

Integrating Social-Emotional Skills into Science and Social Studies Learning to Foster Elementary Students' Responsibility

Rifqi Maulana Afriza¹, Elya Umi Hanik²

^{1,2} Universitas Islam Negeri Sunan Kudus, Indonesia

e-mail: ¹franklean2021@gmail.com, ²elyaumi@uinsuku.ac.id

Abstract: This qualitative case study examined the implementation of Social-Emotional Skills (SES)-based Natural and Social Sciences (NSS) instruction in fostering student responsibility among 24 fourth-grade students at MI NU Nurul Haq Prambatan, Kudus. Data were gathered through classroom observations, semi-structured interviews with the school principal, teacher, and students, and documentation, and then analyzed using the Miles and Huberman interactive model. The findings reveal that the five core SES domains—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—were fully integrated across the planning, execution, and evaluation phases of NSS instruction rather than taught as isolated topics. In practice, students demonstrated responsibility by managing tasks independently, dividing roles and collaborating effectively during group work, respecting peer opinions, adhering to shared classroom agreements, and taking ownership of cleanup duties. While a few students still needed occasional teacher prompts, embedding SES into daily NSS activities provided structured, practical opportunities for learners to practice responsibility in the classroom.

Keywords: Elementary school, natural and social science learning, responsible character, social-emotional learning, social-emotional skills



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/). Allows readers to read, download, copy, distribute, print, search, or link to the full texts of its articles and allow readers to use them for any other lawful purpose.

Copyright (c) 2026 Rifqi Maulana Afriza, Elya Umi Hanik

DOI: [http://10.30736/atl.v10i1.3120](https://doi.org/10.30736/atl.v10i1.3120)

Received 10 August 2026, Accepted 25 September 2026, Published 8 October 2026

A. Introduction

The development of information technology and the increasing flow of global culture have brought significant changes to children's learning and social environments (Apriliani et al., 2025). Digital technology gives students broader access to information and learning resources; however, its rapid development also challenges children's social-emotional development and character formation (Hanik et al., 2021). Elementary school students are still developing the ability to recognize emotions, regulate behavior, interact with others, and make appropriate decisions. Consequently, students may demonstrate different levels of emotional control, cooperation, empathy, and responsibility in their daily learning activities (Hanik and Ahsani, 2021; Setiawan et al., 2019). These conditions suggest that elementary education must address not only students' cognitive development but also the social-emotional competencies that support their behavior and interactions in everyday learning contexts.

Social-emotional development is particularly important at the elementary school level because students regularly encounter situations that require them to regulate

themselves, interact with peers, and respond to academic and social demands (Umam, 2025). In classroom settings, students are expected to complete assignments on time, participate in group activities, respect different opinions, follow agreements, maintain shared spaces, and respond appropriately when encountering difficulties (Astuti et al., 2024). However, these behaviors are not always demonstrated consistently. Some students may struggle to control emotions, cooperate with peers, stay motivated when facing learning difficulties, or complete learning responsibilities (Daryanto et al., 2025; Fatimah Azzahra et al., 2024). These conditions indicate that responsibility cannot be understood merely as students' willingness to complete assignments. Rather, responsible behavior involves students' ability to regulate themselves, understand the effects of their actions on others, interact constructively, and make appropriate decisions in particular situations.

Responsibility is therefore an important character trait to develop at the elementary school level because it is reflected in students' observable actions during learning (Hanik et al., 2021). In this study, responsibility refers to students' ability to complete assignments on time, carry out assigned roles, maintain cleanliness, follow agreements, accept the consequences of their actions, acknowledge mistakes, return borrowed objects, and fulfill commitments without repeated instructions. Responsibility consequently has both individual and social dimensions. The individual dimension involves students' ability to regulate their behavior and persist in completing obligations, while the social dimension involves considering others when carrying out responsibilities in group activities and shared environments (Norlita et al., 2023; Yulianti, 2021). Developing responsibility therefore requires learning experiences that let students practice these behaviors in meaningful situations rather than merely receive explanations about responsibility.

SES provides a relevant conceptual framework for developing such behaviors. In this study, SES refers to social-emotional competencies that enable students to understand themselves, regulate their behavior and emotions, understand others, establish positive relationships, and make responsible decisions (Frydenberg et al., 2017). The five domains examined in this study self-awareness, self-management, social awareness, relationship skills, and responsible decision-making correspond to the five interrelated competency areas in the CASEL framework (Maryati et al., 2025). These competencies are not separate abilities but interconnected capacities that students can develop and apply in classroom learning and other social contexts.

Conceptually, the five SES domains provide a pathway for expressing responsibility as observable behavior. Self-awareness enables students to recognize their emotions, strengths, limitations, and the factors influencing their behavior. This awareness provides a basis for recognizing their obligations and understanding how their actions may affect learning situations. Self-management enables students to regulate emotions, control impulses, organize their time, maintain motivation, and persist in achieving goals. These capacities are directly relevant when students are required to complete assignments, remain engaged in difficult learning activities, or fulfill

responsibilities without repeated reminders. Social awareness helps students understand others' perspectives, feelings, and needs, which matters when responsibility involves maintaining shared spaces, respecting peers, or considering how one's behavior affects others. Relationship skills support clear communication, active listening, cooperation, conflict management, and fulfilling agreed roles within group activities. Finally, responsible decision-making involves evaluating situations, considering possible consequences, and choosing constructive actions that consider personal and collective well-being (Sari and Bermuli, 2021). Thus, this study conceptualizes responsibility not as an isolated character trait, but as observable behavior supported by the interaction of multiple social-emotional competencies.

Integrating SES into learning is particularly relevant to NSS because it connects scientific knowledge with students' everyday experiences, including their relationships with the environment and society. NSS learning gives students opportunities to observe their surroundings, identify problems, discuss social and environmental issues, work collaboratively, make decisions, and apply knowledge to real-life situations. Such learning characteristics provide contextual opportunities for students to practice social-emotional competencies while acquiring subject knowledge. In this study, the topic "My Role in the School and Community Environment" closely relates to students' everyday responsibilities, enabling them to connect NSS concepts with school responsibilities, home, and the surrounding environment. Therefore, SES is not positioned as a separate subject or an additional learning program, but is embedded within NSS learning activities through individual and group tasks, observation, discussion, presentation, assessment, and reflection.

Previous studies have established the relevance of social-emotional learning to elementary education. Research by Rohmawati and Hanik (2025) indicates that implementing SES can support emotional control, cooperation, and responsibility, including students' ability to complete tasks on time. Magfirah and Iswatiningsih (2025) describe discussion, reflection, role-playing, and collaborative activities as approaches for developing students' social-emotional competencies. Li et al. (2023) further associate social-emotional learning with adaptability, self-confidence, empathy, discipline, self-control, cooperation, and responsibility. Nuraeni et al. (2023) also show that educators can incorporate social-emotional competencies into elementary learning through activities such as reflection, discussion, and educational games. Taken together, these studies indicate a shift in social-emotional research from an initial emphasis on general social-emotional competencies toward using classroom activities to cultivate specific competencies and character-related outcomes.

Although this body of research provides important evidence of social-emotional learning's contribution to students' development, two issues remain insufficiently explained. First, existing studies have not sufficiently clarified how multiple SES domains operate together and are translated into concrete forms of student responsibility within a subject-specific learning context. Previous research has examined social-emotional competence, learning motivation, social skills, adaptability, and particular

character traits, while other studies have integrated social-emotional learning into subjects such as the Indonesian Language and Islamic creed and morals (Purnomo and Habibi, 2025; Syahrani et al., 2025). These findings establish that social-emotional competencies can be incorporated into classroom instruction. However, they provide limited explanation of how self-awareness, self-management, social awareness, relationship skills, and responsible decision-making collectively contribute to observable responsibility-related behaviors during IPAS learning. This constitutes a conceptual gap concerning the connection between the five SES domains and responsibility as a specific character outcome.

Second, a procedural gap remains concerning how SES is deliberately integrated into subject-specific instruction. Existing studies have reported social-emotional activities and their associated outcomes. However, they have given limited attention to how the five SES domains are systematically incorporated across the stages of instructional planning, implementation, and evaluation within NSS learning. This issue matters because developing responsibility depends not only on the presence of social-emotional activities but also on how teachers formulate learning objectives, design learning experiences, organize individual and group responsibilities, facilitate student interaction, and evaluate responsible behavior. Examining these instructional processes can therefore provide a more comprehensive understanding of how social-emotional competencies are translated into classroom practices and observable student behavior.

This study addresses these conceptual and procedural gaps by examining the implementation of five SES domains within NSS learning with a specific focus on students' responsibility. Rather than treating SES as a separate learning program, the study investigates how self-awareness, self-management, social awareness, relationship skills, and responsible decision-making are embedded in the planning, implementation, and evaluation of NSS instruction. The study therefore examines both the learning activities through which the five domains are practiced and the forms of responsibility students demonstrate during the learning process. This focus extends previous research by linking the conceptual dimensions of SES to observable responsibility-related behaviors and by describing how these competencies are incorporated into an actual subject-specific learning process.

The study was conducted at MI NU Nurul Haq Prambatan, Kaliwungu, Kudus, which provides a relevant context for examining how social-emotional competencies are integrated into regular classroom learning. SES is not implemented as a separate subject or formally established as a distinct school program; rather, its values are incorporated into learning activities and school practices, including group work, responsibility for assignments, reflection, positive interaction, and activities that encourage students to recognize and manage their emotions. The school also provides supporting facilities, including a reading corner integrated with a quiet corner, a feelings board, and a reward chart. In addition, based on information from the principal, teachers at MI NU Nurul Haq have received training organized by Djarum Foundation to support their capacity to integrate SES into learning. These contextual characteristics provide an appropriate

setting for examining how social-emotional competencies can be embedded within regular NSS instruction rather than delivered through a separate program.

Class IV B was selected because initial observations identified several phenomena related to students' responsibility during learning. Some students were less active in group activities, while several individual assignments were not completed on time. These conditions provide a specific empirical context for examining how SES is implemented to address responsibility-related behaviors in NSS learning. Focusing on Class IV B also enables the study to examine how the five SES domains are reflected in students' actual participation, interactions, decision-making, and fulfillment of responsibilities during classroom activities.

Based on this background, this study aims to describe the implementation of Social Emotional Skills (SES)-based NSS learning in fostering students' responsibility in Class IV B at MI NU Nurul Haq Prambatan, Kaliwungu, Kudus. Specifically, the study examines how the five SES domains are integrated into the planning, implementation, and evaluation of NSS learning and how this integration is reflected in students' responsible behavior. The findings are expected to provide a contextual reference for elementary and Islamic elementary school teachers seeking to integrate social-emotional competencies into NSS learning without treating SES as a separate subject.

B. Method

This study employed a qualitative approach using a case study design. The case study method examined in depth the implementation of SES-based NSS learning in fostering students' responsibility within the natural classroom context. Case study research enables researchers to examine a phenomenon comprehensively within its real-life context and through multiple sources of evidence (Lasiyono and Alam, 2024). This study investigated the implementation of SES-based NSS learning in Class IVB at Madrasah Ibtidaiyah (MI) NU Nurul Haq Prambatan, an Islamic elementary school in Kaliwungu, Kudus. The classroom context bounded the case, the implementation of the five SES domains, and the research activities conducted on 17 and 19 October 2025. The investigation focused on how self-awareness, self-management, social awareness, relationship skills, and responsible decision-making were integrated into NSS learning activities and manifested in students' responsible behavior.

The study involved 24 students of Class IVB, one NSS teacher, and one school principal. The researchers observed all 24 students during the NSS learning process. The NSS teacher and school principal served as informants who provided information concerning the implementation of SES in the classroom and school context. In addition, three students were interviewed individually to provide additional perspectives on their experiences during the NSS learning process. The three students served as additional informants rather than as representatives of the entire class. The selection of Class IVB was based on initial observations that identified several responsibility-related issues, including limited participation in group activities and several individual assignments that were not completed on time. Therefore, the class provided a relevant context for

examining SES implementation and its relationship to students' responsibility. Data were collected through observation, semi-structured interviews, and documentation. The observation took place during one IPAS learning session lasting approximately 90 minutes on October 19, 2025. All 24 students were observed during the learning process. The observation focused on implementing the five SES domains and how they manifest in students' responsible behavior. The observation sheet contained indicators of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, as well as observable responsible behaviors, including completing assignments on time, carrying out assigned roles, maintaining cleanliness, following classroom agreements, and accepting the consequences of actions.

The researchers conducted semi-structured interviews individually with the school principal, the NSS teacher, and three students. The researchers interviewed the principal on October 17, 2025, and the teacher and three students on October 19, 2025. The interviews explored SES implementation in the school and classroom, the integration of SES into NSS learning, and students' experiences of responsibility during the learning process. Interviews as a source of qualitative evidence complemented the observation data by providing participants' perspectives (Muin et al., 2026).

Documentation complemented the observation and interview data, particularly regarding the planning, implementation, and evaluation of learning. The documented materials included learning modules, student worksheets, assessment records, and documentation of learning activities. The use of multiple sources of evidence supported a more comprehensive examination of the case (Cohen et al., 2018).

The five SES domains, self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, were determined deductively based on the theoretical framework before data collection. The study then used these five domains as predetermined analytical categories throughout the analysis. Thus, the SES categories did not emerge inductively from the field data. Meanwhile, indicators of responsibility were used to identify observable student behaviors associated with implementing the five SES domains.

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldana, consisting of data condensation, data display, and conclusion drawing and verification (Qomaruddin and Sa'diyah, 2024). During data condensation, the team selected, organized, and categorized relevant information from observation notes, interview data, and documentation according to the research focus, the five SES domains, and responsibility indicators. The team then displayed the condensed data systematically to identify patterns in SES implementation and how students' responsibility manifested. The researchers then drew and verified conclusions by comparing patterns across observation, interview, and documentation data (Nugroho et al., 2023).

To strengthen the credibility of the findings, the researchers triangulated data from observations, interviews, and documentation (Faizah et al., 2023). The interpretation focused on how the five SES domains were integrated into NSS learning activities and how this integration was reflected in observable students' responsibility. SES was

therefore examined not as a separate subject or teaching method, but as a competency framework embedded within NSS learning activities, classroom interactions, assignments, assessment, and reflection.

C. Results and Discussion

Results

The findings were obtained through classroom observations, interviews with the NSS teacher, the principal, and several students, and documentation of the teaching module and learning activities. The study focused on implementing SES-based NSS learning in Class IVB at MI NU Nurul Haq Prambatan, Kaliwungu, Kudus. The findings indicate that the five SES domains: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making were integrated into the planning, implementation, and evaluation of NSS learning. The integration was reflected in students' emotional awareness, self-regulation, interaction with peers, decision-making, and responsibility during the learning process.

Planning SES-Based NSS Instruction

Analysis of the teaching module (see Figure 1) and the interview with the NSS teacher showed that the teacher incorporated SES into NSS planning before classroom implementation. The teacher prepared a teaching module for the topic "My Role in the School and Community Environment." The module included learning objectives, teaching methods, learning activities, learning media, and assessment components connected to developing students' social-emotional competencies and responsibility.

The learning objectives consisted of four main competencies: (1) students were able to define responsibility toward the environment (C1); (2) students were able to identify examples of caring behavior toward the environment at home and school (C2); (3) students were able to demonstrate environmental care through real activities (C3); and (4) students were able to analyze and present the results of observations of their surrounding environment (C4). In addition, the methods used include lectures, discussions, Q&A sessions, educational games, and rewards.

The five SES domains were incorporated into different components of the learning plan. Social awareness was reflected in activities that required students to listen to and respect different opinions and consider their peers' perspectives. Self-management was incorporated through activities requiring students to manage their time, emotions, learning processes, and individual or group assignments. Social awareness was represented through activities that required students to listen to and respect different opinions and consider the perspectives of their peers. Relationship skills were incorporated through collaborative activities in which students communicated, worked together, and carried out specific group roles. Responsible decision-making was reflected in activities that required students to consider alternatives, discuss different opinions, and make decisions concerning assigned tasks.

The planning also connected the five SES domains with concrete forms of responsibility. Students were expected to complete assignments by agreed deadlines,

carry out assigned roles, maintain a clean learning environment, follow group agreements, and accept the consequences of their actions. Responsibility was therefore included not only as a learning objective but also as a behavioral component that could be observed during learning activities.

The teacher also planned activities to support students' emotional regulation, including breathing exercises and ice-breaking activities when students experienced difficulties during learning. The teacher prepared group activities such as mind mapping and puzzle construction to give students opportunities to communicate, cooperate, make decisions, and share responsibilities.

The interview further indicated that the teacher understood SES as an integral part of learning rather than additional material. The teacher explained: "For me, SES is not merely additional material, but rather the foundation of learning. It is students' ability to recognize their own emotions, manage them (self-management), show empathy toward others, and make responsible decisions. In NSS, SES is the vehicle that allows science material to be understood collaboratively." (Teacher interview; October 19, 2025; translated from Indonesian). This statement provides direct evidence that the teacher viewed SES as integrated into the learning process and connected it with emotional awareness, emotional regulation, empathy, collaboration, and responsible decision-making.

The findings therefore show that SES was not planned as a separate subject or as a particular teaching method. Instead, the five domains were incorporated into the learning objectives, activities, student roles, and assessment components. The teaching methods and learning activities provided contexts in which students could practice and demonstrate the planned SES competencies.

Modul Ajar Berbahasa Melayu		Modul Ajar Berbahasa Melayu	
IPAS TEACHING MODULE, PHASE B, GRADE IV			
GENERAL INFORMATION			
1. MODULE IDENTITY			
1. Madrasah Name : MI NU Nural Haq			
2. Subject : Natural and Social Sciences			
3. Teacher's Name : Heni Sri Mulyani, SPdI			
4. Topic : My Role in the School and Community Environment			
5. Grade/Phase : IV / Phase B			
6. Academic Year : 2025 / 2026			
7. Number of Meetings / Lesson Periods : 2 Meetings / 2 LP (2 x 35 minutes)			
B. PRIOR KNOWLEDGE			
Students are able to recognize their surroundings, such as home, school, and the natural environment, and understand that the environment must be preserved.			
C. PANCAJILA STUDENT PROFILE & RAHMATAN LIL ALAMIN STUDENT PROFILE			
Through learning "My Role in the School and Community Environment" based on Problem-Based Learning, students are guided to develop the following profiles:			
• Faith and devotion to God Almighty			
• Critical thinking			
• Independent			
• Cooperation			
• Care for the environment			
• Creative			
D. SOCIAL-EMOTIONAL SKILLS DOMAIN			
1. Responsibility (Responsible Decision-Making)			
• Complete individual and group tasks			
• Carry out roles well			
• Understand the consequences of actions			
2. Cooperation (Relationship Skills)			
• Actively participate in the group			
• Respect others' opinions			
• Contribute fairly			
3. Self-Awareness			
• Recognize abilities, strengths, and weaknesses in learning			
• Be confident in one's role as a student			
• Reflect on one's work and behavior after learning			
4. Self-Management			
• Manage study time and task completion effectively			
• Demonstrate discipline and follow learning rules			
• Manage emotions when facing difficulties or challenges			
5. Social Awareness			
• Show empathy toward friends who have difficulty completing tasks			
• Appreciate every group member's opinions and contributions during discussion			
• Help friends complete group tasks without neglecting personal responsibility			
E. TARGET STUDENTS			
Grade IV B students at MI NU Nural Haq, with heterogeneous abilities, totaling 27 students.			
F. LEARNING MODEL			
1. Face-to-face learning			
The learning model used is <i>Problem-Based Learning</i> , which uses real-world problems as a context to develop critical thinking, collaboration, and problem-solving skills. The steps of Problem-Based Learning are as follows:			
(1) Orient students to the problem			
(2) Organize students to learn			
(3) Guide investigation			
(4) Develop and present the results			
(5) Analyze and evaluate			
2. Approach			
Scientific (Observing, Questioning, Experimenting, Communicating)			
3. Methods			
• Observation			
• Discussion			
• Question and answer			
• Educational games			
• Reward			
G. LEARNING MEDIA & FACILITIES AND INFRASTRUCTURE			
• Educational puzzle			
• Printed teaching aids			
• Crossword puzzle worksheet (LKPD)			
• Teacher's guidebook			
• Teacher's guidebook			
A. CORE COMPETENCIES			
Students are able to understand the relationship between humans and the environment and demonstrate responsible behavior in preserving the environment.			
B. LEARNING OUTCOMES			
1. Students can define the meaning of responsibility toward the environment. (C1)			
2. Students can identify examples of behavior that protects the environment at home and school. (C2)			
3. Students can demonstrate environmental care through real activities. (C3)			
4. Students can present observations of environmental conditions around the school. (C4)			
C. LEARNING OBJECTIVE ACHIEVEMENT INDICATORS			
1. Through observing the school environment, students can explain the role of individuals in the school environment.			
2. Through group discussion, students can identify problems related to individual roles in the school and community environment.			
3. Through a crossword puzzle game, students can find answers to questions critically.			
4. Through reflection and question-and-answer, students can mention behaviors that reflect individual responsibility toward the environment.			
D. MEANINGFUL UNDERSTANDING			
Every individual has a responsibility to maintain order and cleanliness in the school and community environment. If everyone fulfills their responsibilities, the environment becomes comfortable and harmonious. A comfortable and harmonious environment can be realized when every individual has awareness and responsibility to maintain it.			
E. ESSENTIAL QUESTIONS			
1. What happens if someone does not fulfill their responsibilities?			
2. Why does everyone have a different role?			
3. What are your responsibilities as a student?			
F. LEARNING ACTIVITIES			
a. Opening Activity (10 minutes)			
(Religious, Independent, Nationalist, Communication)			

Figure 1. SES-based NSS Teaching Module

Implementation of SES-Based NSS Instruction

The SES-based NSS instruction comprised opening, core, and closing activities. Findings indicate that all five SES domains appeared across various learning activities rather than being implemented through a single, specific teaching method.

During the opening activity, the teacher checked student attendance using an attendance board featuring sticks labeled with students' names. Subsequently, the teacher utilized a "feelings board" displaying several emotional categories: happy, moved, angry, and sad. Students identified their current emotional state and, when asked, explained the reasons behind those feelings. The feelings board provided a context for self-awareness, as students were encouraged to recognize and express their emotional states before engaging in the main learning activities. The teacher responded to students' emotional expressions by offering encouragement, motivation, and positive reinforcement.



Figure 2. Attendance Board and Feelings Board

Next, the teacher asked questions about responsibility, including what happens when someone fails to fulfill their responsibilities and what a student's responsibilities are. Several students shared their opinions. Afterward, the teacher outlined the learning objectives and the SES to be practiced during the lesson.

During the core activity, the teacher introduced the topic "My Roles and Responsibilities at School and Home." Students observed examples of responsible behavior in the classroom. After the observation, the teacher asked students how they felt when they could or could not fulfill their responsibilities. Students shared their experiences. This activity helped students develop self-awareness by asking them to recognize their feelings and experiences related to responsibility. Self-management was evident as students regulated their emotions and remained engaged in the learning activity despite challenges.

The lesson continued with a group discussion using student worksheets (see Figure 3). Students worked in groups to discuss the material and complete the assigned tasks. Based on their observations, students expressed their opinions, listened to their peers, responded to differing ideas, and collaborated to complete the task. The group discussion served as a context for developing social awareness and relationship skills. Students reflected social awareness by listening to and respecting differing opinions, while they demonstrated relationship skills through communication, cooperation, and shared responsibilities within the group. Students demonstrated responsible decision-making by considering various viewpoints before reaching a collective decision.



Figure 3. Group discussion activity

The lesson continued with an educational puzzle activity. The teacher distributed envelopes containing puzzle pieces depicting scenes of the school and home environments. Each piece featured a statement describing a role or responsibility associated with either home or school. Students worked together to assemble the puzzle (see Figure 4) and discussed the differences in responsibilities between the two settings. During the activity, the teacher moved among the groups to observe student interactions, communication, and participation. The activity provided opportunities to develop relationship skills through collaboration, as well as responsible decision-making through discussion and reaching a consensus to complete the task.

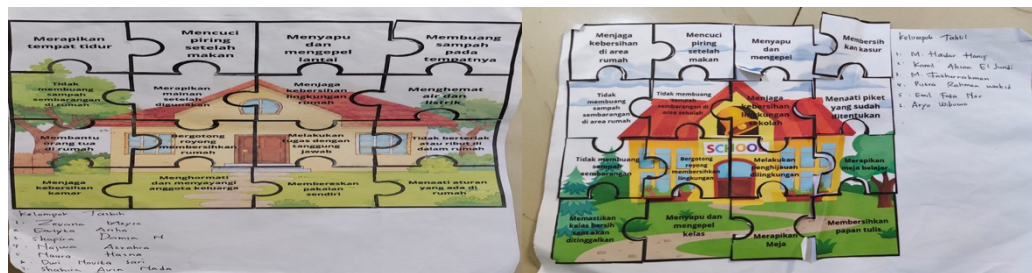


Figure 4. Educational Puzzle

After completing the puzzle, each group presented the results of their discussion to the class, as shown in Figure 5. Other groups were allowed to respond to the presentations. As a result, students articulated their ideas and listened to feedback from other groups. The activity concluded with positive appreciation expressed through the "WOW clap." This series of activities exemplifies "joyful learning," as it was designed to be an enjoyable educational experience that kept students actively engaged throughout the lesson. Through these activities, students not only grasped the material on roles and responsibilities but also practiced collaboration, communication, and accountability in completing group tasks, fostering responsibility through an enjoyable learning experience.



Figure 5. Presentation of Group Discussion Results

The relationships among the five SES domains, learning activities, and observed student behaviors are presented in Table 1. Observations also provided concrete evidence of student responsibility during learning activities. During an individual task, a student completed the assigned work without needing a reminder from the teacher. This behavior demonstrated the student's ability to fulfill assigned responsibilities independently. Responsibility was also evident during group activities. In one group, students distributed tasks among members before commencing the activity. Each member then worked on their agreed-upon portion. This demonstrated individual responsibility within a collaborative setting. Another form of responsibility was observed after the learning activities concluded. Some students cleaned and tidied their desks and study areas. They did so as part of their responsibility to maintain a clean learning environment. However, the observations also revealed varying levels of student independence. In certain situations, the teacher needed to remind specific students to carry out particular responsibilities. After receiving a reminder, these students completed the assigned tasks. This indicates that while some students could fulfil responsibilities independently, others still needed support and reminders from the teacher.

Table 1. Integration of the Five SES Domains into NSS Learning

No.	Domain SES	Learning Activities	Observed Student Behavior
1	Self-awareness	Feelings board, reflection on responsibility, and sharing personal experiences.	Students identified feelings, recognized roles, and shared personal experiences related to responsibility.
2	Self management	Time management, task completion, and emotional regulation when facing challenging activities.	Students strived to remain engaged in learning, manage their emotions, and complete assigned tasks.
3	Social awareness	Listening to differing opinions and discussing responsibilities.	Students listened to and respected their peers' perspectives.
4	Relationship skills	Group discussions, puzzle activities, and presentations.	Students communicated, collaborated, shared responsibilities, and contributed to group tasks.
5	Responsible decision-making	Group discussions, puzzle activities, and collaborative decision-making.	Students considered various opinions before making a decision and accepted the decision agreed upon by the group.

Source: Data findings from observations and documentation

The findings indicate that activities such as discussions, puzzles, and presentations do not constitute the SES method itself. Rather, these activities create contexts where students can practice and demonstrate the five SES competencies through behaviors such as expressing feelings, managing emotions, listening to others, collaborating, fulfilling group roles, considering diverse opinions, and completing assigned tasks. Interviews with students provided additional insight into their experiences during the learning activities. The three interviewed students gave similar responses, describing the learning process as enjoyable. They expressed particularly positive feelings toward group activities, as these

allowed them to collaborate with their peers. They also noted that group-based learning prevented the process from becoming monotonous.

At the end of the lesson, the teacher conducted a reflection activity. Students were asked which activities they enjoyed most and which responsibilities they fulfilled during group work. They reflected on their participation and identified the responsibilities they carried out. The reflection activity fosters self-awareness, as students were asked to recognize their own participation and responsibilities during the lesson. Subsequently, the teacher guided the students in summarizing the lesson material. As a follow-up activity, the teacher assigned an individual crossword puzzle to assess the students' understanding of the material. This individual task also allows students to develop self-management and individual responsibility, as they were required to complete the assignment independently. The lesson concluded with information regarding the next topic, a prayer, and a closing greeting.

Evaluation of NSS Learning Based on Social-Emotional Skills

Interview results with the teacher and instructional documentation indicate that the evaluation encompasses two aspects: students' understanding of the NSS material and their socio-emotional development—specifically self-management and responsibility. Written tests were used to measure students' understanding of the NSS material. Additionally, the teacher conducted ongoing behavioral observations to monitor students' socio-emotional development during lessons. These observations focused on students' ability to manage emotions when encountering difficult material, remain calm when facing challenges, persist with tasks, and independently prepare necessary learning materials. The teacher also utilized individual task checklists to observe student responsibility. These sheets monitored consistency in completing projects by established deadlines and maintaining classroom and workspace cleanliness after learning activities, without repeated reminders. Thus, the evaluation of responsibility covers several observable behavioral indicators: completing tasks on time, fulfilling assigned roles, maintaining cleanliness, adhering to agreements, accepting the consequences of one's actions, and honoring commitments without needing repeated reminders.

Observation results also reveal varying levels of student independence. Some students completed tasks without reminders, while others needed teacher prompts to carry out specific responsibilities. After receiving a reminder, these students complete the assigned tasks. In summary, the evaluation encompasses both academic and behavioral aspects of learning. Written tests show students' understanding of the NSS material, while ongoing behavioral observations and individual task checklists provide insight into students' self-management and responsibility throughout the learning process.

The Success of Social-Emotional Skill-Based NSS Instruction in Fostering Student Responsibility

The research findings indicate that responsibility is manifested through several observable behaviors during the NSS learning process. These behaviors include completing assignments within agreed-upon deadlines, fulfilling individual and group

roles, maintaining classroom cleanliness, respecting peers' opinions, managing behavior when facing learning difficulties, making collective decisions, and accepting the consequences of one's actions. The following summarizes the research findings on the relationship between SES domains and their impact on student responsibility.

Based on Figure 2, two forms of responsibility were particularly evident during the observation. First, punctuality and task completion were reflected in the students' ability to finish assignments and NSS observation activities within the agreed-upon timeframes. Second, the students accepted consequences when they acknowledged errors, such as forgetting to bring an assignment, and accepted the consequences imposed by the teacher without blaming others or external circumstances. Responsibility was also evident in the students' regard for the learning environment. Some students cleaned and tidied their desks after the lesson concluded. This behavior demonstrated responsibility toward the shared classroom environment.

Table 2. Success of SES-Based NSS Learning

No.	Domain SES	Classroom implementation	Impact on students' sense of responsibility	Research findings
1	Self-awareness	Reflection on experience	Recognizing obligations as a student	Learners could recognize their roles and responsibilities as students during the learning process
2	Self management	Managing emotions and time	Completing tasks on time	Most students completed group tasks within the established deadlines and could manage their emotions when facing difficulties
3	Social awareness	Respecting friends' opinions	Respecting the rights of others	Students respected differing opinions and listened to their peers without interrupting during discussions
4	Relationship skills	Group discussion	Responsibility for group tasks	Students collaborated with group members and completed the task according to agreed-upon roles
5	Responsible	Deliberation	Taking responsibility for decisions made	Students deliberated before making decisions and accepted the group's decision with full responsibility

Source: Data findings from interviews, observations, and documentation

In group activities, students demonstrated responsibility by dividing and executing group roles. One group was observed assigning tasks to members before commencing the activity, after which each member carried out their agreed-upon duties. This indicates that responsibility includes not only individual academic work but also participation in collaborative activities. At the same time, the findings indicate that students did not demonstrate responsibility uniformly. While most students fulfilled their responsibilities independently, others still needed reminders from the teacher. After receiving a reminder,

these students carried out the assigned tasks. These findings highlight variations in students' independence in fulfilling responsibilities during the observed learning process.

Overall, the observations and interviews indicate that responsibility was evident in both individual and social behaviors. At the individual level, responsibility is evident in independent task completion, management of learning behavior, and responsiveness to teacher reminders. At the group level, responsibility is demonstrated through the division of roles, collaborative task completion, respect for peers, and participation in collective decision-making. Responsibility is also shown through students' concern for the learning environment.

Factors Supporting and Hindering Social-Emotional Skill-Based NSS Instruction

Research findings indicate that several contextual factors influence the implementation of SES-based NSS instruction. Supporting factors include teacher preparation and training, school-level professional development, school culture, supporting facilities, flexible classroom arrangements, positive reinforcement policies, and a variety of instructional media. Meanwhile, inhibiting factors include diverse student characteristics, limited instructional time, technical constraints, the need for repeated explanations, and students' emotional states.

Teacher preparation is another supporting factor. The school principal explained that MI NU Nurul Haq possesses adequate facilities and teacher preparation to support the implementation of SES. The principal stated: "MI NU Nurul Haq already possesses adequate facilities, ranging from teachers who have undergone SES training organized by the Djarum Foundation to various resources that support the SES approach, including a reading corner integrated with a quiet corner, a reward chart, an emotion board, and others." (Interview with the school principal; October 17, 2025; translated from Indonesian).

The statement provides direct evidence that teachers and school leaders identify teacher training and school facilities as factors supporting SES implementation. Teachers also described school support through regular professional coordination: "The school provides crucial support, ranging from teaching flexibility that allows teachers to innovate in the classroom to allocating specific time for coordination among homeroom teachers through the FGA (Forum Guru Asyik) program at MI NU Nurul Haq held monthly as a means for evaluation and peer learning." (Teacher interview, October 19, 2025; translated from Indonesian). The monthly FGA serves as a platform for teachers to evaluate their instructional practices and learn from one another. These findings indicate that SES implementation is supported not only by classroom activities but also by ongoing professional interactions among teachers.

Teachers also explained the role of school facilities and policies in supporting student responsibility: "The facilities at MI NU Nurul Haq are highly supportive. We have classrooms that allow for flexible group activities and open areas for observing natural phenomena. In terms of policy, the 'Reward Chart' used in every classroom which serves as more than just a record of infractions is very helpful. This policy acknowledges students who demonstrate responsibility by providing rewards, thereby ensuring that

character reinforcement is firmly grounded in school policy." (Teacher interview; October 19, 2025; translated from Indonesian).

The statement provides empirical evidence that the physical environment and school policies support SES-related activities. Flexible classrooms facilitate group work, while open areas support observation-based NSS activities. Reward charts provide positive reinforcement for students who demonstrate responsible behavior.

The teacher also formally confirmed their participation in the SES training: "I participated in the Social-Emotional Skills training organized by the Djarum Foundation for one year." (Teacher interview; October 19, 2025; translated from Indonesian). These findings provide further evidence that professional training supports teacher preparation in SES.

In addition to teacher training and facilities, the school culture also supports the implementation of SES (see Figure 7). Teachers highlighted routine school practices such as the monthly FGA, the morning SS culture, prayers before and after lessons, and Monday-Thursday activities as ways to foster social and religious habits. These practices form part of the broader school environment, where students interact with others and practice responsibility. Several facilities also support SES, including reading corners integrated with "quiet corners," emotion boards, and reward charts (see Figure 6). These facilities are integrated into the school's learning environment rather than being implemented as a separate SES subject.

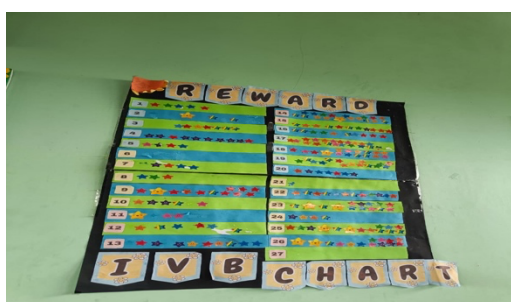


Figure 6. Reward Chart Board



Figure 7. Quiet Corner Integrated with a Reading Corner

Furthermore, several factors hinder the implementation. Differences in student characteristics led to varying levels of participation during learning activities; some students were more active in expressing opinions and engaging in group discussions, while others required additional encouragement. Discussion and collaborative activities also demand more instructional time, as students needed time to communicate, exchange views, and reach a consensus. Technical issues with learning equipment sometimes disrupted planned lessons. Some students also required repeated explanations before grasping instructions. Additionally, students' emotional states influenced their readiness to learn; emotional conflicts during breaks could affect their preparedness for the next lesson.

Overall, the findings indicate that both classroom teaching practices and contextual conditions influence SES-based NSS instruction. Factors affecting implementation

include teacher training, professional coordination, school culture, facilities, positive reinforcement policies, student diversity, available instructional time, and students' emotional readiness.

Discussion

Planning Social-Emotional Skill-Based NSS Instruction

The findings indicate that integrating Social-Emotional Skills (SES) begins at the planning stage rather than being introduced spontaneously during classroom instruction. Teachers integrate the five SES domains self-awareness, self-management, social awareness, relationship skills, and responsible decision-making into teaching modules, learning activities, student roles, and assessments. This shows that SES is an integral dimension of NSS instruction, not supplementary material or a separate educational program.

The integration of SES into lesson planning can be understood through the interconnections among these five domains. Pramana et al. (2025) explain that social-emotional competence encompasses abilities related to self-understanding, managing emotions and behavior, interacting with others, and making responsible decisions. Maryati et al. (2025) also emphasize integrating cognitive and affective dimensions in learning. Consequently, incorporating these five domains into learning objectives and activities provides a structure that enables students to practice social-emotional competencies within the context of academic learning.

Further findings indicate that responsibility emerges from interactions among these domains, rather than from a single domain alone. Self-awareness serves as the foundation for students to recognize their feelings, roles, and personal obligations. Self-management enables students to regulate emotions, organize their time, stay engaged, and work to complete tasks. Social awareness helps students consider others' perspectives and needs, especially when responsibility involves respecting peers and maintaining shared spaces. Relationship skills support communication, collaboration, and fulfilling agreed-upon roles. Meanwhile, responsible decision-making involves weighing various options and consequences before taking action. Thus, the interplay of these five domains explains why responsibility in this study is manifested not only in task completion but also in behaviors such as fulfilling group roles, keeping the classroom clean, respecting peers' opinions, adhering to agreements, and accepting the consequences of one's actions.

This relationship helps explain why responsibility in this study extends beyond mere task completion. Student responsibility also includes fulfilling group roles, maintaining classroom cleanliness, respecting peers' opinions, adhering to agreements, and accepting consequences. Some researchers (Nurhasanah et al., 2024; Zhao et al., 2023) emphasize the need to cultivate responsibility starting at the primary education level, while others (Nurhayati et al., 2025) report that SES can foster emotional regulation, cooperation, and responsibility, including task completion. This study builds on that research by showing the processes linking these forms of responsibility to specific SES domains within IPAS learning.

Selecting NSS as the learning context also helps explain how these behaviors emerge. NSS links learning material to students' relationships with their environment and social life. The topic "My Role in the School Environment and Community" presents situations close to students' own lives, enabling them to connect academic concepts with school responsibilities, home, and their local neighborhoods. This proximity between the material and daily experiences allows students to move beyond an abstract understanding of responsibility and instead practice it in familiar contexts. These findings align with Afya et al. (2024), who developed NSS teaching materials that integrate social-emotional competencies.

Another key point is that the research findings do not suggest that specific teaching methods automatically constitute SES-based learning. Activities such as discussions, puzzles, observations, presentations, and reflections provide learning contexts where students can practice SES competencies. Integration occurs because teachers intentionally incorporate emotional awareness, self-regulation, cooperation, perspective-taking, and responsible decision-making into learning objectives, student roles, activities, and assessments. Thus, the relationship is best understood as integrating SES competencies into NSS instruction through specific learning activities, rather than as teaching methods being inherently SES-based.

Implementation of SES-Based NSS Instruction

Implementation findings indicate that the five SES domains are practiced throughout the learning process rather than being conveyed through a single, specific teaching technique. This explains why various classroom activities can contribute to SES development. Some studies (Abdurrochim et al., 2024; Hanik et al., 2023a) identified reflection, discussion, and educational games as activities suitable for integrating social-emotional learning into primary education. However, the findings suggest that the contribution of such activities to SES depends not merely on the activity's form, but on how it is designed and which specific competencies it intentionally cultivates.

For instance, a "feelings board" used at the start of a lesson offers students a tangible opportunity to recognize and express their emotional states. Consequently, the activity serves not only as an opening routine but also fosters emotional awareness before students engage in academic tasks. A subsequent reflection on responsibility extends this process by prompting students to connect their feelings to experiences of fulfilling or not fulfilling responsibilities.

Group discussions offer another explanation of how SES are integrated into NSS learning. Discussions create interactive situations requiring students to listen to others, express opinions, respond to differing perspectives, share responsibilities, and reach collective decisions. Thus, the mechanism linking discussion to SES lies not merely in the discussion format itself, but in the processes of social interaction and decision-making that unfold during the activity. This same mechanism is evident in puzzle-solving activities. Students must communicate with group members, comprehend information, agree on puzzle piece placement, and complete the task collaboratively. Consequently, such activities simultaneously foster an understanding of NSS subject matter and provide

opportunities to practice cooperation and decision-making. Cipriano et al. (2023) and Prasetya et al. (2025) have also identified discussions, reflection, role-playing, and collaborative activities as contexts for developing students' social-emotional competencies. This study provides a more specific explanation by demonstrating that these activities can cultivate a sense of responsibility when students are required to assume roles, complete shared tasks, consider peers' opinions, and reach consensus within the context of NSS learning.

The observed behaviors further reinforce this process. Most students completed their assigned tasks without prompting, one group divided responsibilities among its members, and some students cleaned up the learning area after the activity. These actions reflect the competencies practiced during the lesson. Completing tasks independently demonstrates self-management skills; sharing responsibilities reflects relationship skills; and maintaining the shared learning environment involves social awareness and a sense of responsibility toward the communal space. At the same time, some students still require reminders from the teacher before fulfilling certain responsibilities. This finding matters because it shows that self-regulation and responsibility develop unevenly across students. While learning activities offer practice opportunities, students approach these activities with varying levels of readiness and independence. Therefore, the teacher's role extends beyond merely providing activities; it also involves offering scaffolding when students struggle to manage their behavior or carry out their responsibilities.

Thus, instruction can be understood as an interaction between instructional design and student response. Teachers create situations that enable students to practice SES, while students' existing emotional, social, and behavioral characteristics influence their independence in participating. This interpretation aligns with other scholars (Solissa et al., 2024; Ulla and Poom-Valickis, 2023) who identified student, teacher, school, and program support factors as contextual levels that can influence the quality of SES implementation. In other words, these findings align with that research not only because both identify student and teacher factors, but because SES implementation unfolds through the interaction of student conditions, teacher support, and the learning environment.

Evaluation of NSS Learning Based on SES

Evaluation findings indicate that teachers assess both students' understanding of the NSS material and their behavioral development. Written tests are used to assess academic understanding, while behavioral observations and individual task checklists are employed to monitor self-management and responsibility. Behavioral observation is crucial because responsibility is operationalized through behavior rather than treated as an abstract personal quality. Observable indicators for monitoring student development include timely task completion, fulfillment of assigned roles, maintaining cleanliness, adhering to agreements, accepting consequences, and honoring commitments without repeated reminders. The evaluation also reveals a link between socioeconomic status (SES) and responsibility. Self-awareness is observed when students recognize their roles and emotional responses; self-management when they regulate their behavior and complete

tasks; social awareness when they consider their peers; relationship skills when they collaborate and perform group roles; and responsible decision-making when they weigh various options and consequences.

This connection aligns with other studies (Hanik et al., 2023b; Lovett et al., 2024) that view socio-emotional competencies as interconnected abilities. It also complements other findings (McCoy and Hanno, 2023; Turrofiah and Martutik, 2024) that link socio-emotional learning to adaptability, self-control, cooperation, discipline, and responsibility. However, this study goes beyond confirming those findings; it shows how these competencies translate into observable behavioral indicators within specific NSS learning processes. The evaluation also reveals variations in students' levels of independence. Some students fulfill their responsibilities without reminders, whereas others require teacher guidance. This distinction is analytically significant because completing a task independently represents a different behavioral state than completing one following external prompting. Consequently, continuous teacher observation provides information not only on whether students fulfill their responsibilities but also on the level of support still required to carry them out.

The Success of SES-Based NSS Instruction in Fostering Student Responsibility

The findings indicate that responsibility manifests at both individual and social levels. At the individual level, responsibility is evident in task completion, emotional regulation, perseverance, and fulfilling commitments. At the social level, it is demonstrated through cooperation, role-sharing, respect for peers, maintaining shared environments, and participation in decision-making. The five SES domains help explain these various forms of responsibility. Self-awareness helps students recognize their obligations, while self-management helps them regulate their behavior and work to complete tasks. Social awareness broadens responsibility from individual obligations to consideration for others. Relationship skills provide the interpersonal capabilities needed to fulfill responsibilities within a group. Responsible decision-making enables students to consider consequences and choose actions that are appropriate for both themselves and others. These mechanisms help explain relationships reported in previous studies. Rohmawati and Hanik (2025) found that SES implementation supports emotional control, cooperation, and responsibility, while Ani et al. (2025) linked social-emotional learning to discipline, self-control, cooperation, and responsibility. These findings should not be viewed merely as evidence of consistency with prior research; rather, they demonstrate that responsibility emerges because the various SES domains provide the emotional, behavioral, and interpersonal skills students need to act responsibly.

The findings also indicate that responsibility development is not a uniform or automatic process. Some students are capable of completing tasks independently, while others still require reminders. This variation suggests that SES-based learning provides opportunities for students to practice responsibility but does not automatically eliminate pre-existing differences in competence. Thus, such learning provides repeated, structured practice while tailoring support to individual student needs. The context of NSS reinforces this opportunity, as the learning topics address responsibilities that students can recognize

in their daily lives. Students discuss responsibilities at school and home, observe responsible behavior, work collaboratively, and reflect on their own experiences. Connecting the subject matter to daily experiences shows how responsibility can be observed through concrete actions, rather than merely as a character concept explained verbally.

Previous research indicates that social-emotional learning (SEL) can be integrated into various subjects. Syahrani et al. (2025) examined its integration into Indonesian language instruction, while Purnomo & Habibi (2025) studied it within the context of Islamic Creed and Ethics lessons. Afya et al. (2024) specifically addressed social-emotional competencies within NSS instructional materials. This study contributes to the field by exploring the relationship between the five SES domains and responsibility across the planning, implementation, and evaluation stages of NSS instruction. However, the research findings cannot be interpreted as evidence that SES alone drives the development of responsibility. Because this study used a qualitative case study design, the findings show how SES is implemented and how responsibility is expressed within the observed context. Teacher guidance, classroom interactions, school culture, available facilities, student characteristics, and other contextual factors also influence student behavior.

Factors Supporting and Hindering SES-Based NSS Instruction

Research findings indicate that SES implementation is influenced not only by the strategies teachers use during instruction but also by conditions within the school environment and student characteristics. Factors such as teacher training, professional coordination, school culture, facilities, student diversity, time constraints, and both emotional and technical conditions shape how SES is implemented. Consequently, SES implementation in this study is contextual; its success emerges from interactions among teachers, students, the school, and learning conditions, rather than solely from teacher strategies.

These findings can be explained through the framework proposed by other research (Araúz-Ledezma et al., 2022; Gómez et al., 2023; Neugebauer et al., 2023), which categorizes factors influencing SES implementation into support at the program, school, teacher, and student levels. This framework shows that SES implementation occurs in an environment that extends beyond classroom activities. In this study, training and FGA sessions fostered teacher readiness; school culture reinforced the habituation of social behaviors and responsibility; and facilities provided spaces for students to practice SES competencies. Thus, school conditions served as a supportive element, enabling teachers to translate SES concepts into actual instructional practice.

Teacher training emerged as a crucial factor because SES cannot be understood as a theoretical concept alone; it requires translation into concrete learning activities. Teachers in this study participated in a year-long SES training program organized by the Djarum Foundation and received support through monthly FGA sessions for coordination and experience sharing. These conditions help explain why teachers were able to integrate emotional regulation, empathy, cooperation, and decision-making into NSS lessons. This

aligns with findings (Lovett et al., 2026; Oliveira et al., 2021) linking teacher readiness to a supportive school culture for SES integration in instruction. In other words, teachers develop the capacity to implement SES through professional support and a school environment that facilitates these practices.

Beyond teacher support, school culture and facilities helped create an environment where SES could be practiced repeatedly. Initiatives such as the "5S Culture," reward charts, and various school habituation routines reinforced expected behaviors. At the same time, tools like feeling boards, "guest corners," and flexible classroom layouts gave students opportunities to recognize emotions, interact, and collaborate. However, these facilities do not automatically foster social-emotional skills. They become meaningful when teachers use them in activities that directly give students opportunities to practice social-emotional skills. Thus, school support and facilities serve as enabling conditions that allow teachers' strategies to function more effectively (Araúz Ledezma et al., 2021; McChesney and Cross, 2023).

On the other hand, challenging conditions in the learning process also influence SES implementation. Student characteristics vary, as evidenced by differences in participation levels and independence; some students are capable of completing tasks without prompting, while others still require reminders from the teacher. These differences indicate that the same SES activity does not always yield the same response, as students have varying levels of readiness in self-regulation, communication, and engagement. Li et al. (2023) also identify student characteristics as a factor influencing SES implementation. Consequently, teachers must adjust guidance and support to meet individual student needs.

Time constraints are a factor influencing the depth of SES implementation in NSS (Natural and Social Sciences) instruction. Group discussions, task allocation, presentations, and reflection require sufficient time for students to interact, make decisions, and evaluate their learning experiences. In this study, time constraints compelled the teacher to adjust activity durations, thereby limiting opportunities for student discussion and reflection. This finding aligns with other research (Bølstad et al., 2023; Dyson et al., 2023) that identified time constraints as a challenge in implementing social-emotional learning. Thus, SES implementation depends not only on teacher readiness but also on having enough time to create the necessary space during instruction.

Overall, research findings indicate that training and coordination enhance teacher readiness, while school culture and facilities provide a supportive environment; conversely, student diversity, time constraints, emotional states, and technical obstacles can limit implementation. These factors do not operate in isolation but interact to shape how SES is implemented. Therefore, SES implementation at MI NU Nurul Haq cannot be understood merely as the outcome of teacher strategies, but rather as a contextual process influenced by school support, teacher capacity, student characteristics, and learning conditions. This interplay also helps explain why students demonstrate varying levels of independence and responsibility during the learning process.

D. Conclusion

This study shows that SES-based NSS instruction in class IVB at MI NU Nurul Haq Prambatan, Kaliwungu, Kudus, is integrated into lesson planning, execution, and evaluation rather than treated as a separate subject or program. The five SES domains self-awareness, self-management, social awareness, relationship skills, and responsible decision-making are incorporated into learning activities and assessments through both individual and group learning experiences. In the studied classroom, these five domains provide distinct yet interconnected opportunities for students to practice responsible behavior.

A distinctive finding of this study lies in the link between the five SES domains and observable forms of student responsibility. Self-awareness serves as the foundation for students to recognize their emotions, abilities, and position within the learning environment; self-management is reflected in their ability to manage time, complete tasks, and fulfill responsibilities without constant reminders; social awareness is evident in the ability to listen to and respect others' opinions; relationship skills are demonstrated through cooperation, role allocation, and participation in group tasks; and responsible decision-making is reflected in students' willingness to determine actions, adhere to agreements, and accept the consequences of their behavior. These forms of responsibility are observed in activities such as completing assignments, fulfilling assigned roles, maintaining classroom cleanliness, abiding by agreements, and acknowledging or accepting consequences for mistakes made. However, students' independence in demonstrating these behaviors varies, as some still require teacher reminders. Therefore, the study's findings are best understood as a description of how SES is implemented and linked to observable responsible behavior within the specific classroom context, rather than as evidence of a direct cause-and-effect relationship between SES and student responsibility.

In practical terms, the findings indicate that teachers can integrate SES into NSS (Natural and Social Sciences) instruction by incorporating the five SES domains into learning objectives, classroom activities, reflection sessions, and behavioral assessments, rather than treating SES as a separate subject. Teachers can employ activities that encourage students to manage tasks, work collaboratively, express and respect feelings and opinions, make choices, and reflect on the consequences of their actions. Schools can also support this process through teacher training and professional collaboration, consistent behavior-building, and supportive facilities such as "feelings boards," quiet corners, and reward systems. Continuous observation is also crucial, as the sense of responsibility develops through repeated practice and varies among individual students. Thus, implementing SES requires not only teacher initiative but also institutional support and sufficient instructional time to allow students to engage in interaction, practice, and reflection.

As a qualitative case study conducted in a single classroom at one school, this research offers a contextual perspective. It is not intended to provide generalizable evidence regarding the effectiveness of SES-based NSS instruction. Future research could

involve different classrooms, schools, and learning contexts to better understand how to integrate SES into NSS instruction and its relationship to the development of student responsibility.

References

- Abdurrochim, P. L., Hanifah, N., & Syahid, A. A. (2024). Pengaruh Pendekatan Mindful Learning Terhadap Hasil Belajar Ips Kelas V Sekolah Dasar. *ELSE (Elementary School Education Journal): Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, 8(2), 396–407. <https://doi.org/10.30651/else.v8i2.22704>
- Afya, Z. V, Sahari, S., & Widodo, A. (2024). Pengembangan Modul Ajar Berdiferensiasi Yang Terintegrasi Pembelajaran Sosial Emosional Materi Kekayaan Alam. *Pendasi: Jurnal Pendidikan Dasar Indonesia*, 8(2), 280–289. https://doi.org/https://doi.org/10.23887/jurnal_pendas.v8i2.3444
- Ani, A. M., Rosmilawati, I., & Juansah, D. E. (2025). Implementasi Pembelajaran Sosial Emosional (Social Emotional Learning) terhadap Kesejahteraan (Well-being) Siswa Sekolah Dasar: Systematic Literature Review. *Jurnal Basicedu*, 9(4), 811–823. <https://doi.org/10.31004/basicedu.v9i4.10056>
- Apriliani, F., Asdevi, A. P., Tazqiya Fasya Zanuba, & Yona Wahyuningsih. (2025). Integrasi Media Teknologi Dalam Pembelajaran IPS Sekolah Dasar Sebagai Upaya Pelestarian Budaya dan Penguatan Nilai Sosial di Era Globalisasi. *Jiipsi: Jurnal Ilmiah Ilmu Pengetahuan Sosial Indonesia*, 6(1), 47–58. <https://doi.org/10.21154/jiipsi.v6i1.5364>
- Araúz-Ledezma, A. B., Massar, K., & Kok, G. (2022). Implementation of a school-based Social Emotional Learning Program in Panama: Experiences of adolescents, teachers, and parents. *International Journal of Educational Research*, 115(May), 101997. <https://doi.org/10.1016/j.ijer.2022.101997>
- Araúz Ledezma, A. B., Massar, K., & Kok, G. (2021). Social Emotional Learning and the promotion of equal personal relationships among adolescents in Panama: a study protocol. *Health Promotion International*, 36(3), 741–752. <https://doi.org/10.1093/heapro/daaa114>
- Astuti, B., Handayani, A., & Rakhmawati, D. (2024). Analisis Masalah Perkembangan Sosial Emosi Pada Anak Didik di Kelas Rendah dan Penanganannya. *Edukatika*, 2(1), 27–32. <https://doi.org/10.26877/edukatika.v2i1.814>
- Bølstad, E., Koleini, A., Skoe, F. F., Kehoe, C. E., Nygaard, E., & Havighurst, S. S. (2023). Emotional competence training promotes teachers' emotion socialization and classroom environment: Effects from a TIK-in-School pilot study. *Mental Health & Prevention*, 30, 200273. <https://doi.org/10.1016/j.mhp.2023.200273>
- Cipriano, C., Strambler, M. J., Naples, L. H., Ha, C., Kirk, M., Wood, M., Sehgal, K., Zieher, A. K., Eveleigh, A., McCarthy, M., Funaro, M., Ponnock, A., Chow, J. C., & Durlak, J. (2023). The state of evidence for social and emotional learning: A contemporary meta-analysis of universal school-based SEL interventions. *Child Development*, 94(5), 1181–1204. <https://doi.org/10.1111/cdev.13968>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education*. London

- and New York: Routledge Taylor and Francis Group.
- Daryanto, D., Alimasdar, N., & Suparman, M. F. (2025). Pengaruh Kecerdasan Emosional terhadap Motivasi dan Hasil Belajar pada Siswa. *Halaqatuna Jurnal Pendidikan Dan Studi Islam*, 1(2), 79–85. <https://doi.org/10.61902/halaqatuna.v1i2.2130>
- Dyson, B., Shen, Y., Howley, D., & Baek, S. (2023). Social emotional learning matters: Interpreting educators' perspectives at a high-needs rural elementary school. *Frontiers in Education*, 8(February), 1–10. <https://doi.org/10.3389/educ.2023.1100667>
- Faizah, S. N., Dina, L. N. A. B., & Anggraini, A. E. (2023). Realize Tolerant Students Through Strengthening the Profile of Pancasila Students with Global Diversity in Elementary Schools. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 439–452. <https://doi.org/10.37680/qalamuna.v15i1.2149>
- Fatimah Azzahra, Dyah Puspitasari, A., Tri Febrianto, P., & Ayu Puspita, J. (2024). Analisis Keterampilan Sosial Emosional Siswa Fase B SDN Telang 1 Bangkalan. *Sosial Horizon: Jurnal Pendidikan Sosial*, 11(3), 379–390. <https://doi.org/10.31571/sosial.v11i3.8289>
- Frydenberg, E., Martin, A. J., & Collie, R. J. (2017). *Book: Social and Emotional Learning in Australia and the Asia-Pacific: Perspectives, Programs and Approaches* (Pertama; R. J. C. Andrew J. MarMaryati, I., S. Putri, and D. M. R. 2025. Sinergi Kognitif Dan Afektif: Pendekatan Holistik Dalam Pembelajaran Matematika Berbasis Pembelajaran Sosial Emosional (PSE). Pertama. edited by M. P. Dr. Iyam Maryati. Sleman: Deepublish.tin, Erica Fry, ed.). Singapore: Springer Nature Singapore.
- Gómez, J. A., Brown, J. L., & Downer, J. T. (2023). High quality implementation of 4Rs + MTP increases classroom emotional support and reduces absenteeism. *Frontiers in Psychology*, 14(April), 1–22. <https://doi.org/10.3389/fpsyg.2023.1065749>
- Hanik, E. U., & Ahsani, E. L. F. (2021). Manajemen Pendidikan Karakter dalam Menumbuhkan Sikap Religius Peserta Didik MI Mafatihul Akhlaq Jepara. *Quality*, 9(2), 279. <https://doi.org/10.21043/quality.v9i2.12533>
- Hanik, E. U., Choir, A., & Mubarok, H. (2023a). The Management Living Values Education Program in Improving The Character of Religious Moderation in Achsanayah Islamic Boarding School Kudus. *Al Hikmah: Journal of Education*, 4(2), 305. <https://doi.org/10.54168/ahje.v4i2.172>
- Hanik, E. U., Choir, A., & Mubarok, H. (2023b). The Management Living Values Education Program in Improving The Character of Religious Moderation in Achsanayah Islamic Boarding School Kudus. *Al Hikmah: Journal of Education*, 4(2), 305. <https://doi.org/10.54168/ahje.v4i2.172>
- Hanik, E. U., Istiqomah, N., Hanifah, A. N., Trisnawati, W., Syifa, L., Agama, I., Negeri, I., & Corresponding, K. (2021). Civil Officium: Journal of Empirical Studies on Social Science Implementasi Pendidikan Karakter Kedisiplinan Dalam Meningkatkan Hasil Belajar Siswa Sekolah Dasar. *Journal of Empirical Studies on Social Science*, 1(1), 14–19. <https://doi.org/https://doi.org/10.53754/civilofficium>

- Lasiyono, U., & Alam, D. W. Y. (2024). *Metode Penelitian Kualitatif* (Pertama; Nurhaeni, ed.). Sumedang: MEGA PRESS NUSANTARA.
- Li, Y., Kendziora, K., Berg, J., Greenberg, M. T., & Domitrovich, C. E. (2023). Impact of a schoolwide social and emotional learning implementation model on student outcomes: The importance of social-emotional leadership. *Journal of School Psychology, 98*(March), 78–95. <https://doi.org/10.1016/j.jsp.2023.01.006>
- Lovett, J. M., Schonert-Reichl, K. A., Braun, S. S., Zinsser, K., Teasdale, R., & Rogers, A. (2026). Does school context shape social and emotional learning implementation? A national study of teachers in urban, suburban, and rural schools. *Social and Emotional Learning: Research, Practice, and Policy, 7*(May), 100203. <https://doi.org/10.1016/j.sel.2026.100203>
- Lovett, J. M., Schonert-Reichl, K. A., Zinsser, K. M., & Lawlor, M. S. (2024). Beyond fidelity: unveiling the landscape of teacher adaptation in social and emotional learning programs. *Frontiers in Education, 9*(August). <https://doi.org/10.3389/educ.2024.1444588>
- Magfirah Magfirah, & Daroe Iswatiningsih. (2025). Strategi Pembelajaran Sosial Emosional (SEL) untuk Mengatasi Perundungan Siswa Kelas 5 Sekolah Dasar. *Katalis Pendidikan: Jurnal Ilmu Pendidikan Dan Matematika, 2*(3), 133–142. <https://doi.org/10.62383/katalis.v2i3.2062>
- Maryati, I., Putri, S., R., D. M., Nurhopipah, S., Muthmainnah, M., Putri, K., Silvia, S., Indriyani, Apriliani, Y. K., Aprianti, H. S. N., Azkiah, F., Pratiwi, L. A., Zahra, S. N., Hidayah, F. N., Kurniati, D., Puspitasari, R., & Wahyuni, W. (2025). *Sinergi Kognitif dan Afektif: Pendekatan Holistik dalam Pembelajaran Matematika Berbasis Pembelajaran Sosial Emosional (PSE)* (Pertama). Sleman: Deepublish.
- McChesney, K., & Cross, J. (2023). How school culture affects teachers' classroom implementation of learning from professional development. *Learning Environments Research, 26*(3), 785–801. <https://doi.org/10.1007/s10984-023-09454-0>
- McCoy, D. C., & Hanno, E. C. (2023). Systemic barriers and opportunities for implementing school-based social-emotional learning interventions in low-income and conflict-affected settings. *Frontiers in Psychology, 14*(March), 1–6. <https://doi.org/10.3389/fpsyg.2023.1011039>
- Muin, A., Mahmud, R., Suhartawan, B., Fernandes, I., Arkwright, D., & Novita, Y. (2026). *Metode Penelitian Kualitatif: Konsep dan Aplikasi* (Pertama; Y. Novita, ed.). Padang: CV GET PRESS INDONESIA.
- Neugebauer, S. R., Sandilos, L., DiPerna, J., Hunter, L., Hart, S. C., & Ellis, E. (2023). 41 Teachers, 41 Different Ways. *The Elementary School Journal, 124*(1), 157–192. <https://doi.org/10.1086/725675>
- Norlita, D., Nageta, P. W., Faradhila, S. A., Aryanti, M. P., Fakhriyah, F., & Ismayam, A. E. A. (2023). Systematic Literature Review (SLR): Pendidikan Karakter di Sekolah Dasar. *Jispendiora Jurnal Ilmu Sosial Pendidikan Dan Humaniora, 2*(1), 209–219. <https://doi.org/10.56910/jispendiora.v2i1.743>
- Nugroho, L., Fajarsari, I. M., Solikin, A., Yusdita, E. E., Fatriansyah, A. I. A., Irwanto, Atiningsih, S., Susilawati, N., Gainau, P. C., & Hippy, M. Z. (2023). *Metodologi*

- Penelitian Akuntansi dan Praktik Penulisan Artikel Bidang Akuntansi* (Pertama; N. Rismawati, ed.). Bandung: Widina.
- Nuraeni, I., Kholillah, M. K., Ani, N., Lestari, R., & Rostika, D. (2023). Mengintegrasikan Pembelajaran Sosial dan Emosional Pada Pembelajaran Di Sekolah Dasar. *Cermin Jurnal Penelitian*, 7(2), 449–458. https://doi.org/https://doi.org/10.36841/cermin_unars.v7i2.3901
- Nurhasanah, A., Azizah, M., Amanda, N., & Aprianti, S. N. (2024). Proses Penanaman Karakter Kepada Peserta Didik Melalui Kegiatan Pembelajaran Dengan Model Project Based Learning. *Jurnal Didika: Wahana Ilmiah Pendidikan Dasar*, 10(1), 1–14. <https://doi.org/10.29408/didika.v10i1.24082>
- Nurhayati, T., Halimah, L., & Syobar, K. (2025). Pengembangan Kompetensi Sosial Emosional Peserta Didik melalui Pembelajaran IPAS di SDN Cisarua 2 Purwakarta. *Selami IPS*, 18(2), 260–269. <https://doi.org/10.36709/selami.v18i2.120>
- Oliveira, S., Roberto, M. S., Pereira, N. S., Marques-Pinto, A., & Veiga-Simão, A. M. (2021). Impacts of Social and Emotional Learning Interventions for Teachers on Teachers' Outcomes: A Systematic Review With Meta-Analysis. *Frontiers in Psychology*, 12(July), 1–19. <https://doi.org/10.3389/fpsyg.2021.677217>
- Pramana, P. M. A., Kertih, I. W., & Lasmawan, I. W. (2025). Model Discovery Learning Berbantuan Media Audio Visual Terhadap Efikasi Diri dan Tanggung Jawab Belajar IPAS Siswa Kelas IV Sekolah Dasar. *Journal of Education Action Research*, 9(1), 125–133. <https://doi.org/10.23887/jear.v9i1.92144>
- Prasetya, U. A., Rohman, A. D., Sari Asih, T. U., & Mahmudah, U. (2025). Strategi Deep Learning pada Pembelajaran IPAS Digital Berbasis Meaningful, Mindful, dan Joyful Learning. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 8(3), 649–659. <https://doi.org/10.54069/attadrib.v8i3.1052>
- Purnomo, D., & Habibi, M. (2025). Implementasi Pembelajaran Berbasis Sosial Emosional Pada Mata Pelajaran Aqidah Akhlak Dalam Menumbuhkan Karakter Peduli Lingkungan. *Jurnal Education and ...*, 13(2), 162–167. <https://doi.org/https://doi.org/10.37081/ed.v13i1.6703>
- Qomaruddin, Q., & Sa'diyah, H. (2024). Kajian Teoritis tentang Teknik Analisis Data dalam Penelitian Kualitatif: Perspektif Spradley, Miles dan Huberman. *Journal of Management, Accounting, and Administration*, 1(2), 77–84. <https://doi.org/10.52620/jomaa.v1i2.93>
- Rohmawati, G., & Hanik, E. U. (2025). SES (Social and Emotional Skills)-based Plastic Waste Recycling Activities as a Means of Strengthening the Values of the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project (P5PPRA). *JENIUS (Journal of Education Policy and Elementary Education Issues)*, 6(2), 145–160. <https://doi.org/10.22515/jenius.v6i2.11325>
- Sari, S. P., & Bermuli, J. E. (2021). Pembentukan Karakter Tanggung Jawab Siswa pada Pembelajaran Daring Melalui Implementasi Pendidikan Karakter. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 7(1), 110. <https://doi.org/10.33394/jk.v7i1.3150>

- Setiawan, D., Rahman, A., & Ramadhan, I. (2019). Pengaruh Media Sosial terhadap Akhlak Siswa. *Mozaic : Islam Nusantara*, 5(1), 73–84. <https://doi.org/10.47776/mozaic.v5i1.133>
- Solissa, E. M., Rakhmawati, E., Maulinda, R., Syamsuri, S., & Putri, I. D. A. (2024). Analisis Implementasi Metode Pembelajaran Berbasis Proyek dalam Meningkatkan Prestasi Belajar di Sekolah Dasar. *Al-Madrasah Jurnal Pendidikan Madrasah Ibtidaiyah*, 8(2), 558. <https://doi.org/10.35931/am.v8i2.3284>
- Syahrani, K., Kasau, M. N. R., Mahmud, N., & Saifullah, S. (2025). Penerapan Pembelajaran Sosial Emosional (PSE) pada Mata Pelajaran Bahasa Indonesia di Sekolah Dasar. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 8(6), 6505–6510. <https://doi.org/10.54371/jiip.v8i6.8251>
- Turrofiah, I., & Martutik, M. (2024). Implementasi Pembelajaran Sosial Emosional pada Kegiatan Pembelajaran Teks Tanggapan Melalui Pendekatan Culturally Responsive Teaching (CRT). *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan*, 4(7), 10. <https://doi.org/10.17977/um065.v4.i7.2024.10>
- Ulla, T., & Poom-Valickis, K. (2023). Program support matters: A systematic review on teacher- and school related contextual factors facilitating the implementation of social-emotional learning programs. *Frontiers in Education*, 7(January). <https://doi.org/10.3389/educ.2022.965538>
- Umam, M. C. (2025). Mengapa Emosi Siswa SD Tak Boleh Diabaikan: Strategi Guru Mengelola Perkembangan Sosial-Emosional. *Jurnal Terapan Pendidikan Dasar Dan Menengah*, 5(3), 110–114. <https://doi.org/https://doi.org/10.28926/jtpdm.v5i3.2004>
- Yulianti, Y. (2021). Pentingnya Pendidikan Karakter untuk Membangun Generasi Emas Indonesia. *CERMIN: Jurnal Penelitian*, 5(1), 28. https://doi.org/10.36841/cermin_unars.v5i1.969
- Zhao, H., Lei, P., Hart, S. C., DiPerna, J. C., & Li, X. (2023). When is universal SEL effective under authentic conditions? Using LPA to examine program implementation in elementary classrooms. *Frontiers in Education*, 8(April). <https://doi.org/10.3389/educ.2023.1031516>