



Students' Social, Emotional, and Creative Abilities Using School Learning Mobilization Community (SLMC) Project

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ABSTRAK

Beberapa peneliti telah memperingatkan tentang perlunya mengajar anak-anak untuk berpikir kritis, kreatif, menumbuhkan keterampilan emosional dan sosial. Tujuan utamanya adalah untuk meningkatkan pembelajaran dengan mendorong perolehan kesadaran dasar dalam kurikulum terstruktur dan dengan merangsang pengembangan kemampuan penalaran praktis dan analitis, ketahanan dan komitmen, di samping keterampilan teknologi, emosional, sosial, dan kreatif. Penelitian ini menggunakan jenis *descriptive-exploratory study* yang merupakan bagian dari pendekatan kualitatif. Tujuh guru sekolah dasar dilibatkan dalam riset ini sebagai subjek penelitian. *Semi-structured interviews* digunakan dalam pengumpulan data. *Content analisis* dipilih sebagai metode analisis karena sangat cocok menangani informasi kualitatif. Hasil menunjukkan peningkatan signifikan dalam pertumbuhan profesional dan pribadi pendidik. Perilaku, hubungan siswa-guru, dan suasana keseluruhan di kelas dilaporkan membaik, menurut para guru. Mereka menekankan perlunya memasukkan pembelajaran dalam perkembangan emosional dalam program persiapan guru. Jelas bahwa guru perlu menerima lebih banyak pelatihan serta pendidikan sosio-emosional dalam proses pendidikan. Dapat dikatakan bahwa mempengaruhi guru memiliki efek domino pada siswa, sekaligus meningkatkan proses belajar dan mengajar.

ABSTRACT

Several researchers have warned in recent years about the need to teach children to think critically, creatively, cultivate emotional and social skills. Educators have an important regulation in the main emotions of their students. The primary objective was to improve learning by encouraging the acquisition of foundational awareness within the structured curriculum and by stimulating the development of practical and analytical reasoning abilities, resilience and commitment, in addition to technological, emotional, social, and creative skills. This study uses a *descriptive-exploratory study* which is part of a qualitative approach. Seven elementary school teachers were involved in this research as research subjects. *Semi-structured interviews* were used in data collection. *Content analysis* was chosen as the analytical method because it is very suitable to handle qualitative information. The results show a significant increase in the professional and personal growth of educators. Behavior, student-teacher relationships, and the overall atmosphere in the classroom reportedly improved, according to the teachers. They emphasized the need to include learning in emotional development in teacher preparation programs. It is clear that teachers need to receive more training as well as socio-emotional education in the educational process. It can be claimed that influencing the instructor has a domino effect on pupils, while also improving the learning and teaching process.

1. INTRODUCTION

In the twenty-first century, it is very difficult to find a literature on essential abilities that does not include some reference to the exponential increase of scientific and advanced technologies, the quick rate of social upheaval, and the inherent unpredictability of the past. Many students currently enrolled in our schools will continue to work in jobs that don't even exist yet, therefore we cannot ignore this fact. Emotional reactions may have a positive or negative effect on students' academic engagement, dedication, and school success (Gay, 2018; Noroozi et al., 2019). Therefore, emotional process affects what and how student learn. Educators now must place a greater emphasis on teaching students how to think (through activities like creative writing, critical thinking, problem solving, and evaluating evidence), how to work (through activities like communication and teamwork), and how to use the many resources they will require, including the ability to see the value in emerging technologies and use them to their fullest (Amin et al., 2020; Bean & Melzer, 2021).

Several researchers have studied the process of social and emotional development. It has been shown through research that the social and emotional skills of educators has a direct influence on

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students' personal growth and overall classroom success (Altavilla et al., 2021; Forey & Cheung, 2019). The next research conducted by previous study discussed the instillation of emotional social principles into early STEM learning (Garner et al., 2018). In addition, a research focuses on students' social and emotional growth throughout middle school (Panagiotopoulou, 2018). Another study has also been discussed concerning the beliefs and practices of early childhood educators with relation to stress and its effects on children's social, emotional, and behavioral development (Jeon et al., 2019). Research about studies that investigate educators' ability to socialize and emotionally manage classroom situations has also been discussed (Azevedo et al., 2021). Although many researchers have discussed students' social, emotional, and creative abilities, it is very limited to develop these competencies through community projects, such as the School Learning Mobilization Community Project (SLMC-Project).

Part of the School Learning Mobilization Community Project (SLMC-Project) for the 2019/2020 school year is the "Mediator for Welfare" teacher ongoing training program. Third, fourth, fifth, and sixth graders in three schools in East Java took part in the experiment. In this analysis, we investigate the perspectives of the seven educators who participated in the first three years of the project. Action concepts outlined by Kickbush in her book *Learning for Well-Being* served as inspiration for the SLMC-Project initiative. The book was motivated by the goals of the World Health Organization, the United Nations Children's Fund, and the United Nations Educational, Scientific, and Cultural Organization (UNESCO), and it aims to transform people's perspectives on children and on learning, health, education, and society. There are five pillars around which a healthy learning philosophy should be built according to previous researcher: (1) The viewpoint of the youngster has to be taken into account; (2) The whole potential of every kid should be realized; (3) actions should highlight the child's strengths and individuality; (4) Relationships, both their substance and quality, need more attention; (5) It's important to have a comprehensive view (Slavin, 2019).

In accordance with the theory of reflective development the "Mediators for Well-being" ongoing training plan tracked the evolution of the project and gave teachers with opportunities to grow in areas such as social and emotional learning, environmental consciousness, community service, cross-curricular integration, project-based education, and technological literacy (Sheffield et al., 2018). The training program was developed with SLMC-Project elementary school teachers in mind. The fundamental goal of this training program was to equip educators to facilitate health-oriented education. The course of study spanned two school years and was organized around two tracks: (1) For the larger context training, educators from all three schools came together for three 6-hour sessions; 2) Twice a month, 1-hour follow-up meetings were conducted in the local environment of each school with participating educators.

At three different points in the discussion of the wider context, the following issues were addressed: Pedagogical approaches were explored, including an integrative curriculum and project work, and presented the SLMC-Project and the 'Learning for well-being' model, which aims to improve emotions, social and creative students and their skill to manage their feelings. In addition to learning to apply ELP and Flow, teachers at each institution also receive briefings on the social-emotional and creative talents of their students. Basic necessities were also shared. This gathering is also a place for introspection and dialogue. The primary objective was to improve learning by encouraging the acquisition of foundational awareness within the structured curriculum and by stimulating the development of practical and analytical reasoning ability, resilience and commitment, in addition to technological, emotional, social, and creative skills. Teachers who take part in the study stand to gain from the chance to hone their social-emotional and creative-thinking chops and apply what they learn to their classrooms. The reader will have a broad understanding of the stages of social and emotional growth after reading this research. Moreover, the advantages gained might inspire pupils to work on their technological literacy, emotional stability, social competence, and creativity problem-solving abilities. The aims of this study was to improve learning by encouraging the acquisition of foundational awareness within the structured curriculum and by stimulating the development of practical and analytical reasoning abilities, resilience and commitment, in addition to technological, emotional, social, and creative skills.

2. METHOD

This study used a descriptive-exploratory study which is part of a qualitative approach by summarizing teachers' perspectives on the execution of the emotions-social and creative element of the SLMC project. The purpose of this research is to comprehend and analyze a phenomenon by examining the significance that other people have given to it (Roberts et al., 2019). All participants in the research are teacher of I stage from three schools in East Java. This group was very homogeneous in terms of age, with three teachers aged between 45 and 50 years, and four between 50 and 55 years, all of whom were teachers over 25 and under 28 years of age. We can say that this is a teacher who has a lot of service experience.

All participants signed a written consent form. It is very difficult to see people's actions, thoughts, and emotions from the outside, so interviewing was chosen as the data collection method (Tracy, 2019). To give the interviewer and interviewee some leeway, semi-structured interviews use both open and closed questions. According to the literature (Abdalla et al., 2018; Müller et al., 2018), validity in qualitative research is achieved by the transfer of results to similar settings rather than the generalization of findings to new contexts. The authors opted for a detailed description and selective sample to guarantee the study's external validity. The conclusions of a qualitative study may only be trusted if they have been independently verified by the researcher (O'Connor & Joffe, 2020). In this study, quick confirmation was employed to create credibility in the outside world. Since content analysis is most suited for the handling of qualitative data, it was selected as the method to be used. Content analysis is a collection of methods and processes for decoding and analyzing text in order to draw logical and justifiable conclusions regarding the origin of these signals (Roberts et al., 2019). It included analyzing, organizing, and articulating ideas using webQDA, a program for qualitative data analysis (Fornari & Godoy Serpa da Fonseca, 2020). Information may be saved, encoded, indexed, and categorised; data can be retrieved and recoded; and researchers can conduct their studies with the help of this program (Moral-Muñoz et al., 2020).

3. RESULT AND DISCUSSION

Result

A total of seven SLMC Project's teachers participated in this research, and their responses to seven questions focused on various facets of social-emotional and creative competence (CSEC). Bardin content analysis was performed on the transcribed interviews (Mulalia Maulana & Arruda, 2020). The data was organized into categories and subcategories, and tables and graphs showing the relative and absolute frequency of appearances (or Recording Units) in each are provided below (RU). The data analysis revealed four dimensions: effects on instructional practice, effects on educators, effects on students, and effects of institutions. Table 1 displays the 26 sub-groupings that emerged.

Table 1. Statistics on the 7 Educators' Registrations Broken Down by Type And Subtype (F=37)

Category	Subcategory	
Effects on Instructional Practices	The Value of the Time CSECs Take on Their Tasks	104
	Importance of practice	(25.93%)
	Taking up a wide range of activity	
	Planned and deliberate CSEC preparation	
	Advocating for methods of emotional self-control	
Effects on Educators	Changes to the classroom for the better	
	Surpassing one's earliest projections	146
	Contentment with having taken part in the project	(36.41%)
	The ability to more easily approach delicate subjects	
	Impact on their development as individuals	
	Greater insight into the mental health of the students	
	Connecting with Students-Teachers More Effectively	
	Need for further education and instruction.	
Effects on Student	A deeper appreciation for the value of CSECs	
	Development of educators' mental health	
	Reduce the risk of disruptive conduct	55
	Benefits to the pupils' own development	(13.72%)
Effect on the Educational Community	The enhancement of students' affective abilities	
	More comfort revealing feelings	
	Promotion of mutual cooperation	
	Educators must all get training	96
	CSEC must be implemented in classrooms.	(23.94%)
	Long-term effects on classroom movement	
	the influence of CSEC on the rest of elementary school	
A principal's backing		
More effective managerial follow-up is required.		
Contentment between family members with the outcome		
Improved school-family partnerships		
Total		401

Category	Subcategory
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(100%)

There were a total of 401 recording units classified, split across the four main categories and their respective 28 subcategories. These groups include the school's instructors, students, the school itself (as the major but not exclusive location for activity), and instructional methods (project management instrument). Methodology of the ELP program is show in [Figure 1](#).

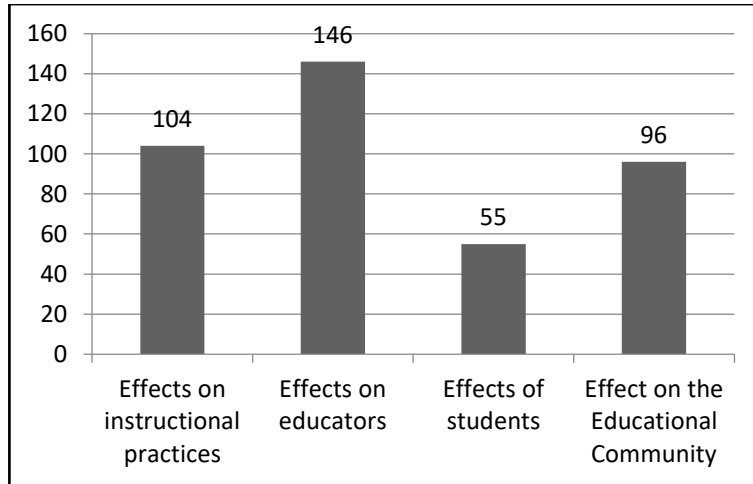


Figure 1. Methodology of the ELP Program

In [Figure 1](#), we can see the content analysis classifications that developed, together with the total number of recordings that fall into each group. The category with the most RUs was "Impact on Teachers," with 36.41 percent (146 RUs), followed by "Impact on Pedagogical Practice" (24.93%) (104 RU). Twenty-three point nine four percent (96 RU) of respondents chose Effect on Students, while twenty-three point seven two percent chose Effect on Schools (55 RU). 7 categories received more than 20 RU each: overall project satisfaction (31 RU), variety of activities implemented (28 RU), improved academic environment (25 RU), improvements in [teachers'] quality of life as a result of (25 RU), a rise in students' comfort level in publicly expressing their feelings (22 RU), and importance of fostering CSEC education (21 UR). Number of recorders assigned to each participant is show in [Figure 2](#).

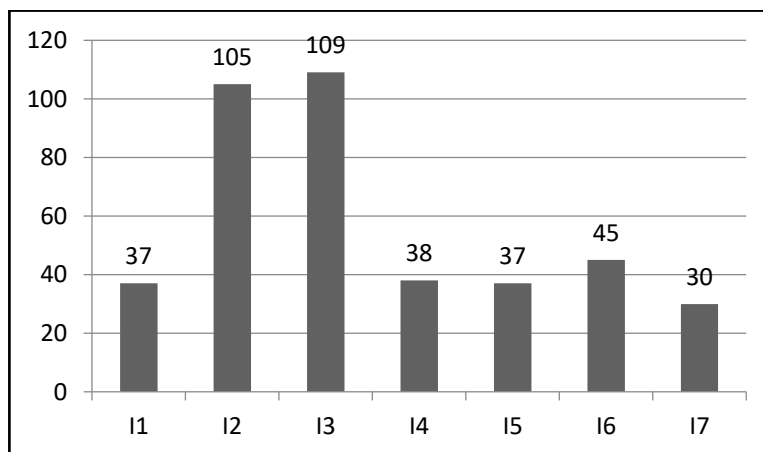


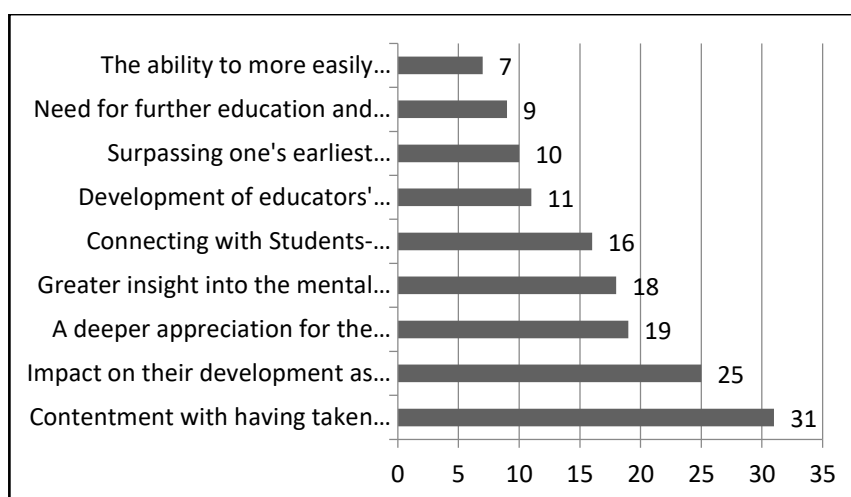
Figure 2. Number of Recorders Assigned to Each Participant

[Figure 2](#) shows how the seven interviewed educators each contributed a unique amount to the various divisions. The most recording units were given by Teacher 2 (105 RU) and Teacher 3 (109 RU). The instructors who started off the experiment with the least interest in CSEC ended up being the most invested after they saw the positive effects it may have on their students. Participant reports on the total number of recording devices in each category is show in [Table 2](#).

Table 2. Participant Reports on the Total Number of Recording Devices in Each Category

Classification	Participant						
	I1	I2	I3	I4	I5	I6	I7
Effects on instructional practices	3 8.11%	34 32.38%	38 34.86%	3 7.89%	11 29.73%	9 20.00%	6 20.00%
Effects on educators	25 67.58%	30 28.57%	45 41.28%	11 28.95%	8 21.62%	16 35.56%	11 36.67%
Effects on students	1 2.70%	11 10.48%	16 14.68%	10 26.32%	7 18.92%	10 22.22%	- 0%
Effect on the educational community	8 21.62%	30 28.57%	10 9.18%	14 36.84%	11 29.73%	10 22.22%	13 43.33%

Table 2 shows the four primary classifications that emerged from the data, exemplified by the instructor's words of I2: " We came to see that the emotional component was as vital as the technical one after some time had passed and we had internalized the significance of this realization." A closer look at Table 2 reveals that for subjects I1, I3, and I6, the Impact on Teachers category had the most recording units overall. 145 RU were allocated to the impact on teachers, which was broken down into eight categories: the importance of CSECs, the need for more training, the importance of teachers' well-being, the strength of the teacher-student relationship, learning more about students' emotional states, learning more about the importance of CSECs, positively contributing to development, and being satisfied with the project. The subcategory of satisfaction with project involvement ($f = 31$) dominates is show in Figure 3.

**Figure 3.** Classification of Data Collections by Sub-Types of Effects on Educators

Base on Figure 3 to put it simply, the phrases just one professor "For the last two years, I've been saying while working on this project, I experienced the most rewarding two years of my professional life "One teacher said, "(...) the project that allowed us to make major changes as people for 2 years." Another said, "I grew a lot as a teacher, but also as a person." A greater appreciation for the significance of CSEC was also highlighted ($f = 18$), as was the positive impact on teachers' professional development (11). Finally, the section improving relations between teachers and students was singled out repeatedly ($f = 16$), as was the category Developing students' socio-emotional abilities (15). " I established close friendships with the students in all my courses, but the bonds I forged with one group were especially strong" said one educator (I6).

104 recording units were assigned to the category "Impacts on Pedagogical Practice" and they were split up as follows: Enhancing opportunities for CSEC practice; Creating new opportunities for CSEC practice; Placing a premium on training acquired; Promoting techniques for emotional control The overall mood in class was lifted, and many different tasks were accomplished. Classification of data collections by sub-types is show in Figure 4.

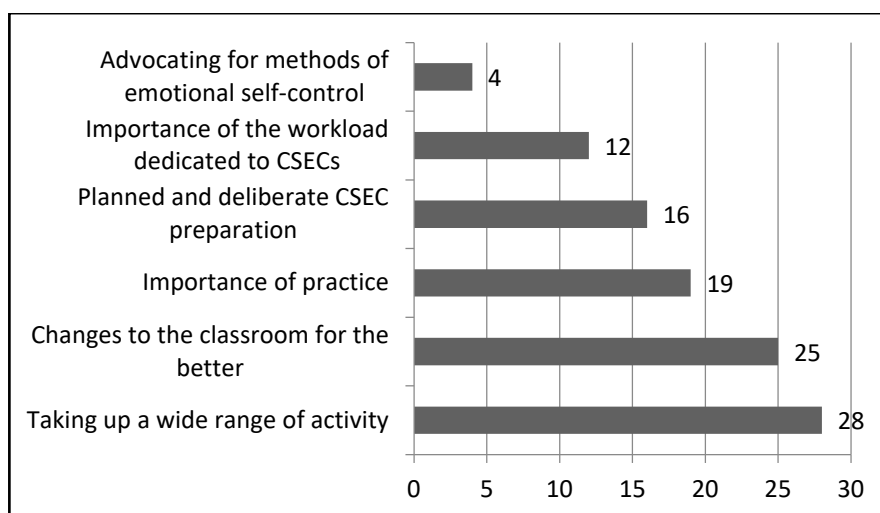


Figure 4. Classification of Data Collections by Sub-Types of Effects on Instructional Practices

Base on [Figure 4](#), the instructors emphasized most significantly, pedagogical practice was affected by the two subcategories of Engaging in variety of activities ($f = 28$) and making a more positive learning environment ($f = 25$). As one educator put it, "creating the mural that kids wanted to portray their feelings was incredibly engaging." (I3) One student said, "I want to maintain the environment of respect that pervaded our workplaces and classrooms," (I2), while another observed, "It was extremely pleasant, very happy." (I3).

There are 96 total items in the effect on the educational community category, and they fall into eight distinct subcategories: Educators must all get training; CSEC must be implemented in classrooms; Long-term effects on classroom dynamics; The influence of CSEC on the rest of elementary school; A principal's backing, More effective managerial follow-up is required; Contentment between family members with the outcome; Contentment between family members with the outcome; Improved school-family partnerships as show [Figure 5](#).

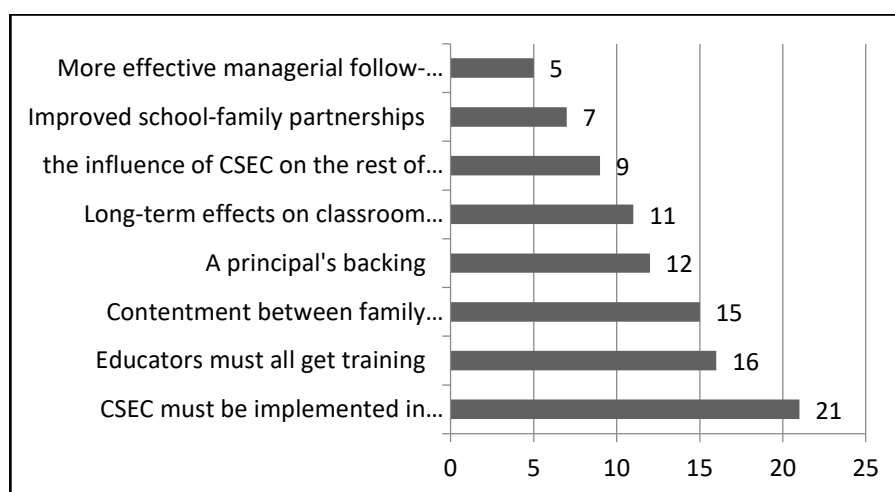


Figure 5. Classification of Data Collections by Sub-Types of Effects on Educational Community

Base on [Figure 5](#), show teachers gained an understanding of the need of fostering CSEC after taking part in the project and introducing initiatives like ELP and Flow. The development of students' social and emotional competencies requires "more or less methodical labor over time," as one educator described it. (I7) An additional commentator said, "Activities aimed at developing students' social and emotional competence are, in my opinion, crucial in elementary school, albeit they should ideally begin in preschool." (I6) When discussing the importance of CSECs, educators stress the need of instructors receiving training in this area. No one has ever really trained us for this. Because of this, emotional intelligence has "We've never got proper instruction in this area before. Emotional intelligence has never been a priority, and here is why." (I3) Or, as one person put it, "It's unfortunate that we lack sufficient

resources and education in this area." (I6). There were 55 total recording units categorized under the Impact on Students heading, and those units were split into five distinct groups based on their effects on students' skills to express and manage their emotional-social, their skills to build supportive bonds with one another, their ability to discourage disruptive behavior, and their ability to aid in their own personal growth as show in Figure 6.

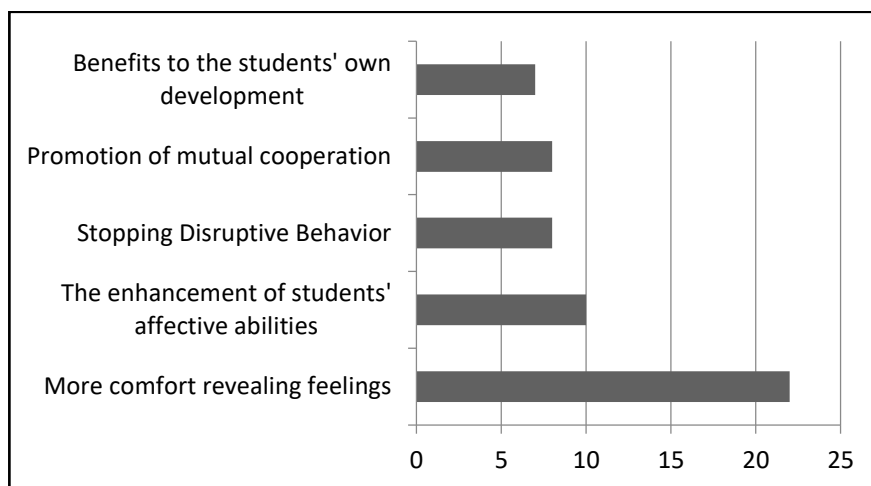


Figure 6. Classification of Data Collections by Sub-Types of Effects on Students

Base on Figure 6, there was a "Greater openness to expressing emotions" ($f = 22$) reported by instructors about their pupils. " (...) what struck me most was how comfortable they seemed to be putting themselves on display for me and their peers." (I4), remarked one instructor, while another teacher asked, "(...) but I found the openness on their side quite intriguing" (I5). Teachers also highlighted the need of developing students' emotional intelligence; as one instructor put it, " At that moment, I realized for the first time that these children really understood what it was to be sad." I3).

Discussion

The role of emotions made perfect sense and was just as important the technological part. Teachers can increase meaningful student engagement and learning through the integration of digital storytelling and emotional components. The integration of technology and emotional components can also help students learn English speaking through non-verbal behavior patterns (Adams et al., 2022; Korosidou & Bratitsis, 2019). The use of technology by considering emotional components can increase motivations, engagement and academic achievement in higher education (Dunn & Kennedy, 2019; Noroozi et al., 2019; Wang et al., 2022). The emotional component was as vital as the technical one after some time had passed and we had internalized the significance of this realization. The emotional component may play a role in changing regular learning and instruction into a joyful and stimulating experience for both instructors and students (Pittig et al., 2018; Ponnambalam, 2018; Zhang et al., 2022). Previous study explained that transformative learning can be done by improving technical skills by involving positive emotions in learning (Kerins et al., 2020). On the other hand, other research shared opinion that in training an infant directed-speech, an emotional component is needed (Parlato-Oliveira et al., 2020). The emotional element is incorporated in the educational activities as a major component that effects both the outcomes of the educational engagement and the development of self-esteem, harassment levels and so on (Alfonso-Benlliure et al., 2021; Meshko et al., 2021).

The SLMC project had a very significant impact on teachers and students at the same time. Teachers expressed their satisfaction in participating in the SLMC project. The teachers also added that this project is one of the self-competence development programs. The teacher had better understand of the importance of the socio-emotional skills activities. This encompasses self-awareness, self-esteem, and interpersonal interaction management. The SLMC project can also strengthen teacher-student relationships. Teachers could create productive learning by involving socio-ecological models (Cebollero-Salinas et al., 2022; Willis, 2022). However previous study explained that teacher-student relationships can have a negative impact on them (Falk et al., 2022). In explaining the obstacles encountered by their pupils, teachers often reported suffering extreme anxiety and feelings of inadequacy. Pada posisi siswa, mereka menjadi lebih terbuka untuk menyampaikan emosi positifnya. This project can also promote mutual support prevent of disruptive behavior, and contribute to personal development (Fawley et al.,

2020; Ramírez & Carrasco, 2020; Zahra & Saleem, 2021).

The implementation of SLMC also has a positive impact on instructional practices and the Educational Community. The use of a number of relevant activities can increase engagement, attention, thinking skills of students, students' learning experience, and classroom atmosphere (Darmawati et al., 2020; Joshi, 2021; Pratolo, 2020; Yuan, 2022). These activities can be in the form of playing dramas and murals that can give students the freedom to express their emotions. The use of murals can strengthen social support and sharing and group collaboration (Alfonso-Benlliure et al., 2021; Van Lith et al., 2021). On the other hand, the SLMC project made teachers realize that they should be aware of socio-emotional skill activities. Support from parents is also needed in improving socio-emotional skills through joint sports, tidying up, reading to children, drawing with children, singing rhymes, playing with letters and numbers (Camović, 2019; Meroni et al., 2022). Considering the importance of socio-emotional skill activities, it can be started from pre-school because this is very much needed when in elementary school. However, there has not been much support from schools and the government regarding this kind of training. Previous study explain that teachers are not only given digital skills training and ICT competencies, but also socio-emotional skills (Tzafilkou et al., 2022).

There are certain to be restrictions on every research done, and this one is no different. Data cannot be generalized from this sample because of its limited size and unique characteristics. The study only looks at seven educators, and all of them are over the age of 45 and have been doing this for almost 25 years, making them experts. This leaves room for future research to compare these results to those of younger teachers and men in the field. This research would be useful to do further research on teachers' views on the efficacy of SEL programs in the classroom setting. The effects of SEL programs on students of varying ages, genders, levels of experience, and educational backgrounds need to be investigated as well.

4. CONCLUSION

It seems reasonable to conclude that if I can positively influence educators, I can also positively influence students and enhance the quality of education overall. These educators have found that further training has benefited their everyday practice, and they are in favor of more training for themselves and their colleagues, namely in the areas of the improvement of social skills (in general) and emotional intelligence (in particular) linked with the numerous dimensions of creativity. They believe that these areas not only enhance the classroom experience but also help students and educators grow as persons, making everyone involved better in the long run. This research highlighted the importance of investing in teachers' growth as individuals and as professionals. Education must include coaching, mentorship, and other areas of growth to help educators acquire "soft skills," increase their understanding of their pupils, and reignite their enthusiasm for teaching.

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