



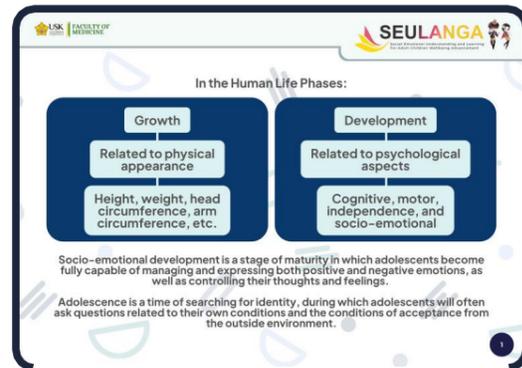
2nd Session

Social-Emotional Development of Adolescents

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



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



- *"Good day, everyone. Are you excited to learn new things and study together today? In our first meeting, we discussed what social-emotional competencies are. Before we continue, I would like to ask you: in your opinion, are you currently in the childhood, adolescent, or adult stage of life? Alright, next we will learn together and find out what you are capable of at this adolescent stage and what stage of life you are currently in..."*
- *"There are two things that happen in the human life cycle: growth and development."*
- *"Growth relates to physical aspects, such as height, weight, head circumference, arm circumference, and so on."*
- *"Development relates to psychological aspects, such as cognition (thoughts and understanding), motor skills (movement), independence, and social-emotional skills."*
- *"In adolescence, social-emotional development reaches a stage of maturity in which individuals are fully capable of managing and expressing both positive and negative emotions, as well as controlling their thoughts and feelings."*
- *"Adolescence is a time of searching for identity, during which adolescents will often ask questions related to their own condition and the acceptance of the outside environment."*

In the Human Life Phases:

Growth

Related to physical
appearance

Height, weight, head
circumference, arm
circumference, etc.

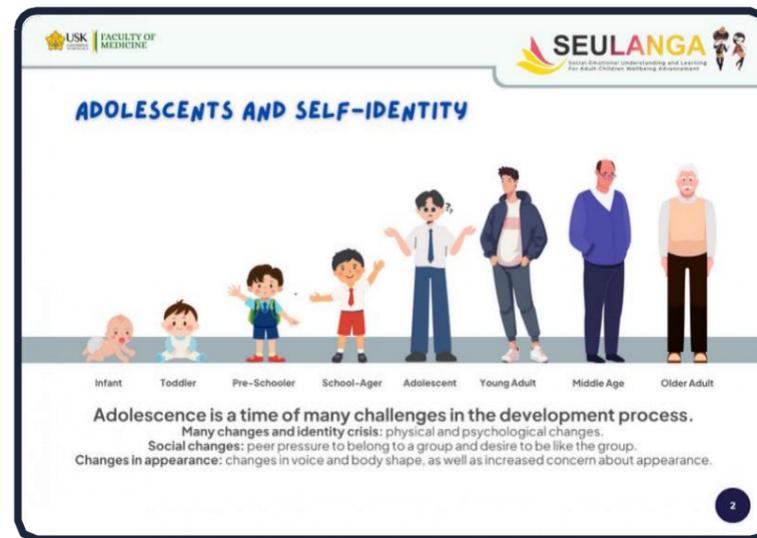
Development

Related to psychological
aspects

Cognitive, motor,
independence, and
socio-emotional

In adolescence, the socio-emotional development reaches a stage of certain maturity, in which adolescents become fully capable of managing and expressing both positive and negative emotions, as well as controlling their thoughts and feelings.

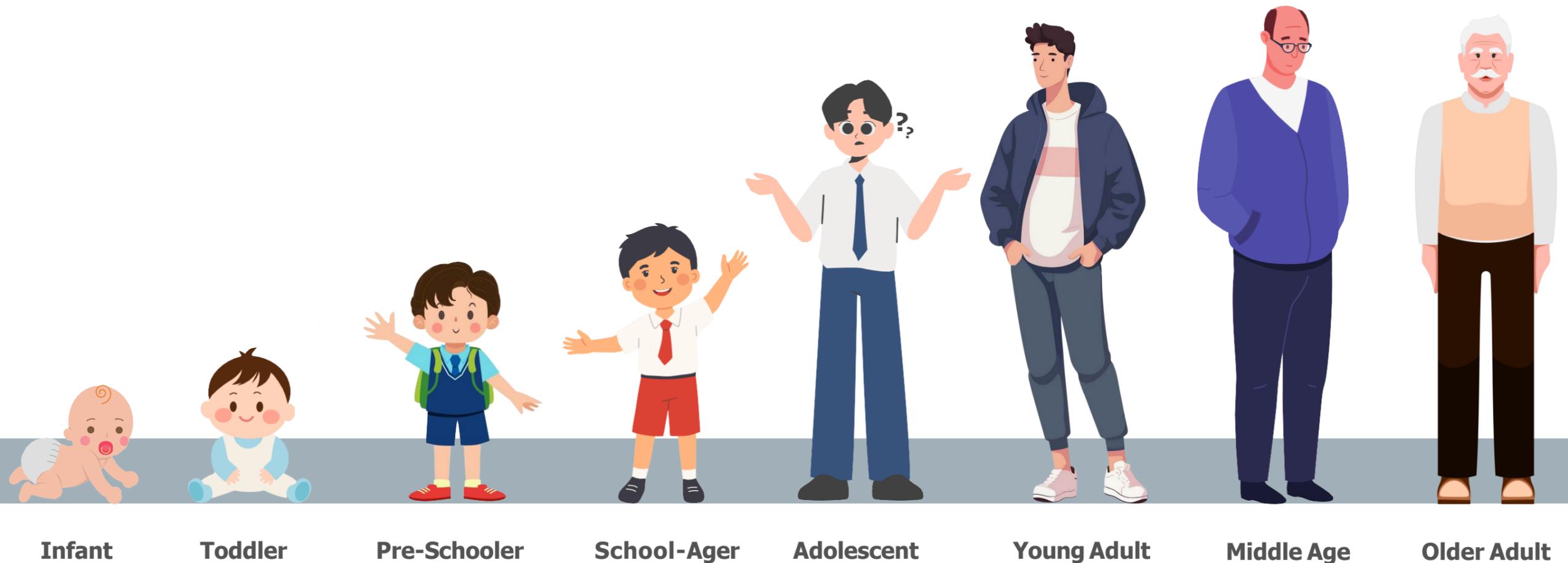
Adolescence is a time of searching for identity, during which adolescents will often ask questions related to their own conditions and the conditions of acceptance from the outside environment.



Adolescence is a period that is not immune from many challenges in the development process, including:

- Many changes and an identity crisis: adolescents experience physical and psychological changes and try to find their identity by exploring different roles and values.
- Social changes: teenagers will face social changes. For example, when they are still in elementary school, their peers tend to play together, but when they enter junior high school, their peers tend to engage in activities that are no longer just playing but also include interest in the opposite sex or seriousness in studying and competition. There is also a tendency for peers to pressure each other to form groups and a desire to be like the group.
- Changes in appearance: physical appearance changes due to hormonal changes during puberty can cause acne, voice changes, and body shape changes. In addition, adolescents begin to pay attention to their appearance and become interested in the opposite sex.

ADOLESCENTS AND SELF-IDENTITY



Adolescence is a time of many challenges in the development process.

Many changes and an identity crisis: physical and psychological changes.

Social changes: peer pressure to belong to a group and desire to be like the group.

Changes in appearance: changes in voice and body shape, as well as increased concern about appearance.

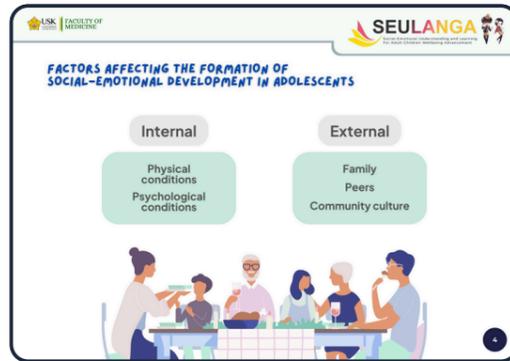


Age	Phases	Behavior (Children's Needs)
0-1	Building trust	Needing touch, hugs, affection
2-3	Building the desire to act	Needing support and appreciation
4-5	Building independence	Needing the freedom to explore
6-11	Developing academic competencies	Needing trust and support
12-20	Searching for identities	Needing support and guidance

- Each age has its own developmental tasks. For example, at ages 1-2, children are building trust; at ages 2-3, they are developing the desire to act; at ages 4-5, they are developing independence; at ages 6-11, they are developing academic competence; and at ages 12-20, they are searching for their identity.
- *“You are currently in your teenage/adolescent years. During this period, your developmental task is to search for your identity in terms of who you are and what your purpose in life is.”*
- *“It is very normal to experience a lot of difficulties during adolescence. Therefore, we (teachers) and parents are here to accompany you so that you can get through this difficult developmental stage.”*
- *“The important process of searching for one's “true self“ goes hand in hand with the social-emotional development of adolescents. Adolescents who are well-adjusted in their social-emotional development will have the ability to easily adapt to their environment and be able to adapt well into adulthood. However, if the social-emotional development process does not go well, adolescents will experience confusion in searching for their “true self“ until they reach adulthood. The process of adolescent social-emotional development is also a manifestation of achieving maturity in life.”*
- *“Every age requires special treatment in order to develop optimally. At your current age, what you need is support and guidance. Therefore, at this moment, we want us to grow together.”*

ADOLESCENTS AND SELF-IDENTITY

Age	Phases	Behavior (Children's Needs)
0-1	Building trust	Needing touch, hugs, affection
2-3	Building the desire to act	Needing support and appreciation
4-5	Building independence	Needing the freedom to explore
6-11	Developing academic competencies	Needing trust and support
12-20	Searching for identities	Needing support and guidance



Several factors that influence the formation of adolescents' social-emotional development are as follows:

Internal factors, namely physical and psychological conditions

- **Physical conditions**

Physical changes that occur during adolescence, such as growth, hormonal changes, and physical changes, can affect adolescents' moods and behavior, including how they view themselves in every interaction with other people and their environment.

- **Psychological conditions**

Adolescents' perceptions of themselves are also influenced by psychological conditions, such as emotional maturity, emotional intelligence, and others. The way adolescents respond to situations, recognize, and understand will affect how they are able to appreciate their participation in social interactions.

External factors, namely family, peers, culture, and society

- **Family**

Family involvement in seeking information related to children's activities and problems at school and in their play environment, spending time with children, providing good facilities for children, and becoming discussion partners will form good patterns of trust and attachment, thereby shaping children's social-emotional development optimally.

- **Peers**

Peers have a huge influence on shaping identity and social-emotional development. Positive and valuable interactions can suppress negative relationships and behaviors that occur in adolescent friendships.

- **Culture and society**

Cultural values and prevailing social norms influence the social and emotional development of adolescents. Social interaction plays an important role in coordinating collective actions, thereby limiting the negative behaviors that adolescents may exhibit.

FACTORS AFFECTING SOCIAL-EMOTIONAL DEVELOPMENT IN ADOLESCENTS

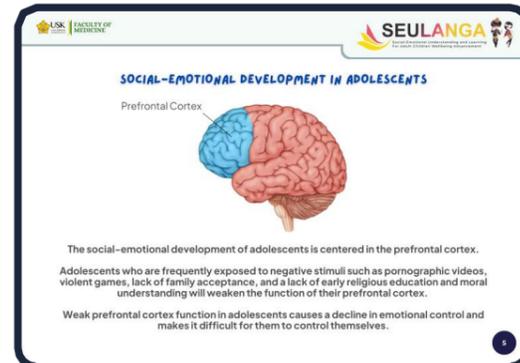
Internal

Physical
conditions
Psychological
conditions

External

Family
Peers
Community culture

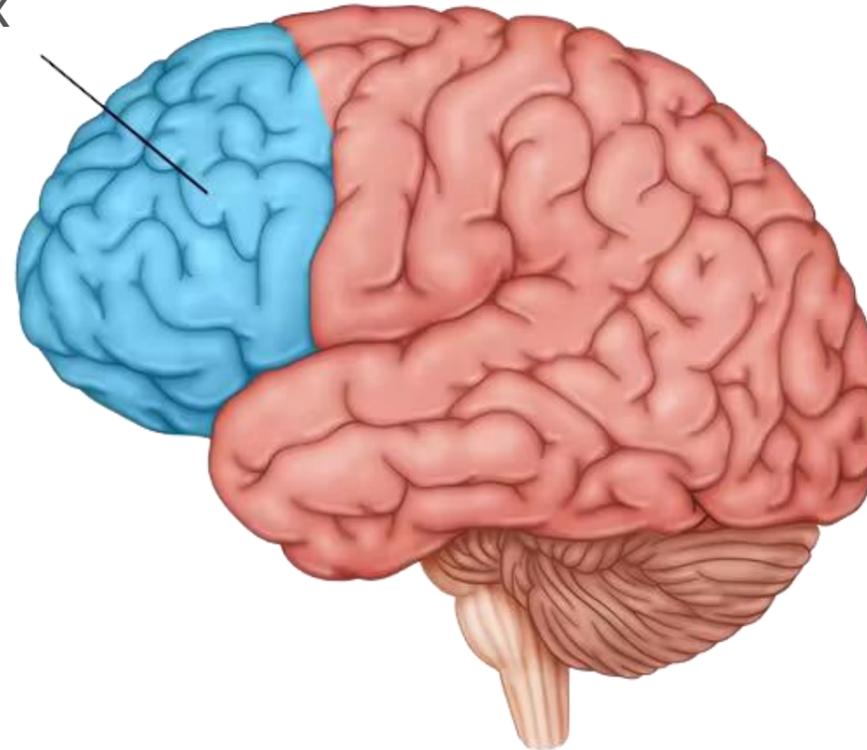




- The prefrontal cortex is the part of the brain located in the forehead area, just behind the forehead, which functions to control emotions, determine right and wrong, attitudes of responsibility, decision-making, and other moral values.
- The development of the prefrontal cortex will be inhibited if adolescents engage in behaviors that violate norms and rules, such as skipping school, disobeying school rules, watching videos containing pornography, and so on.
- The development of the prefrontal cortex can be compared to a rubber ball in a glass, where the ball represents the cortex and the glass represents the skull. The rubber ball can grow larger inside the glass if the space around it is empty. However, if there is water around the glass, which we can analogize as negative influences such as pornography, violent games, and other harmful content, then the space for the rubber ball to grow becomes limited and it is difficult for it to develop optimally.
- The impact of an underdeveloped prefrontal cortex is difficulty controlling emotions, difficulty determining right and wrong, irresponsibility, difficulty making decisions, and difficulty following other moral values.

SOCIAL-EMOTIONAL DEVELOPMENT IN ADOLESCENTS

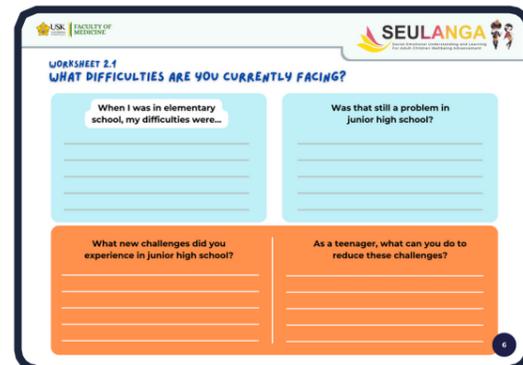
Prefrontal Cortex



The social-emotional development of adolescents is centered in the prefrontal cortex.

Adolescents who are frequently exposed to negative stimuli such as pornographic videos, violent games, lack of family acceptance, and a lack of early religious education and moral understanding will weaken the function of their prefrontal cortex.

Weak prefrontal cortex function in adolescents leads to reduced emotional regulation, making it harder for them to manage their impulses and behavior.



WORKSHEET 2.1
WHAT DIFFICULTIES ARE YOU CURRENTLY FACING?

When I was in elementary school, my difficulties were...

Was that still a problem in junior high school?

What new challenges did you experience in junior high school?

As a teenager, what can you do to reduce these challenges?

- Open worksheet 2.1.
- On worksheet 2.1, try to remember things you were unable to do when you were in elementary school (grades 1-6). For example, when you were in elementary school, you were unable to read, do multiplication, etc. It could also be non-academic things, such as when you were in elementary school, you were unable to wash your own dishes.
- Write your answers in the blue boxes provided.
- To fill in the blue boxes on the right, try to remember if any of the difficulties you had in elementary school are still difficulties you have now in junior high school.
- Now look at the orange box. Try to remember the challenges you have faced in junior high school that feel more difficult than those in elementary school. For example, in junior high school, parents give you more responsibility to manage your time independently to complete your homework without intensive supervision from your parents, unlike in elementary school.
- After identifying the challenges in junior high school, write down the things you can do to reduce those difficulties.
- The conclusion of this worksheet is, "The challenges you face now are diverse, and they are part of your growth and development during adolescence."

WORKSHEET 2.1

WHAT DIFFICULTIES ARE YOU CURRENTLY FACING?

When I was in elementary school, my difficulties were...

Was that still a problem in junior high school?

What new challenges did you face in junior high school?

As a teenager, what can you do to reduce these challenges?

CLOSING

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



**In junior high school, what stage of development are teenagers currently experiencing?
(summarize answers from several students)**

**What factors influence adolescent development?
(summarize answers from several students)**

**What did you learn from this session?
(summarize answers from several students)**

Each stage of development has its own challenges, and so do your teenage years. If you want to overcome these challenges, you need to be aware of what they are and try to find ways to solve them, one of which is by developing social and emotional skills that we will improve and develop in this SEULANGA program.

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

CLOSING

In junior high school, what stage of development are teenagers currently experiencing?

What factors influence adolescent development?

What did you learn from this session?



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**.

Safe Communities Safe Schools (SCSS) Team Faculty of Medicine Syiah Kuala University

Dr. Rina Suryani Oktari, S.Kep.,M.Si
Haiyun Nisa, S.Psi.,M.Psi.,Psikolog
Wida Yulia Viridanda, S.Psi.,M.Psi.,Psikolog
Wenny Aidina, S.Psi.,M.Psi.,Psikolog
Syifa Salsabila, S.Psi.
Dedi Arifka, S.A.P.,MPA.
Nanda Rizki Rahmita, S.Psi.
Zuhro Nazifah Chair, S.Psi.
Ulya Layyina, S.Psi.
Dhaway Ammar Mualif, S.Psi
Sri Riski Yanti, S.H.

