

Findings and Implications of Social Emotional Learning (SEL) in Paternalistic Culture in Elementary Schools: A Systematic Literature Review

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ABSTRACT

Social Emotional Learning (SEL) is a learning that focuses on self-development of students to achieve success in learning and life. The characteristics of SEL require a relationship pattern that prioritizes equality, which is identical to the characteristics of a country with egalitarian culture. This literature review aims to systematically review the literature on the application of SEL in elementary schools in a country with paternalistic culture. The literature search was carried out through the ScienceDirect and Semantic Scholar databases for the period of 2010-2021. The inclusion criterion was English articles that specifically discussed the development of SEL in elementary schools in a country with paternalistic culture. Based on the article extraction, 4 qualified articles were selected. The results of the review show that SEL can be developed in a country with paternalistic culture through the Strong Kids, PATHS, Collaborative Learning and Social Support optimization programs. These programs are effective to develop social-emotional skills in a country with paternalistic culture, with a supporting factor of changing the teacher's mindset to change their role as a partner that emphasizes equality in implementing SEL. Thus, it is important for teachers to develop SEL in elementary schools.

Keywords: social emotional learning, paternalist, elementary school

INTRODUCTION

Social Emotional Learning (SEL) is part of the self-development of students. It is a learning process that involves teacher and student management to learn to manage emotions, build positive relationships, and determine responsible decision making (Conner et al., 2011). SEL is developed to facilitate students to achieve success in learning, career, and life (Weeks, 1931; Yoder & Dusenbury, 2017). The integration of SEL can affect academic achievement (Daunic et al., 2021; Kim et al., 2019; Malhotra et al., 2021). SEL can also improve academic performance and adaptation of learners in religious behavior, political orientation, and personality (Corcoran et al., 2018; Utami et al., 2014).

The integration of SEL is an essential learning development to be implemented early on (Fitzgerald et al., 2011). Based on Piaget's theory, elementary school students experience the development of emotional and social behavior (Muthivhi, 2015). Emotional development is characterized by the behavior of controlling emotions and expressing (Cicchetti, Dante Hesse, 1983). Social development is characterized by the expansion of relationships for cooperative attitudes, social sensitivity, and adaptation to life in the surrounding environment (Mays, 2000). Thus, it is important for schools to promote supporting programs or activities in the development of SEL (Cullen et al., 2017; Initiative, 2018)

SEL is a program developed by CASEL (Collaborative of Academic Social Emotional Learning, 2018) in the United States. The history of the development of SEL in a cultural context is intended to promote equality and excellence among children, youth, and adults (Jagers et al., 2019). Thus, the characteristics of SEL require equality, which is identical to cultural development in egalitarian countries (Amoakoh, 2021). The results of the development of the SEL program have been widely developed and applied to countries with egalitarian culture, showing that it can improve social-emotional skills (Lee & Lee, 2021; McCallops et al., 2019;

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Murano et al., 2021; Veldman et al., 2020). In countries with paternalistic culture, the relationship pattern of learning has hierarchical characteristics, namely top-down from teachers to students (Bedi, 2020). This study aims to systematically review the literature to find the application of SEL in countries with paternalistic culture. These findings can be used as a guide for elementary school teachers in countries with paternalistic culture to implement SEL. The synthesis was compiled from the findings by developing a theoretical framework for the formulation of the application of SEL in elementary schools in paternalistic culture.

METHOD

Research Design

The research method used in this study is systematic literature review. Research methods can contribute to the reliable and accurate synthesis of the existing academic literature (Van Laar et al., 2017). Furthermore, this systematic literature review involves the ability to identify topics, provide judgments on the validity of the use of methods, determine decisions about the priority of the literature to be studied, analyze, and provide criticism of the literature, and create new knowledge about the topic in the form of synthesis (Hacking, 2012; Torraco, 2005)

Data Search

Literature search was conducted through the ScienceDirect and Semantic Scholar databases on the topic of SEL development in elementary schools in countries that adhere to paternalistic culture. The articles sought are English articles in the 2010-2021 range which are the results of research using the keywords of program, social emotional learning, paternalistic, and elementary school.

Data Analysis

The articles were screened in three stages before being selected for review. In the first stage, the articles that did not meet the inclusion criteria based on the title of the article were deleted. In the second stage, the remaining article abstracts were filtered again, and the articles that did not meet the selection criteria were discarded. In the third stage, the other articles are read carefully by the researcher to remove certain criteria that did not meet the selection criteria.

The research characteristics included in the following review were entered into a Microsoft Excel worksheet that contains (a) title, (b) author, (c) year of publication, (d) research objectives, (e) type of research (qualitative, quantitative, or mixed), (f) topics, (g) measurement instruments, and (h) main results. The data analysis used is described in Figure 1.

There are 4 articles that discuss the implementation of social emotional learning in elementary schools in countries with paternalistic culture. The details of the articles analyzed in

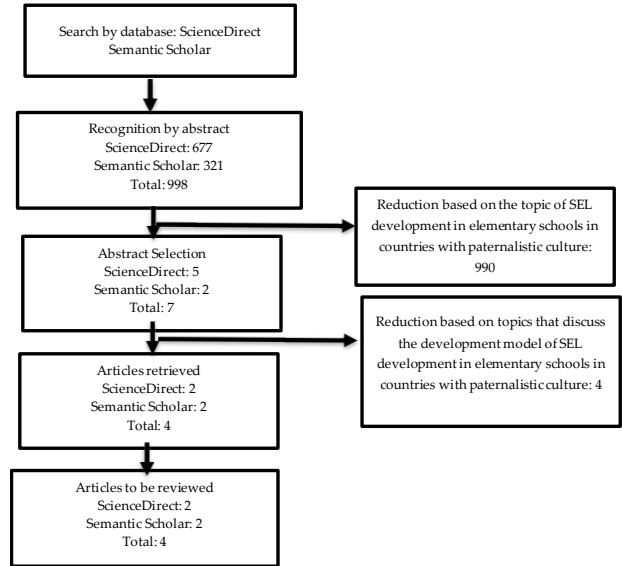


Fig. 1: Article Selection Process

Table 1: Details of the Article Reviewed

No.	Characteristics	Result
1.	Year of Publication	
	2010-2015	2
	2016-2021	2
2.	Type of Research	
	Qualitative	1
	Quantitative	3
3.	Instrument	
	Questionnaire	1
	Observation	1
	Test	2
Total		4

this study are presented in table 1. Table 1 presents information about the year of publication, type of research and instrument.

The articles reviewed in the study discussed development model of SEL development in elementary schools in countries with paternalistic culture.

FINDINGS

Findings of sytematic literature review study discusses targets, learning pattern, learning outcame, problem of cell development in country with paternalistic culture. Description of articles to be reviewed is presented in table 2. Table 2 describe author, year, title, purpose of research, type of research, study location, and results.

Discussion

Based on Table 2, several programs can be used to develop SEL in elementary schools seen from several aspects, namely.

Table 2: Description of Articles to be Reviewed

No.	Author	Year	Title	Purpose of Research	Type of Research	Study Location	Results
1.	Wong, A. S. K., Li-Tsang, C. W. P., & Siu, A. M. H. (Wong et al., 2014) as reported by their teachers or parents. Methods Twenty-seven primary school students were recruited and randomly assigned to the treatment group (n = 14	2014	Effect of a Social Emotional Learning Program for Primary School Students.	Evaluating the effect of learning programs (SEL) for elementary school students who have difficulties in social and emotional management.	Quantitative (Experimental)	Hong Kong	SEL program called "Strong Kids". The Strong Kids program is a short, practical social-emotional learning curriculum designed for the purpose of teaching social and emotional skills. This program includes (a) facilitating the understanding of the six universal emotions, (b) learning how to manage anxiety and worry; (c) using basic thinking skills, (d) conflict resolution; and (e) stress reduction and relaxation. The target of this program is students who experience emotional behavior disorders in various settings. Strong Kids-Grades 3-5 are specifically designed for use with children in elementary middle grades (3-5), or around ages of 8-12. Strong Kids-Grades 6-8 are designed for use with middle school age students (6-8 graders), or around the ages of 12-14. Strong Kids aims to teach social and emotional skills that can be used for students who have learning difficulties in elementary school. The results of this program show that Strong Kids can help students to acquire skills in managing emotions and developing social skills.
2.	Choi, S., & Kim, Y. (Choi & Kim, 2014) as a number of children from the multicultural family has been an increase. This study is explored appropriate theoretical frameworks for SEL(Social and Emotional Learning	2014	Investigating Elementary School Children's Learning Experiences through Multicultural Chorus Activity: SELG Approach	Exploring the appropriate theoretical framework for SEL and investigating the process of change among elementary students through SEL-based multicultural activities.	Qualitative	Korea	SEL can be developed with a collaborative learning model and build positive relationships between teachers and students, and vice versa. Collaborative learning model is one method that can affect academic achievement, social interaction, and emotion intersubjectivity. Collaborative learning is a learning process carried out in groups by working together to solve a problem. The target of this program is regular class students. The objective of this program is to enable students to experience positive changes in self-identity through emotional stability. One example that can develop SEL is that the existence of a multicultural choir class can make students experience positive changes in self-identity through emotional stability.
3.	Calhoun, B., Williams, J., Greenberg, M., Domitrovich, C., Russell, M. A., & Fishbein, D. H (Calhoun et al., 2020) decision-making skills, empathy, and emotion regulation and, in effect, prevent poor outcomes such as school failure, conduct problems, and eventual substance abuse. SEL programs are	2020	Social Emotional Learning Program Boosts Early Social and Behavioral Skills in Low-Income Urban Children.	Investigating the development of SEL in participants with low income	Quantitative (Regression)	Pennsylvania	The program being developed is called Promoting Alternative Thinking Strategy (PATHS). The PATHS program discusses increasing self-control, the process of attribution to a sense of self-responsibility, understanding and using logical reasoning vocabulary, emotions, how one's behavior affects others, the ability to recognize similarities and differences in feelings,

No.	Author	Year	Title	Purpose of Research	Type of Research	Study Location	Results
3.	designed to foster these abilities in children with a wide range of behavioral, social, and learning needs in the classroom, including children who are economically disadvantaged. In a previous study of kindergartners residing in a high-poverty community (N = 327 at baseline)	2020	Social - Emotional Profile of Children with and without Learning Disabilities: The Relationships with Perceived Loneliness, Self-Efficacy and Well-Being	Investigating the effect of the SEL program on students with learning difficulties.	Quantitative (SEM)	Israel	reactions, and points of view of self and others, and knowledge and skills in the steps of solving social problems. This program can improve social and emotional skills in students with low income.
4.	Tali Heiman and Dorit Olenik-Shemesh (Heiman & Olenik-Shemesh, 2020) middle, and high school students from Israel (29.6% students with LDs	2020	Social - Emotional Profile of Children with and without Learning Disabilities: The Relationships with Perceived Loneliness, Self-Efficacy and Well-Being	Investigating the effect of the SEL program on students with learning difficulties.	Quantitative (SEM)	Israel	The SEL development is used to strengthen social support. Social support or what is commonly referred to as social support is the availability of other people or groups who provide comfort, attention, and appreciation or offer assistance to individuals. Social support can be obtained from family, friends, and people who are considered important by students. The target of this program is students with learning difficulties.

Target

The target of SEL development is students with learning disorders such as behavioral disorders and learning difficulties (Schonert-Reichl et al., 2017; Stillman et al., 2018). In addition, SEL is used for regular classes to improve social and emotional skills so that it can be used as provisions in life in the community (Choirijah, 2019; San Antonio, 2018; Zhai et al., 2015). Thus, the target in social emotional learning class includes regular classes and students with learning disorders.

Learning Pattern

The SEL development model focuses on developing positive interactions between students and their environment (Abry et al., 2017). The model shows that there is a need for support and collaboration between teachers and students, students and students, and students and people around them (Nanni & Plakitsi, 2013; Slovák et al., 2016).

There are different patterns between the Strong Kids Program, PATHS, Collaborative Learning, and Social Support. The Strong Kids and PATH are special programs used to develop social emotional skills systematically and in detail and contain learning material or activities (Harlacher & Merrell, 2010; Sloan et al., 2020). The Strong Kids program model includes 10 lessons. Each lesson requires an allotted time of 35 minutes and can be carried out by a teacher or support service professional. The lessons include Introducing students to the Strong Start curriculum, teaching students to mention basic feelings, teaching the right method, teaching students to express feelings, teaching students to manage anger and ways that help deal with anger, teaching students to feel happy and using positive thinking, teaching students to manage anxiety, worry, and fear, teaching students how to identify other people's feelings, teaching students basic communication and friendship skills, teaching students to solve problems with others, and teaching overview of main concepts. Thus, the Strong Kids model is like learning in general which is packaged in one learning allocation (Neth et al., 2020). The PATHS program is a program for class teachers in an allocated time of 20 minutes and every week 2-3 times in regular classroom learning (Crean & Johnson, 2013). The material taught is in the form of self-awareness, self-management, social awareness, relationship management, and responsible decision making.

Meanwhile, the pattern of collaborative learning and social support models is a more flexible model and can be used in habituation, learning, and self-development activities of students (Coplan, 2009; Sengonul, 2021). Collaborative learning and social support patterns are not bound by specific material nor time allocation. Collaborative learning is more effective to improve academic achievement compare to discovery learning (Mu'arifin et al., 2022).

Learning Outcome

Based on the findings, the Strong Kids, PATHS, collaborative learning, and social support programs can improve the social and emotional skills of students. They are effective to develop social emotional skills of elementary school students with emotional behavior disorders and in regular classroom learning (Hulst et al., 2010; Imai, 2010; Laal & Ghodsi, 2012; Merrell et al., 2008; Stump et al., 2011) who were identified as having emotional disturbance. The three groups participated in either the Strong Kids (groups 1 and 2. They effectively used in the learning process carried out in groups so that there will be cooperation among students to solve problems (Borba et al., 2016; Tiantong & Tongchin, 2013). These programs can make students feel happy, calm, cared for, and loved, and they create a sense of self-confidence (Gyasi et al., 2020; Schouten et al., 2017) there is currently no overview of theoretically and empirically sound requirements for this kind of support. This paper uses the situated cognitive engineering method to create a requirements baseline for a virtual environment to support the societal participation education of low-literates (VESSEL. In other studies, social emotional learning can improve positive character and behavioral for elementary school students (Riggs et al., 2006; Snyder et al., 2012).

Problems of SEL Development in Countries with Paternalistic Culture

The characteristics of SEL development in countries with egalitarian culture require equality in the pattern of relationships between teachers and students (Matsuoka, 2017). Meanwhile, the characteristics of a country with paternalistic culture show that there are hierarchical levels in the pattern of relationships between teachers and students (Bedi, 2020). A country with paternalistic culture is reflected in the teacher as an example or role model to be imitated by students because they are considered older, higher in rank, and have broad insight (Dixon et al., 2007). The teacher becomes the central figure in the classroom in learning in paternalistic culture (Jones, 2017; Paoching & Chichun, 2009).

The development of SEL implemented in a country with paternalistic culture uses the Strong Kids, PATHS, Collaborative Learning, and Social Support programs. These programs are created and developed in the United States with egalitarian culture. The programs can successfully improve the social and emotional skills of elementary school students. This success can be due to teacher's awareness. Teachers have an important role to implement SEL development (Haslip et al., 2020). The teacher's mindset or understanding in developing SEL is the main indicator in the implementation of SEL (Collie et al., 2012; Poulou, 2017) teaching efficacy, and job satisfaction-and to examine the interrelationships among the three outcome variables. Along with sense of job satisfaction

and teaching efficacy, two types of stress (workload and student behavior stress).

Thus, sense making is necessary for teachers to change the pattern of relationships in implementing SEL learning in countries with paternalistic culture. Sense making is a dynamic and interactive process by which individuals and groups of people construct meaning (Pietarinen et al., 2017). Teachers need to prioritize equality in learning as a provision in implementing SEL (Thagard, 2018). In addition, governments in countries with paternalistic culture need to disseminate the Strong Kids Program, PATHS, and Collaborative Learning in learning and environmental culture in schools. As a follow-up to these activities, the synergy between school, family, and community education needs to be developed as social capital in improving emotional social skills (Lindfors et al., 2018).

The problem in the development of SEL in countries with paternalistic culture is the awareness of teachers to change the mindset in creating a learning environment that prioritizes equality for students. Teachers must act as a partner (Kleinpell et al., 2016). Thus, they can enter the world of students and become good facilitators, not as a one-on-one source of knowledge in the learning process (Phillippo & Stone, 2013).

CONCLUSION

The development of SEL in countries with paternalistic culture can be classified into 4 models, Strong Kids, PATHS, Collaborative Learning, and Social Support. The target of the SEL development program can be students in regular classes and those who experience behavioral disorders and learning difficulties. The Strong Kids and PATHS have a program that is systematically planned like other lesson content while Collaborative Learning and Social Support can be an independent model and can be implemented in habituation, learning, and self-development activities. These programs are effective to develop social-emotional skills in countries with paternalistic culture, with supporting factors in the form of changing mindsets to change the role of teachers as a partner that emphasizes equality in implementing SEL. Thus, it is important for teachers to develop SEL in elementary schools.

SUGGESTION

From these findings, it is suggested that other researchers identify more about SEL development strategies in elementary schools based on (a) type of learning style, (b) age, (c) gender, and (d) socioeconomic background, and analyze the interaction between these variables.

LIMITATION

This study has some limitations. The articles were searched based on certain keywords, resulting in only a few articles. In addition, the researchers set criteria for articles that match the

analysis in this study so that the citation information obtained was more limited. The databases used in this research are Semantic Scholar and ScienceDirect. The most cited databases are ScienceDirect. Further research needs to find and use a more diverse database with a longer duration.

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