

SOCIAL-EMOTIONAL COMPETENCE: EMPIRICAL EVIDENCE FROM INDONESIAN PRE-SERVICE TEACHERS OF ISLAMIC ELEMENTARY EDUCATION

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ABSTRACT

Over the past two decades, research on the central role of teachers' social-emotional competencies (SEC) in their teaching abilities has increased rapidly. However, there is not much research that focuses on increasing the social-emotional competence of pre-service teachers. This study aims to explore the impact of pre-service teachers' SEC on their English language teaching to young learners at the elementary level. Investigating how pre-service teachers develop their SEC at the elementary school level. This research used a qualitative method with seven prospective Islamic elementary school teachers as participants. Data collection in the research used observations and semi-structured interviews with prospective Islamic elementary school teachers who taught English to young students in fifth grade at the elementary level. Inductive data analysis was carried out in this research with stages of data reduction, data presentation, and drawing conclusions or verification. The research results show that pre-service teachers' social-emotional competencies are critical in avoiding burnout, improving well-being, and creating a positive learning environment. Pre-service teachers can begin to develop their social-emotional competencies by cultivating self-awareness. When pre-service teachers are aware of their emotions, they feel more in control of students in the classroom and make better decisions during the teaching and learning process.

Keywords: Islamic elementary education; pre-service teachers; social-emotional competence; teaching English to young learners

INTRODUCTION

In recent years, there has been a surge of increase in interest among educators and researchers to investigate teachers' SEC.¹ However, all the sample literature dealing with teachers' SEC is limited to identifying the framework that takes place in a variety of circumstances influenced by the teachers' distinctive personalities.² Collie and Perry (2019), for instance, revealed that the importance of teachers' SEC to their success in the

¹ Collie, R. J, 'Teachers' social and emotional competence: Links with social and emotional learning and positive workplace outcomes', In *Social and emotional learning in Australia and the Asia-Pacific*, Springer, Singapore.(2017), 167-184, http://dx.doi.org/10.1007/978-981-10-3394-0_9

² Humphries, M. L., Williams, B. V., & May, T, 'Early childhood teachers' perspectives on social-emotional competence and learning in urban classrooms', *Journal of Applied School Psychology*, 34.2 (2018), 157-175, <https://doi.org/10.1080/15377903.2018.1425790>.



classroom is highlighted in the framework for cultivating teacher thriving (and beyond).³ The framework gives SEC meaning by focusing on teachers' self-motivation and actions in the context of the social and emotional domains, as well as their satisfaction of basic psychological needs (a sense of autonomy, competence, and relatedness).⁴ Another researcher, Schonert-Reichl (2017), reported that teachers' knowledge and understanding of their student's social, emotional, and cognitive development is essential for effective, high-quality teaching and learning since a warm teacher-student relationship supports students' learning and positive social-emotional development in the classroom.⁵ In addition, Hen and Goroshit (2016) stated that there is a strong positive connection between emotional ability, self-efficacy, and empathy among teachers.⁶

Fundamentally, the ability to grasp social and emotional situations is referred to as socio-emotional competence.⁷ Correspondingly, Collie, et al. (2017) also define social-emotional competence as the skills that help us to interact in positive ways with others and manage our own emotions.⁸ Those skills are diverse and include our relationship skills, confidence, coping skills, self-regulation, and self-awareness. Meanwhile, Elias, et al. (1997) describe social-emotional competence as the ability to understand, manage, and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks, such as learning, forming relationships, and solving everyday problems.⁹ The novelty of this study is the exploration of pre-service teachers' social-emotional competence in Indonesian Islamic elementary schools, providing unique

³ Collie, R. J., & Perry, N. E, 'Cultivating teacher thriving through social-emotional competence and its development', *The Australian Educational Researcher*, 46.4 (2019). 699-714 <http://dx.doi.org/10.1007/s13384-019-00342-2>.

⁴ Collie, R. J, 'Perceived social-emotional competence: A multidimensional examination and links with social-emotional motivation and behaviors', *Learning and Instruction*, 82.1 (2022). DOI: 10.1016/j.learninstruc.2022.101656.

⁵ Schonert-Reichl, K. A, 'Social and emotional learning and teachers', *Future of Children*, 27.1 (2017). 137-155 <https://doi.org/10.1353/foc.2017.0007>.

⁶ Hen, M., & Goroshit, M, '*Social-emotional competencies among teachers: An examination of Social-emotional competencies among teachers: An examination of interrelationships*', (2016) <https://doi.org/10.1080/2331186X.2016.1151996>.

⁷ Aldrup, K., Carstensen, B., Köller, M. M., & Klusmann, U, 'Measuring teachers' social-emotional competence: Development and validation of a situational judgment test', *Frontiers in Psychology*, 11.3 (2020), 892-899, <https://doi.org/10.3389/fpsyg.2020.00892>

⁸ Collie, R. J, 'Teachers' social and emotional competence: Links with social and emotional learning and positive workplace outcomes', In *Social and emotional learning in Australia and the Asia-Pacific*, Springer, Singapore. (2017), 167-184, <http://dx.doi.org/10.1007/978-981-10-3394-09>.

⁹ Elias, M. J., Zins, J. E., & Weissberg, R. P, 'Promoting social and emotional learning: Guidelines for educators. Alexandria, VA: Association for Supervision and Curriculum Development, (1997) <https://eric.ed.gov/?id=ED414020>.

insights into how cultural and religious influences make an impact on social-emotional development. Pre-service teachers' social-emotional competence may reflect early in their professional development.¹⁰ Improving pre-service teachers' preparation and education quality requires understanding of future educators' social-emotional competence.¹¹

Teachers' SEC is essential in education since teachers' SEC contributes to the quality of both the teachers and the classroom environment as well as the implementation of students' social-emotional learning.¹² In addition, teachers' SEC can also help teachers maintain their well-being and career motivation,¹³ build a positive teacher-student relationship, create successful classroom management, and improve teachers' performance.¹⁴ In short, both teacher-student relationships and positive classroom management contribute to students' social, emotional, and academic outcomes which later influence the teachers' careers, performance, well-being, and motivation.¹⁵ Regarding the importance of teachers' SEC, Jennings and Greenberg (2009) also asserted that teachers' SEC plays a significant role in students' cognitive, learning motivation, and emotional development.¹⁶

There is a dearth of knowledge of social-emotional competence among Indonesian educators, particularly among pre-service teachers, when they are working in classrooms.¹⁷ Teachers who lack social and emotional competence will not be able to teach students effectively, meaning that they cannot develop a supportive and

¹⁰ Belinda G. G., Miller, D., Herman, E., Breedlove, M., & Molina, C. E., Social emotional learning in schools: The importance of educator competence', *Journal of Research on Leadership Education*, 18.1 (2023), 3–39, <https://doi.org/10.1177/194277512111014920>.

¹¹ Hermana, P., Zuraida, & Suganda, L. A., 'Indonesian pre-service teachers' mindfulness, social emotional competence, and academic achievement', *International Journal of Evaluation and Research in Education*, 10.4 (2021), 1176-1184, <https://doi.org/10.11591/IJERE.V10I4.21272>.

¹² Jennings, P. A., 'Early childhood teachers' well-being, mindfulness, and self-compassion in relation to classroom quality and attitudes towards challenging students', *Mindfulness*, 6.4 (2014), 732–743, <https://doi.org/10.1007/s12671-014-0312-4>.

¹³ Jennings, P. A., & Greenberg, M. T., 'The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes', *Review of Educational Research*, 79.3 (2009), 491–525, <https://doi.org/10.3102/0034654308325693>.

¹⁴ Brackett, M. A., Reyes, M. R., Rivers, S. E., Elbertson, N. A., & Salovey, P., 'Classroom emotional climate, teacher affiliation, and student conduct', *Journal of Classroom Interaction*, 46.1 (2009), 28–37, <https://www.jstor.org/stable/23870549>.

¹⁵ Brackett, M. A., Reyes, M. R., Rivers, S. E., Elbertson, N. A., & Salovey, P., 'Assessing teachers' beliefs about social and emotional learning', *Journal of Psychoeducational Assessment*, 30.3 (2012), 219–236, <https://doi.org/10.1177/0734282911424879>.

¹⁶ Jennings, P. A., & Greenberg, M. T., (2009)

¹⁷ K. Aldrup, B. Carstensen, and U. Klusmann, "Is Empathy the Key to Effective Teaching? A Systematic Review of Its Association with Teacher-Student Interactions and Student Outcomes," *Educational Psychology Review* 34, no. 3 (2022): 1177–1216, <https://doi.org/10.1007/s10648-021-09649-y>.

encouraging relationship with their students, design lessons that can build students' strengths and abilities, and act as role models for their students.¹⁸

Despite the importance of teachers' SEC in education,¹⁹ in the context of Indonesian education, unfortunately, there are no competence requirements that directly relate to social-emotional competence to be applied to teachers.²⁰ As a result, pre-service teachers are presumed to have insufficient or inadequate knowledge and perception of the significance of SEC²¹ and of the social and emotional development of their students.²² There may not be enough research on pre-service teachers' social-emotional competence within the framework of Indonesian Islamic elementary schools. Because of this disparity, it may be challenging to design efficient programs for preparing the quality of pre-service teachers through training, peer observation, and workshops to meet the demands of the future.²³ Professional actions and overall well-being are only a few student outcomes that may benefit from research on the effects of pre-service teachers' social-emotional competence.

In addition, to help their students succeed, pre-service teachers should work on their pedagogical competence.²⁴ The emphasis that is put on pedagogical and professional competence rather than on social and emotional competence in any teacher training or teacher education programs is significant.²⁵ Therefore, an investigation into teachers'

¹⁸ Jennings, P. A., (2014) and Jennings, P. A., & Greenberg, M. T., (2009)

¹⁹ Anisa, L., Suganda, L. A., & Jaya, H.P., 'Indonesian English Teachers' Social-Emotional Competence and Students' English Learning Motivation', *Indonesian Journal of English Language Teaching and Applied Linguistics*, 4.1.(2019), 83-94, <https://ijeltal.org/index.php/ijeltal/article/view/320>.

²⁰ Dewi, Z. L., Halim, M. S., & Derksen, J., 'Emotional intelligence competencies of three different ethnic groups in Indonesia', *Asian Ethnicity*, 19.1, (2018), 36-58, <https://doi.org/10.1080/14631369.2017.1310615>.

²¹ Surahman, B., & Aziza, M., 'The Controversy in Pedagogical Competence of Early Childhood Education Teachers Towards the Policy of Indonesia National Education Ministry', *JPI (Jurnal Pendidikan Indonesia)*, 9.3. (2020), 446-459, <https://doi.org/10.23887/jpi-undiksha.v9i3.27721>

²² Mardapi, D., & Herawan, T., 'Assessing Teacher Competence and Its Follow-Up to Support Professional Development Sustainability', *Journal of Teacher Education for Sustainability*, 20.1. (2018), 106-123, <https://doi.org/10.2478/jtes-2018-0007>.

²³ Sholeh, M., Jannah, R., Khairunnisa, K., Kholis, N., & Tosson, G., 'Human Resource Management in Improving the Quality of Teachers in Indonesian Islamic Primary Education Institutions', *Al-Bidayah: Jurnal Pendidikan Dasar Islam*, 13.1 (2021), 21-36, <https://doi.org/10.14421/al-bidayah.v13i1.628>.

²⁴ Munastiwi, E., Yunos, J. M., Alias, M., & Paimin, A. N., 'Effect of Creative Independence Problem Solving (Cips)-Based Training Module on Professionalism of Rural Indonesian Elementary School Teachers', *Al-Bidayah: Jurnal Pendidikan Dasar Islam*, 13.1 (2021), 37-54, <https://doi.org/10.14421/al-bidayah.v13i1.616>.

²⁵ Suswandari, M., Siswandari, S., Sunardi, S., & Gunarhadi, G., 'Social skills for primary school students: Needs analysis to implement the scientific approach based curriculum', *Journal of Social Studies Education Research*, 11.1. (2020). 153-162, <https://www.learntechlib.org/p/216448/>.

SEC is imperative to be conducted. In line with this rationale, two research questions are then formulated as follows; How does pre-service teachers' SEC affect their teaching? and How do pre-service teachers develop their SEC in education?

RESEARCH METHODS

This present research, which was qualitative in nature, used the qualitative research method and inductive data analysis. Daniel (2016) asserted that qualitative research uncovers respondents' opinions, thoughts, and feelings and has been widely used to describe and examine the outcomes.²⁶ Qualitative research is best suited to address a research problem in which the variables are unknown and must be explored.²⁷ Lune & Berg (2017) further added that qualitative research is characterized as having meanings, concepts, definitions, metaphors, symbols, and descriptions of things.²⁸ This shows that qualitative research is equipped with all the necessary instruments to elicit recall that facilitates problem-solving. Below is the framework of this study.

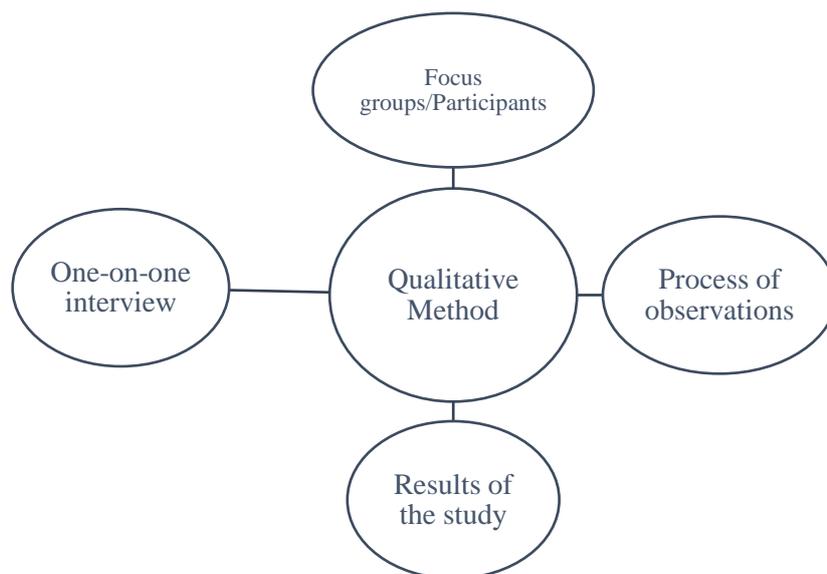


Figure 1
Qualitative Design
Source : ²⁹

²⁶ Daniel, E, 'The Usefulness of Qualitative and Quantitative Approaches and Methods in Researching Problem-Solving Ability in Science Education Curriculum', *Journal of Education and Practice*, 7.15. (2016), 91–100, <https://doi.org/2222-288X>.

²⁷ Chiu, T. K. F, 'Student engagement in K-12 online learning amid COVID-19: A qualitative approach from a self-determination theory perspective', *Interactive Learning Environments*, 1.1. (2021), 1–14, <https://doi.org/10.1080/10494820.2021.1926289>.

²⁸ Lune, H., & Berg, B. L, '*Methods for the Social Sciences Global Edition*', (2017).

²⁹ Creswell, J.W, '*Research design: Qualitative, quantitative, and mix methods approaches* (4th Ed.)', Thousand Oaks, California: SAGE Publications, Inc. (2014)

The framework of the research method above shows that literature may provide little information about the phenomenon under investigation, thus necessitating researchers to learn more from participants through exploration. To investigate this phenomenon from the perspective of students, a qualitative research study is required. investigated a phenomenon from the perspective of qualitative research in which the central phenomenon is the key concept, idea, or process studied.³⁰ Therefore, a qualitative research method was used by the researchers to conduct this study. Through this approach, we could extract the phenomenon that was the subject of our investigation. The context of this study was at the elementary school level and focused on the pre-service teachers at an Islamic elementary school who taught English to young learners in Central Java, Indonesia. In addition, reflexivity was applied in two stages; first, notes were taken during the interview regarding the comments made by participants, and second, memos were written as soon as the interview was completed.

In selecting the participants, a purposive sampling technique was employed with some considerations.³¹ First, the participants were the pre-service teachers who had experience in teaching practicum for the fifth grade of Islamic elementary level. Second, while the participants were in the classroom, the instructor supervised them extensively. The two criteria were critical to being accomplished by the participants to obtain the most comprehensive data possible. The participants of this research were seven pre-service teachers at the Islamic elementary level in Central Java, Indonesia. Because there was a smaller number of respondents who took part in this study, it was conceivable to conduct a more comprehensive evaluation of the cultural and social concerns. The researchers deliberately selected participants based on specific qualities, attributes, or criteria that were pertinent to the research issue. This selection technique is typically employed when researchers aim to include individuals who possess specific attributes or experiences that are crucial for addressing the research objectives.³² Before the researchers conducted this study, they asked for consent from the participants to be observed during the study.

³⁰ Creswell, J.W, *Research design: Qualitative, quantitative, and mix methods approaches* (4th Ed.), Thousand Oaks, California: SAGE Publications, Inc. (2014).

³¹ Sankoh, A., Hogle, J., Payton, M., & Ledbetter, K., 'Evaluating parental experiences in using technology for remote learning to teach students with special needs during the COVID-19 pandemic', *Frontiers in Education* 8.1 (2023), 180-192. <https://doi.org/10.3389/feduc.2023.1053590>.

³² Alghobiri, M., 'Exploring the attributes of influential users in social networks using association rule mining', *Social Network Analysis and Mining* 13.1 (2023), 118-127. <https://doi.org/10.1007/s13278-023-01118-4>.

To collect data, researchers need to use a tool called instruments. Such tool assists researchers in answering the research questions. To validate the instruments used in the study, appropriate experts in the field were involved. To answer the first research question, the researchers used an observation checklist developed by CASEL (2012).³³ This checklist consists of five aspects of teachers' social-emotional competence, including self-awareness (understanding accurately one's emotions, thoughts, and values and their influence on behavior), self-management (regulating or managing one's emotions, thoughts, and behavior in different situations or contexts effectively), social awareness (understanding others' perspective, social norms, and having empathy with others from different backgrounds and cultures), relationship skills (engaging constructively and positively with others), and responsible decision-making (making constructive and respectful choices about personal behavior and social interactions based on the consideration of ethical standards and social norms). These five aspects were then elaborated into their components. Meanwhile, to answer the second research question, the researchers used a semi-structured interview guide to collect further data on the strategies used by the pre-service teachers to develop their SEC.

After preparing and determining the research instruments, the researchers then conducted observations for six times or days. The observations aimed to identify the pre-service teachers' understanding of SEC. During the rest of the time, the researchers made observation field notes with the pre-service teachers with the purpose of identifying the impact of SEC on the pre-service teachers in their teaching. The last instrument was semi-structured interviews to examine how the pre-service teachers developed their SEC in education.

The observation conducted by the researchers would lead to a deeper understanding and give knowledge of the context in which events occurred. To support the results of observation and fieldnotes and to obtain further relevant data and information, a semi-structured interview, as advocated by Creswell (2014), was employed in this study. During the interview, the interviewer and interviewee established a rapport.³⁴ Not only was the physical distance between them erased, but the social and cultural barrier was

³³ Collaborative for Academic, Social, and Emotional Learning, 'CASEL guide: Effective social and emotional learning programs-Preschool and elementary school edition', 'Chicago, IL: Author', (2012), <https://eric.ed.gov/?id=ED581699>.

³⁴ Creswell, J.W, '*Research design: Qualitative, quantitative, and mix methods approaches* (4th Ed.)', Thousand Oaks, California: SAGE Publications, Inc. (2014).

also eliminated, allowing a free exchange of ideas where both left an impression on each other. The interview brought them both up to speed, and an emotional bond was formed between them.³⁵

In addition to the observations and semi-structured interviews with pre-service teachers were also conducted by the researchers. By analyzing the data from the observations, the researchers would recognize the pre-service teachers' understanding of SEC and the impact of SEC on the pre-service teachers in their teaching. Through semi-structured interviews with the pre-service teachers, the researchers would identify how the pre-service teachers developed their SEC in education. This interview allowed the researchers to elicit more additional information, elaboration, and clarification of responses while maintaining a "feeling of openness" to the responses of the participants³⁶. This semi-structured interview enabled the researchers and the participants to explore the research questions, discussions, and methods in many ways during the interview sessions.³⁷ The data obtained was then analyzed inductively using qualitative data analysis techniques comprising data reduction, data display, and conclusion drawing or verification.³⁸

RESULTS AND DISCUSSION

As previously stated, in collecting the data for the present study, the researchers conducted observations by utilizing an observation checklist. This checklist was developed based on the indicators of teachers' SEC³⁹ comprising self-awareness, self-management, social awareness, relationship skill, and responsible decision-making. Table 1 describes the scales and descriptions of the checklist.

³⁵ Pandey, P., and Pandey, M.M, 'Research methodology: Tools and techniques', 'Bridge Center, Romania', (2015).

³⁶ Creswell, J.W, 2014,

³⁷ McMillan, J., & Schumacher, S, 'Research in Education: Evidence-Based Inquiry', Pearson, (2014), <<https://eric.ed.gov/id=ED577250>>.

³⁸ Miles, M. B., & Huberman, M. A, 'Qualitative data analysis: A sourcebook of new methods', 'Beverly Hills, CA: SAGE Publication', (1994), [https://www.scirp.org/\(S\(i43dyn45teexjx455qlt3d2q\)\)/reference/ReferencesPapers.aspx?ReferenceID=1423956](https://www.scirp.org/(S(i43dyn45teexjx455qlt3d2q))/reference/ReferencesPapers.aspx?ReferenceID=1423956) .

³⁹ Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B, "The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions", *Child Development*, 82.2. (2011), 405-432, DOI: 10.1111/j.1467-8624.2010.01564.x .

Table 1
SEC Scales and Descriptions

No.	Scale	Score	Description
1	Excellent	4	This category includes pre-service teachers who rated their understanding of SEC as "excellent" or whose understanding was rated as "excellent". This is the most positive rating on the perceived SEC scale.
2	Good	3	This category includes pre-service teachers who rated their understanding of SEC as "good" or whose understanding was rated as "good". This is one point rating on the perceived SEC scale.
3	Fair	2	This category includes pre-service teachers who rated their understanding of SEC as "fair" or whose understanding was rated as "fair". This is one point rating on the perceived SEC scale.
4	Poor	1	This category includes pre-service teachers who rated their understanding of SEC as "poor" or whose understanding was rated as "poor". This is the most negative rating on the perceived SEC scale.

Source :⁴⁰

Based on the data obtained from the observation, the following table shows the results of the observations to identify the pre-service teachers' understanding of SEC:

Table 2
Social and Emotional Competence

No.	Indicators of SEC	Note				Percentage
		1	2	3	4	
I	<i>Self-Awareness</i>					
1	The teachers are able to express emotions that are closely related to the activities carried out.			✓		71,5%
2	The teachers have accurate self-perception.				✓	100%
3	The teachers recognize their superiority.				✓	100%
4	The teachers have confidence in their social life.			✓		85,8%
5	The teachers have confidence in their abilities to achieve teaching goals.				✓	100%

⁴⁰ Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B., "The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions", *Child Development*, 82.2. (2011), 405-432, DOI: 10.1111/j.1467-8624.2010.01564.x

No.	Indicators of SEC	Note				Percentage
		1	2	3	4	
II Self-Management						
1	The teachers can retain cravings or passions associated with postponing celebration or self-gratification (the ability to think before acting).			✓		71,5%
2	The teachers have stress management to help them survive in certain conditions.			✓		85,8%
3	The teachers have self-discipline as the willingness to refrain from focusing on the goals that have been made.			✓		85,8%
4	The teachers set goals to be achieved by considering SMART (Specific, Measurable, Attainable, Realistic, Timely).				✓	100%
5	The teachers can motivate themselves.				✓	100%
6	The teachers have organizational skills to manage information and time.			✓		71,5%
III Social Awareness						
1	The teachers have the ability that is closely related to understanding from different points of view in certain conditions and situations.			✓		71,5%
2	The teachers have empathy by understanding the feelings of others.			✓		85,8%
3	The teachers can appreciate and respect differences.				✓	100%
4	The teachers respect others with an open mind and do not make judgments on certain conditions.				✓	100%
IV Relationship Skill						
1	The teachers can communicate clearly			✓		85,8%
2	The teachers can listen and respond well				✓	100%
3	The teachers can adapt and cooperate with others.			✓		85,8%
4	The teachers resist social pressure (related to self-management skills).			✓		71,5%

No.	Indicators of SEC	Note				Percentage
		1	2	3	4	
5	The teachers have skills in deliberation to reach a consensus to create and determine fair solutions.				✓	100%
6	The teachers can offer and seek help when needed.				✓	100%
V	<i>Responsible Decision Making</i>					
1	The teachers can identify problems.				✓	100%
2	The teachers can analyze situations				✓	85,8%
3	The teachers have the ability in the context of overcoming problems.				✓	71,5%
4	The teachers can consider the responsibilities of decisions.				✓	100%
5	The teachers can evaluate and introspect themselves as a form of change in the decisions.				✓	85,8%

Source : Personal Documents

Based on Table 2 above, starting from Self-Awareness, it was revealed that the pre-service teachers were excellent at expressing their emotions during the teaching-learning process, having accurate self-perception, recognizing their superiority, and having confidence in their social life. In addition, during the teaching-learning process, they could deliver materials very well, use English for classroom interactions, explore their experiences, and succeed in achieving the teaching goals in the English learning process for young learners.

In terms of self-management (see Table 2 above), it was shown that the teachers' ability to think before acting out was excellent because they should consider many things before deciding something in the classroom. The results of the interview are shown in the following excerpt.

“During the teaching and learning process in the classroom, I found some students making noise in the classroom, and finally, I as the pre-service teacher decided not to reprimand the students. By thinking before acting, it was believed that I did not do anything they liked, they should consider before acting. I had also good stress management to help the students survive in certain conditions”

Based on the results of the interview above, it was showed that the pre-service teachers' ability to manage stress was good. It happened because their ability to survive was very high. They could do their best in surviving their conditions of certain classes with different students' conditions. Besides, the pre-service teachers had self-discipline as the willingness to refrain from focusing on the goals that had been made. Their self-discipline was very high, resulting in excellent self-discipline, and in the end they were excellent at the willingness to refrain from focusing on the learning achievement, such as by applying the use of appropriate media and utilizing the media around the environment.

The teachers were also excellent at setting goals to be achieved by considering SMART (Specific, Measurable, attainable, realistic, timely). The pre-service teachers had specific goals in completing the lesson. Learning objectives are very important in guiding the learning and assessment process carried out.⁴¹ They should be able to measure very well, and their measurements should be fair because some students have different abilities in their quality. Therefore, by considering SMART, it was believed that the pre-service teachers' ability to achieve the goals was excellent. In addition, the teachers were good at organizational skills to manage information and time in an organized, productive manner and maximize that time by filtering information that was relevant to the goals.

Social awareness means taking or seeing from different perspectives. It is the ability closely related to understanding from different points of view in certain conditions and situations. Based on the observations of the study (see Table 2 above), the ability of the pre-service teachers to know the conditions and situations of the students in the classroom during the learning process was good. The following is the results of the interview.

“I gave the material to the students who connected the materials to the issues related to the social reality that happened at that time. Besides, I had high empathy by understanding the feelings of others. The empathy of understanding and feelings of others could be seen when the students got a problem, I knew the students' problems and tried to give solutions to the problems”.

According to the results of the interview above, the pre-service teachers could see the students' problems, and they tried to give solutions. They also appreciated and

⁴¹ Jenelle Badulak et al., “Development of the Extracorporeal Life Support Organization International Adult Extracorporeal Membrane Oxygenation Curriculum: Creation of Initial Learning Objectives via a Modified Delphi Process,” *CHEST Critical Care* 1, no. 3 (December 1, 2023): 100026, <https://doi.org/10.1016/j.chstcc.2023.100026>.

respected differences. During the classroom activity, the pre-service teachers did not forget to give the students appreciation for those who were able to finish the task. The pre-service teachers gave appreciation to all students in the classroom. By appreciating and respecting the students in doing their tasks, it is believed that such actions can make them feel motivated and give them a positive stimulus. Next, the pre-service teachers respected others with an open mind and did not make any judgments on certain conditions. Giving open-mindedness to students is an obligation of teachers as through open-mindedness to students they will get the benefits and their critical thinking skills will develop. The pre-service teachers' ability to respect others was also excellent.

In the relationship skills, according to Table 2 above, the pre-service teachers could communicate clearly (understanding gestures, body language, and expressions, to minimize misunderstandings). The ability of the pre-service teachers to manage the classroom was excellent. The following excerpt is the results of the interview.

“I could communicate clearly during the lesson. It could be seen through our ability to use the classroom language, using our expressions, using gestures to make the students understand when they joined the class. Besides, I could listen and respond to the students very well, for instance, our ability to make eye contact, focus on the learning lesson, understand facial expressions, and provide answers as students needed during the teaching and learning process”.

These interview findings showed that the pre-service teachers had a very good ability to adapt and cooperate with others. In addition to adapting and cooperating with the students in the classroom, the pre-service teachers also had very good abilities to adapt with other teachers and cooperate with other pre-service teachers. Having good adaptation and cooperation with others, the pre-service teachers would be very good at building relations with other pre-service teachers. The teacher's social skills are very important in children's understanding of the teacher's explanation.⁴² The pre-service teachers also had skills in deliberation to reach a consensus to create and determine fair solutions for all parties including stakeholders at school and other parties. In the end, the pre-service teachers could offer and seek help when needed.

⁴² Zhongling Wu et al., “The Associations between Social Skills and Teacher-Child Relationships: A Longitudinal Study among Chinese Preschool Children,” *Children and Youth Services Review* 88 (May 1, 2018): 582–90, <https://doi.org/10.1016/j.chilyouth.2018.03.052>.

In terms of the responsibility in making decisions, according to Table 2 above, the teachers had an excellent ability to identify problems in the classroom. By identifying the problems that appeared in the classroom not only from the students but also from the teaching and learning process in the classroom, the pre-service teachers understood how to solve the problems appropriately, especially such problem in the classroom as the lack of students' participation during the lesson. The following excerpt shows the interview findings.

“I was a pre-service teacher and had an excellent ability to analyze situations that were closely related to identifying problems. I had the ability in the context of overcoming the problems faced during the practice. How do I overcome the problems during the lesson? That was a big question for all pre-service teachers in the world because the problems were different from one place to the other places”.

The interview findings cited above indicated that the pre-service teachers needed to provide solutions based on the problems. It depends on the custom where the pre-service teachers live based on the social culture in that place. The teachers could consider the responsibilities of the decisions taken by applicable norms. The norms that were applicable in that place should be obeyed by the pre-service teachers in considering their responsibilities in making decisions because, when the pre-service teachers made decisions, they should be responsible for their decisions. Success in making the right decisions really determines the success of an educational process.⁴³ The last, the teachers could evaluate and introspect themselves as a form of change in the decisions taken. When the pre-service teachers make decisions, they should be able to respond to those decisions. By evaluating their decisions, it was believed that the pre-service teachers would make a positive decision based on their evaluation to make the final decision. Afterward, they introspected the decisions based on what they made, and finally, the pre-service teachers met the final decision based on their evaluations and introspections.

As previously stated, teachers' SEC is essential in education since teachers' SEC contributes to the quality of both teachers and the classroom environment as well as the

⁴³ Abdullah K. Ambusaidi and Fatema Y. Al-Maqbali, “Exploring Pedagogical Decision Making from the Lens of Science Teachers in Response to Different Pedagogical Issues,” *Social Sciences & Humanities Open* 5, no. 1 (January 1, 2022): 100236, <https://doi.org/10.1016/j.ssaho.2021.100236>.

implementation of students' social-emotional learning.⁴⁴ Based on the results of the observations and field notes, it was revealed that those teachers did their teaching successfully. This is the impact of having excellent or strong/high social-emotional competence. Regarding the instructional materials, those teachers with their two colleagues at their own schools developed meaningful and attractive instructional materials based on the curriculum and their students' needs.

Then, by using appropriate teaching methods and techniques, those teachers delivered the materials attractively. While delivering the materials, the teachers explained the basic concepts of the subject being taught and answered their students' questions satisfactorily. During the teaching-and-learning process of teaching English to young learners, they also built positive and interactive communication and interactions with their students. They also developed their students' potential by frequently encouraging them to ask and answer questions, do the learning tasks/assignments, work together in pairs or small groups, and others. On the post activities, as a reflection, they sometimes gave their students a quiz for their self-assessment. From those findings, it could be concluded that those teachers who had excellent or strong/high social-emotional competence really brought positive impact to their teaching. It is in line with what was asserted by Jennings and Greenberg (2009) that teachers with high and strong social-emotional competence are able to understand their individual student's emotional expressions and the respective cognitive appraisals.⁴⁵

Besides, they were also aware of their students' different backgrounds and cultures, appreciated the differences, understood their students' feelings and problems, and tried to give solutions. As a result, they could build a positive and healthy teacher-student relationship and became reliable and effective supportive sources for their students. Jennings and Greenberg (2009), Brackett et al. (2009), and Schonert-Reichl (2017) further added that teachers with high and strong social-emotional competence can maintain their well-being and career motivation,⁴⁶ create successful classroom management and social-emotional learning (SEL),⁴⁷ and improve their performance as

⁴⁴ Jennings, P. A., "Early childhood teachers' well-being, mindfulness, and self-compassion in relation to classroom quality and attitudes towards challenging students", *Mindfulness* 6. 4 (2015), 732–43, <https://doi.org/10.1007/s12671-014-0312-4>.

⁴⁵ Jennings, P. A., & Greenberg, M. T. (2009)

⁴⁶ Jennings, P. A., & Greenberg, M. T. (2009)

⁴⁷ Brackett, M. A., Reyes, M. R., Rivers, S. E., Elbertson, N. A., & Salovey, P. (2009)

well.⁴⁸ This supportive classroom climate and healthy teacher-student relationship will later benefit students in academic achievement and social-emotional development.⁴⁹ On the other way around, teachers who lack social and emotional competence are not able to teach students effectively, meaning that they cannot develop a supportive and encouraging relationship with their students, design lessons that can build students' strengths and abilities, and act as a role model for their students.

The pre-service teachers developed their social and emotional competence through some activities. Teachers' who have a good understanding of social-emotional will contribute to the development of ways, teachers can engage with students to develop social-emotional skills.⁵⁰ First, the pre-service teachers must be able to communicate and listen well, be patient and compassionate, and spend enough time with students to support them as needed. Their interactions with other teachers, students, and the students' parents also serve as good role models for students in terms of relationship and social interaction building. Second, a social and emotional understanding of the students could help the teachers develop their social and emotional competence. Third, engagement and persistence were achieved by engaging the students in the setting of academic goals for themselves and giving students multiple chances to demonstrate their knowledge in the classroom. Fourth, a responsible conduct was shown as the primary responsibility of the pre-service teachers in the classroom was to plan, prepare, and teach some programs to achieve specific student outcomes or objectives. Fifth, they used integrated approaches for the teaching and learning processes in the classroom by using prior knowledge and experiences to supplement new knowledge and experiences.

CONCLUSION

Based on the discussion above, it can be concluded that pre-service teachers' social-emotional competence is divided into five categories include self-awareness, self-

⁴⁸ Schonert-Reichl, K. A, 'Social and emotional learning and teachers', *Future of Children*, 27.1. (2017), 137–155, <https://doi.org/10.1353/foc.2017.0007>.

⁴⁹ Brackett, M. A., Reyes, M. R., Rivers, S. E., Elbertson, N. A., & Salovey, P, 'Assessing teachers' beliefs about social and emotional learning, *Journal of Psychoeducational Assessment*, 30.3, (2012), 219–236, <https://doi.org/10.1177/0734282911424879>.

⁵⁰ Amanda Denston et al., "Teachers' Perspectives of Social-Emotional Learning: Informing the Development of a Linguistically and Culturally Responsive Framework for Social-Emotional Wellbeing in Aotearoa New Zealand," *Teaching and Teacher Education* 117 (September 1, 2022): 103813, <https://doi.org/10.1016/j.tate.2022.103813>.

management, social awareness, relationship skills, and responsible decision-making. The pre-service teachers comprehended their social and emotional competence by avoiding burnout and improving their SEC well-being. Connecting with their own emotions and feelings before reacting to students' misbehavior in the classroom, finding ways to unwind after a long day, or identifying their internal drives were all ways to use social-emotional competence to feel better about themselves and the world around them.

Meanwhile, regarding the impact of teachers' SEC on their teaching, it was revealed that all the pre-service teachers who became the research participants in this study showed excellent or high/strong social-emotional competence. These findings indicate that pre-service teachers with excellent or high/strong SEC can understand their students' diverse backgrounds and cultures, appreciate the differences, understand their students' feelings and problems and try to solve them, create successful classroom management, and improve their performance. Pre-service teachers must be patient, sympathetic, and able to communicate and listen to students. They also provide healthy relationship models for pupils by interacting with other students and parents. It would be beneficial for future researchers to delve more into how pre-service teachers of Islamic elementary education perceive the role of SEC in the classroom, particularly concerning the implementation of *Kurikulum Merdeka*.

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DECLARATION OF CONFLICTING INTERESTS

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