

A STUDY ON THE CREATIVE SOCIAL EMOTIONAL LEARNING ENGLISH (CSELE) CLASSROOM MODEL IN INDONESIAN CONTEXT

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Abstract: This study aims to design the Creative Social Emotional Learning English (CSELE) classroom model in one of the district schools in South Sumatera, Indonesia. This model was proposed due to a growing awareness among educators and policymakers about the importance of social and emotional development for successful student. Based on the ADDIE model, the CSELE model is designed to include three steps: (1) the learning objective statement and need analysis, (2) the class strategy design, and (3) the class implementation and evaluation. The CSELE model focuses on integrating the efforts to support Social Emotional Learning (SEL) in the English as A Foreign Language (EFL) classroom context. This model involves the process of integrating the materials from the Indonesian 2013 national curriculum and creative teaching procedures for developing the students' social emotional competencies, which include self-awareness, self-management, social awareness, relationship skills, and responsible decision making. The findings showed that the CSELE model has demonstrated positive effects on the students' social emotional competence, academic motivation, and classroom climate. However, more qualitative and quantitative studies should be conducted for further implementation of this model.

Keywords: *Social Emotional Learning (SEL), English as a Foreign Language (EFL), creative, teaching and learning*

Today's schools are expected to do more than they have ever done in the past. A comprehensive mission for schools is to educate students to be

knowledgeable, responsible, socially skilled, healthy, caring, and contributing citizens. A broad educational agenda involves agenda

for enhancing students' social-emotional competence, character, health, and civic engagement (Metlife, 2002; Public Agenda, 1994, 1997, 2002; Rose & Gallup, 2000; cited in Jennings & Greenberg, 2009, p. 491).

Meanwhile, today's schools contain students with varied abilities and motivations for learning. Some are academically successful, committed, and participate enthusiastically in class, while some others struggle academically and are disengaged.

In relation to learning English as a Foreign Language (EFL) context in Indonesia, English is not a compulsory subject in Elementary school level, so English is totally a new subject for the seven grade students in secondary school level in many secondary schools in South Sumatera, Indonesia. Therefore, most seven grade students there face problems due to the lack of academic knowledge and motivation to learn English, and studying English seems to be a burden for most of them.

Since, students today come to school with much more complex social-emotional experiences; they require social-emotional skills to achieve quality of life, in which the school culture and climate contribute in supporting students not only academically but also social-emotionally.

Social and emotional skills are critical to being a good student, citizen, and worker. Much different risky behaviour can be prevented or reduced when multi-year, integrated efforts to develop students' social and emotional skills through effective classroom instruction, student engagement in positive activities in and out of the classroom, and broad parent and community involvement in

program planning, implementation, and evaluation (Bond & Hauf, 2004; Weare & Nind, 2011).

Due to this growing awareness among educators and policymakers about the importance of social and emotional development for successful students, this article indicates the need of a well-planned and well-implemented social emotional learning (SEL) programming in English as a Foreign Language (EFL) classes in Indonesian district school context where most students are lack of motivation to study English due to their limited English ability.

Social and emotional learning (SEL) is about learning how to manage feelings, manage friendships and solve problems. SEL involves the processes of developing social and emotional competencies in students. The Collaborative for Academic, Social and Emotional Learning (CASEL) in 2004 has identified five interrelated sets of cognitive, affective, and behavioural competencies or the kinds of social and emotional skills that are important for children to develop, which include (1) self-awareness (understanding feelings, self-confidence), (2) social awareness (respecting and understanding others, and appreciating differences between people), (3) self-management (managing emotions, being able to set goals and stick to them), (4) responsible decision making (choosing wisely and thoughtfully); and (5) relationship skills (cooperating, communicating, making friends, and resolving conflict). Moreover, SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning

challenging, engaging, and meaningful (CASEL, 2003).

As a 2017 meta-analysis of 82 kindergarten to high school-based SEL programs found long-term (between 6 months and 18 years) improvement in four areas: SEL skills, attitudes, positive social behaviour, and academic performance (Taylor et al, 2017). SEL is embedded in the strategic plans, staffing, professional learning, and budgets in growing number of schools. It guides the curriculum choices and classroom instruction – both direct practices in SEL as well as integrated instruction with the school subjects.

It is believed that social and emotional development can be fostered; and there are various approaches to teach social and emotional skills, namely (1) integration of SEL in academic curriculum such as math, science, social studies, or language (2) teaching practices like cooperative learning and project-based learning that promote SEL, (3) free-standing lessons designed to enhance students' social and emotional competence explicitly, and (4) organizational strategies that promote SEL as a schoolwide initiative that creates a climate and culture conducive to learning (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

This article proposed to develop a Creative Social Emotional Learning English (CSELE) Classroom model in one of the district schools in South Sumatera, Indonesia. In this classroom model, teachers can help students develop social and emotional competence by engaging curriculum materials, and by implementing specific instructional and classroom

management practices to enhance students' social emotional skills.

METHODOLOGY

This is a research and developmental study. The ADDIE (Analysis, Design, Development, Implementation and Evaluation) model was used as a guide for this study. Based on the ADDIE model, the CSELE classroom model is designed to include these three steps: (1) the learning objective statement and need analysis, (2) the class strategy design, and (3) the class implementation and evaluation. Classroom observation and interviews were used as instruments to collect the data in this study. The subject of this study were 32 students in one seventh grade class of a school at one of the small district in South Sumatera Indonesia with their 14-year-experienced English teacher.

The Learning Objective Statement and Need Analysis

In this first step, literature studies concerning the use of (1) Social Emotional Learning (SEL) to enhance students' social-emotional skills which later enhance their academic achievement and (2) the English material from the national curriculum were first conducted, which then followed by the field study in the form of a classroom observation and an interview with the teacher. It provided the evidence of (1) the lack of students' motivation in studying English due to their limited prior knowledge of English and (2) the monotonous learning strategies used by the teachers to build students' motivation as well as academic achievement.

Therefore, the learning objective which focuses on building students' social emotional competencies in order to enhance their motivation to study English and later their academic achievement was proposed for this classroom model. In addition, the needs to integrate the materials from the national curriculum with the SEL strategies is considered as a way to build the students' social emotional competencies in the English class at school in order to solve the problems due to the lack of motivation and creative strategies in teaching English at the school.

The Class Strategy Design

Adapting the Responsive Classroom (RC) approach as one of the ways of teaching in SEL which integrates the social, emotional, and academic needs of children, the CSELE classroom model focuses on integrating the efforts to support Social Emotional Learning (SEL) in the English as A Foreign Language (EFL) classroom context.

The CSELE classroom model integrates the use of English lesson materials from the Indonesian 2013 national curriculum, social emotional learning (SEL), and creative English learning strategies in the classroom context. Therefore, the focus is on designing the teaching procedures based on the three aspects.

The teaching procedures for the CSELE classroom model practices include these three main steps: (1) Silent Sitting (in the Pre activity), where students close their eyes and sit in a relaxing posture, while having the teacher read motivational story to prepare them for that day's lesson (2) the use of a balance teaching strategies

and collaborative learning strategies, including asking open-ended questions, suggesting possible answers from which students might choose, checking with students to see if they understand what is taught by asking them to repeat it to the teacher or to a classmate, working in a large group, in a small groups, in pairs, or by themselves, role-playing, games, and lecturing (in the Whilst activity), and (3) writing reflective journal about (i) the two things related to the material from the lesson that students can do well that day, (ii) the reasons why they can do the things well, and (iii) the things they want to do well (in the Post activity).

The Class Implementation and Evaluation

The last step included the CSELE classroom model implementation and evaluation. The implementation was conducted within five months intervals and recorded in three times classroom observations; while, the evaluation was done by comparing the second and third classroom observation after the implementation of CSELE classroom model with the first observation conducted before the implementation of CSELE classroom model and by having an open-ended interview with the English teacher.

From the result of the two times classroom observation, it was found that the implementation of CSELE classroom model developed gradually; then, the open-ended interview with the teacher proved that the implementation of CSELE classroom model had positive contribution to the students' behaviour, motivation, and classroom atmosphere. Comparing the first to the second observation, it was found that the teacher had become

accustomed with the use of the teaching procedure in CSELE classroom model. She always started her lesson by having a session of 'Silent Sitting' while reading motivational stories to the students in order to prepare the students for the lesson ahead each day. During the whilst activity, she involved various activities, such as group or pair discussion, games, and roleplay which made students involve more with one another in the context of learning. She also kept creating a warm and friendly interaction with the students; she always encouraged and gave them chances to express their opinion and kept motivating them to decrease their feeling of reluctant to participate in the learning activities just because of feeling afraid to make mistakes in the lesson during the class. Then, she always ended the lesson by asking students to write reflective journal.

On the third or the last observation it was found that the teacher had become very accustomed with the use of the teaching procedure in CSELE classroom model. She moved around the class and talked to most of the students while they were having group discussion, and the students looked very enthusiastic during the discussion. They were also eager to answer the teacher's questions and voluntarily raise their hand to try to answer each of the teacher's questions. It was different from the first observation when the teacher had not implemented the CSELE classroom model. The students were just kept quiet and the teacher would have to call their names and force them to answer. The warm and friendly interaction between teacher-students and students-students was seen clearly. The teacher kept encouraging and giving motivating to

the students during the class. The teacher also gave brief feedback and motivation to some students on the reflective journal they made.

During the interview, the teacher also revealed that her English class became more conducive and comfortable to teach. The students got closer to her, and they enjoyed the various learning strategies she used during the class. They loved the vocabulary and memory game most. The students also got closer one another because they involved in many group activities.

RESULT AND DISCUSSION

The CSELE classroom model integrates the use of English material from the Indonesian 2013 national curriculum and creative English learning strategies to enhance the students' social emotional competencies in the classroom context. The product of this developmental research is the teaching procedure with the basic activities as follows: (1) Silent Sitting in the Pre activity, (2) balance teaching strategies and collaborative learning strategies in the Whilst activity, and (3) writing reflective journal in the Post activity.

The results of this study showed that the CSELE classroom model could enhance students' five social emotional competencies. Self-awareness and self management were gained from the Silent Sitting and writing reflective journal activities, where they could understand their own feelings, be more confident, manage their emotions appropriately during the learning activities, and set goals for their study and try to stick to them. Social awareness, responsible decision making and relationship skills were

improved from the collaborative learning activities where students interacted more with the teacher as well as the other students. Students were taught social awareness, including how to cooperate, work in a group effectively, and take turns. Through these group discussion activities students could also practice group decision-making; while, they could also learn cooperation and teamwork through participation in team games.

Moreover, in implementing these practice successfully, the teacher must also strengthen her own social and emotional skills. In order to model and encourage positive student interactions, teachers themselves need the social emotional skills required to communicate effectively with students and to handle stressful situations that can occur in classrooms (Brackett et. al., 2009; cited in Yoder, 2014).

Therefore, it was also found that the teacher's use of more interactive learning activities and her warmth and caring interaction with the students proved to increase the students' social emotional skills because she paid more attention and used more motivational statements for each individual student. Teachers who are socially and emotionally competent develop supportive relationships with students, create activities that build on the strengths of students, and help students develop the basic social and emotional skills necessary to participate in classrooms (Jennings & Greenberg, 2009). Similarly, the caring relationships among teachers and students increase students' desire to learn. They behave more confident and looked more enthusiastic toward the English learning process. This was hoped to pave the way for better

academic achievement because the teachers teach children social and emotional skills that are intimately linked with cognitive development where students are focused, fully attentive, motivated, and engaged, and enjoy their work (Zins, Weissberg, Wang, & Walberg, 2004). Such a classroom climate can be one benefit of the implementation of the CSELE classroom model.

Therefore, the combination of academic learning and SEL is the most promising way in accomplishing the students' potential (Elias, 2006). Ideally the best SEL programming should be implemented in all classes throughout each year of schooling for shaping the entire school climate through developmentally and culturally appropriate classroom instruction and application of learning to everyday situations. However, in this small context CSELE classroom model managed to build students' skills to recognize and manage their emotions, appreciate the perspectives of others, establish positive goals, make responsible decisions, and handle interpersonal situations effectively. It was proved to increase students' academic motivation and a positive EFL classroom climate.

CONCLUSION

The implementation of the CSELE classroom model integrates the use of English material from the Indonesian 2013 national curriculum and creative English learning strategies. Implementing and integrating a SEL program into the national curriculum is one of the ways to support students' social emotional development which will clearly be a key foundation for school success.

This research provides support that this model has demonstrated positive effects on the students' social emotional competence, academic motivation, and classroom climate.

Ideally the best SEL programming should be implemented in all classes throughout each year of schooling for shaping the entire school climate through developmentally and culturally appropriate classroom instruction and application of learning to everyday situations. However, the CSELE classroom model served as the pioneer which tried to shape the positive school atmosphere from small context. Therefore, more qualitative and quantitative studies are suggested to be conducted for further implementation of this model.

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