

Social Emotional Skills Related to Training and Teaching Experience for Teachers

Fauzi Rahman, MhdSafiqAdzkia, Miranda Putri Simatupang, AmbiyarAmbiyar, Mahesi Agni Zaus

Faculty of Engineering, Universitas Negeri Padang, Padang, Indonesia,

✉ (e-mail) fauzirahman@unp.ac.id

Abstract

This article is part of the study Social-emotional skills related to training and teaching experience, which aims to find out the views of some students from the Bachelor of Indonesian Language Education program at, faculty of Language and Art (FBS) Universitas Negeri Padang (UNP) regarding the importance, need, and presence of socio-emotional skills in curricular career plans. they.

Utilizing the EINFEM Scale, we investigated the perceived performance, needs, and presence of socio-emotional skills among a group of students. We discuss issues such as the incorporation of socio-emotional skills into the curriculum, areas of socio-emotional skills where participants may want additional training, and the need to incorporate determinants regarding socio-emotional skills into the training process. We emphasize the importance of incorporating strategies to develop socio-emotional skills into teacher training and enhancing lifelong learning to equip future teachers with the skills they need to navigate professional and personal situations in their daily lives.

Keywords: socio-emotional skills, teacher training, curriculum, emotions, teaching experience.

Introduction

The teaching exercise requires that you have the social-emotional support and personal skills necessary to manage daily work-related situations. In such situations, it is necessary to apply both the university-acquired knowledge and the construction itself as a subject. However, the relationship between the formative and practical dimensions becomes complicated when the teacher-in-training lacks adequate professional and personal scaffolding (Cejudo et al., 2015). Analyzes how the Early Bachelor of Indonesian Language Education program at FBS UNP has incorporated socio-emotional skills into its teaching and learning processes. To accomplish this, we solicited student feedback on the significance, necessity, and presence of these skills in the program they are enrolled in.

Socio-emotional skills are a set of abilities that enable, among other attitudes, emotional recognition, comprehension, and management (FAHMI et al. 2021)(Setiawan and Arliansyah 2021)(Odukoya, Omonijo, and Oraetue 2020) These skills are structured through interactions and the ability to express and communicate, which activate language, the approach to reality, and social thinking. The development of these skills in the teacher is crucial, as he serves as an emotional model for his students through the way he expresses and directs his emotions. When students are guided by emotionally intelligent teachers, emotional learning, study motivation, and self-esteem improve. To create healthy educational scenarios in which self-regulation is the foundation for managing

autonomy, freedom, and the well-being of the community, it is necessary to enhance the development of socio-emotional skills in teacher preparation(Reimers 2020).

Method

The research described here is correlational, with a descriptive emphasis, and non-probabilistic sampling was used for accessibility. The The sample consisted of two types of FBS UNP-affiliated participants: 1) students in the early the Bachelor of Indonesian Language Education program; 2) program graduates with a preschool teaching license. 33.6 percent of the students enrolled in the second semester of 2021 participated and completed the Scale of Importance and Training Needs in Emotional Education [EINFEM], (Cejudo et al. 2015)based on the theoretical models of intelligence and emotional analysis of Mayer and Salovey (1997) and(Di Fabio and Palazzeschi 2015) The 20-item scale is divided into the following three subscales: 1) the significance of a training area in socio-emotional skills for teaching work; 2) the need for a specific training area related to the three emotional competencies identified by Cejudo and others (2015): 1) Interpersonal emotional skills competencies, 2) complementary emotional competencies, and 3) intrapersonal emotional competencies; and 3) inclusion in the curriculum of the training program. The response options are organized according to the Likert scale, with 1 representing "very low" and 5 representing "very high" importance.

According to the level of study of the participants, two levels were established: Initial: participants in the first through fifth semesters; Advanced: sixth through tenth semester students. We wanted to establish a correlation between the subscales and the number of studies included in the analyses, so we tallied the scores by subscale and by the three emotional competencies using the Mann-Whitney U test, the likelihood ratio for PSEST superiority, and the Spearman correlation coefficient.

Results and Discussion

Regarding the student responses, Table 1 displays the distribution of data according to the three factors established by Cejudo et al. (2015) for the significance subscale. The characteristics of the need subscale are shown in Table 2.

Table 1 Valid and accumulated percentage, median, range, and standard deviation of the importance subscale for each student.

Factors Y Aspects	Grade or level										M e	R	S2	quartiles	
	highly	lo w	low	medium	high	highly	high								
	Pi	Pi	Pi	Pi	Pi	Pi	Pi	Pi	Pi	Pi				Q1	Q2
Interpersonal emotional competencies															
Item 6	0,7	0,7	5,7	6,4	18,4	24,8	46,8	71,6	28,5	100	4	3	0,812	4	5
Item 8	1,4	1,4	7,1	8,5	28,4	36,9	41,1	78	22	100	4	4	0,859	3	4
Item 9	0,7	0,7	5,7	6,4	20,6	27,0	46,8	73,8	26,2	100	4	4	0,758	3	5
Item 10	0	0	6,4	6,4	21,3	27,7	46,8	74,5	25,5	100	4	3	0,721	3	5
Item 11	0	0	6,4	6,4	22,0	28,4	37,6	66	34	100	4	3	0,821	3	5
Item 15	0	0	5,7	5,7	27,27	33,33	49,49	83	17	100	4	3	0,630	3	4

Item 17	0	0	3,5	7	15,6	19,1	49,6	68,8	31,2	100	4	3	0,607	4	5
Item 18	0,7	0,7	5,0	7	22,0	27,7	44,0	71,6	28,5	100	4	4	0,768	3	5
Complementary emotional competencies															
Item 12	0,7	0,7	9,9	10,6	22,0	32,6	36,9	69,5	30,5	100	4	4	0,975	3	5
Item 13	0,7	0,7	5,0	5,7	27,7	33,3	39,7	73,0	27,0	100	4	4	0,798	3	5
Item 14	0	0	4,3	4,3	23,4	27,7	41,1	68,8	31,2	100	4	3	0,721	3	5
Item 16	0,7	0,7	5,7	6,4	18,4	24,8	43,3	68,1	31,9	100	4	4	0,800	3,5	5
Item 19	0,7	0,7	7,1	7,8	24,1	31,9	39,7	71,6	28,5	100	4	4	0,864	3	5
Item 20	0,7	0,7	6,4	7,1	19,9	27,0	43,3	70,2	29,8	100	4	4	0,819	3	5
Interpersonal emotional competencies															
Item 1	1,4	1,4	3,5	5,0	17,0	22,0	48,9	70,9	29,1	100	4	4	0,736	4	5
Item 2	0	0	6,4	6,4	26,2	32,6	43,3	75,9	24,1	100	4	3	0,742	3	4
Item 3	0	0	8,5	8,5	23,4	31,9	38,3	70,2	29,8	100	4	3	0,867	3	5
Item 4	0,7	0,7	5,7	6,4	20,6	27,0	41,8	68,8	31,2	100	4	4	0,813	3	5
Item 5	1,4	1,4	7,1	8,5	27,7	36,2	41,8	78,0	22,0	100	4	4	0,856	3	4
Item 7	2,1	2,1	5,7	7,8	19,9	27,7	44,0	71,6	28,5	100	4	4	0,899	3	5

The most considered aspects of the importance subscale (Table 1) are: 1) identification and recognition of our own emotions; 2) assertiveness; and 3) empathy. The least significant are stress management, conflict resolution, and emotional regulation.

Table 2 Students: an accurate and comprehensive representation of the Need's median, range, and variance Subscale.

Factors Y Aspects	Grade or level										Me	R	S2	quartiles	
	highly	low	low	medium	high	highly	high								
	Pi	Pi	Pi	Pi	Pi	Pi	Pi	Pi	Pi	Pi				Q1	Q3
Interpersonal emotional competencies															
Item 6	0,7	0,7	5,7	6,4	18,4	24,8	46,8	71,6	28,5	100	4	3	0,763	3,5	5
Item 8	2,1	2,1	6,4	8,5	29,1	37,6	41,1	78,7	21,3	100	4	4	0,884	3	4
Item 9	1,4	1,4	7,1	8,5	19,1	27,7	46,1	73,8	26,2	100	4	4	0,858	3	5

Item 10	0	0	7,1	7,1	22,7	29,8	44,7	74,5	25,5	100	4	3	0,758	3	5
Item 11	0,7	0,7	5,7	6,4	19,1	15,5	41,8	67,4	32,6	100	4	3	0,814	3	5
Item 15	0,7	0,7	6,4	7,1	24,8	31,9	46,8	78,7	21,3	100	4	3	0,751	3	4
Item 17	0,7	0,7	5,7	6,4	11,3	17,7	50,4	68,1	31,9	100	4	3	0,724	4	5
Item 18	2,1	2,1	3,5	5,7	17,7	23,4	48,2	71,6	28,5	100	4	4	0,799	4	5
Complementary emotional competencies															
Item 12	0,7	0,7	7,1	7,8	17,0	24,8	40,4	69,2	34,8	100	4	4	0,871	3,5	5
Item 13	1,4	1,4	4,3	5,7	22	27,7	44,7	72,3	27,7	100	4	4	0,795	3	5
Item 14	2,1	2,1	2,8	5,0	15,6	20,6	44,0	64,5	35,5	100	4	4	0,815	4	5
Item 16	1,4	1,4	3,5	5,0	17,7	22,7	46,1	68,8	31,2	100	4	4	0,764	4	5
Item 19	1,4	1,4	6,4	7,8	17	24,8	43,3	68,1	31,9	100	4	4	0,878	3,5	5
Item 20	1,4	1,4	5,0	6,4	16,3	22,7	45,4	68,1	31,9	100	4	4	0,814	4	5
Interpersonal emotional competencies															
Item 1	0,7	0,7	2,1	2,8	20,6	23,4	51,1	74,5	25,5	100	4	4	0,614	4	5
Item 2	1,4	1,4	5,7	7,1	21,3	28,4	51,1	79,4	20,6	100	4	3	0,752	3	4
Item 3	0	0	6,4	6,4	22,7	29,1	40,4	69,5	30,5	100	4	3	0,790	3	5
Item 4	0,7	0,7	5,7	6,4	20,6	27,0	42,6	69,5	30,5	100	4	4	0,806	3	5
Item 5	1,4	1,4	6,4	7,8	23,4	31,2	48,9	80,1	19,9	100	4	4	0,779	3	4
Item 7	2,1	2,1	5,7	7,8	19,1	27,0	46,1	73,0	27,0	100	4	4	0,876	3	5

It is interesting to note that stress management, problem solving, and the regulation of one's own emotions and those of others were deemed of low importance by the students. However, (Yuseni 2019) emphasizes the significance of working around an educational service that promotes the identification of emotions such as anger, anxiety, and sadness in order to find self-control strategies that revive the pedagogical bond and improve the climate, both in the classroom and in the student's development context.

The students assert that there is no need for a specific emotion-related area in professional training because they do not view the preceding skills as important. Even when researchers such as (Yuseni 2019) consider the work on socio-emotional skills essential in the teacher training classroom as a

competency that prepares students for their actions in society, the appreciation of the participants is consistent.

According to, there is a need to "create and strengthen training spaces for socio-emotional competencies for teachers, students, and parents". This requirement applies to all levels of teacher preparation programs (Reimers 2020). Comparing the findings of this study with those of (Cejudo et al. 2015), it was discovered that in Cejudo's study, the participants placed a higher value on training in complementary emotional competencies, followed by interpersonal emotional competencies, whereas the FBS UNP participants placed a higher value on interpersonal emotional competencies, followed by complementary emotional competencies. Both studies agree that intrapersonal emotional competencies rank last. In the study by (Cejudo et al. 2015), participants focused primarily on interpersonal, complementary, and, to a lesser extent, intrapersonal emotional competencies in terms of training needs. This differs from the view of the FBS UNP participants, who consider intrapersonal and interpersonal emotional competencies to be essential and, to a lesser extent, supplementary, as well as the view of (Nurmalita and Hidayati 2014), who place a premium on the personal training of experienced teachers.

Conclusions

The theoretical review and the obtained results allow us to assert that it is appropriate for the teaching exercise, even in higher education, to include strategies that contribute to the development of socioemotional skills. This supports the results of other studies (Black and Kassenboehmer 2017). Some components of socio-emotional education may be related to the perspective of integral development and the work by knowledge dimensions typical of teaching preschool-aged children in the Early Bachelor of Indonesian Language Education program at FBS UNP. This may differ from other educational levels. In light of the various emotional situations that have arisen during pandemics, the findings of this study contribute to the degree in early Indonesian Language Education.

On the other hand, this research provides findings regarding the connection between socio-emotional skills in the curricular project of the studied program and the areas of the socio-emotional field that students wish to improve in their training, including intrapersonal, interpersonal, and complementary emotional competencies. Since emotional knowledge complements the conceptual learning of students, the transversality of socio-emotional training must respond to conceptual, procedural, and attitude learning as the pillars of a comprehensive education. The union of learning and emotion is a catalyst for other knowledge that reveals an approximation between reason and emotion and incorporates sentiment into the educational process (Aini, Nurjanah, and Effendi 2021).

References

- Aini, Aida Noer, Euis Nurjanah, and Muhamad Ridwan Effendi. 2021. "Strategi Menanamkan Nilai - Nilai Akhlak Melalui Integrasi Pendidikan Nilai - Nilai Akhlak Melalui Integrasi Pendidikan." *Paedagogie: Jurnal Pendidikan dan studi Islam* 2(01).
- Black, Nicole, and Sonja C. Kassenboehmer. 2017. "Getting Weighed down: The Effect of Childhood Obesity on the Development of Socioemotional Skills." *Journal of Human Capital* 11(2).
- Cejudo, Javier, María Luz López-Delgado, María Jesús Rubio, and José Miguel Latorre. 2015. "Training Teachers in Emotional Education: A Vision of Future Schoolteachers." *Revista Espanola de Orientacion y Psicopedagogia* 26(3).
- Di Fabio, Annamaria, and Letizia Palazzeschi. 2015. "Beyond Fluid Intelligence and Personality Traits in

-
- Scholastic Success: Trait Emotional Intelligence." *Learning and Individual Differences* 40.
- FAHMI, AGUS, HARDIANSYAH HARDIANSYAH, MENIK ARYANI, and AHMAD MUSLIM. 2021. "BASIC TRAINING LEADERSHIP MANAGEMENT FOR STUDENT." *COMMUNITY : Jurnal Pengabdian Kepada Masyarakat* 1(1).
- Nurmalita, Rully, and Farida Hidayati. 2014. "HUBUNGAN ANTARA REGULASI EMOSI DENGAN KOMPETENSI INTERPERSONAL PADA REMAJA PANTI ASUHAN." *Jurnal EMPATI* 3(4).
- Odukoya, J. A., D. O. Omonijo, and H. N. Oraetue. 2020. "Review of Notable Theories of Emotional Intelligence." *European Journal of Molecular and Clinical Medicine* 7(2).
- Reimers, Fernando M. 2020. "Building Teacher Capacity to Educate the Whole Child. Lessons from Comparative Experience."
- Setiawan, Yuan Yovita, and Emilia Arliansyah. 2021. "Being the Master of Myself: Pelatihan Kecerdasan Emosi Untuk Meningkatkan Kesejahteraan Psikologis Asisten Dosen." *Jurnal Intervensi Psikologi* 13(1).
- Yuseni, Luvi. 2019. "Strategi Guru Pendidikan Agama Islam Dalam Pembinaan Pengendalian Diri Siswa Terhadap Perilaku Kenakalan Remaja (Studi Multikasus Di SMA Surya Buana Malang Dan SMA Islam Nusantara)." *Journal Universitas Islam Malang*.