



How Can Social Emotional Learning Strategies with Mindfulness Techniques Improve Reading Literacy?

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ABSTRAK

Berdasarkan penelitian nasional dan internasional, literasi siswa di Indonesia masih tergolong rendah. Melihat kondisi literasi siswa di Indonesia seperti yang telah diuraikan di atas, guru memegang peranan penting dalam mempersiapkan siswa untuk masa depan, mengingat pentingnya keterampilan literasi di abad 21. Oleh karena itu penelitian ini bertujuan untuk menganalisis bagaimana strategi pembelajaran sosial emosional dengan menggunakan teknik mindfulness yaitu teknik "STOP" dapat meningkatkan literasi membaca siswa. Penelitian ini dilakukan pada siswa sekolah dasar dengan jumlah sampel 30 siswa. Variabel bebas dalam penelitian ini adalah strategi pembelajaran sosial emosional, sedangkan variabel terikatnya adalah literasi membaca siswa. Penelitian ini dilakukan dengan menggunakan teknik mindfulness yaitu teknik "STOP". Desain penelitian yang digunakan adalah desain penelitian kuantitatif. Data dikumpulkan dengan menggunakan instrumen berupa lembar observasi, angket, wawancara dan tes tertulis. Teknik analisis data yang digunakan adalah analisis deskriptif, uji normalitas, uji homogenitas, dan uji t. Analisis data dilakukan secara manual dan juga menggunakan aplikasi SPSS 22. Hasil yang diperoleh menunjukkan bahwa strategi pembelajaran sosial emosional dapat meningkatkan tingkat kompetensi sebagian besar siswa dari tingkat dasar menjadi tingkat sangat mahir. Hal ini membuktikan bahwa strategi pembelajaran sosial emosional dengan teknik mindfulness yaitu teknik "STOP" memberikan peningkatan literasi membaca siswa.

ABSTRACT

According to national and international studies, students' literacy in Indonesia performed in a low level. Given the literacy conditions of students in Indonesia, as described above, teachers play a crucial role in preparing students for the future, considering that importance of literacy skills in the 21st century. Therefore, this study aims to analyze how social emotional learning strategies using mindfulness techniques, namely the "STOP" technique, can improve students' reading literacy. The research was carried out on students at elementary schools with a sample of 30 students. The independent variable in this research is social emotional learning strategies, while the dependent variable is students' reading literacy. The research was carried out using a mindfulness technique called the "STOP" technique. The research design used is a quantitative research design. Data was collected using instruments in the form of observation sheets, questionnaires, interviews and written tests. The data analysis techniques used are descriptive analysis, normality test, homogeneity test, and t-test. Data analysis was carried out manually and also using the SPSS 22 application. The results obtained showed that the social emotional learning strategy could increase the competency level of most students from basic level to most proficient level. This proves that the social emotional learning strategy with mindfulness techniques, namely the "STOP" technique, provides an increase in students' reading literacy.

1. INTRODUCTION

According to national and international studies, students' literacy in Indonesia performed in a low level (Teresia, 2021). This was also proven by the 2022 PISA results stating that Indonesia's reading literacy score dropped 12 points when compared to the 2018 PISA results. Furthermore, the literacy skills of students in Indonesia also showed low results, especially in language literacy (Kharizmi, 2015; Vira Amelia et al., 2023). Indonesian people have not yet made reading and writing a habit in everyday life. According to data from the Center of Education Assessment (Puspendik, Pusat Asesmen Pendidikan) of the Ministry of Education and Culture, less than 40% of students at Cogra 01 Elementary School, the research site, had achieved the minimum competency in literacy skills. This marks a decline from the previous year. Given the literacy conditions of students in Indonesia, as described above, teachers play a crucial role in preparing students for the future, considering that importance of literacy skills in the 21st century. Literacy is the most important ability that students must acquire, particularly in an era where disruptions can occur frequently (Gunadi et al., 2022; Ramlah & Arsyad, 2022). Literacy is needed by students as the main competency in

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facing transformation in the digital era in the 21st century. Apart from that, literacy is also an initial reading and writing competency, which are foundational for academic success; however, there are still students who struggle with reading and writing effectively (Gebre, 2018; Lewin & Mcnicol, 2015).

According to the Ministry of Education and Culture of the Republic of Indonesia, as stated in the School Literacy Movement Guidebook for Elementary Schools, it is stated that literacy is competence in accessing, understanding and utilizing something effectively and intelligently through various activities, such as seeing, reading, writing, listening and speaking (Bayu et al., 2023; Lewin & Mcnicol, 2015). Indonesian people are expected to possess six basic literacy skills such as language literacy, scientific literacy, numeracy literacy, digital literacy, financial literacy, and cultural and civic literacy, therefore, Indonesia's development in the 21st century can be successful. This target must be in line with developing critical thinking competencies in problem solving, communication, creativity and collaboration (Lubaale et al., 2021; Musliman et al., 2013).

Teachers can use various strategies to create literate students, such as through social emotional learning strategy. The social emotional learning strategy emerged with a theory regarding emotional intelligence from Daniel Goleman with the development of CASEL (Collaborative for Academic, Social and Emotional Learning) in 1995 as a concept of Social and Emotional Learning, which was developed with a group of educators, child assistants and researchers (Daruwati et al., 2022; Helaluddin & Alamsyah, 2019). This strategy aimed to improve students' social emotional development in a coordinated manner between various parties in the school community to be a driving force in the learning process to ultimately improving students' literacy skills. The use of social emotional learning strategies can be modified by using various methods, models or media. In accordance with research journals on social emotional development (Lampropoulos et al., 2019; Putri & Yudianta, 2021), it can be concluded that there is an influence on the use of the picture word inductive model on the students' social emotional and literacy development.

A study reported that social emotional learning strategies require teachers' social emotional skills, so that they can develop students' understanding of social emotional skills and achieve their well-being (Denston et al., 2022). Another opinion expressed by Niemi, social emotional learning strategies can help the younger generation, in this case students and teachers, to create and develop a school atmosphere that contributes to the security of a just and healthy society (Helms et al., 2021). Social emotional learning strategies are introduced in more depth through the independent curriculum. Other previous research on the use of social emotional learning strategies at Thoriqussalam Islamic Elementary School Sidoarjo Regency stated that learning outcomes in thematic learning increased with the development of social emotional competence (Hunaida, 2020).

According to previous study social emotional competence, it helps teachers and students grow as individuals (Rulyansah, 2022). Five social emotional competencies consisting of self-awareness, social awareness, self-management, relationship skills, and making responsible decisions, will create the foundation for social emotional learning (Abu Zarim & Surat, 2022; Hanifah & Sunaengsih, 2017). The implementation of social emotional competence needs to be shared with teachers through training to strengthen leadership in schools. In addition, it is explained that social and emotional competence involves recognizing, managing, and controlling emotions to effectively understand and respond to various situations that may trigger emotional reactions. Students who have social emotional competence will be able to solve various problems that arise during their development process, handle various emotional challenges in today's life and experience improvements in their learning outcomes.

One of the techniques that can be used for full awareness is the breathing training technique, namely STOP. STOP technique can be carried out anywhere and at any time since it does not require any equipment, but can be accompanied with calm music so students can concentrate. The STOP technique is proven to be able to make third grade students at 3 Banyupoh Elementary School, Gerokgak District, Buleleng Regency had higher enthusiasm and motivation to learn in the learning process (Arsa et al., 2024; Santoso, 2014).

This research focuses on enhancing students' literacy skills through social emotional learning strategies by prioritizing student-centered learning, making the educational experience more meaningful. This approach aligns with the "freedom of learning" policy introduced by the Indonesian Ministry of Education and Culture, which aims to improve the quality of education in the country. Additionally, the research is grounded in Arthur Combs' humanist theory, which supports the principles of freedom of learning. By applying this theory, the implementation of independent learning can effectively incorporate social emotional learning strategies (Aisyah et al., 2023; Solikhah, 2022).

Previous studies elaborated above generally aimed at improving students' learning outcomes and motivation, while this present research aimed at analyzing the influence of social emotional learning strategies on increasing students' reading literacy skills. Based on the background above, this research was conducted to assess how social emotional learning strategies using mindfulness techniques can improve

reading literacy. The novelty of this study combines two approaches that are usually applied separately, namely social-emotional learning (SEL) and mindfulness to support reading literacy. With this integration, this study proposes a holistic approach that can address students' cognitive and emotional needs simultaneously in the reading process.

2. METHOD

The research procedure begins with identifying the problem on students' literacy and carrying out theoretical study regarding the social emotional learning strategy based on the STOP technique. Before conducting the research, an instrument grid was prepared which was then tested for validity and reliability. Once validated and considered reliable, the instrument was used for a pretest. Next, research was carried out at one of the Parung District Elementary Schools by observing teachers who provided social emotional learning strategy treatment in fourth grade. After that, students took a posttest related to their literacy. The results of the pre-test and post-test were analyzed so that conclusions can then be drawn. The final step was to create a report from the research. This research employs quantitative research design, which was divided into several stages as shown in Figure 1.

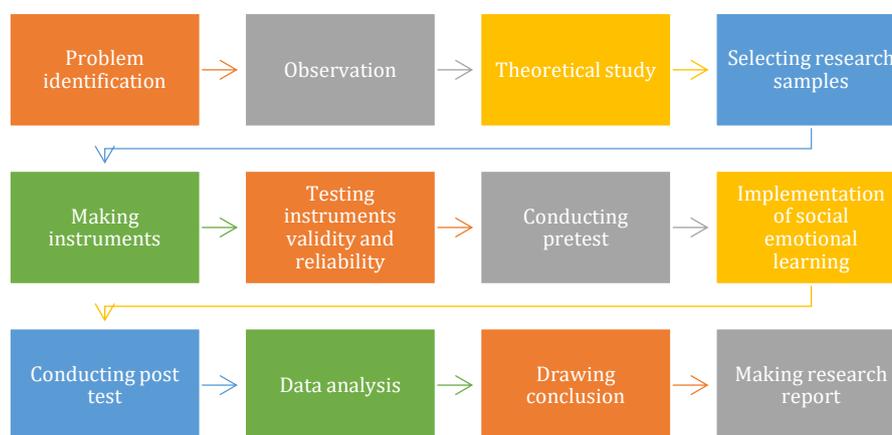


Figure 1. Research Procedure

The population in this study was a class of fourth grade students in of the elementary schools in Parung District, Bogor Regency. The population in this study was all fourth grade students, which was sampled using purposive sampling technique due to homogeneity in the selected samples. The test carried out on the sample was a homogeneity test against the pretest. The sample for this research was fourth grade students of SDN Cogreg 01 who were treated with social emotional learning strategies with the STOP mindfulness technique. The use of assessment instruments is to measure students reading literacy abilities. Observation is not an easy job because humans are influenced by interests and tendencies (Dewantoro et al., 2019; Mahdiyah, 2022). The observation sheet for social emotional learning consists observation sheet for planning social emotional learning and an observation sheet for implementing social emotional learning. Social emotional learning interview grid is show in Table 1.

Table 1. Social Emotional Learning Interview Grid

Components	Indicator	Number of Questions	Question Number
Understanding Social Emotional Learning	Understanding the Concept of Social Emotional Learning	2	1, 2
	Understanding Strategy (5 Competency of Social Emotional) in Social Emotional Learning	4	3, 4, 5, 6
Implementation of Social Emotional Learning	Social emotional competence (self-awareness, self-management, social awareness, relationship skills, responsible decision making)	2	7, 8

Components	Indicator	Number of Questions	Question Number
Evaluation of Social Emotional Learning	Preparation of Social Emotional learning tools	2	9, 10
	Implementation of Social Emotional learning	3	11, 12, 13
	Evaluation and reflection on Social Emotional learning	4	14, 15, 16, 17
	Social Emotional learning follow-up	4	22, 23, 24, 25

Instruments in social emotional learning include observation sheets and interviews that taken and modified from the *Pendidikan Guru Penggerak* (Education of Transformational Teacher) of Ministry of Education and Culture. After that, the instrument's validity was also tested by experts. The instrument used for students' reading literacy is written test instrument based on AKM. Student reading literacy test grid is show in Table 2.

Table 2. Student Reading Literacy Test Grid

Competency Level	Level of Understanding	Capability Indicator Cognitive Literacy	Question number	Score Maximum
Need Special Intervention/ Low	Factual Literals	Identify the setting (place, time, situation) of the text	1	4
		Identify factual information in text	2	4
Basic/ Intermediate	Interpretative/ Inferential	Determine the order of factual information from the text	3	4
		Find the main idea and supporting ideas	4	4
Competent/ High	Interpretative/ Inferential	Find the implicit meaning of the text	5	4
		Assess the clarity/completeness of the text	6	4
Proficient/ Advanced	Applicative	Make predictions based on the content of the text	7	4
		Assess the relevance of text content in life	8	4
		Make a summary of the entire content of the text	9	4
		Plan the actualization of values obtained from texts in everyday life	10	4

The validity test for the student literacy instrument was carried out on fourth grade students in two elementary schools in Bogor Regency, West Java, by collaborating on umbrella research between Open University lecturers and students. The instrument was tested reliable because it has been used in umbrella research related to students' literacy. The students' reading literacy instrument test was also tested on 30 respondents who were fourth grade students at Cogreg 02 Elementary School, Parung District, with the SPSS calculation results being 100% valid. The validity and reliability of the social emotional learning strategy instrument were tested by the Ministry of Education and Culture and has been used many times in motivating teacher education related to learning practices using social emotional learning strategies. Apart from that, the validity test was also carried out again by an expert from educational practitioners who stated that the instruments used showed validity and could be used.

3. RESULT AND DISCUSSION

Result

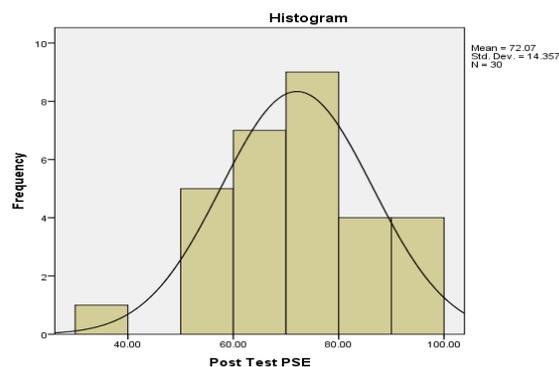
Descriptive Analysis

From the research data utilizing social-emotional learning strategies, descriptive analysis was performed using SPSS 22. The analysis revealed a maximum score of 95.00 and a minimum score of 30.00, resulting in a value range of 65.00. The mean score was 72.07, with a standard deviation of 14.35734. The detailed data can be seen in Table 3.

Table 3. Frequency of Reading Literacy with Social Emotional Learning Strategies

No	Score	Frequency	Cumulative Frequency	Percentage
1.	30-39	1	1	3.3
2.	40-49	0	1	0.0
3.	50-59	5	6	16.7
4.	60-69	7	13	23.0
5.	70-79	9	22	30.0
.6.	80-89	4	26	13.3
7.	90-99	4	30	13.3
Total		30		

In accordance with Table 3, the score with the lowest percentage was in the 40-49 interval, namely 0.0% and the score with the highest percentage was in the 70-79 interval, namely 30%. Furthermore, the students' reading literacy data is illustrated in the form of a histogram as show in Figure 2.

**Figure 2.** Histogram of Reading Literacy with Social Emotional Strategies

Normality Test

The normality test is conducted to determine whether the data is normally distributed or not by using Kolmogorov-Smirnov test. The criteria used as a reference are if the significance value (sig) > 0.05, then it is stated that the data have a normal distribution. Furthermore, if the significance value (sig) < 0.05, then the data are not normally distributed. The following are the results of normality test calculations using SPSS 22 is show in Table 4.

Table 4. Test of Normality

Class	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Literacy Pre Test	0.137	30	0.157	0.938	30	0.082
Literacy Post Test	0.122	30	0.200	0.951	30	0.180

From Table 4, the results of data calculations using SPSS 22, it was found that the significance value for social emotional learning was 0.200 > 0.05. This proves that the data were normally distributed.

Homogeneity Test

Homogeneity test aims to determine whether the data obtained are homogeneous or not, which can be done by using the Levene Statistics test. The criterion for homogeneity is that if the significance value (sig) based on mean is greater than 0.05, the data is considered homogeneous. The results of the homogeneity test calculated using SPSS 22 is show in Table 5.

Table 5. Test of Homogeneity of Variance

PP	Parameters	Levene Statistic	df1	df2	Sig.
Literacy	Based on Mean	0.001	1	58	0.974
	Based on Median	0.014	1	58	0.907
	Based on Median with adjusted df	0.014	1	53.071	0.907
	Based on Trimmed Mean	0.004	1	58	0.951

Based on [Table 5](#), data from SPSS 22 calculations, it was found that the significance value (sig) based on mean was $0.974 > 0.05$, so the data were declared homogeneous. Therefore, parametric tests can be carried out.

T-test

Based on the prerequisite tests for the homogeneity test and normality test, the data were obtained with a normal distribution and character homogeneous. Therefore, parametric tests were carried through T-test paired sample test on Learning Social Emotional Strategy towards Reading Literacy. The following are the results of calculating the T-test paired sample test with SPSS 22 is show in [Table 6](#).

Table 6. Paired Samples Test

Paired Groups	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std Deviation	Std Error Mean	95% Confidence Interval of The Difference					
				Lower	Upper				
Pair 1 Pre Test- Post Test	-16.56667	23.39567	4.271145	-25.30275	-7.83058	-3.878	29	0.001	

Based on [Table 6](#) results of the paired sample t-test, it can be seen that the significance value (2-tailed) shows $0.001 < 0.05$. It can be concluded that H_0 was rejected and H_a was accepted which means that there significant differences between the pretest and posttest. This shows that there was a significant influence on the reading literacy of students who apply social emotional strategies. Analysis of students' reading literacy is show in [Table 7](#).

Table 7. Analysis of Students' Reading Literacy

Competency Level	Pre-Test (Number % of students)	Post Test (Number % of students)
Need Special Intervention	10%	3%
Basic	50%	23%
Competent	33%	60%
Proficient	7%	13%

Based on the results from [Table 7](#), it can be concluded that in the pre-test, the highest percentage of students was at the basic competency level at 50%. In contrast, in the post-test, the highest percentage of students reached the proficient competency level, totaling 60%. This indicated that the implementation of social-emotional learning strategies resulted in a significant improvement in reading literacy competency levels. The percentage of students shifted from predominantly basic competency in the pre-test to predominantly proficient competency in the post-test.

Discussion

Reading literacy is a basic competency that students must master in learning. Another opinion explains that reading literacy is a literary practice that applies skills and knowledge learned from literary and cultural studies into real-life scenarios, which occur outside of literary study itself. The reality shows that there is an internal factor related to students' low interest in reading ([Ochoa & McDonald, 2022](#); [Panjaitan et al., 2022](#)). This is also in accordance with research results reporting that the reading literacy of students in elementary schools is still low ([Harahap et al., 2022](#); [Nuranjani et al., 2022](#)). Therefore, appropriate strategies are needed to improve students' reading literacy with supportive learning strategies. Apart from that, every learning activity, including literacy, must be carried out using a well-designed strategy ([Fuad et al., 2023](#); [Nuryana et al., 2020](#)). The strategy that can be used is the social emotional learning strategy to gain skills, knowledge, attitudes in forming a good identity, controlling emotions, achieving individual and group goals, having empathy, forming positive relationships, and being able to make responsible decisions. This strategy is in line with the implementation of the independent curriculum used by schools today. In addition, social emotional learning strategy forms a positive social emotional climate, which means that the relationship between teachers and students or students and students is created well ([Kusumardi, 2024](#); [Zainal, 2014](#)). This study conducted in an elementary schools in Parung District showed a significant increase in reading literacy after the implementation of social emotional

learning strategies. The findings were obtained from questionnaires, observations, interviews, pre-test and post-test results. Further elaboration is outlined in the following discussion.

According to previous study social-emotional learning strategies are characterized by fostering open relationships between teachers and students, promoting a responsive attitude, and cultivating a sense of interdependence that builds mutual need (Shaifudin, 2020). These strategies emphasize appreciation and respect for student diversity and encourage a sense of complementarity and mutual support. Additionally, the strategies involve explicit teaching, integrating the academic curriculum with practical learning experiences, and creating a positive classroom climate and school culture (Kryshko et al., 2022; Zandkarimi, 2013). As explained by other study that the characteristics of social emotional learning strategies are applying skills, knowledge, and attitudes; managing emotions; achieving personal and collective goals; and building and maintaining relationships (Daruwati et al., 2022). Additionally, the strategies involve caring for others, making responsible decisions, and learning through family and school community partnerships, alongside a curriculum that provides meaningful instruction. The steps start with determining the scope, selecting the social-emotional competencies to be achieved, and deciding on the methods to be used in the learning process to reach these goals (Made et al., 2022; Widiastuti, 2022).

From the results of hypothesis testing, it can be concluded that there was a significant influence between social emotional learning strategies and students' reading literacy. This can be seen from the results of the t test where the t count was -3.878 which means that the pretest < posttest value, but in this case a negative t value can mean positive, namely 3.878. The next stage was finding the t table value based on the df value and significance value ($\alpha/2$). SPSS results reveal a df of 29 and a value of $0.05/2$ equals 0.025. This value is used to find the t table value. Therefore, based on the value distribution table, it can be seen that the t table value was 2.045, in meaning the calculated t value was $3.878 > 2.045$. This proves that there was a difference in means, showing that there was an influence of social emotional learning strategies on students' reading literacy, even though the effect size was in the medium category. This is in accordance with the statement that mastering 21st century skills, such as reading literacy, can be obtained through social emotional learning strategies (Helaluddin & Alamsyah, 2019). The findings are proven by previous research where teachers who developed social emotional competencies to improve students' language skills such as reading literacy in Aotearoa, New Zealand (Denston et al., 2022).

Apart from that, referring to the pre-test and post-test analysis, there was a large percentage change in competency level. The analysis results show changes in students' reading literacy competency levels at Cogreg 01 Elementary School, which previously was at level 2 (50% of students of basic level, in which the indicator is that students can retrieve and find explicit information in the text or interpret it simply, they improved to the highest level of students' reading literacy competency level at scale 3 competency level with a percentage of 60% after using social emotional learning strategies. It means that the students were capable to make interpretations that come from implicit information in the text, and can draw conclusions from integrating several pieces of information in the text. In accordance with AKM-based student literacy indicators (Arvianto et al., 2023; Marnita et al., 2023), it was proven that there was an increase in reading literacy after treated social emotional learning strategies. It is aligned with opinion that social and emotional competence involves recognizing, managing and controlling emotions to know all situations causing emotions. Students who have social emotional competence will be able to solve various problems that arise during their development process, handle various emotional challenges in today's life and will improve their learning outcomes including reading literacy (Hanifah & Sunaengsih, 2017). This research proves the importance of learning with social emotional strategies for children's growth and development, as aligned with research in Croatia (Cahyono & Rahayu, 2020; Ljubetic & Maglica, 2020).

This study suggests that the use of Social Emotional Learning (SEL) strategies combined with mindfulness techniques can be a holistic approach to improving reading literacy skills. This means that schools and educational institutions can consider implementing literacy programs that focus not only on cognitive abilities, but also on students' emotional well-being and self-awareness. With increased student readiness to learn supported by emotional management and increased focus through mindfulness, educators can integrate SEL and mindfulness into the curriculum to support a more positive, calm, and conducive classroom atmosphere for learning. This can help students be more prepared to receive lessons, including in developing reading skills.

The results of this study may not be fully generalizable to all student populations, as acceptance of SEL and mindfulness may vary depending on cultural factors, age, and socioeconomic background of students. For example, some students may not feel comfortable with mindfulness practices or may not be accustomed to learning methods that involve emotional aspects. The classroom environment varies from school to school and may influence the effectiveness of SEL and mindfulness implementation. The influence of classmates, teaching methods, and learning atmosphere may also be confounding variables. These factors

may present challenges in determining the direct effectiveness of mindfulness techniques in improving reading literacy.

4. CONCLUSION

Referring to the research findings and discussion, it is concluded that there was an increase in students' reading literacy after the implementation of social emotional learning strategies. The improvement can increase the competency level of most students, which shifting from basic level to most proficient level. Apart from that, students felt calmer when the learning process was carried out using STOP technique accompanied by calm music, so they can concentrate more during the lessons. Therefore, social emotional learning strategies can be utilized to improve students' reading literacy. Therefore, it can be synthesized that social emotional learning strategies could increase students' reading literacy.

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