

DEVELOPMENT OF SOCIAL-EMOTIONAL LEARNING ASSESSMENT INSTRUMENTS IN IMPROVING THE TEACHING PROFESSION OF STUDENTS OF THE INDONESIAN LANGUAGE TEACHER PROFESSION PROGRAM, MUHAMMADIYAH UNIVERSITY OF PALEMBANG

¹Houtman, ²Mulyati, ³Surismiati, ⁴Haryadi, ⁴Refson, ⁵Supriatini, ⁶Ayu Wulandari,
⁷Gunawan, ⁸Sri Parwanti, ⁹Mustofa, ¹⁰Danto, ¹¹Nyimas Inda Kusumawati

Prodi Pendidikan Bahasa Indonesia Universitas Muhammadiyah Palembang

Email: houtman03@gmail.com

ABSTRACT

Community service activities in the form of Compiling Social Emotional Learning Assessment Instruments in Improving Teaching Professionalism of Indonesian Language Teacher Profession Program Students, Muhammadiyah University of Palembang aims to provide knowledge and skills in compiling social-emotional learning assessment instruments that meet the requirements to measure the achievement of ongoing learning, especially from the social-emotional aspects of students. The ability to compile this instrument is expected to improve the professionalism of prospective teachers who are currently undergoing Professional Teacher education. The target audience in this PPM activity is 18 Indonesian Language Teacher Profession Education (PPG) students, FKIP, Muhammadiyah University of Palembang. This activity uses lecture, demonstration, and practice methods accompanied by questions and answers. The lecture method explains the concept of Social Emotional Learning and the scope of CASEL components. The demonstration method is used to show a work process, namely the stages of compiling the instrument, while the practice method is used to practice making instruments that meet the requirements. Meanwhile, the question-and-answer method is to provide participants with the opportunity to consult in overcoming obstacles in compiling students' social-emotional learning instruments. The availability of adequate experts in designing social-emotional assessment instruments in the PPG Study Program, the enthusiasm of participants, the support of faculty leaders for the implementation of activities, and supporting funds from the faculty are the supporters of the implementation of this PPM activity. The obstacles faced are that the participants do not yet have initial knowledge about social-emotional learning and limited time for training. The benefits that participants can get from this PPM activity include being able to compile and develop social-emotional learning assessment instruments that will later be used in assessing students' social-emotional development.

Keywords: Instrument, Social-Emotional, PPG

INTRODUCTION

The quality of learning is something dynamic, relevant to the needs of the community and users of graduates, academic culture in organizing learning, institutional commitment from leaders and towards effective and productive learning

management, paying attention to program sustainability, efficiency, and high access to information development. Quality learning will produce quality graduates while producing quality learning requires professional teachers. In improving the quality of teaching and learning, the

existence of Social Emotional Learning (PSE) and its assessment tools is very important. Moreover, it is intended to provide authentic assessments of a student that are not only based on aspects of knowledge but also concerning their social-emotional development. Emotional Learning is an educational approach that focuses on developing students' social and emotional skills. In PSE, students are taught how to recognize and manage emotions, communicate effectively, build healthy social relationships, and increase empathy for others. The goal of this approach is to help students understand and manage emotions, build good relationships with others, and develop positive social skills.

Social-emotional learning (ESL) is important because it focuses on developing students' social and emotional skills, which help them manage emotions, interact well, build healthy relationships, and develop positive social skills. Thus, ESL helps students understand and manage emotions, build good relationships with others, and develop positive social skills. ESL also has significant benefits, such as increasing self-awareness and self-confidence,

improving academic achievement, and reducing emotional distress. By developing ESL, students can better recognize their strengths and weaknesses, build strong self-confidence, and better face academic challenges. In addition, ESL helps students manage emotions well, show empathy for others, build healthy relationships, set goals, and make responsible decisions in their lives. ESL is also implemented in the Indonesian education curriculum through the Merdeka Curriculum, which focuses on students and allows students to develop good ESL skills. Thus, PSE becomes one of the factors that influence students' success in school, work, and social life.

Teacher Profession Program students as prospective professional teachers should prepare themselves optimally, both in terms of knowledge and other aspects that lead to the ability to deliver learning and comprehensive assessment for their students. Through this Social Emotional Learning Assessment Instrument Preparation Training, it is hoped that there will be strengthening and enrichment of knowledge as prospective professional teachers. This learning is very important because it contains the skills

that children need to be able to survive problems while having the ability to solve them, and also to teach them to become people with good character. PSE tries to provide balance to individuals and develop the personal competencies needed to be successful. How can we as educators combine all of that in learning so that children can learn to position themselves effectively in the context of their environment and the world?

B. MATERIALS AND METHODS

1. Social Emotional Learning

Education is not only about academics but also about students' personal and social development. Social and emotional learning (PSE) is an important component of education that is often overlooked, even though it has a major impact on children's development. Why is PSE increasingly urgent for us to implement and practice? We certainly understand and realize the importance of holistic student development, not only intellectually, but also physically, emotionally, socially, and in character. Social and Emotional Learning (SEL) is an educational approach that focuses on developing students' social and emotional

skills. In the CASEL framework, SEL includes five main components: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making.

This learning involves teaching how to recognize and manage emotions, communicate effectively, build healthy social relationships, and increase empathy for others. The goal of this approach is to help students understand and

Manage emotions, build good relationships with others, and develop positive social skills. Social and Emotional Learning has significant benefits, including increasing self-awareness and self-confidence, improving academic achievement, and reducing emotional distress. By developing social and emotional skills, students can better cope with everyday challenges and gain professional and social benefits. The Importance of Social and Emotional Learning in Education is that successful education produces not only intelligent academics but also emotionally and socially strong individuals, ready to face challenges in the real world. Therefore, it is important to give proper attention to PSE in the education system, including

through good cooperation of the entire school community and integration of learning tools.

2. Strategy for Implementing Social and Emotional Learning

Strategies for Implementing Social and Emotional Learning (PSE) are not only important but can also be taught effectively. Here are some strategies for integrating PSE in the educational environment: PSE Curriculum: Schools can design a curriculum that includes subjects or activities that focus on developing PSE and creating an appropriate and coordinated learning environment through the Class, School, Family, and Community. Teachers and school staff can provide positive examples in social interactions and how to manage emotions. Teacher Training: Teachers can receive training in teaching PSE so that they can guide students effectively. In behaving towards oneself, others, and the environment by building well-being or well-being. Case-Based Practice: Using real cases and roles in learning helps students understand how to apply PSE in everyday situations. The ability to understand one's feelings, emotions, and values and how they influence one's

behavior in various situations in the surrounding environment. Self-management with the ability to manage emotions, thoughts, and behavior effectively in various situations and to achieve aspirational goals. Social awareness with the ability to understand the perspectives and be able to empathize with others including those from different cultural backgrounds. Relationship skills with the ability to build and maintain healthy and supportive relationships. Responsible decision-making to make choices based on caring, the capacity to consider ethical standards, and safety, and evaluate the benefits, and consequences of various actions, and behaviors for psychological well-being in the community and groups.

Social and emotional learning is an integral part of holistic education. It has a huge impact on the development of students, helping them become better individuals in terms of social skills, emotional regulation, and empathy. Successful education produces not only intelligent academics but also emotionally and socially strong individuals, ready to face the challenges of the real world. Therefore, it is important to give proper

attention to PSE in our education system starting from the classroom in every subject. (Kaseger, 2023)

3. How to Develop Social-Emotional Skills

How to develop social and emotional skills in early childhood includes several effective and easy-to-do strategies. Here are some examples of how to develop children's social and emotional skills:

- a. **Make Friends and Maintain Friendships:** Helping children build and maintain friendships with other friends can help them develop social skills such as sharing, communicating, and empathizing.
- b. **Gain Self-Confidence:** Increasing children's self-confidence through balanced recognition and praise can help them develop social skills such as daring to communicate and participate in activities.
- c. **Resolving Conflict:** Helping children understand and resolve conflict in a balanced and effective way can help them develop social skills such as communicating, empathizing, and adapting.
- d. **Managing Stress and Anxiety:** Helping children manage stress and anxiety in a balanced and effective way can help them develop emotional skills such as regulating emotions and adapting.
- e. **Learning Social Norms:** Helping children understand and follow applicable social norms can help them develop social skills such as adapting and communicating.
- f. **Creating Play Activities Together:** Creating play activities together with children can help them develop social skills such as sharing, communicating, and empathizing.
- g. **Building Communication and Interaction in Daily Activities:**
- h. **Building comfortable and safe communication and interaction with children can help them develop adaptability and optimize social and emotional skills**
- i. **Roleplay with Peers:** Helping children play with peers can help them develop social skills such as sharing, communicating, and empathizing.
- j. **Morning Fun:** Creating morning

fun activities that involve children in various activities can help them develop social skills such as responsibility, patience, and independence.

- k. Social and Emotional Learning: Social and emotional learning that focuses on developing students' social and emotional skills can help them develop social skills such as sharing, communicating, and empathizing, as well as developing emotional skills such as regulating emotions and adapting

d. Social Emotional Learning Competencies

In Social and Emotional Learning (PSE), some competencies that can be obtained through this approach are:

1. Self Awareness: A person's ability to accurately recognize emotions, thoughts, values, and themselves
2. Self Management: Students' ability to manage emotions, thoughts, and behaviors in various situations, as well as how to deal with stress, control their desires, and persist when facing challenges
3. Social Awareness: Abilities related

to empathy, understanding and experiencing the feelings of others, and feeling and showing empathy for others

4. Relationship Building Skills: Students' ability to build and maintain positive relationships with others
5. Responsible Decision Making: Students' ability to make responsible decisions and make the right decisions in different situations.

By developing these skills, students can better cope with everyday challenges and gain professional and social benefits.

d. How Social Emotional Learning Helps Students Cope with Social Problems

1. Developing Self-Awareness: PSE helps students understand themselves and their emotions, so they can more effectively manage their emotions and avoid conflicts that arise from uncontrolled emotions.
2. Increasing Social Awareness: PSE helps students understand others and social situations, so they can be more sensitive to the feelings and needs of others, reduce

conflicts that arise from misunderstandings, and increase empathy.

3. **Improving Relationship Building Skills:** PSE helps students build and maintain positive relationships with others, so they can more effectively manage conflicts and avoid situations that can trigger conflicts.
4. **Improving Responsible Decision Making:** PSE helps students develop responsible decision-making skills, so they can more effectively manage situations that can trigger conflicts and avoid decisions that can cause conflicts.
5. **Improving Conflict Management Skills:** PSE helps students develop conflict management skills by identifying sources of conflict, communicating feelings and needs, and finding solutions that satisfy all parties.

By developing the skills and attitudes needed to manage emotions, build healthy relationships, and make responsible decisions, PSE can help students resolve social conflicts more effectively and constructively.

C. PROBLEM IDENTIFICATION AND FORMULATION

1. Problem Identification

The goal of education is to educate students to become adaptive, creative, innovative, and productive professionals who can create competitive jobs. To support this goal, professional teachers are needed. Optimizing the achievement of professional teacher figures can be done in various ways. Through the Teacher Professional Education program, the government provides material on Social Emotional Learning. To provide a good understanding, training needs to be provided for Teacher Professional Program Participants regarding Social Emotional Learning assessment instruments. Based on this background, the identification of the problems proposed is:

- a. Teacher Professional Program participants are not yet familiar with Social Emotional Learning so the form of handling students' social-emotional problems has not been mastered.
- b. Teacher Professional Program participants do not understand the

criteria for social-emotional assessment for students.

- c. Participants in the Teacher Profession Program do not yet know the format of the social-emotional skills assessment instrument/matrix which is very much needed in seeing the social-emotional development of students, especially in learning Indonesian.

2. Problem Formulation

How to compile and develop an assessment instrument for students' social-emotional skills that meets the requirements/standards of learning outcomes.

D. ACTIVITY OBJECTIVES

This activity aims to provide knowledge and skills for participants of the Indonesian Language Teacher Professional Program in assessing the achievement of students' social-emotional skill standards in learning.

E. ACTIVITY BENEFITS

The expected benefits of this community service activity are:

1. Providing skills to prospective

teachers (participants of the Teacher Professional Education) in compiling and developing a good social-emotional learning matrix so that it can help them later in real teaching practice.

2. As a forum for exchanging ideas between PPG participants in terms of preparation as professional teachers.

PPM ACTIVITY METHOD

A. TARGET AUDIENCE

The target audience for this social-emotional learning assessment matrix development assistance activity is student participants in the Indonesian Language Teacher Professional Education with a target audience of 18 people. The instructors and resource persons in this activity are lecturers from the PPG Indonesian Language study program, FKIP, Muhammadiyah University of Palembang who have experience in making learning assessment matrices.

B. ACTIVITY METHOD

To solve the problems that have been identified and formulated above, so that mentoring can run smoothly, the

alternative solutions to the problem are as follows: mentoring is carried out with an individual and classical approach. The classical approach is carried out when providing the theory about correct social-emotional learning and the individual approach is carried out when practicing making an adequate social-emotional learning assessment matrix. The methods used are:

1. Lectures vary.

This method was chosen to convey concepts that are important to be understood and mastered by training participants. The use of this method is based on the consideration that the lecture method combined with pictures, animations, and displays can provide relatively large amounts of material in a dense, fast, and easy way.

The materials provided include the concept of social-emotional learning, the advantages and disadvantages of social-emotional learning, and the steps for developing a student's social-emotional assessment matrix.

2. Demonstration

This method was chosen to show a work process, namely the stages of developing a social-emotional assessment

matrix. The demonstration is carried out by the instructor in front of participants who each prepare and compile an assessment matrix based on the sources that have been provided so that participants can directly observe the methods and techniques for developing an adequate assessment matrix.

3. Exercise

This method is used to give assignments to mentoring participants to practice making a student social-emotional assessment matrix that meets the requirements that include five components of social-emotional learning.

C. ACTIVITY STEPS

The steps of the activity carried out are intensive mentoring with the following stages:

1. Lecture on the introduction to professional teachers
2. Lecture on the theory of social-emotional learning
3. Lecture on the development of appropriate social-emotional learning assessments for teachers
4. Demonstration of the steps for compiling and developing a social-emotional learning assessment matrix

5. Practice making a social-emotional learning assessment matrix
6. Evaluation of the results of the social-emotional learning assessment matrix that has been prepared.



D. SUPPORTING AND INHIBITING FACTORS

Based on the evaluation of the implementation and results of the activities, supporting and inhibiting factors can be identified in implementing this community service program. In general, the supporting and inhibiting factors are as follows:

1. Supporting Factors

- a. Adequate experts are available to prepare social-emotional learning instruments in the PPG Study Program in the Indonesian Language Field, Muhammadiyah University of Palembang.

- b. The enthusiasm of the PPG students who participated in the training was quite high for the training on compiling social-emotional learning assessment instruments that would be used in schools.
- c. Support from the Faculty Leader (Dean) of the FKIP Universitas Muhammadiyah Palembang who welcomed the implementation of the training activities and helped the service team organize the time and place for the implementation of the activities.

2. Inhibiting Factors

- a. Many of the students participating in the training (PPG) still do not have initial knowledge about the concept of social-emotional and the components that surround it.
- b. Limited time for the implementation of the training so that some materials cannot be delivered in detail.
- c. The participants' comprehension varies, some are fast but some are slow so the time used is not optimal



RESULTS AND DISCUSSION

A. RESULTS OF ACTIVITY IMPLEMENTATION

PPM activities carried out with face-to-face events and practice of compiling Social social-emotional learning instruments that will later be used to assess students' social-emotional conditions, went well and smoothly. Face-to-face meetings with lecture and demonstration methods, followed by exercises/practices to create learning instruments, starting from determining social-emotional components, compiling the substance of each component, to preparing the instrument format design. This activity was carried out for one day, namely on Friday, June 18, 2024, from 09.30-12.00 WIB, and continued with assignments that were presented on

Friday, June 25, 2024. The participants in the activity were 15 prospective teachers (PPG students) from the Indonesian language field and the location of the training was the Teacher Professional Education Lecture Room, 3rd Floor, FKIP, Muhammadiyah University of Palembang.

The implementation of this PPM activity was carried out by lecturers from the service team with the main topics presented regarding:

- a. Introduction to social-emotional learning.
- b. Social-emotional learning theory
- c. Development of social-emotional learning assessment instruments.
- d. Practice in making social-emotional learning assessment instruments
- e. Practice in implementing social-emotional assessments for students.

The limited time of the meeting meant that not all materials could be delivered in detail.

The activity that began with a lecture and demonstration was then continued with

practice. From the practice activity, it was apparent that the participants had not yet mastered the concept of socio-emotional well, especially in compiling and implementing assessments of students' socio-emotional conditions. The event was then continued with a question and answer session. Various questions were enthusiastically asked by the participants in the question and answer session. In general, the core of the participants' questions were:

- a. Understanding socio-emotional components
- b. Criteria and guidelines for assessing socio-emotional
- c. Interpretation of the substance of socio-emotional components
- d. Making a table of socio-emotional criteria

The training activity on compiling socio-emotional assessment instruments for students of the Indonesian Language Teacher Profession Program, FKIP, Muhammadiyah University of Palembang, which has been implemented, is expected to increase knowledge, and skills and be more confident in carrying out the teaching profession later. Participants will

be more enthusiastic and motivated to develop themselves. The results of this training will be beneficial for schools, the teaching and learning process will be more interesting with the use of socio-emotional assessment instruments that can comprehensively see student learning outcomes. In addition, the training on the development of social-emotional learning assessments will increase the skills of prospective teachers in preparing their learning tools so that it will support the teacher's ability to prepare the profile of Pancasila students.

B. DISCUSSION OF ACTIVITY IMPLEMENTATION RESULTS

The results of PPM activities in general include several components as follows:

1. Success of the target number of training participants
2. Achievement of training objectives
3. Achievement of planned material targets
4. Participant's ability to master the material

The target participants for the training as previously planned were all PPG students at the FKIP, Muhammadiyah University of Palembang. In its implementation, this

activity was attended by 18 participants who only came from the Indonesian Language Study Program. Thus, it can be said that the target participants achieved 100%. This figure shows that the PPM activity, seen from the number of participants who participated, can be said to be successful.

The achievement of the objectives of mentoring the development of students' social-emotional assessment instruments, in general, was good, but the limited time provided meant that not all materials on the development of social-emotional assessment instruments in learning could be delivered in detail. However, seen from the results of the participants' training, namely the quality of the social-emotional instruments that have been produced, it can be concluded that the objectives of this activity can be achieved.

The achievement of the material target in this PPM activity is quite good because the mentoring material has been delivered as a whole. The mentoring materials that have been delivered are:

1. Introduction to professional teachers
2. Social-emotional learning theory.
3. Design of social-emotional assessment instruments for students.

The ability of participants seen from the mastery of the material is still lacking due to the short time in delivering the material and the different abilities of the participants. This is because the large amount of material is only delivered in one day so there is not enough time for participants to fully understand and practice all the material given.

Overall, the mentoring activity for the development of social-emotional learning instruments to improve the skills of prospective teachers in the teaching and learning process can later be said to be successful. This success is measured in addition to optimizing understanding of the four components in social social-emotional that must be measured, which can also be seen from the satisfaction of participants after participating in the activity. From the questionnaire distributed, information was obtained that (1) the level of importance of the ability to compile social-emotional assessment instruments for prospective teachers/teachers according to participants is fundamental (53.3%), important (46.7%); (2) the skill of compiling social-emotional assessment instruments will make it easier for teachers to know the

social-emotional conditions of students. Participants who answered agree 46.7%; strongly agree 46.7%; disagree 6.7%; (3) The need for matrix instrument compilation training to be delivered at all levels of education. Participants who answered need 53.3%; very need 40%; less need 6.7%; (4) Matrix instrument compilation training helps control students' social emotions. Participants stated agree 46.7%; strongly agree 53.3%; (5) Matrix instrument compilation training needs to be understood and carried out by teachers continuously, Participants who agree 73.3%; strongly agree 26.7%; (6) Training in compiling matrix instruments is difficult to implement. Participants who agreed were 26.7%; strongly agreed 20%; disagreed 46.7%; and disagreed 6.7%; (7) Strict supervision from teachers is needed when social-emotional assessment is implemented. Participants who agreed were 73.3%; strongly agreed 26.7%.

From the description of the questionnaire results, it is quite clear that there are participants who still do not understand the importance of social-emotional assessment for students. For this reason, strengthening and in-depth understanding are still needed for PPG

participants to see learning evaluations comprehensively so that later graduate products will have adequate soft skills in addition to knowledge and skills.

Furthermore, the benefits obtained by PPG participants are being able to compile and develop learning instruments with better quality and it is hoped that this quality has followed the standards to be used as points in the teacher certification portfolio assessment.

CONCLUSION

The mentoring program can be organized well and run smoothly according to the activity plan that has been prepared even though not all mentoring participants have mastered the material presented well. This activity received a very good response as evidenced by the active participation of participants in the mentoring by not leaving the place before the training time ended.

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