

Exploring the Impact of Social-Emotional Learning (SEL) on Cognitive and Emotional Development in Adolescents: A Review of Evidence from Educational Settings

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Abstract: This study aims to explore the impact of Social-Emotional Learning (SEL) on the cognitive and emotional development of adolescents. The primary focus is to examine how SEL implementation in educational settings can enhance students' critical thinking, problem-solving skills, and emotional regulation. Using a literature review methodology, this research synthesizes findings from peer-reviewed journal articles, books, research reports, and other relevant publications. The results reveal that SEL significantly improves students' cognitive abilities, including academic performance and collaboration skills, and promotes emotional regulation, fostering healthier social relationships. Furthermore, the study identifies key challenges in SEL implementation, such as inadequate teacher training, limited school resources, and insufficient parental involvement. In conclusion, while various obstacles hinder the successful implementation of SEL, the program has been proven effective in supporting the holistic development of students—both cognitively and emotionally. Addressing these challenges through targeted training and collaborative support from all stakeholders is crucial for maximizing SEL's benefits.

Keywords : Social-Emotional Learning (SEL), Development Cognitive, Development Emotional, Education Adolescents, SEL Implementation

INTRODUCTION

Teenager is phase a life marked with change significant in various aspects, including physical, emotional, social, and cognitive. In the transition period this, teenager face various challenges that affect method they learn, interact with environment social, and understanding self they myself. Therefore that, education that is not only focus on aspects academic, but also support development social-emotional, becomes very important. One of the relevant approach For support development the is Social - Emotional Learning (SEL) (Durlak et al., 2011; Zins et al., 2016). Social- Emotional Learning (SEL) is framework designed education For help individual develop skills important like management emotion, empathy, decision making responsible decision



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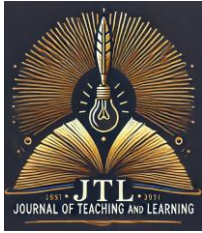
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responsibility, and interpersonal skills (Jones et al., 2017). In the midst of increasing pressure modern life, SEL has become attention main in system global education. Approach This aiming For build balance between development academic and non- academic, ultimately impact on success term long student in life personal and also professional them (Durlak & Dupre, 2019).

Globally the importance learning social-emotional the more acknowledged along with increasing challenges faced students, such as stress academic, bullying, and harassment mental health (Payton et al., 2018; Minarti et all., 2024). Organization such as the Collaborative for Academic, Social, and Emotional Learning (CASEL) emphasizes that SEL does not only impact on welfare emotional students, but also improve results academic they (CASEL, 2021). CASEL defines SEL as a process that includes five core competencies, namely awareness self, management self, awareness social, skills relationships, and taking responsible decision answer (Greenberg & Abenavoli, 2017). In Indonesia, education tend results oriented academic, with pressure on value exam as indicator main success students(Prapai et all., 2024). Unfortunately, the approach This often ignored aspect social-emotional is very important For development holistic students. Data from the Ministry of Education and Culture show existence improvement case mischief teenagers, school violence, and stress psychological consequence competition rigorous academics(Sutrisno et all., 2024). This is show the need transformation in system more education holistic, including integration SEL framework for help student face challenge modern life (Elias & Jones, 2018; McKown & Gumbiner, 2017).

Impact learning social-emotional to development cognitive has Lots proven through various research. For example, the ability manage emotion help student For more focus on learning, while interpersonal skills support Work same effective in group. Research by Durlak et al. (2011) found that Students who participate in the SEL program demonstrate improvement performance academic by 11 percent compared to students who do not involved in the program. In neurological, management good emotions also improve function brain, especially in the prefrontal cortex area, which plays a role important in breakdown problems and decisions decisions (Bouffard & Jones, 2016). In addition its impact on aspects cognitive, SEL also plays a role role important in development emotional teenager. In adolescence, individuals often face challenge in manage



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emotion they, who can cause stress, anxiety, or behavior impulsive (Zhao et al., 2024). Through the SEL program, students taught For recognize and manage emotion they, build empathy, and develop connection healthy social (McKown & Nishida, 2019). Research by Jones et al. (2017) shows that students involved in SEL has level welfare more emotional tall as well as capable to weave more interpersonal relationships positive.

Benefit SEL implementation in schools covering various aspects. First, SEL helps student reach balance between pressure academic and welfare emotional (Domitrovich et al., 2017). Second, this program proven reduce behavior negative such as bullying and violence in the environment school. Third, SEL encourages formation environment inclusive learning, where students feel appreciated and accepted (Osher et al., 2015). Fourth, management good emotions through SEL improve motivation Study students, so that they more believe self in face challenge academic (Weissberg & O'Brien, 2017). However, in Indonesia, the implementation of SEL is still face various obstacles, such as lack of teacher training, limited source power, and resistance to change curriculum (Flook et al., 2019). Specific research to study the impact of SEL on development cognitive and emotional students in Indonesia also still limited. Therefore that, research This aiming For explore How SEL framework can influence development students, in particular in context culture and systems Indonesian education.

Framework conceptual study This will focus on two aspect main, namely aspect cognitive and emotional. In the aspect cognitive, research This will to study how SEL improves ability think critical, solving problems, and concentration Study students. While in the aspect emotional, research This will researching how SEL helps student manage emotions, building interpersonal relationships, and reduce level stress as well as anxiety. Research This expected give contribution significant in development policy education in Indonesia. With increasing complexity challenges faced by the generation young, integration learning social-emotional in system education No only A choice, but urgent need For create a more society healthy, inclusive and productive.



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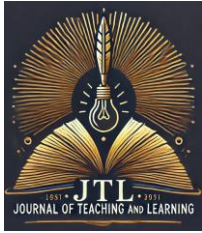
METHOD

Study This use method *library research* or studies bibliography, namely approach research that relies on secondary data from various relevant literature For answer question research. Method This aiming For understand concepts, theories, and findings related framework Social - Emotional Learning (SEL) and the impact to development cognitive and emotional in adolescents. Study literature chosen Because provide framework strong and comprehensive theory For explore connection between SEL implementation and development students (Creswell, 2014; Gay, Mills, & Airasian, 2012).

Data sources in study This consists of from primary and secondary literature. Primary sources include books main, article journal academic, and reports in -depth research about SEL. Article from journal reputable such as Collaborative for Academic, Social, and Emotional Learning (CASEL) and study quantitative and qualitative related to SEL to be focus main. Source secondary covering report policy education, publication from organization education international, and relevant meta - analyses. Sources This obtained through searches in online databases such as Google Scholar, SpringerLink, JSTOR, and ProQuest using keywords such as "Social-Emotional Learning (SEL)," " development cognitive teenagers," " development emotional," and " educational social-emotional " (Bailey & McCauley, 2017).

Data collection was carried out through stages systematically. First, relevant literature identified based on keywords certain. After that, literature classified to in category like theory SEL basics, SEL impact on development cognitive, the impact of SEL on development emotional, as well as SEL implementation in various context education (Houghton & Meskill, 2019). The literature that has been collected Then evaluated based on quality methodology, relevance with Topic research, and credibility publisher or the author.

Data analysis techniques used in study This is analysis content (content analysis) and analysis comparative. In analysis content, researcher identify themes main from literature, such as SEL components, SEL effects on development students, and implementation strategies in schools. The data collected interpreted in a way descriptive For give understanding comprehensive about



framework SEL theory. Analysis comparative done with compare results study from various countries or context culture For understand variation the impact of SEL and identify gap research that requires studies continued (CASEL, 2020).

Stages study This started with stage preparation, namely determination focus research and keyword research. Next, it is carried out stage data collection, where researchers download, classify, and save relevant documents. Stage analysis done with read in a way in-depth and identify bullet points important from literature that has been collected. Finally, stage conclusion covers compilation results analysis in form comprehensive narrative as well as formulation recommendation practical For SEL implementation in schools.

Validity of data in study This guaranteed through various steps, such as triangulation source, namely compare findings from various literature For ensure consistency information. In addition that, researcher do criticism source, namely evaluate accuracy and relevance of the data obtained. The results of the analysis are also checked repeat For minimize interpretation bias. By approach this, research expected can give deep understanding about the impact of SEL on development cognitive and emotional teenagers, and become reference for implementation of SEL programs in various institution education.

RESULTS AND DISCUSSION

Research result show that learning social-emotional (*Social-Emotional Learning/SEL*) has influence significant to development cognitive and emotional in adolescents. Findings This supported by various literature that reveals benefits of SEL in strengthen skills academic, relationship social, as well as welfare emotional students. The following is details results at once discussed For give comprehensive understanding.

The impact of SEL on Development Cognitive

Learning social -emotional learning (SEL) has impact significant to development cognitive teenagers. One of the aspect The main things that are influenced by SEL are ability think critical,



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solving problems, and taking decisions. Through the SEL program, students taught For recognize and manage emotion them, so that capable maintain focus in complex situations. Ability This become base important in taking rational and strategic decisions. **Research by CASEL (2021)** show that students who participate in the integrated SEL program experience improvement score academic by 11 percent compared to students who do not exposed to the program. This is prove that SEL does not only support development emotional but also improve ability cognitive in a way significant.

One of how SEL affects development cognitive is through formation awareness self students. Awareness self This allow student For understand advantages and disadvantages they, who in turn help they identify the most effective learning strategies. As for example, students who are able manage emotion they tend more capable overcome stress academic and maintain concentration in finish a difficult task. With Thus, SEL helps create conducive internal conditions for learning, so that student can maximize potential intellectual they (**Zins et al., 2004**).

Ability think developing critical through SEL also encourages student For analyze information in a way in-depth and develop solution innovative to problems faced(Sholeh et all., 2023). SEL programs usually involving stimulating activities thinking reflective, such as discussion groups, simulations, and studies cases. Activities This No only practice skills analytical but also promote Work The same team, where students Study For value different perspectives and find solution along with Thus, SEL builds skills important collaboration in face challenge complex good inside or outside environment school (**Greenberg et al., 2003**).

Besides that, development empathy through SEL strengthen ability cognitive student in interact with others(Sholeh et all., 2024). Empathy allow student For understand the needs, feelings, and views of others, which are element important in build healthy interpersonal relationships. In context learning, empathy help student For Work in a way effective in team and create atmosphere Work equally productive. As example, in activity Study group, students with empathy tall tend more inclusive and appreciate contribution colleague they, who in the end increase results Work group in a way overall (**Taylor et al., 2017**).



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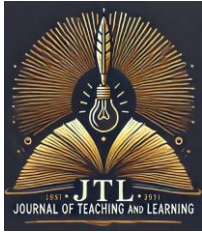
Improvement ability breakdown SEL - mediated problems also show impact straight to performance academic students. Through learning based on frequent projects used in the SEL program, students trained For identify problem, explore solution alternatives, and evaluate results in a way critical. Ability This relevant with challenge academic everyday, where students faced with problems complex that requires approach systematic and creative For complete **it (Durlak et al., 2011)**. With to practice skills This in a way consistent, students No only become more competent in a way academic but also more believe self in face a situation full of pressure.

In general Overall, the impact of SEL on development cognitive student No can denied. This program No only increase ability academic like think critical, solving problems, and taking decision, but also constructive skills social and emotional support success learning. In context education moment this, where the challenge is academic the more complex and demanding world of work the more high, SEL integration in curriculum become the more relevant. With prepare student For face challenge This, SEL provides significant contribution in create an intelligent, resilient and capable individual adapt with dynamic changes.

The impact of SEL on Development Emotional

Learning social -emotional learning (SEL) is not only contribute to aspects cognitive, but also has significant impact to development emotional teenagers. One of the aspect main improved through SEL is awareness self, ability For manage emotions, and build connection healthy social. Research show that students involved in SEL programs tend to own more capabilities Good in recognize and manage feeling they, as well as more capable interact in a way positive with other people. Durlak et al. (2011) in his studies mention that Students who participate in the SEL program demonstrate decline level anxiety and depression, as well as increased sense of confidence self and satisfaction life in a way significant. Findings This highlight how the importance of SEL in help teenager manage challenge emotional that they face.

Awareness self acquired through SEL provides student ability For understand feeling they, recognize emotions that arise, and judge How feeling the influence behavior they. Ability this is very important in development emotional, because students who have awareness high self tend



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more can control reaction emotional they in various situation. For example, students who feel frustration in face difficult task will more capable recognize feeling and manage it with in a constructive way, such as with rest for a moment or request help, than respond with anger or anxiety. In matter This, SEL provides skills that help student For guard balance emotional they, who in turn increase their mental health (Brackett et al., 2012; Domitrovich et al., 2017).

Besides that, SEL provides contribution important in increase ability student For manage emotion they in a way effective. One of the skills taught in the SEL program is management stress and emotions negative, such as anger, anxiety, and frustration. Skills this is very relevant remember frequent pressure felt by teenagers in life school, good That related with demands academic, relationship social, as well as expectation family. With teach student techniques management emotions, such as relaxation, meditation, or technique breathing, SEL allows they For overcome situation challenging emotions with a better way healthy and productive. This is help prevent the occurrence behavior impulsive or aggressive that can damage connection social or performance academic (Jones & Kahn, 2017).

The SEL program also provides impact positive in matter connection social students(Efendi et all., 2023). With increase skills social like communication, empathy, and work same, SEL allows student For build more relationship Good with Friend peers, teachers, and parents. Students involved in the SEL program more tend own attitude positive towards others and more capable respond difference with respect and understanding. As example, students who study For identify and appreciate feeling his friends will more sensitive to need other people's social, which helps they to weave more friendship deep and supportive. Relationship healthy and positive social This, in turn, creates a strong sense of attachment. with school and strengthen feeling accepted and appreciated, which is very important in development emotional adolescents (Schonert-Reichl & Weissberg, 2014).

Benefit emotional gain from the SEL program also has an impact big to motivation student For learning. When students feel accepted and appreciated in environment school, they more motivated For participate in activity learning and activities school others. On the other hand, when student feel isolated or No appreciated, thing This can cause decline motivation and engagement.



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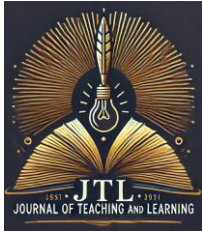
With create a positive and supportive environment through SEL, students feel more safe and motivated For develop in a way emotional and academic. This also contributes to increased self-confidence. self they, because they feel more capable overcome the challenges they face face it, okay in aspect social and also academic (Durlak et al., 2011).

No only that, skill emotional gain from SEL is very important in help student face stress academic and pressure social. Teenagers often experience anxiety related with exams, grades, or expectations of parents and friends peers. The SEL program helps student For manage stress This with more good, give they skills For face pressure without feel stressed or separated hope. For example, students who have trained For recognize signs stress can more fast take steps For reduce anxiety, such as speak with a teacher or friends, do activity physical, or train technique relaxation. With Thus, SEL helps student For more resilient in face challenge emotional which is often come along with adolescence (Jones & Kahn, 2017).

In general Overall, the impact of SEL on development emotional teenagers are very large(Sholeh et all., 2024). SEL programs do not only give skills For recognize and manage emotions, but also build connection more social healthy and strengthens confidence self students. With skills learned in the SEL program, students can overcome challenge emotional that they face it with more good, improve their mental health, and create a more environment positive and supportive in schools. Benefits This No only relevant for development personal student but also supports success they in education and life social they in a way overall (Brackett et al., 2012; Durlak et al., 2011; Domitrovich et al., 2017).

Socio- Cultural Context in SEL Implementation

The impact of Social-Emotional Learning (SEL) on development teenagers are greatly influenced by context socio-cultural in which this program implemented. Research show that factor social and cultural can influence how SEL is accepted and implemented in life daily students. In public collectivist, as found in many Asian countries, SEL tends to more emphasize importance Work same, solidarity groups, and relationships harmonious social (Markus & Kitayama, 1991). On the other hand, in public individualistic, as in many Western countries, SEL



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programs are more focus on development not quite enough answer individual, independence, and initiative personal. Variations This show that SEL success is not can viewed universally, but rather must consider values and structures socio-cultural aspects that exist in society (McMahon & Washburn, 2003).

In public collectivist, values such as mutual cooperation, togetherness, and work The same more emphasized. Therefore that, in context This is a SEL program that prioritizes Work team and solidarity between member group more effective and relevant. Students taught For each other support One each other, share feelings, and work The same For reach objective together. Approach like This No only support development skills social, but also strengthens connection between students, which is very important For create environment safe and positive learning (Haynes, Goodyear, & Norris, 2007). In Indonesia, as a country with values strong collectivist, SEL approach that emphasizes harmony social and work The same between individual more in accordance with culture local(Efendi et all., 2023). For example, the value of mutual cooperation which is an integral part of Indonesian culture can reinforced through SEL implementation that emphasizes importance each other help and collaborate in finish problem (Chen & French, 2008).

However, in public individualistic, where freedom personal and autonomy more appreciated, SEL programs are often more focus on formation not quite enough answer personal, ability For manage feeling individuals, as well as taking independent decision. (Sabarudin et all., 2024) In society like this, students more tend taught For develop skills emotional and social that allows they For become more individual tough, independent and capable take initiative in various situation(Romlah et all., 2024). In Western countries, SEL programs are more Lots emphasize on development self and achievement personal, so that student pushed For recognize and manage emotion they myself, and make appropriate decision with values personal them (Kagawa & Kawai, 2015).

In Indonesia, adjustments to values socio-cultural local is very important in SEL implementation. One of the challenge the biggest is integrate values Indonesian culture, such as mutual cooperation and harmony social, to in a more SEL program is universal. Education in Indonesia must be create space where students No only Study manage feeling they yourself, but



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Volume 2 No 2 January 2026

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also how interact and work The same in context more social wide (Ho & Chiu, 1994). In matter This SEL approach is based on work. same, mutual feeling appreciate, and care to fellow more Possible accepted and implemented with effective by students. For example, activities group that prioritizes settlement problem in a way together can strengthen the sense of togetherness and improve skills social student.

Besides that, success SEL implementation in the Indonesian context also requires support sensitive policies to culture local. Government, through ministry education, need give clear directions about how SEL can applied in framework existing curriculum, as well as provide adequate training for teachers to can integrating SEL into in the learning process. Training This must covers understanding about concepts SEL basics, as well as ways practical For adapt and implement SEL approach is appropriate with context Indonesian culture. This is important so that teachers don't only teach skills social and emotional, but can also connect draft the with values living culture in public.

Next, for ensure that SEL can implemented in a way effective in context Indonesian socio-culture, important for school For involving parents and community in support the program(Hidayah et all., 2024). Parents own a big role in strengthen SEL values at home and outside school. Collaboration between school, family and community will strengthen the message taught through the SEL program and ensure that student to obtain learning holistic social - emotional, both within or outside class(Syafi'i et all., 2024). For example, with involving parents in SEL activities, such as discussion about management emotion or settlement conflict in a way peace, values the can strengthened and more easy accepted by students.

Important For noted that SEL program adjustments are not only involving adaptation to values culture, but also consider difference in condition socio-economic and access education(Rohman et all., 2023). In Indonesia, the differences between area urban and rural, as well as between public and private schools, yes influence how SEL is accepted and implemented. Therefore that, the SEL program must Enough flexible For Can customized with condition different local, good from aspect source available power and also need special students in various area.



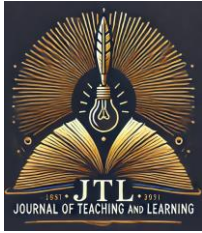
In general Overall, the implementation of SEL in context Indonesian socio-culture must done with notice riches existing culture and values(Munif et all., 2023). An approach that emphasizes Work same, togetherness, and mutual feeling appreciate very relevant with values Indonesian culture that prioritizes harmony social. With proper adjustment and support from policy sensitive education to culture, SEL can become very effective tool For support development social and emotional students in Indonesia.

The Gap in SEL Implementation

Although benefit from Social-Emotional Learning (SEL) increasingly recognized, research show that its implementation Still face various significant challenges. One of the challenge main is lack of adequate training for teachers. Many educators have not get training special about How method Integrating SEL into teaching they(Sholeh et all., 2024). This is can hinder teacher's ability to teach skills social-emotional with effective. As example, although many skilled teachers in teach material academic, they Possible not enough Ready in guide student For manage emotion they, finish conflict, or build healthy relationship with Friend peers. Without proper training, SEL implementation in class Can become not enough effective and not can fulfil objective development social-emotional student in a way maximum (Jones et al., 2017; CASEL, 2020).

Besides that, limitations source Power school also becomes obstacle main in SEL implementation. Many schools, especially in underprivileged areas, develop or at school with source Power limited, difficulty For provide tool or required materials For support SEL program. Source limited power This No only covers aspect physique like adequate facilities, but also includes limitations in matter time and energy educator. As example, an effective SEL program often requires time addition For session counseling or activity group focused on development skills social and emotional, while Lots schools that have face burden a dense curriculum. In a number of case, the teacher may feel difficulty For find enough time in timetable they For teach SEL without sacrifice material more academic urgent (Cohen & Sandy, 2017; Durlak et al., 2011).

Challenge other is lack of parental involvement in the SEL program. Parents hold role important in support development social-emotional children at home, and involvement they can



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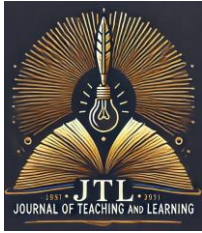
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strengthen learning that occurs in schools. However, in many case, parents Possible No fully understand the importance of SEL or How they can contribute in support development child they are outside school. Some parents may also feel that education emotional should become not quite enough answer school and not part from role they are at home. Without strong parental support, SEL implementation in schools No will effective in a way comprehensive, because children need consistent reinforcement between what they learn in school and how That applied in life daily them (Greenberg et al., 2003; Hoagwood et al., 2017).

Difficulty in integrating SEL into in curriculum that has been solid also becomes factor inhibitor others. Many schools are struggling For enter SEL program into in timetable learning that has been done full with material academic. SEL programs are often viewed as additional that is not too urge compared to with core lessons such as mathematics, language, or science. In a number of situation, limitations time This causes SEL to become low priority for Lots school, even though the impact to development students are very large. Many educators feel stressed For finish curriculum that has been there are and, as a result, they difficulty For give room for teaching skills important social- emotional for development term long students (Zins et al., 2004).

For overcome gap this is important For do more investment big in training for teachers. The training is designed with Good No only will increase teachers' understanding of SEL, but also provides they skills practical required For integrating SEL into in activity everyday in class. Teachers need prepared For become facilitator in development social-emotional students, not only as teacher material academic. With proper training, teachers can more believe self in teach skills like empathy, management emotions, effective communication, and resolution conflicts, all of which are very important for development children (Durlak et al., 2011; CASEL, 2020).

Besides that, development more curriculum inclusiveness is also very much needed. A curriculum that includes SEL should No viewed as additional, but as an integral part of supportive education development holistic students. Integrating SEL into in curriculum that has been There is No must means add burden Work for teachers, but can done with a better way flexible, such as to hook skills social-emotional with lesson academic others. As example, skills breakdown the problem being taught in lesson mathematics can associated with skills settlement taught conflict



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in the SEL program. With method this, SEL does not must become activity separate, but can applied in various context more education area (Jones et al., 2017).

Parental involvement is also a aspect important things to do improved. School need conduct educational programs for parents so that they more understand the importance of SEL in support development children they. Activities like a workshop for parents or material communication that explains benefits of SEL can helping parents understand How they can support development social-emotional children at home. When parents understand the importance of SEL, they more tend For support and strengthen what is taught in school, creating a consistent and supportive environment for students (Hoagwood et al., 2017).

In general overall, although there is challenge significant in SEL implementation, solutions can found with increase teacher training, strengthening parental involvement, and developing more curriculum inclusive and flexible. With continuous efforts For overcome gap this, SEL can become an integral part of education that provides benefit big for development social and emotional students, as well as increase results Study they in a way overall (Zins et al., 2004; Cohen & Sandy, 2017).

CONCLUSION

Research conclusion This show that learning social-emotional (SEL) provides extensive and significant benefits in development teenagers, no only in aspect academic but also in management emotions and abilities social. Research This disclose that SEL improves ability cognitive students, such as ability think critical and solving problems, and build balance emotional that helps student face stress and challenges life. in general special, success SEL implementation requires a holistic approach, which takes into account factor socio - cultural environment students. This is covers awareness will difference background behind social and cultural that can influence method student receive and apply learning emotional and social. Research also emphasizes importance existence policy education that supports SEL, including provision adequate training for teachers. Training This will helping educators For more ready and skilled in teach skills social-emotional to student.



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Besides that, the role of parents is also very vital. Parental involvement in support development social-emotional student can strengthen learning that takes place in schools and creates consistent environment between home and school. Without adequate support from party schools and parents, as well as without appropriate policies, SEL implementation may be No will be optimal.

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