



**FACULTY OF
MEDICINE**

1st Session
Social-Emotional Learning
Social-Emotional Understanding and Learning
For Adult-Children Wellbeing Advancement

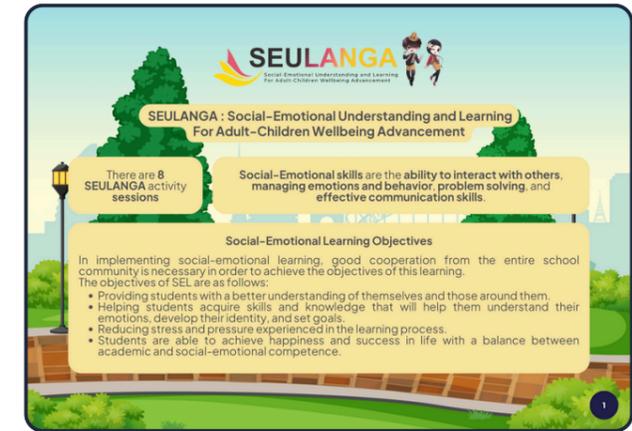


<https://www.safecommunitiessafeschool-indonesia.org>

“Hello, kids, how are you today?”

“Today we will start the first meeting for the SEULANGA program.”

SEULANGA stands for **Social-Emotional Understanding and Learning for Adult-Children Wellbeing Advancement.**



- There are 8 SEULANGA activity meetings that will discuss social-emotional skills so that students can improve their skills.
- Before we begin, we will first do an icebreaker (check the Teacher Action Module).
- Stimulus question: “Do you ever compare your abilities with other people?”
- Stimulus question: “Do you still have difficulty managing your assignment schedule?”
- This can happen due to the lack of social-emotional competence in a person.
- Social-emotional competence is the ability to recognize and manage emotional behavior in order to interact with others, solve problems, and communicate effectively.
- The goal of SEULANGA training is to help students become successful and happy teenagers.
- **The objectives of social-emotional learning are as follows.**
 - To provide students with a better understanding of themselves and the people around them.
 - To help students acquire the skills and knowledge that will help them understand their emotions, develop their identity, and set goals.
 - To reduce the stress and pressure that students experience in the learning process.
 - Students are able to achieve happiness and success in life with a balance between academic and social-emotional competencies.

SEULANGA : Social-Emotional Understanding and Learning For Adult-Children Wellbeing Advancement

There are **8**
SEULANGA activity
sessions

Social-Emotional skills are the **ability to interact with others, managing emotions and behavior, problem solving, and effective communication skills.**

Social-Emotional Learning Objectives

In implementing social-emotional learning, good cooperation from the entire school community is necessary in order to achieve the objectives of this learning.

The objectives of SEL are as follows:

- Providing students with a better understanding of themselves and those around them.
- Helping students acquire skills and knowledge that will help them understand their emotions, develop their identity, and set goals.
- Reducing stress and pressure experienced in the learning process.
- Students are able to achieve happiness and success in life with a balance between academic and social-emotional competence.



- **“Have you ever compared your abilities with other people? Or do you still have difficulty managing your schedule to complete tasks? This can occur, among other reasons, due to the lack of development of your social and emotional competencies.”**

For junior high and high school students, the tasks of developing social and emotional competencies include:

- Building closer relationships with friends, both of the same and different genders. **Meaning** that students can determine their attitudes and boundaries in order to interact well with both the same and different genders.
- Managing themselves in creating and completing increasingly complex academic tasks, with increased independence. **Meaning** that students can manage their time and begin to prioritize their various school tasks.
- Effectively managing emotions and readiness in transitioning to junior high school and high school. This means that there will be emotional differences that students may experience due to hormonal influences and higher demands of responsibility. In junior high school, students are given the responsibility to manage their time to complete tasks independently.
- Improving self-understanding of their feelings. **Meaning** that students are more sensitive to their own emotions and the causes of those emotions, and are able to express their feelings.
- Preparing themselves to take on adult roles (e.g., babysitting younger children, starting to prepare and practice for work roles). **Meaning** that junior high school students are given more responsibilities than before.
- Begin learning communication skills (such as expressing messages verbally and listening to others). **Meaning** that they are better at communicating their feelings and listening to the feelings and opinions of others, expressing disagreement constructively to their friends.
- Begin learning to show respect for differences among students and find ways for friends to share their cultural backgrounds and experiences. **Meaning** that seeing differences is not only a distinction and a barrier to interaction, but also an opportunity to learn and respect differences even though they are from a different ethnicity, religion, and so on.
- Develop ethical values that enable responsible decision-making for oneself and others. **Meaning** that they are beginning to evaluate which behaviors are in line with prevailing norms and which are not, so that they can make responsible decisions.

These are some examples of behaviors exhibited by students with good social-emotional skills. Therefore, over the next 8 sessions, we will learn together to develop better social-emotional skills.

SOCIAL-EMOTIONAL DEVELOPMENT TASKS

For junior high and high school students, the tasks of developing social and emotional competencies include:

Building closer relationships with friends, either from the same or different genders

Managing oneself in creating and completing increasingly complex academic tasks, with increased independence

Effectively managing emotions and preparedness in transitioning to junior high school and high school

Improving self-understanding of things that are felt

Preparing to take on adult roles (e.g., caring for younger children, beginning to prepare and practice for work roles)

Start learning communication skills (such as expressing messages verbally and listening to others)

Start learning to show respect towards differences between students and find ways for classmates to share their cultural backgrounds and experiences.

Developing ethical values that enable responsible decision-making for themselves and others.





The SEULANGA program uses the **CASEL (Collaborative Academic, Social, and Emotional Learning Framework)** approach, which provides indicators of social-emotional learning in schools through integration into subjects and school activities. The CASEL approach is used because it incorporates social and emotional learning into an academic setting.

There are five components in CASEL that we will learn, which are expected to help develop students' competencies in the following areas:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Building
- Responsible Decision-Making

In this meeting, we will only briefly discuss each component of CASEL.
We will discuss them in more depth in future meetings.

CASEL LEARNING COMPONENTS

According to the **CASEL Approach (Collaborative for Academic, Social, and Emotional Learning)**, there are five components of social-emotional learning, these are:

1



Self-Awareness

2



Self-Management

3



Social Awareness

4



Relationship Building

5



Responsible Decision-Making



SELF-AWARENESS

Self-awareness is the ability to understand yourself thoroughly.

Examples of self-aware behavior:

When you don't understand something in class, you raise your hand immediately to ask a question.

Recognizing your own limitations in learning.

Self-awareness can help a person to:

- Recognize their strengths and weaknesses.
- Understand their principles (values) and drive to develop.
- Recognize their own emotions.
- Adjust to their feelings and thoughts so that they can act appropriately.
- Understand how others perceive them.

- Self-awareness is **the ability to understand yourself thoroughly.**
- An example of behavior that demonstrates self-awareness is when a student raises their hand to ask a question when they don't understand something in class. This shows that the student is aware of their limitations in that particular subject.
- Self-awareness can help a person to:
 1. Recognize their strengths and weaknesses. **Meaning** that students are more aware of their positive qualities and the areas they still need to develop.
 2. Understand their principles, values, and motivation to develop. **Meaning** that students begin to understand their beliefs and what they can do to motivate themselves to develop.
 3. Recognizing their own emotions. **Meaning** that students know and understand the emotions they feel.
 4. Adjusting to their feelings and thoughts so that they can act appropriately. **Meaning** that students can understand and react appropriately to their feelings and thoughts, and choose the right actions to react.
 5. Understanding how others view them. **Meaning** that students know how others judge them.

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- Adjust to their feelings and thoughts so that they can act appropriately.
- Understand how others perceive them.



WHO AM I?




- Please open worksheet 1.1.
- On this worksheet, write down as many of your strengths and weaknesses as possible. *“Try to write down all the **good things** you have and the things that **have not developed optimally.**”*
- The examples of good things are not necessarily academic achievements. For example, you can help your mother to clean or wash dishes at home.
- Examples of behavior that is not yet optimally developed (lacking) include not being able to ask the teacher questions about lessons that are not yet understood.
- Note: Encourage students not to be afraid to write down their strengths and weaknesses, as this will not affect their academic grades.
- Time allocation: 5 minutes.
- The books that are distributed will not be collected and are a place for you to get to know yourselves better.
- After completing worksheet 1.1, ask, *“Did you write down more strengths or weaknesses?”*
- Conclude by saying that the strengths and weaknesses that students have are part of who they are, and from today we will continue to develop them to be more aware of the good things they have.

WORKSHEET 1.1

WHO AM I?



On this worksheet, write down as many **strengths** and **weaknesses** as you can think of!

STRENGTHS



WEAKNESSES



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SELF-MANAGEMENT

Self-management is the ability to effectively manage yourself by engaging in high self-awareness to control your behavior, emotions, and habits.

Self-management relates to how to deal with stress, controlling what you want, and persevering when facing challenges.

Example of self-management behavior:

When you can identify the source of your discomfort and know the best way to overcome and manage it appropriately, such as motivating yourself and knowing when to take a break from each activity.



- Self-management is the ability to manage yourself effectively by involving a high level of self-awareness to control your behavior, emotions, and habits.
- Self-management is related to how you deal with stress, control what you want, and persevere when facing challenges.
- An example of behavior as a form of self-management is when you can identify the source of your discomfort and know the best way to overcome and manage that discomfort in an appropriate manner, such as motivating yourself and knowing when to take a break from each activity.

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Self-management relates to dealing with stress, controlling what you want, and persevering when facing challenges.

Example of self-management behavior:

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LET'S TALK!



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WORKSHEET 1.2

LET'S TALK!

Please sit in pairs, then discuss these points in turns!

What are the things that makes you sad?

If you don't understand the questions you are working on and you are too shy to ask your teacher, what will you do to overcome this?

What do you dislike the most when you are at school?

- Please open worksheet 1.2.
- Please write down the answers to the questions on worksheet 2 for 5 minutes.
- Answer with bullet points only.
- After you have finished writing, *“Let's listen to each other's answers.”*
- We will start with the first question, *“What things make you sad?”*
- Note: Ask students to listen to each other's answers for questions 2 and 3.
- Conclude this worksheet with the statement: *“Everyone has their own challenges, things that make them sad, things they don't like at school, some are still shy and some are already brave. These things are related to the students' self-management skills.”*
- In the next SEULANGA meeting, we will learn more about how to develop self-management skills.

WORKSHEET 1.2

LET'S TALK!

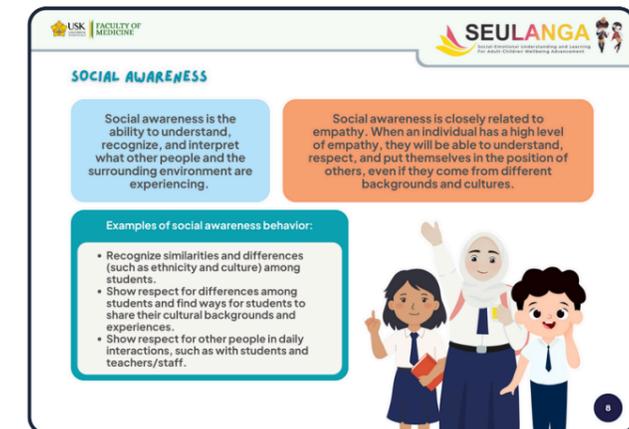
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What do you dislike the most when you are at school?

SOCIAL AWARENESS



- Social awareness is the ability to understand, recognize, and interpret what other people and the surrounding environment are experiencing.
- Social awareness is closely related to empathy. When an individual has a high level of empathy, they will be able to understand, respect, and put themselves in the position of others, even if they come from different backgrounds and cultures.
- Examples of behavior that demonstrate social awareness are:
 1. Recognizing similarities and differences (such as ethnicity and culture) among students. For example, there are students from Aceh, Java, Batak, and other ethnic groups.
 2. Showing respect for the differences between students and finding ways for students to share their cultural backgrounds and experiences. **Meaning** that students care about the differences in their friends' backgrounds, which can lead to different ways of interacting with each other.
 3. Showing respect for others in daily interactions, both between students and teachers/staff.

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Examples of social awareness behavior:

- Recognize similarities and differences (such as ethnicity and culture) among students.
- Show respect for differences among students and find ways for students to share their cultural backgrounds and experiences.
- Show respect for other people in daily interactions, such as with students and teachers/staff.





BUILDING RELATIONSHIPS

- Building relationships is the ability to communicate and listen.
- The skill of being able to build and maintain good relationships with friends is an important part of life, including at school.
- An example of behavior that builds relationships is playing soccer or catchball. Can you play it alone without other friends? It is a small example that shows how important relationships are in our daily lives.

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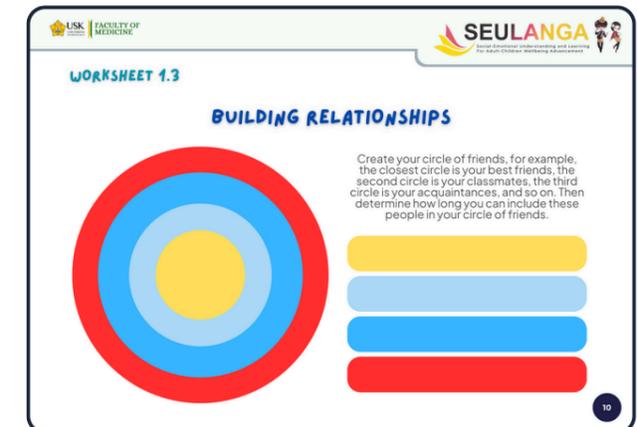
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Examples of building relationships behavior:

When you **play soccer or catch ball**, can you play alone without other friends? This is a small example that shows how important relationships are in our daily lives.



WORKSHEET 1.3 BUILDING RELATIONSHIPS



- Display worksheet 1.3 on an A2 sheet at the front of the classroom.
- “Now we are going to work on worksheet 1.3 together. In life, we sometimes categorize the people we know into different levels. There are those we call best friends, good friends, school friends, and so on.”
- “Now we will look at these categories based on your opinions. What would you call the people who are closest to you?” (write the students' answers in the yellow circle)
- Note: Write down the answer that is mentioned most often by the students. If there are different answers, you may write down 2-3 answers.
- “How long does it take for a person to be categorized as a best friend (mention the students' answers)? Is it a month, a year, two years, or more?” (Create a time range from the students' answers)
- “Continue the question to the second circle, which is light blue. What would you call that person, and how long would it take to be in that category?”
- Continue until you reach the red circle.
- Closing: “Everyone will have their own time and considerations for determining who is close to them, and everyone needs to connect with others to interact and build relationships.”

WORKSHEET 1.3

BUILDING RELATIONSHIPS



Create your circle of friends, for example, the closest circle is your best friends, the second circle is your classmates, the third circle is your acquaintances, and so on. Then determine how long you can include these people in your circle of friends.



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RESPONSIBLE DECISION MAKING

Decision making is a skill related to how a person identifies problems, analyzes information, makes decisions, and takes responsibility for the decisions that have been made.

One of the examples is when you try to choose additional classes or extracurricular activities. Once you have made a decision in line with your desired development goals, you must take responsibility to be a good member and completing the extracurricular activity.



11

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CLOSING

Before closing the session, I would like to ask you all a few questions:

**What are Social-Emotional Competencies?
(summarized from several student answers)**

**What are the benefits of having Social-Emotional Competencies?
(summarized from several student answers)**

**What did you learn from this first meeting?
(summary of several student responses)**

Social-emotional skills are skills that need to be continuously practiced, so we will practice them in every future session and you will continue to practice them at home and in your daily lives. Hopefully, you will be able to develop these skills.

Convey the schedule for the next session and with whom the session will be held.



CLOSING

What is Social-Emotional Competencies?

What are the benefits of having Social-Emotional Competencies?

What did you learn from this first meeting?



ACKNOWLEDGEMENT

The SEULANGA program was developed in 2024 with funding support from the **Fondation Botnar**, Switzerland, as part of the **Safe Communities Safe School (SCSS)** Adaptation Program, with **SMP Negeri 6** and **SMP Negeri 17** Banda Aceh as pilot partners. This program is a collaboration between the **Faculty of Medicine, Syiah Kuala University (FK USK)**, the **Danish Institute Against Torture (DIGNITY)**, the **Center for the Study and Prevention of Violence (CSPV)** at the **University of Colorado**, and the **University of Copenhagen**.

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