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## Analysis of Social-Emotional Skills on Vocational High School Students

Windy Widiyastuti<sup>1</sup>, Senowarsito<sup>2</sup>, Indri Kustantinah<sup>3</sup>, Sumarjo<sup>4</sup>

(1)(2)(3)Universitas PGRI Semarang, Semarang, Indonesia

(4)SMK N 2 Semarang

Email: [windywidiya8@gmail.com](mailto:windywidiya8@gmail.com)<sup>1</sup>✉

### Abstract

The importance of mastering social and emotional skills is said to be at the core of future student success. Emotional changes are closely related to social phenomena, and this is included in the context of learning in the classroom, in the school environment, and outside the school ecosystem. Learning that interprets social-emotional competence is called social and emotional learning (SEL). The impact effectiveness of social-emotional learning is said to help students to adulthood from aspects of student welfare such as education, employment, and social income. However, in the context of the national curriculum, few studies are related to social-emotional learning, especially for students in vocational high schools (SMK). This study aims to analyse the social-emotional abilities of vocational high school students. Socio-emotional development is essential for children to adapt to changes in the learning system. Good socio-emotional development can make it easier for children to get along and learn better, such as in various activities in a social environment. Socio-emotional development plays an essential role in encouraging children's progress. The research method used is qualitative with a descriptive approach. Data was collected by making an interview guide in a Google Form. The research subjects were 36 students of class X PM 1. The study shows that vocational high school students have good social-emotional abilities. As much as 80.1% have good self-awareness, 91.7% have good self-management, 83.3% have good social awareness skills, 97.2% have mature relationship skills abilities, and 83.3% have good responsible decision-making abilities too.

Keywords: *Social-Emotional; Students; Vocational High School.*

## Abstrak

Pentingnya penguasaan keterampilan sosial dan emosional dikatakan sebagai inti dari keberhasilan siswa di masa depan. Perubahan emosi sangat erat kaitannya dengan fenomena sosial, dan ini termasuk dalam konteks pembelajaran di kelas, di lingkungan sekolah, dan di luar ekosistem sekolah. Pembelajaran yang menginterpretasikan kompetensi sosial-emosional disebut pembelajaran sosial dan emosional (SEL). Dampak keefektifan pembelajaran sosial-emosional dikatakan dapat membantu siswa menuju kedewasaan dari aspek kesejahteraan siswa seperti pendidikan, pekerjaan, dan pendapatan sosial. Namun, dalam konteks kurikulum nasional, sedikit sekali kajian yang berkaitan dengan pembelajaran sosial-emosional, khususnya bagi siswa sekolah menengah kejuruan (SMK). Penelitian ini bertujuan untuk menganalisis kemampuan sosial-emosional siswa SMK. Perkembangan sosio-emosional sangat penting bagi anak untuk beradaptasi dengan perubahan dalam sistem pembelajaran. Perkembangan sosio-emosional yang baik dapat memudahkan anak untuk bergaul dan belajar lebih baik, seperti dalam berbagai aktivitas di lingkungan sosial. Perkembangan sosio-emosional memainkan peran penting dalam mendorong kemajuan anak. Metode penelitian yang digunakan adalah kualitatif dengan pendekatan deskriptif. Pengumpulan data dilakukan dengan membuat pedoman wawancara dalam Google Form. Subyek penelitian adalah 36 siswa kelas X PM 1. Hasil penelitian menunjukkan bahwa siswa SMK memiliki kemampuan sosial emosional yang baik. Sebanyak 80,1% memiliki kesadaran diri yang baik, 91,7% memiliki manajemen diri yang baik, 83,3% memiliki keterampilan kesadaran sosial yang baik, 97,2% memiliki kemampuan keterampilan hubungan yang matang, dan 83,3% memiliki kemampuan pengambilan keputusan yang bertanggung jawab juga.

Kata Kunci: *Sosial-Emosional; Siswa; Sekolah Menengah Kejuruan.*

## INTRODUCTION

Students are one of the components of education that cannot be abandoned because, without students, the learning process cannot run. Learners are human components that occupy a central position in teaching and learning. In the teaching and learning process, students as parties who want to achieve goals, have goals, and then want to achieve them optimally. According to Undang-Undang No. 20 Tahun 2003, students are community members trying to develop their potential through learning processes available in specific paths, levels, and types of education. According to Danim (2010:1), "Students are the main and most important resource

in formal education." Students can learn without a teacher. Conversely, teachers can only teach with students. Therefore, the presence of students is necessary for formal education or institutionalized education and demands interaction between educators and students. Abu Ahmadi (1991:251) also explains the understanding of students, namely, "Students are immature people, who need effort, help, the guidance of others to become adults, in order to be able to carry out their duties as creatures of God, as human beings, as citizens state, as a member of society and as a person or individual."

One of the developments experienced by students is social and emotional development. In the social development of secondary school students, the primary developmental tasks are achieving independence and independence from parents, participating in expanding relationships with peer groups, and acquiring the capacity for intimacy in 'friendship.' Social and emotional development have an inseparable link in the development process. Because when students' social-emotional development is under control, it is easier for students to relate to other people in their environment, both at home, school, and in the community.

In education, social-emotional development is no less important than students' cognitive development because the Social-emotional development of students is very influential in the school environment and the community environment. Students' social-emotional development influences behaviour, control, adjustment, and rules. When students condition themselves with the environment, their social-emotional function will be better. Student's social-emotional development is influenced by two factors: family and environmental factors.

This time, students become more sensitive to their feelings and their others. Students will be better at managing their emotional expression in social situations, and they can respond to the emotional distress of others. During students' social-emotional development, the role of parents and teachers is very influential in forming social-emotional development. Social-emotional development needs to be considered for getting special attention from parents and friends at school because social-emotional development is a guide for students to communicate and interact well with each social group and adjust to their emotions. Students' social development can be influenced by several factors, including family socioeconomic status, family integrity, attitude and habits of parents, environment, and friends.

Social-emotional is made up of two words: social and emotional. According to Plato, humans are naturally born as social beings. Syamsuddin Makmun (1996, p. 105) states, "socialization is a process of learning to become social beings." In contrast, according to Loree

(1970: 86), "Socialization is a process in which individual (especially) children train their sensitivity to social stimuli, especially the pressures and demands of life, and learn to get along by behaving like other people in their social environment.

(Fatimah, et al., 2020) conducted a study that aims to analyse the effect of economic pressure and parent-adolescent interactions on the social-emotional development of adolescents in families living in Rusunawa Jatinegara Barat, proving that several factors, including adolescent age, can influence emotional development. Mother-adolescent interaction has a positive direct effect on the social-emotional development of adolescents. In contrast, objective economic pressure has a negative indirect effect on the social-emotional development of adolescents through mother-adolescent interactions.

Another research (Fajarina, 2022) observed the description of emotional maturity and career decision-making in class XII students. The results obtained for high criteria are 99 students, and for medium criteria are two students. So, no students have a low level of emotional maturity.

Vocational high school students as teenagers in the middle period

As middle-level adolescents, life responsibilities that adolescents must increasingly increase to be able to go towards being able to carry it alone often create problems for adolescents. Because the demands for increased responsibility do not only come from parents or members of his family but also from the surrounding community, it is not uncommon for the community also be involved in being a problem for teenagers. Seeing phenomena that often occur in a society that often shows contradictions with the moral values they know, it is not uncommon for teenagers to start doubting what is good or bad. As a result, adolescents often want to form values they consider suitable, excellent, and appropriate to be developed among themselves.

Especially if the parents or adults around them want to impose their values on them obeyed by teenagers without being accompanied by reasons that make sense according to them or even parents or adults show behaviour that is inconsistent with the values it imposes.

Social Emotional Learning

Social-emotional skills are an essential part of education and human social relations. Casel.org explains that social-emotional learning is a process to help individuals (children and adults) develop fundamental skills for living well. In this case, the individual is not only focused

on oneself or only on skills and competencies but also on good relations with other people and the environment. Elias et al. (1997, 2006) defines the learning process as social-emotional (Social-emotional Learning) is the process of learning to recognize and manage emotions, solve problems, develop good social relations, can empathize, make the right decisions, and be responsible. Social-emotional learning is the development of emotional intelligence theories from Goleman. "Collaborative for Academic, Social, and Emotional Learning" (CASEL) classifies components of social-emotional learning into five components, namely:

1. Self-awareness

Understanding emotions, thoughts, and values influences behaviour in various situations.

2. Self-management

The ability to regulate emotions, thoughts, and behaviour effectively.

3. Responsible decision-making

Make the right and constructive choice in a given situation

4. Social awareness

The ability to understand different perspectives, including empathy for the conditions of individuals with different backgrounds.

5. Relationship skills

Ability to establish and maintain healthy relationships/relationships and effectively with individuals from diverse backgrounds.

In this study, researchers wanted to find out whether students in vocational high schools as middle-level adolescents already have good enough social-emotional abilities. This competence is necessary because the maturity of social-emotional abilities is very influential in students' lives in dealing with their surroundings, whether it is the school environment, family environment, work environment, or social environment.

## RESEARCH METHOD

This research was conducted at one of the vocational high schools in the city of Semarang, namely SMK N 2 Semarang. The research method used by researchers is qualitative with a descriptive approach. Qualitative methods are research and understanding processes examining social phenomena and human problems. In this method, the researcher creates a complex picture, examines the text, reports detailed views of the respondents, and conducts

research in a natural context (Creswell, 1998: 15). This descriptive study aims to describe the results of research on the social and emotional competence of vocational high school students.

This research was conducted using a questionnaire technique. The questionnaire is a data collection technique indirectly (researchers do not directly ask and answer with respondents). The data collection instrument or tool is also called a questionnaire containing several questions that must be answered or responded to by respondents (Sutopo, 2006, p. 82). Respondents have the freedom to provide answers or responses according to their perceptions. Meanwhile, the goal is to explain in a structured, accurate and follow the facts. The objects in this study were students of class X PM 1 at SMK N 2 Semarang.

## DISCUSSION

In this section of the discussion, the research results discussing the social-emotional competence of vocational high school students will be presented, namely class X PM 1 SMK N 2 Semarang. To find out the development of students' socio-emotional behavior in the implementation of learning, the researchers asked several relevant questions that respondents could answer online. From the results of distributing questionnaires to students of SMK N 2 Semarang, the information is presented in graphical form as follows.

### 1. Self-Awareness

Self-awareness is a person's ability to understand feelings, thoughts, and self-evaluation to help a person understand the strengths, weaknesses, encouragement, and values within himself and others. Someone who has good self-awareness can understand social situations, understand other people, and understand other people's expectations of him. So, it will be easier for us to reflect on ourselves, explore experiences, observe, and control emotions.

Table 1. Students can Understand and Recognize Themselves Well

| Respond          | Total | Percentage |
|------------------|-------|------------|
| Totally Agree    | 20    | 55.6%      |
| Agree            | 9     | 25%        |
| Disagree         | 7     | 19.4%      |
| Totally Disagree | 0     | 0          |
| Total response   |       | 100%       |

Based on the table above, students show their self-awareness components. As many as 20 students said they strongly agreed they could recognize and understand themselves well. They know their best version of themselves and their strengths and weaknesses. As many as nine students admitted that they agreed that they already knew and understood themselves well. In addition, as many as seven students admitted that they could not recognize and understand themselves. They still doubt their strengths and weaknesses, and they do not know the best version of themselves.

## 2. Self-Management

In self-management, each student can see the ability to regulate emotions and behavior, postpone desires, manage stress, control negative impulses, and overcome challenges to achieve personal and educational goals. Self-management helps release stress, anxiety, anger, fear, revenge, and heartache. Self-management can also relieve pain and illness and self-healing. Good self-management will be able to increase one's creativity.

Table 2. Students can Control Their Feelings

| Respond          | Total | Percentage |
|------------------|-------|------------|
| Totally Agree    | 24    | 66.7%      |
| Agree            | 9     | 25%        |
| Disagree         | 3     | 8.3%       |
| Totally Disagree | 0     | 0          |
| Total response   |       | 100%       |

Out of a total of 36 students, 24 of them said they strongly agreed that they could control what they felt. The other nine said they agreed that they could control what they were feeling well. There were only three students who said they disagreed and were unable to manage themselves. It shows that most of them have good self-management. They know when to be angry, when to be sad, and when to feel happy.

## 3. Social Awareness

Humans are social creatures. That is, they depend on other people. Humans have the nature to live in society and constantly interact with others. Even in meeting the needs of his life, humans still need other people to survive. Social awareness is the ability possessed by someone directly to feel and be aware of an event that is happening so that someone can take action

when the event occurs. Social awareness is the ability of people to be more empathetic towards an event and more sensitive to the events around them. So that with this social awareness, people can take actions that will be taken when an event occurs.

Table 3. Students can Understand and Feel What Others Feel

| Respond          | Total | Percentage |
|------------------|-------|------------|
| Totally Agree    | 18    | 50%        |
| Agree            | 12    | 33.3%      |
| Disagree         | 6     | 16.7%      |
| Totally Disagree | 0     | 0          |
| Total response   |       | 100%       |

The table above shows that 18 students feel very sensitive to what other people feel. They can understand and feel what others feel. The other 12 students agreed that they could feel what other people felt. On the other hand, six students felt they could not understand and feel what other people felt. Thus, as much as 83.3% of all students in class X PM 1 have good social awareness competence.

#### 4. Relationship Skills

According to Soerjono in Andarbeni (2013), social interaction is a dynamic social relationship that concerns the relationship between individuals, human groups, and individuals with human groups. According to Ahmadi (2009: 49), social interaction is a relationship between individuals and individuals or individuals with groups, where the individuals change and mutually affect each other. From one individual to another individual, it can change and learn.

Based on the above understanding, the ability of social interaction is the ability of individuals to interact and work together with other individuals and groups where the behavior of one individual can influence, change, or improve the behavior of other individuals. In this case, the researcher asks students whether they can work with friends, teachers, and others around them. So, the following data is obtained.

Table 4. Students can Cooperate with Friends, Teachers, and Others

| Respond          | Total | Percentage |
|------------------|-------|------------|
| Totally Agree    | 27    | 75%        |
| Agree            | 8     | 22.2%      |
| Disagree         | 1     | 2.8%       |
| Totally Disagree | 0     | 0          |
| Total response   |       | 100%       |

The table above shows that as many as 27 students strongly agree that they can work well with friends, teachers, and others. The other eight students chose to agree that they could work well together. On the other hand, one student disagrees, which means he finds it difficult to cooperate with friends, teachers, and other people. Based on these data, we can conclude that as much as 97.2% of all students have good relationship skills.

#### 5. Responsible Decision-Making

Responsible decision-making is the ability to make choices that positively affect the physical, intellectual, social, and emotional body. Responsible decisions are based on social morality, ethics, and safety. It also involves understanding the impact choices have on self, goals, relationships, and others. In conclusion, responsible decision-making means making choices that benefit one or the community. Responsible decisions are socially and morally appropriate and consider the impact on others.

To determine the ability of responsible decision-making in students, the researcher asked whether students could make decisions in dealing with any problems that occurred and were responsible for these decisions.

Table 5. Students can Make Decisions and Solve Problems

| Respond          | Total | Percentage |
|------------------|-------|------------|
| Totally Agree    | 19    | 52.8%      |
| Agree            | 11    | 30.6%      |
| Disagree         | 6     | 16.7%      |
| Totally Disagree | 0     | 0          |
| Total response   |       | 100%       |

Based on the table above, it is known that 19 students strongly agree that they can make decisions and solve problems very well. The other 11 students agreed that they could make decisions and solve the problems they faced. Meanwhile, six others stated they could not make decisions and solve their problems. That is, these six people need the help of others in making decisions. Thus, as much as 83.3% of all students in class X PM 1 can already make responsible decisions.

### The Advantages of Social and Emotional Intelligence

The benefits of social and emotional competence are extensive and affect not only individual children and families but also our society. Educators, families, and policymakers are challenged to take collective action to promote social and emotional learning among community leaders and lead to a better future for all.

#### 1. Supporting Academic Success

Social, emotional, and cognitive learning are intertwined like the strands of a rope; weakening one weakens all three. As a result, early social and emotional skill development predicts academic readiness and future educational success (Lindqvist & Vestman, 2011; Denham et al., 2013). In addition, to improve children's cognitive abilities, social and emotional competence increases positive attitudes toward school and positive student behavior (Kendziora & Osher, 2016).

#### 2. Creating health:

A weak social and emotional skills foundation has been linked to substance abuse and other poor behavior later in life (Lindqvist & Vestman, 2011; Greenberg et al., 2003). In contrast, socially and emotionally competent adolescents exhibit less risky behavior because strong social and emotional skills are associated with responsible decision-making.

#### 3. Promote resilience:

Social and emotional abilities act as protective factors. This suggests that children at risk of risky behaviors and consequences can successfully navigate difficult situations and avoid negative development using appropriate social and emotional skills (Elias & Haynes, 2008).

## CONCLUSION

This study has been conducted to know students' social-emotional competences. There are five aspects under the study: self-awareness, self-management, social awareness, relationship skills, and responsible decisions-making. Based on the explanation above, class X

PM 1 student of SMK N 2 Semarang have very high social-emotional competence. Of the 36 students interviewed, 80.6% had good self-awareness skills, 91.7% had good self-management, 83.3% had good social awareness skills, 97.2% had mature relationship skills abilities, and 83.3% had good, responsible decisions-making abilities. If we review the statement above, we can conclude that students have high social-emotional maturity, so they are ready to face the world of school, the world of industry, the world of work, and the world of society.

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