# SOCIAL EMOTIONAL LEARNING ON STUDENTS' LEARNING MOTIVATION TO YOUNG LEARNERS

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**Abstrak**: Penelitian ini mengkaji dampak *Social Emotional Learning* (SEL) terhadap motivasi belajar pada anak usia dini. SEL, sebagai kerangka kerja yang mengintegrasikan pengembangan sosial dan emosional ke dalam proses pembelajaran, memainkan peran penting dalam membentuk sikap dan perilaku siswa terhadap pendidikan. Dengan menggunakan metode *Systematic Literature Review* (SLR), penelitian ini mensintesis temuan dari berbagai sumber akademik untuk memahami bagaimana program SEL meningkatkan motivasi belajar pada anak usia dini. Studi ini mengidentifikasi strategi-strategi kunci dalam SEL, seperti membangun kesadaran diri, empati, dan komunikasi yang efektif, yang berkontribusi pada terciptanya lingkungan belajar yang positif dan menarik. Temuan dari kajian ini menunjukkan bahwa implementasi SEL tidak hanya meningkatkan motivasi siswa, tetapi juga mendukung perkembangan akademik dan emosional mereka secara keseluruhan. Penelitian ini memberikan wawasan berharga bagi pendidik dan pembuat kebijakan yang ingin mengintegrasikan SEL ke dalam sistem pendidikan anak usia dini, dengan tujuan untuk membentuk siswa yang lebih termotivasi dan tangguh secara emosional.

**Kata kunci:** Perkembangan, Pembelajaran, Sosial Emosional

**Abstract**: *This study investigates the impact of Social Emotional Learning (SEL) on the learning motivation of young learners. SEL, a framework that integrates social and emotional development into the learning process, plays a crucial role in shaping students' attitudes and behaviors toward education. By utilizing a Systematic Literature Review (SLR) method, this research synthesizes findings from various academic sources to understand how SEL programs enhance motivation among young learners. The study identifies key strategies within SEL, such as fostering self-awareness, empathy, and effective communication, that contribute to creating a positive and engaging learning environment. Findings from the review suggest that SEL implementation not only improves students' motivation but also supports their overall academic and emotional development. This research provides valuable insights for educators and policymakers seeking to incorporate SEL into early education systems, aiming to foster more motivated and emotionally resilient learners.*

*Keywords*: *Development, Learning, Social Emotional*

## INTRODUCTION

In recent years, emotional learning has garnered significant attention in educational research due to its potential to influence students' academic performance and overall well-being. Emotional learning, often incorporated under the broader framework of social-emotional learning (SEL), emphasizes the development of competencies such as self-awareness, self-regulation, and interpersonal skills. For young learners, who are in their formative years, such competencies are vital not only for academic success but also for building a solid foundation for future life skills (Jones et al., 2017). Research suggests that a lack of emotional learning in classroom settings

often correlates with diminished learning motivation among students (Durlak et al., 2011).

Motivation is a critical driver of learning, particularly for young learners whose cognitive and emotional capacities are still developing. Young learners often require a learning environment that not only focuses on intellectual development but also nurtures their emotional needs. Emotional learning fosters a sense of belonging, reduces anxiety, and increases students' willingness to engage actively in learning activities (Zins et al., 2004). Without such support, students may struggle to find meaning and purpose in their educational experiences, leading to decreased motivation and engagement.

The integration of emotional learning into early education has been shown to produce measurable benefits in motivation and academic achievement. Studies have demonstrated that students exposed to SEL programs tend to exhibit higher levels of motivation, better classroom behavior, and improved academic outcomes (Taylor et al., 2017). These programs often include activities that encourage self-expression, empathy, and emotional regulation, which help students feel more connected to their peers and teachers.

Despite its proven benefits, the implementation of emotional learning in classroom practices remains inconsistent. Factors such as limited teacher training, curriculum constraints, and a focus on academic results often hinder the integration of SEL into daily classroom routines (Humphrey, 2013). This gap is particularly evident in developing regions where educational systems often prioritize rote learning over holistic development, leaving young learners without essential emotional support.

Given the critical role emotional learning plays in enhancing motivation, this study aims to explore the relationship between emotional learning and learning motivation among young learners. By synthesizing existing research through a Systematic Literature Review (SLR), this study seeks to provide insights into effective strategies for implementing emotional learning practices in early education settings.

The findings of this study are expected to contribute to the growing body of knowledge on the importance of SEL in education. Furthermore, it will offer practical recommendations for educators, policymakers, and curriculum developers to design interventions that enhance learning motivation through emotional learning.

In conclusion, emotional learning is not merely an adjunct to academic instruction; it is a fundamental component of quality education. Addressing the emotional needs of young learners through structured and intentional practices can foster a generation of motivated, empathetic, and resilient individuals. This study endeavors to highlight the intersection of emotional learning and learning motivation, emphasizing its transformative potential in educational settings.

Social development in children is marked by the process of achieving maturity in their social life, how they adapt to their environment, interact with their environment and follow the rules in their social environment (Latifa, 2017). Social development means changes in behavior to follow the conditions with social demands. Social demands depend on the environment in which the child develops and on the culture and customs that apply in their environment, and depend on their age and development tasks. Social development can also be interpreted as achieving maturity in social

relationships, learning activities to follow and adapt using norms and procedures, customs and laws that apply in society. The social development of elementary school children is shown by changes in the form of attitudes/actions and expansion correlation between peers, in addition to using family, children also begin to establish correlations with friends of the same age or classmates, so that their social space is increasingly broad. At this time, children begin to be able to follow the situation using the environment more or less, (egocentric) in a cooperative attitude (relating) or prioritizing the interests of others (Tusyana & Trengginas, 2019).

Emotions are intense feelings shown by a person over an incident or event (Latifa, 2017). Emotional development is a development in which emotions are the dominant factor in driving a person's attitude, as well as learning behavior. Social emotional development is an activity of learning to adapt to understand situations and feelings when interacting with other people in their surroundings. Social and emotional learning is carried out through listening, observing and imitating something that is observed. Dodge, Colker, and Heroman (2002) in Hildayani (2009: 10.3), When children are social emotional development is only in the scope of socialization. Where children learn about the values and attitudes they get from the people around them. At this stage, there are 3 goals of social emotional development. First, to fulfill self-understanding (sense of self) and interact with others. Second, responsibility for oneself which includes the ability to obey rules and customs, respect others, and use initiative. Third,demonstrating social attitudes such asempathy, giving to each other, and being able to queuing orderly.

Social emotional learning (SEL) is a learning activity that helps children develop the social and emotional skills needed for success in life. SEL includes four main skills, namely self-awareness, emotional regulation, social skills, and social responsibility. In the context of education, SEL can help improve children's motivation to learn in elementary school. Self-awareness is the ability to understand and recognize one's own feelings and emotions. In the context of learning, self-awareness can help children understand their strengths and weaknesses in learning. Emotional regulation is the ability to manage feelings and emotions in a healthy and effective way. Emotional regulation can help children cope with stress and anxiety that may be associated with learning in school. Social skills include the ability to speak and interact well, collaborate with other individuals, and solve problems effectively. Social skills can help children create healthy interactions with their classmates and teachers. Social responsibility is the ability to understand the consequences of one's actions and to be responsible for them. Social responsibility can help children become responsible learners and engage in their learning environment. SEL can help increase children's motivation to learn in elementary school by providing the skills and support necessary to succeed in school.

Children who have strong social and emotional skills are more motivated to learn and participate in their learning environment. In addition, SEL can help reduce stress and anxiety associated with learning, which can affect children's motivation to learn. In order to ensure the success of SEL to further motivate children to learn in elementary school, it is important to involve parents and educators in the learning process. Parental parents and educators can work together to provide support and guidance to students in improving their social and emotional skills.

Based on the explanation above, this study investigates the impact of Social Emotional Learning (SEL) on the learning motivation of young learners.

## METHOD

This study employed the Systematic Literature Review (SLR) method as outlined by Biolchini et al. (2005). The SLR method is a systematic approach to identifying, evaluating, and synthesizing research findings relevant to specific research questions or phenomena of interest. This method ensures a rigorous and replicable process for reviewing literature, providing comprehensive insights into the research topic. By following this methodology, the study seeks to explore the impact of Social Emotional Learning (SEL) on the learning motivation of young learners.

The SLR process was divided into three stages: planning, execution, and analysis, as proposed by Biolchini et al. During the planning stage, research questions were defined, and inclusion and exclusion criteria were established. The research focused on studies that addressed the relationship between SEL and learning motivation, particularly for young learners. The inclusion criteria encompassed peer-reviewed journal articles, books, and relevant literature from 2010 to 2025, written in English and accessible in full text. Sources that did not address the research topic or lacked empirical evidence were excluded.

In the execution stage, data collection was conducted by systematically searching for literature in local and international journal databases, books, and other credible sources. Databases such as Scopus, Google Scholar, and ERIC were utilized to identify relevant studies. Keywords such as "Social Emotional Learning," "learning motivation," and "young learners" were employed to refine the search results. Articles that met the inclusion criteria were selected, and their content was extracted and organized for further analysis.

Finally, the analysis stage involved evaluating and synthesizing the collected data to identify key themes and trends related to SEL and its influence on learning motivation. This stage aimed to draw meaningful conclusions about the effectiveness of SEL in fostering motivation among young learners. By following these systematic steps, the study ensures transparency, reliability, and depth in addressing the research objectives.

## RESULT AND DISCUSSION

### Definition of Social-Emotional Learning

Social Emotional Learning (SEL) refers to two essential skills required by students in the current educational context: academic skills and non-academic skills. This approach, recommended by institutions like The American Enterprise Institute and The Brookings Institution, promotes a holistic educational model. SEL emphasizes not only academic performance but also abilities such as teamwork, self-management, and responsible decision-making. The concept was first introduced by Daniel Goleman in 1995 as an extension of emotional intelligence. Goleman highlighted the importance of

teaching students to recognize and manage their emotions effectively to foster positive interactions and responsible behavior (Goleman, 1995).

The SEL framework is built on Goleman's emotional intelligence, encompassing self-awareness, self-regulation, motivation, empathy, and social skills. These elements provide a foundation for addressing students' emotional and social needs, thus bridging the gap between emotional well-being and academic success. SEL also aligns with contemporary educational goals by fostering adaptability, resilience, and inclusivity among young learners. Its holistic approach ensures that students develop the skills needed to thrive academically and socially, enhancing their ability to engage actively in their learning journey (Weissberg et al., 2015).

The integration of SEL into education has been transformative, emphasizing emotional and social competence as critical to students' holistic development. Programs designed around SEL often include practices like mindfulness exercises, cooperative learning, and peer mentoring. These strategies not only enhance emotional intelligence but also contribute to a positive and inclusive classroom environment. By fostering these skills early on, SEL prepares students to face academic and life challenges with confidence, empathy, and a strong sense of motivation (Durlak et al., 2011).

**Young Learners' Motivation in Social Emotional Learning**

Teaching young learners is a joy, but it can also be a challenge. Their energy is wonderful but often needs direction, so it's crucial to create a structured classroom while teaching valuable life and future skills such as teamwork and effective communication. It's also important to teach our young learners the importance of following instructions, so our lessons flow and are as uninterrupted as possible. There are many different ways we can do this. Let's look at some different techniques and classroom management tips which can help us manage our young learner classroom effectively. For instance, Brumfit (1991) described young learners as keen, enthusiastic and motivated learners, who can be easily stimulated. Another striking feature of young learners is that they have a greater facility than adult learners for understanding and imitating what they hear (Brewster & Ellis, 2001).

Several research has shown that social emotional learning can improve elementary school children's learning motivation. One study by Durlak et al. (2011) found that an effective SEL program can improve elementary school children's learning motivation. This study involved 213 elementary schools in the United States and involved more than 27,000 students. The results of the study showed that an appropriate PSE program can improve academic achievement and students' enthusiasm for learning.

Another study conducted by Zins et al. (2004) found that PSE programs can improve students' learning motivation. This study involved 2,700 students from 9 elementary schools in the United States. The results showed that effective PSE programs can improve students' learning motivation and help them become more successful in the classroom.

Overall, research shows that SEL can increase elementary school children's motivation to learn. PSE programs can help students cope with stress and anxiety,

improve their social relationships with classmates, and improve their overall social-emotional skills.

## Benefits of SEL for Students

Social-emotional learning (SEL) plays a pivotal role in the holistic development of students. It encompasses critical aspects of growth, such as forming secure relationships with peers, managing and expressing a range of emotions, and navigating various learning environments. These environments include family, community, and cultural settings, providing a comprehensive foundation for students' academic and social success (Carter, 2016).

The absence of strong social-emotional skills can lead to behavioral issues that interfere with students' learning and interpersonal relationships. Students who lack these skills may exhibit defiant behaviors, such as aggression, tantrums, or destructive actions. These behaviors are often observed by educators as indicators of unpreparedness for the learning process, highlighting the essential nature of SEL in fostering readiness and adaptability in educational settings (Carter, 2016).

By integrating SEL into the educational framework, schools can address these challenges effectively. Programs and interventions aimed at enhancing social-emotional competencies empower students to navigate their emotions and relationships constructively. This not only reduces the likelihood of disruptive behaviors but also promotes a positive learning environment where all students can thrive (Carter, 2016).

## Learner's Skills in SEL

In essence, an educator's impact extends beyond what and how they teach. It also involves how they relate to students, organize the class, and foster social-emotional competencies (Dougan, 2015). The Collaborative for Academic, Social, and Emotional Learning (CASEL) identifies five core components of social-emotional learning (SEL): self-awareness, social-awareness, self-management, relationship skills, and responsible decision-making. These competencies form the foundation of emotional intelligence and play a vital role in students' personal and academic growth.

Self-awareness refers to the ability to recognize and understand one's feelings, thoughts, and behavioral impacts with clarity. It involves accurately assessing one's emotions, values, strengths, and interests, enabling individuals to maintain self-confidence based on rational evaluations. Self-management, on the other hand, is the ability to regulate one's emotions, thoughts, and behaviors effectively in various situations. It involves skills such as stress management, impulse control, and expressing emotions appropriately. Both self-awareness and self-management are essential in helping students navigate personal challenges and develop emotional resilience.

Social-awareness is the capacity to understand others' perspectives and empathize with their feelings, enabling individuals to grasp social norms and the conditions within different settings like family, school, and community. Relationship skills encompass the ability to build and maintain healthy, meaningful relationships by regulating behavior and fostering cooperation, while resolving conflicts constructively. Lastly, responsible decision-making refers to the ability to make thoughtful and respectful choices based on

ethical standards, safety concerns, social norms, and respect for others, while considering the potential consequences of one's actions. As we move into the 21st century, these SEL skills have become increasingly important, not only for personal development but also in academic contexts, such as language learning. Through language education, students can further cultivate these SEL competencies, promoting their holistic growth (CASEL, 2015).

## CONCLUSION

Entering the 21st century, the skills that must be mastered by students are increasingly diverse. SEL is defined as the human ability to manage and express emotions in a positive direction. In addition to non-academic activities, the implementation of social emotional learning can also be applied directly to learning, one of which is in learning Indonesian. Through language learning, it is hoped that students will be able to develop various SEL skills, which include: (1) self-awareness, (2) self-management, (3) social awareness, (4) relationship skills, and (5) responsible decision-making. Social emotional learning can improve the learning motivation of elementary school children. An effective social emotional learning program can help students develop good social and emotional skills, so that they become more confident and enthusiastic in following lessons.

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