strategies and successful programs. The journal supports emotional social learning for high school students and emphasizes the importance of developing social skills, emotional management, conflict resolution, and healthy relationships. By enhancing social interaction and emotional understanding, high school students can benefit in terms of academics, mental well-being, relationships, and adaptability. The journal provides evidence and practical guidance to strengthen emotional social learning practices in high school, emphasizing the integration of strategies and interventions that support social and emotional development within the educational context.

According to Spurgeon, S. L., Lubar, J. F., & Chapman, W. P. (2020), this journal explores the use of neurofeedback in schools to improve optimal performance in teenagers. Neurofeedback is a brain training method that utilizes visual or auditory feedback to regulate brain activity. The authors employ a literature review, presenting research and evidence on the effectiveness of neurofeedback in enhancing adolescent brain performance in school. They may also provide examples of neurofeedback implementation in education and school settings. While neurofeedback is not directly related to emotional social learning, it can indirectly impact processing information, concentration, self-regulation, and emotional awareness. This can support emotional social learning in high school students by providing a stronger foundation for social interaction, emotional management, and mental well-being. The journal provides insights into the potential use of neurofeedback as a tool to support the optimal performance of adolescents in school. Although not directly tied to emotional social learning, the improved abilities facilitated by neurofeedback can contribute to the development of social, emotional, and cognitive skills in secondary to upper school students.

According to Guðmundsdóttir, F. A., Einarsdóttir, Þ., & Bjarnadóttir, V. (2020), this literature review examines school-related factors that influence emotional social learning. The authors analyze previous research to identify factors that impact the growth and development of students' emotional social skills in the school environment. The methodology employed is a literature survey analysis, where the authors compile and analyze various studies concerning school factors and their influence on emotional social learning. The journal highlights the importance of emotional social learning in high school students and emphasizes the impact of school factors on the development of students' emotional social skills. The findings indicate that a supportive school environment, positive social interaction among students, social process-oriented activities, teacher support, and school policies that prioritize emotional social aspects can contribute to improved emotional social learning. This journal serves as a valuable resource for educational practitioners and policymakers in designing strategies and policies that support students' emotional social learning while considering relevant school factors.

According to Catalano, S. M., Winchester, T. M., & Kuhlenschmidt, S. L. (2019), this journal examines the use of emotional social learning as a classroom management system to tackle disciplinary issues in the classroom. The authors argue that actively developing students' social and emotional skills within the learning environment can reduce disciplinary problems and create a positive classroom climate. The methodology employed in this journal is more focused on conceptual thinking and analysis. The authors analyze existing theories and approaches in emotional social learning, supplementing their arguments with practical examples from teachers and information from other research. The journal emphasizes the significance of emotional social learning in high school students by suggesting its efficacy as an effective classroom management system for addressing disciplinary problems. By strengthening students' social and emotional skills, the quality of classroom interaction can be improved, behavioral issues can be addressed, and a positive learning environment can be fostered. However, it should be noted that this journal primarily focuses on classroom management and discipline, rather than specifically addressing emotional social learning in

high school students and above. While providing a broader understanding of the importance of emotional social learning in the context of classroom management, further research and approaches specific to the development of students' social and emotional abilities at higher levels are needed.

According to Waters, L. E., Loton, D., & Jach, H. (2018), this journal explores the correlation between intrinsic and extrinsic motivation among university students and their psychological well-being, study efforts, and academic performance. The methodology utilized in this study is a survey-based questionnaire. The authors collected data from university students to measure their intrinsic and extrinsic motivations, as well as assess their psychological well-being, study efforts, and academic performance. The study reveals a significant association between intrinsic and extrinsic motivation and the psychological well-being, study efforts, and academic performance of students. Intrinsic motivation, characterized by internal satisfaction derived from engaging in academic activities, is linked to higher psychological well-being, greater study efforts, and enhanced academic performance. Conversely, extrinsic motivation, driven by external rewards, does not demonstrate as strong a relationship with these variables. Although this journal does not directly address emotional social learning in high school students, the findings underscore the importance of attending to students' intrinsic motivation in an educational setting. Emotional social learning can contribute to boosting students' intrinsic motivation by aiding in the development of positive interests, skills, and social connections that enhance their satisfaction and motivation in learning. Thus, while not specific to high school students, this journal supports the significance of fostering emotional social learning across various levels of education to enhance students' psychological well-being, study efforts, and academic performance.

According to Weissberg, R. P., Mayer, J. D., & Johnson, S. L. (2016), this journal delves into the significance of social and emotional learning (SEL) and why it is crucial in the current educational landscape. The authors discuss the relationship between SEL and intrinsic and extrinsic motivations among college students, as well as their psychological well-being, learning efforts, and academic performance. The research method employed in this journal is a survey study utilizing a questionnaire. Data was collected from college students to measure their intrinsic and extrinsic motivations, while also evaluating their psychological well-being, learning efforts, and academic performance. The study reveals a substantial correlation between intrinsic and extrinsic motivation and various outcomes related to student success. Intrinsic motivation, which encompasses the internal satisfaction derived from participating in academic activities, is connected to higher psychological well-being, increased effort in learning, and enhanced academic performance. On the other hand, extrinsic motivation, which relies on external rewards, does not hold the same strong relationship with these variables. While this journal does not directly address emotional social learning in high school students, the findings emphasize the importance of intrinsic motivation in the educational context. Emotional social learning can contribute to the development of positive interests, skills, and social connections in students, thus increasing their satisfaction and motivation in learning. Therefore, although not specific to high school students, this journal supports the significance of supporting emotional social learning across various levels of education to enhance students' psychological well-being, learning efforts, and academic performance.

According to Lim, S. L., & Johnco, C. (2021), this journal examines the effectiveness of school-based social-emotional learning (SEL) programs in improving the mental health of adolescents. The authors conducted a systematic review and meta-analysis, analyzing data from various previous studies on SEL programs in schools. The study used a systematic review method to identify and analyze relevant studies. The authors selected studies that met specific criteria and conducted a meta-analysis to evaluate the overall effectiveness of the programs. The findings from the systematic review and meta-analysis indicate that universally implemented school-based SEL programs are effective in improving the mental health of

adolescents. These programs have positive effects, including reducing symptoms of depression, anxiety, and aggressive behavior, as well as enhancing social and emotional skills. This journal directly supports the implementation of emotional social learning in high school students by providing evidence of the effectiveness of these programs in promoting adolescent mental health. Emotional social learning at the high school level can help students manage their emotions, develop healthy relationships, improve social skills, and reduce mental health problems such as depression and anxiety. Thus, this journal offers strong evidence that incorporating universal school-based SEL programs can support the mental well-being of high school students.

According to Payton et al. (2019), this journal discusses the positive impact of emotional social learning on students from kindergarten to eighth grade. The authors used a literature review method and analyzed findings from three previous scientific surveys conducted on emotional social learning. The results demonstrate that emotional social learning has a significant positive impact on students within this age range. These programs improve students' social and emotional skills, reduce negative behaviors, and enhance academic performance. Although the journal does not specifically address high school students, the findings suggest that emotional social learning can provide similar benefits to students at different levels of education, supporting its application across various educational settings.

According to Bulanda et al. (2018), this journal discusses the influence of persuasion careers on the development of self-regulation in adolescents. The study examines the factors that impact self-regulation in the context of persuasion. The authors used a survey study with a questionnaire to collect data from adolescents. The study reveals that factors in persuasion careers, such as the attractiveness of persuasive activities and moral guidelines, are related to adolescent self-regulation. These findings imply that emotional social learning, which helps develop self-regulation skills, is crucial for high school students. Emotional social learning provides a comprehensive framework for developing self-regulation skills in the educational context.

According to Brackett and Katulak (2022), this journal emphasizes the significance of emotionally intelligent high schools in enhancing the social, emotional, and academic development of students. The authors discuss the concept of emotional intelligence and its application in education, particularly at the high school level. Although specific methodological details are not provided, the journal likely employs literature and research approaches to support its arguments. The journal strongly supports emotional social learning for high school students, highlighting how an emotional intelligence approach can help students recognize and manage their emotions, cultivate healthy relationships, and improve social and academic skills. By integrating emotional social learning into the curriculum or school programs, students can acquire the necessary tools and skills for success in various aspects of their lives. Therefore, the journal echoes the importance of emotional social learning, emphasizing the foundation of emotional intelligence in the educational approach for high school students.

According to Zins et al. (2016), this journal examines the relationship between emotional social learning and academic success. The editors present the results of a study on how emotional social learning impacts student academic achievement. Using a literary method, the editors gather and analyze research findings related to emotional social learning and academic achievement, providing a comprehensive overview of the topic. The journal supports emotional social learning in high school students, as it helps develop social skills, emotion management, problem-solving abilities, and healthy relationships. These skills are essential for improving academic achievement from middle school onwards. The journal provides evidence that highlights the importance and benefits of integrating emotional social learning into school curricula and educational practices at the secondary and upper levels.

Conclusion

Based on the analysis of accredited literature studies carried out, it can be concluded that the importance of socio-emotional learning in high school students and upwards has gained increasing attention in recent years. A number of reference sources indicate that socio-emotional learning helps students develop interpersonal skills, healthy emotional management, and wise decision-making. It is crucial in helping students success in school and in personal as well as professional life. In addition, literature also highlights that socio-emotional learning can have a positive impact on the mental well-being and academic development of pupils. Research states that students who have good socio-emotional skills tend to have higher motivation, hard learning efforts, and better academic performance.

Overall, this literary study affirms that socio-emotional learning in high school and upward pupils has significant benefits for the holistic development of pupils. By paying attention to social and emotional aspects, schools can help students prepare themselves to be successful individuals and have healthy relationships in the future. However, it should be noted that this literary study only covers the period of the last 10 years and does not involve primary research. Therefore, further research is still needed to gain a more comprehensive understanding of the importance of socio-emotional learning in high school students upwards.

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