

**THE CORRELATION BETWEEN LECTURERS'
IMPLEMENTATION OF SOCIAL EMOTIONAL LEARNING
AND 4TH SEMESTER STUDENTS' ACADEMIC ACHIEVEMENT
IN ENGLISH EDUCATION STUDY PROGRAM AT SRIWIJAYA
UNIVERSITY**

A THESIS

by

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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

2022

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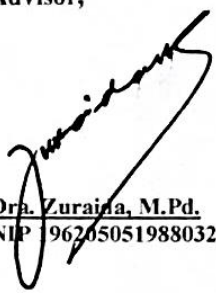
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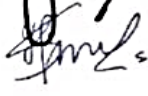
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DECLARATION

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Certify that thesis entitled "The Correlation between Lecturers' Implementation of Social Emotional Learning and 4th Semester Students' Academic Achievement in English Education Study Program at Sriwijaya University" is my own work and I did not do plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, May 2022
The Undersigned,



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DEDICATION

This thesis is dedicated to the almighty God, Allah SWT who has been giving me strength throughout this program. I also dedicate this thesis to my parents, Sumarno and Syarifah Mahani have never left my side and always supported me. To my brothers, Feri and Ferdy whose good examples have taught me to work giving for the things that I aspire to achieve. My nephew, Hafiz who always succeed makes me smile every day.

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I like to say thanks to all of the 4th semester students who were willing to be part of the collecting data sample. To all of friends who have been caring, supporting, and helping during my study at sriwijaya University. I would also like to thank my friends Genta, Atsilah and Sonia for cracking jokes when things become too serious, and supporting me whenever I needed them.

The Correlation between Lecturers' Implementation of Social Emotional Learning and 4TH Semester Students' Academic Achievement in English Education Study Program at Sriwijaya University

ABSTRACT

Lecturers have an important role to create a positive character in their students which can improve students' academic achievement. In connection to this, lecturers' implementation of social emotional learning becomes a reason of the students to perceive the achievement academically. This study aims to find out if there is a significant correlation between lecturers' implementation of social-emotional learning and 4th semester students' academic achievement in English Education Study Program at Sriwijaya University, and find out which teaching practice in social emotional learning highly correlated to students' academic achievement. The number sample of this study was 77 students from 4th semester of English Education Study Program. The instruments of this study were social emotional teaching practice questionnaire, and documentation of students' GPA. The result of this research showed there was significant weak correlation between lecturers' implementation of social emotional learning and students' academic achievement ($r=0.265$, $p\text{-value}=0.020$). Finally, in teaching practice, there were seven teaching practices that correlated in students' academic achievement. As teaching practice competence building-modeling, practicing, feedback, coaching highly correlated to students' academic achievement.

Keywords: *lecturers, social emotional learning, students' academic achievement*

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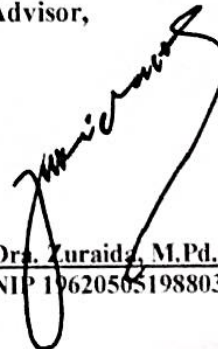
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CHAPTER I

INTRODUCTION

This chapter shows (1) background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) significance of the study.

1.1 Background of the Study

The main goal of education in Indonesia is to produce an education system that can shape the positive character of students. The goal of education in Indonesia is not only about the development of thinking ability but also about the development of students' behavior or character (Retnawati et al., 2016). It means that to achieve the goal, it is important to improve the psychological well-being and self-regulation of students to produce a good life for students in the future because some researchers believe that positive character can make students will have opportunity to improve their academic achievement. Learning that does not pay attention to the emotional aspect will have an impact on not achieving the learning objectives, the expected character cannot be found, and does not cause a sense of comfort and a pleasant atmosphere (Sulaeman et al., 2019).

Lecturers have an important role to achieve this goal because good lecturers will create a conducive class that supports the development of students' thinking ability and behavior or character. In line with that Jaya (2019) stated educators have a vital role in the smooth learning process of students. Lecturers can use social emotional learning to create positive character in their students. SEL is the process through which students develop the skills necessary to recognize and manage emotions, build relationships, solve interpersonal problems, and make effective and ethical decisions (Yoder, 2014). As Schornert-Reichl (2017) stated SEL has many positive effects on academic performance, college preparation, workforce readiness, and citizenship. In line with that, Bridgeland et al., (2013) declared that SEL proves academic performance, motivation to learn, school behavior, and attendance. In other words, lecturers who apply SEL well in their class means they pay attention to the academic achievement of

their students. To apply social emotional learning, there must be some teaching practices that must be applied by lecturers. In *Teaching the Whole Child: Instructional Practices That Support Social and Emotional Learning in Three Teacher Evaluation Frameworks*, there are ten teaching practices that promote social, emotional, and academic skills. These ten practices can further be divided into two types of teaching approaches: those that focus on social teaching practices and those that focus on instructional teaching practices.

Social teaching practice is a thing about lecturers implementing a variety of practices that affect social, emotional, and academic skills of students. Besides that, it is about how often lecturers implement teaching practices that focus on positive social interaction. Social teaching practice includes Student-Centered Disciplined, Teachers/Lecturers' Language, Responsibility and Choice, and Warmth and Support. While in instructional teaching practice is about how often lecturers implement a variety of practices that affect on social, emotional, and academic skills of students. This is about the frequency of lecturers implementing teaching practices that focus on positive instructional interactions. Instructional teaching concludes Cooperative Learning, Classroom Discussion, Self-Assessment and Self- Reflection, Balanced Instruction, Academic Press and Expectations, and Competence Building-Modeling, Practicing, Feedback, and Coaching. These ten teaching practices can be some points to indicate that lecturers do social emotional learning implementation in their classroom.

Achievement is always associated with the implementation of an activity. Academic achievement is something that cannot be separated from academic activities because academic activities are the process while academic achievement is the output of the academic process. Academic achievement also can be defined as proof of learning success of the ability of students to carry out their learning activities according to the weight they have achieved. According to Sujana et al., (2021) academic achievement is measured differently. A student's academic achievement is often presented in the form of symbols like numbers, letters, or sentences that tell the results that have been achieved by each student in a certain period. As has been explained before, researchers believe SEL has positive impact on academic performance or academic achievement, motivation to learn, school behavior, and attendance. From

those researchers' statements it can also lead to lecturers' implementation of social emotional learning also give an impact on students' academic achievement.

Many researchers stated that social emotional learning has a good influence on students' academic achievement (Schornert-Reichl, 2017; Bridgeland et al., 2013; Ryan E. Adams, 2014; Yoder. N, 2014). Those have been studied before the Covid-19 pandemic happened. When the COVID-19 pandemic occurs, social-emotional learning from online distance platforms must be carried out in order to increase academic achievement and increase the positive character of students which cannot be done in face-to-face classes. This study refers to the implementation of social emotional learning by lecturers in online learning. Therefore, the writer chooses 4th semester students as a sample in this study who conduct online learning from the start of their entry into university. With this sample selection, it will show how lecturers implement social emotional learning during a pandemic.

The things that have been mentioned previously are the background for writing this thesis which aims to determine the correlation related to the implementation of social-emotional learning by lecturers and 4th semester students' academic achievement. This research is expected to add useful information about social-emotional learning that can contribute to enriching teaching materials on the topic of attitude or character education related to learning activities in the English Education Program at Sriwijaya University.

1.2 The Problems of the Study

Based on the background of this study the problems of the present study are formulated into these questions.

1. Is there any significant correlation between lecturers' implementation of social-emotional learning and 4th semester students' academic achievement in English Education Study Program of Faculty of Teacher Training and Education at Sriwijaya University?
2. Which teaching practices of social-emotional learning highly correlate to 4th semester students' academic achievement in English Education Study Program of Faculty of Teacher Training and Education at Sriwijaya University?

1.3 The Objectives of this Study

The present study is aimed to:

1. Find out if there is a significant correlation between lecturers' implementation of social-emotional learning and 4th semester students' academic achievement in English Education Study Program of Faculty of Teacher Training and Education at Sriwijaya University
2. Find out the teaching practices in social-emotional learning which highly correlate to 4th semester students' academic achievement in English Education Study Program of Faculty of Teacher Training and Education at Sriwijaya University.

1.4 The Significance of the Study

The result of this study is expected to:

1. Help components of academics understand about effect lecturers' implementation of social-emotional learning.
2. Help lecturers and prospective teachers find out a suitable strategy with social-emotional learning for the students.

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