

Conference Name: EduCon Tokyo – International Conference on Education, 13-14 April, 2026
Conference Dates: 13-Apr- 2026 to 14-Apr- 2026
Conference Venue: TKP Ichigaya Building, 8 Ichigaya Hachiman-cho, Shinjuku-ku, Tokyo 162-0844
Appears in: PUPIL: International Journal of Teaching, Education and Learning (ISSN 2457-0648)
Publication year: 2026

Wulandari & Abduh, 2026

Volume 2026, pp. 129.130

DOI- <https://doi.org/10.20319/ictel.2026.129130>

This paper can be cited as: Wulandari, M. D. & Abduh, M. (2026). Social–Emotional Competency-Based Learning Techniques: Perspectives of Pre-Service Elementary Teachers. *EduCon Tokyo – International Conference on Education, 13-14 April, 2026. Proceedings of Teaching & Education Research Association (TERA), 2026, 129-130*

SOCIAL–EMOTIONAL COMPETENCY-BASED LEARNING TECHNIQUES: PERSPECTIVES OF PRE-SERVICE ELEMENTARY TEACHERS

Murfiah Dewi Wulandari

*Elementary Teacher Education, Muhammadiyah University of Surakarta, Central Java,
Indonesia*
mdw278@ums.ac.id

Muhammad Abduh

*Elementary Teacher Education, Muhammadiyah University of Surakarta, Central Java,
Indonesia*
mdw278@ums.ac.id

Abstract

Strengthening social-emotional competencies among elementary school students is essential for character development. This study aims to describe the perspectives of Pre-Service Elementary Teachers regarding the implementation of social–emotional competency-based learning (SEL) techniques in school settings.

This research employed a qualitative descriptive approach with participants consisting of the Pre-Service Elementary Teachers at Universitas Muhammadiyah Surakarta (UMS). Data were collected through in-depth interviews, open-ended questionnaires, and instructional module documents developed by the participants. Data validity techniques using source and techniques

triangulation Data analysis techniques through data reduction, data presentation, and drawing conclusions.

The findings indicate three main scopes for developing social-emotional competencies: (1) routine activities, (2) integration into subject-based learning, and (3) school culture. The five core social-emotional learning (SEL) competencies identified include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Within routine activities, self-awareness techniques included storytelling, mindful breathing, self-relaxation. Self-management was fostered through queuing during congregational prayers, communal meals, classroom duties. Social awareness was developed through writing apology letters, friendship-themed storytelling, and interactive ice breakers. Relationship skills were enhanced through social service activities, charitable giving, and extracurricular programs. Responsible decision-making was promoted through class leader elections, deliberation on duty schedules, and decision-making games.

When integrated into subject-based learning, self-awareness strategies included identifying students' emotions, learning reflections. Self-management was supported through self-reflection, group discussions. Social awareness was developed through storytelling, school environment observations. Relationship skills were cultivated through cooperative learning, peer tutoring, and group discussions. Responsible decision-making was fostered through decision-making during discussions, task distribution in project-based learning.

In terms of school culture, self-awareness was developed through Dhuha prayer. Social awareness and self-management were strengthened through Projek Penguatan Profil Pelajar Pancasila (P5) Program. Social awareness and relationship skills were promoted through Senyum Salam Sapa Sopan Santun (5S) Program. Responsible decision-making was developed through student participation as flag ceremony officers.

Keyword:

Qualitative, Character Development, School Culture, Self-Awareness, Relationship Skills