



OPTIMIZATION OF THE DEVELOPMENT OF SOCIAL EMOTIONAL LEARNING (SEL) TOOLS IN SUPPORTING INDEPENDENT LEARNING FOR TEACHERS OF CENTRAL JAVA MGMP ECONOMICS

¹Joko Widodo, ²Indri Murniaty, ³Ahmad Sehabuddin, ⁴Ajeng Listiyani, ⁵Ira Nur Rohmah

^{1,2,3,4,5} Fakultas Ekonomika dan Bisnis, Universitas Negeri Semarang

¹jokowidodo@mail.unnes.ac.id, ²indri@mail.unnes.ac.id, ³acmadin@mail.unnes.ac.id, ⁴ajenglistiyani29@students.unnes.ac.id,

⁵iranurrohmah29@students.unnes.ac.id

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ABSTRAK

Penerapan kurikulum merdeka belajar pada satuan pendidikan memberikan kebebasan bagi siswa dalam mengeksplorasi pengetahuan. Dalam konteks ini, guru perlu memperhatikan perkembangan emosional dan social siswa, sehingga tujuan pembelajaran dapat tercapai. Problematika dalam kurikulum merdeka belajar yakni guru yang menggunakan teknik pembelajaran yang tidak sesuai dengan kondisi atau keadaan, kurangnya pemanfaatan media pembelajaran, dan pengajaran yang monoton. Kenyataan pada MGMP Ekonomi Prov Jawa Tengah bahwa pengembangan perangkat pembelajaran social emosional learning (SEL) berdasarkan pada kurikulum merdeka belajar dan pengembangannya masih sangat beragam tentang perangkat yang belum dikembangkan berdasarkan kurikulum merdeka belajar. Tujuan dari pengabdian ini yakni meningkatkan pemahaman dan keterampilan guru dalam mendesain perangkat pembelajaran baik berupa rencana pembelajaran, materi dan instrument evaluasi. Tahapan kegiatan dalam penelitian ini terdiri dari sosialisasi, pelatihan, pendampingan dan evaluasi program pengabdian. Hasil dari pengabdian yakni a) meningkatkan pemahaman tentang konsep social emotional learning bagi guru MGMP Ekonomi Jawa Tengah; b) mampu mengimplementasikan social emotional learning pada perangkat pembelajaran dalam mendukung kurikulum merdeka belajar.

ABSTRACT

The implementation of the independent learning curriculum in educational units provides freedom for students to explore knowledge. In this context, teachers need to pay attention to students' emotional and social development, so that learning goals can be achieved. The problems in the free learning curriculum are teachers who use learning techniques that are not appropriate to the conditions or circumstances, lack of use of learning media, and monotonous teaching. The reality in the Economic MGMP of Central Java Province is that the development of social emotional learning (SEL) learning tools based on the independent learning curriculum and its development is still very diverse regarding tools that have not been developed based on the independent learning curriculum. The aim of this service is to increase teachers' understanding and skills in designing learning tools in the form of lesson plans, materials and evaluation instruments. The activity stages in this research consist of socialization, training, mentoring and evaluation of service programs. The results of the service are a) increasing understanding of the concept of social emotional learning for Central Java Economics MGMP teachers; b) able to implement social emotional learning in learning tools to support the independent learning curriculum.

Address: L Building, Campus Sekaran, Gunungpati, Semarang,
Indonesia, 50229

Correspondent Address :
Faculty of Economics and Business, Universitas Negeri Semarang
Email : acmadin@mail.unnes.ac.id

INTRODUCTION

The Economic Subject Teachers' Conference is a forum or forum that facilitates the gathering of economic subject teachers to develop the work professionalism of teachers. Teachers who can join are MTs/SMP and MA/SMA teachers or equivalent. One of the programs or routine activities of the Central Java Provincial Economics MGMP is to dissect and resolve phenomena or problems that arise related to learning. One of the phenomena currently being studied through the Central Java Province Economic MGMP is the development and implementation of the independent learning curriculum. The implication is that teachers themselves are also required to be able to prepare the learning process effectively so that the effectiveness and learning objectives that have been designed can be achieved (Fatma & Mustafa, 2016).

The Independent Learning Curriculum is a policy designed by the government to make a big leap in the quality of education in order to produce students and graduates who excel in facing complex future challenges. The essence of Freedom of Learning is freedom of thought for educators and students. (Daga, 2021) also said that the independent learning curriculum frees teachers to create learning that is educational and fun. Current pedagogical competence also requires teachers to be able to model and implement the learning process.

Problems in the independent learning curriculum are teachers who use learning techniques that are not appropriate to conditions or circumstances, lack of use of learning media, and monotonous teaching (Nurulaeni & Rahma, 2022). Apart from that, in implementing

independent curriculum, teachers must be able to design creative and innovative learning, so that when teachers design learning tools there must be guidelines that can be used as a reference (Jannah et al., 2022).

It is an undeniable fact that teachers who join the Economic MGMP of Central Java Province are that the development of social emotional learning (SEL) learning tools based on the free learning curriculum and its development are still very diverse and there are still misconceptions about tools that have not been developed based on the free learning curriculum. In developing SEL tools, must follow the curriculum implemented by the education unit. The head of the Central Java Provincial Economics MGMP, it was stated that around 67% of the teachers who joined did not understand and were able to develop learning tools based on the independent learning curriculum.

In developing learning tools, it is also necessary to pay attention to the curriculum based on a number of foundations, namely philosophical, sociological, psychological, conceptual-theoretical, historical and juridical foundations. The philosophical foundation in curriculum development determines the quality of learning outcomes, sources and content of the curriculum, learning processes, students' positions, assessment of learning processes and outcomes, students' relationships with society and the environment, and the quality of graduates. It is hoped that the selected philosophical foundation can provide a basis for developing all students' potential to become superior Indonesian human beings as stated in the national education goals. Sociologically, education is rooted in national culture to build the nation's present and future life.

In line with this view, the curriculum was developed based on the diverse culture of the Indonesian nation, directed at building life in the present, and to build the basis for a better life for the nation in the future. The curriculum should be believed to be an educational design to prepare the lives of the nation's young generation.

Social emotional learning plays a very important role in liberating education because it contains the skills that students must have to survive problems, the ability to find solutions and also how to be good people. Apart from that, social emotional learning provides knowledge to meet students' mental needs in developing their potential. The goals to be achieved are to provide understanding, appreciation and the ability to manage emotions, set and achieve positive goals, feel and show empathy for others, build and maintain positive relationships and make responsible decisions.

This condition makes it difficult for the current generation to understand their own feelings and their own thoughts are also difficult to understand the feelings of other people (Mashar, 2015). The solution to overcome this is that teachers must understand the basic stages in implementing social emotional learning, namely the preparation of learning tools such as modules, materials and evaluation instruments. These three devices need to be designed and prepared well, because they are used as guidelines for implementing social emotional learning. So, the aim of this service is to increase teachers' understanding and skills in designing learning tools in the form of lesson plans, materials and evaluation instruments.

METHOD

The service carried out by the service team is related to the preparation of Social Emotional Learning (SEL) tools for members of the Central Java Economic MGMP located on Jln. Solo-Karanggede Km. 30 Andong, Suruwah, Andong District. Andong, Boyolali Regency, Central Java 57384. The number of MGMP Economics members who participated in this service was 52 economics teachers. Pelaksanaan pengabdian dilakukan dengan cara:

a. Socialization

The service team delivers outreach about concept of social emotional learning (SEL), the concept of independent learning, techniques for designing SEL learning tools in independent learning.

b. Training and mentoring

At the training and mentoring stage, the service team provides training and mentoring in developing SEL tools.

c. Evaluation

The evaluation stage is carried out by the service team monitoring the SEL devices that have been designed by the teacher. In this case too, the service team provides feedback regarding the SEL devices that have been designed.

RESULTS AND DISCUSSIONS

There are four stage in this Implementation of devotion,

a. Socialization of service programs

The socialization stage to service partners, namely MGMP teachers from Central Java Province, is the initial stage carried out in service activities. In partner outreach activities, namely 1) developing knowledge in the sense of providing relevant information and

knowledge to teachers so they can understand topics or material related to social emotional learning (SEL) learning tools; 2) Provide an in-depth understanding of the latest curriculum and changes in education so that teachers can integrate the material into teaching to support independent learning. The service team delivered material related to the preparation of social emotional learning (SEL) learning tools. Next, a discussion session was held between the service team and partners.

b. Training on preparing Social Emotional Learning (SEL) tools

Training activities are carried out in the form of practice related to the preparation of SEL tools. The social emotional learning (SEL) learning tools prepared by members of the Central Java Economic MGMP are learning modules to support independent learning. During practice, partners are accompanied by a service team in preparing economic learning modules. The training activity was carried out for 1 day. During training activities, partners and the service team discuss the obstacles faced by partners when compiling learning tools.

c. Assistance in applying digital branding

Mentoring activities are carried out on a scheduled basis and carried out directly. Assistance is carried out over three intensive visits. During the mentoring activities, around 85% of the members of the Central Java Provincial Economic MGMP were able to develop social emotional learning (SEL) learning tools well.

In mentoring activities, the service team and partners discussed the preparation of Social Emotional Learning (SEL) learning tools and interactions between Economic MGMP

members regarding experiences in compiling Social Emotional Learning (SEL) learning tools.

d. Monitoring and evaluating service activities

At the monitoring and evaluation stage, the service team carries out evaluations regarding partners' progress in preparing Social Emotional Learning (SEL) learning tools to support independent learning. In gathering information related to partner progress, the service team uses a questionnaire. At the evaluation stage, the service team also explored various obstacles faced by partners when preparing Social Emotional Learning (SEL) learning tools, namely in the form of learning modules. The results of the evaluation are that around 88% of partners have been able to design Social Emotional Learning (SEL) learning modules in economics subjects. This is because partners are able to work together in the MGMP forum for economic subjects when there is something unclear in the preparation of the Social Emotional Learning (SEL) module. However, during the evaluation there were also obstacles faced by partners, namely MGMP Economics members, in preparing the Social Emotional Learning (SEL) module, lack of facilities, namely preparation guidebooks and handbooks for economic subjects based on Social Emotional Learning (SEL).

Results of Implementing Community Service

1. Socialization

Socialization activities carried out by the service team for members of the Central Java Economic MGMP were carried out using lecture methods related to the concept of social emotional learning, the concept of an

independent learning curriculum and techniques for preparing economic learning modules. After the activity of delivering material the service team and partners discussed, the majority of questions asked by partners were related to the concept of social emotional learning in the independent curriculum and techniques for preparing social emotional learning tools, namely teaching modules. In the discussion session, partners also conveyed the problems faced in implementing the independent curriculum, especially when preparing learning tools.

Discussion activities during socialization activities among members of the Central Java Economic MGMP were very enthusiastic. Discussion activities also occurred between partners. In this case, the resource person also provides responses related to partner questions material delivery can be seen in figure 1.



Figure 1. Delivery of material to service partner

During the discussion activities, members of the Central Java Economic MGMP were very enthusiastic in the socialization activities. This is because the members of the Central Java Economic MGMP will start implementing the independent learning curriculum in the schools where they work. So that the interaction between the service team and partners during socialization is able to collaborate well.

2. Training

Training activities for preparing social emotional learning (SEL) tools for members of the Central Java Economic MGMP were carried out using two methods, namely the practice method and discussion. Practical activities carried out by related partners in terms of preparing social emotional learning (SEL) tools. In practical activities, the service team acts as a facilitator or tutor, especially when preparing social emotional learning (SEL) tools. The components of the economic learning module which are prepared in accordance with the independent learning curriculum are general information, core components, assessment instruments and learning materials. Training activities for preparing social emotional learning (SEL) tools can be seen in figure 2.



Figure 2. Training activities for service partners

The output of practical activities in preparing social emotional learning (SEL) tools prepared by partners is the learning module which in the K13 curriculum is known as RPP. There are around 87% of partners who are able to complete the practice of preparing social emotional learning (SEL) modules in economics lessons.

3. Mentoring

Mentoring activities are carried out by accompanying partners in preparing social emotional learning (SEL) tools in the form of

economic learning modules. The mentoring activities carried out by the service team for Central Java Economic MGMP members include several things, namely 1) the service team facilitates partners in compiling SEL-based economic teaching modules; 2) the service team and partners hold discussion sessions when partners experience problems in compiling teaching modules; 3) dissect and discuss the teaching modules that have been prepared by partners. During the mentoring activities, the partners' progress was able to develop economic teaching modules based on social emotional learning (SEL). This is because the members of the Central Java Economic MGMP have finished compiling economic teaching modules. Mentoring activities for service partners can be seen in Figure 3.



Figure 3. Mentoring activities for service partner

4. Evaluation

Based on the results of the activity evaluation, it can be concluded that: 1) service activities can help members of the Central Java Economic MGMP in optimizing the preparation of SEL-based economic teaching modules; 2) members of the Central Java Economic MGMP understand the techniques for preparing SEL-based economic modules; 3) help solve the problems of Central Java Economic MGMP

members in preparing SEL-based economic learning tools to support the independent learning curriculum.

CONCLUSION

Service activities for partner members of the Central Java Economic MGMP have impact in terms of a) increasing understanding of the concept of social emotional learning; b) able to implement social emotional learning in learning tools to support the independent learning curriculum. With the service, it is very helpful for teachers in integrating social emotional learning (SEL) in teaching modules.

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