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Analysis of the Learning Motivation of Students at SD Integral Hidayatullah Putri Hijau Towards Emotional and Social Learning

Ade Putra Tri Prima* , Asbani, Depi Fibriyanti, Merri Sri Hartati, Apriza Fitriani
Universitas Muhammadiyah Bengkulu, Indonesia
Email: adeputra.tp@gmail.com* , asbanisd020@gmail.com, devif8453@gmail.com,
merrisrihartati@umb.ac.id, aprizafitriani@umb.ac.id

Abstract

This research analyzes the contribution of Social and Emotional Learning (SEL) to the learning motivation of grade V students at SD Integral Hidayatullah Putri Hijau. Using a qualitative approach with a descriptive design, the research involved 26 students and 4 teachers through observation, interviews, and document review. The analysis focused on the five core competencies of SEL according to the CASEL framework: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, examining their relationship with learning motivation levels (high, medium, low). The results indicated a strong linear relationship between SEL competencies and learning motivation. Students categorized as "Good" in SEL (8 students) demonstrated high motivation, while those categorized as "Sufficient" (12 students) exhibited moderate motivation, and the "Need Guidance" group (6 students) showed low motivation. These findings align with post-2020 studies confirming that emotion regulation, positive relationships, and psychological safety significantly contribute to student engagement. The study also highlights the significant role of teachers as emotional coaches in fostering a supportive and motivating classroom environment. The research concludes that the structured and sustainable implementation of SEL is essential for enhancing student learning motivation, particularly for those requiring more intensive support. Consistent integration of SEL into the learning process is recommended to optimize students' academic and social-emotional development.

Keywords: *Social-Emotional Learning; Learning Motivation; Elementary School; Emotions; Student Character.*

INTRODUCTION

Education plays a fundamental role in shaping a superior generation capable of adapting to dynamic global developments. At the elementary school level, education forms an important foundation for students' cognitive, social, and emotional development. Khaulani et al. (2020) emphasized that the learning process at this stage cannot focus solely on delivering material but must foster students' interest and motivation to ensure optimal development. Thus, basic education makes a strategic contribution to shaping character, emotions, and readiness for higher levels of education (Anisah, 2023; Hanafiah et al., 2024; Sanjani, 2024; Tahlia et al., 2024; Warlim et al., 2025).

Learning motivation is a key determinant of success in learning activities. Motivation is understood as a psychological condition that impels a person to pursue activities aimed at achieving specific goals (Nuriyah et al., 2025). Intrinsic motivation arises from internal drives, such as the desire to excel or develop one's abilities, while extrinsic motivation stems from external factors like rewards, social support, or school regulations (Taukit et al., 2023). Without motivation, the learning process tends to be less effective, as students lack the drive to engage actively.

In the context of strengthening learning motivation, social-emotional learning (SEL) offers a highly relevant approach. Based on the CASEL (2020) framework, SEL encompasses five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This approach not only develops social and emotional skills but also plays a crucial role in fostering students' intrinsic motivation, particularly by creating a safe, supportive, and collaborative learning environment.

One key finding across various studies is that SEL strengthens positive social relationships in the school environment. Close, respectful, and open relationships between teachers and students foster an emotionally safe classroom climate. When students feel accepted and valued, they exhibit greater confidence, willingness to take risks in learning, and readiness to try new things without fear of failure. This aligns with the findings of Waryani et al. (2023), who assert that positive social relationships form the primary foundation for building students' learning motivation and psychological well-being. In this role, teachers act not only as presenters of material but also as emotional coaches, helping students recognize, understand, and manage their emotions adaptively.

Furthermore, applying SEL reinforces character values such as empathy, collaboration, accountability, and discipline. Through collaborative learning, students learn to respect diverse opinions, hone interpersonal communication skills, and resolve conflicts constructively. This process cultivates a sense of belonging to the classroom community, boosts active participation in learning, and thereby promotes intrinsic motivation and deeper academic engagement. This view aligns with Wijayanti et al. (2024), who highlight that strong character education is essential in the digital era, positioning SEL integration as an effective strategy for balancing academic, social, and emotional intelligence at the elementary level.

Despite the growing body of research on SEL, few studies have examined its contribution to learning motivation specifically in the context of integral or Islamic-based elementary schools in Indonesia, where educational approaches often integrate academic, spiritual, and character development. This study introduces novelty by investigating the relationship between SEL competencies and learning motivation among students at SD Integral Hidayatullah Putri Hijau, an institution that blends religious values with a holistic learning approach. By focusing on this unique setting, the research provides contextual insights into how SEL operates within a value-based environment and its specific impact on student motivation.

Based on this background, this study aims to analyze how social-emotional learning contributes to student learning motivation at SD Integral Hidayatullah Putri Hijau. It is expected to offer an empirical picture of SEL's role in enhancing learning motivation and strengthening character at the elementary school level.

METHODS

This study employed a qualitative approach with a descriptive design to understand the phenomenon comprehensively (Nasution, 2023; Rusmanto & Indarjono, 2022). The research took place at SD Integral Hidayatullah Putri Hijau from September until completion, involving four classroom teachers and 26 fifth-grade students as participants.

Data were collected through direct field observations of behavior, interactions, and dynamics; interviews with teachers and students; and document reviews related to classroom learning processes. Observations focused on SEL competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, categorized as good, adequate, or needing guidance) and their links to learning motivation (high, medium, or low).

Data analysis followed the qualitative framework of Miles and Huberman (1994), involving three iterative stages: data reduction, data display, and conclusion drawing/verification. Raw data from observations, interviews, and documents were first condensed and coded to identify core themes related to SEL competencies and learning motivation. The reduced data were then organized into narratives, matrices, and tables for visualization and triangulation. Conclusions were drawn and verified through reflective discussions with teachers, ensuring alignment with participants' experiences and adherence to research ethics, including confidentiality and informed consent.

RESULTS AND DISCUSSION

Based on the data from observations on 26 students and interviews with 4 teachers of grade V of SD Integral Hidayatullah Putri Hijau which contains 6 aspects of observations about the analysis of the learning motivation of SD Integral students of Integral Elementary School Hidayatullah Putri Hijau towards social-emotional learning. The results of the distribution of Social Emotional (SEL) competencies based on the observation results of grade V students of SD Integral Hidayatullah Putri Hijau are as follows:

Table 1 Results of the Distribution of Social Emotional Competence (SEL) Based on the Observation Results of Grade V Students of SD Integral Hidayatullah Putri Hijau.

Number of Students	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Decision Making
8	Good	Good	Good	Good	Good
12	Enough	Enough	Enough	Enough	Enough
6	Need Guidance	Need Guidance	Need Guidance	Need Guidance	Need Guidance

Source: Primary data from classroom observations and teacher interviews (2024)

The results of mapping the learning motivation of 26 students of SD Integral Hidayatullah Putri Hijau towards social-emotional learning show the following picture:

Table 2 Results of Analysis of the Relationship between SEL and Motivation Based on Student Mapping.

Number of Students	SEL Competencies	Learning Motivation
8	Good in all aspects of SEL	Height
12	Enough	Medium
6	Need Guidance	Low

Source: Synthesized from observation and interview data (2024)

Discussion

Based on the results of observations of 26 students and interviews with four teachers of grade V of SD Integral Hidayatullah Putri Hijau, it was found that the implementation of Social Emotional Learning (SEL) had a significant impact on students' learning motivation. The data in Table 1 shows that 8 students with SEL competencies in the "Good" category have high learning motivation, while students in the "Sufficient" and "Need Guidance" categories show moderate to low learning motivation. These findings are in line with the research of Modrek and Kuhn (2021) which affirms that students' ability to recognize, understand, and manage emotions adaptively contributes directly to increasing intrinsic motivation and readiness to learn in the classroom.

Students who are in the "Good" category show strong ability to manage emotions, establish positive relationships, and make responsible decisions. These skills enable them to face learning challenges with confidence and a willingness to try new things. The presence of an emotionally safe classroom climate also strengthens their motivation as students feel valued and accepted. This condition is supported by the findings of Yun et al. (2022) who explain that a learning environment that supports psychological safety increases students' courage to actively engage, ask questions, and take intellectual risks without fear of failure.

Meanwhile, the group of students with the "Sufficient" category of 12 students reflects SEL competencies that have developed but are not yet stable. They are able to work together and understand basic emotions, but still experience fluctuations in self-regulation, stress control, and consistency of learning engagement. The quality of the social relationships they build is not yet fully strong, so their motivation tends to be at a moderate level. This is in line with a study by Jones et al. (2021) which found that students with immature emotion regulation tend to experience instability in interest in learning as well as decreased motivation when faced with more challenging tasks.

The group of students with the category "Need Guidance" as many as 6 students had the lowest SEL competence and low learning motivation. They often show difficulty identifying feelings, managing frustration, establishing social relationships, and making academic decisions independently. Teachers reported that this group easily felt hopeless, reluctant to ask questions, and avoided assignments when they encountered difficulties. This phenomenon is consistent with the theory of Self-Determination developed by Ryan and Deci (2020), which states that basic needs such as autonomy, competence, and connectedness must be met in order for motivation to grow; When these social-emotional factors are not met, intrinsic motivation is significantly weakened.

Interviews with teachers show that the role of teachers as emotional coaches greatly affects the development of students' learning motivation in all SEL categories. Teachers who provide emotional support, show empathy, and practice positive communication help create a classroom

atmosphere that encourages students to feel valued and accepted. A warm and trusting teacher-student relationship has been proven to be an important predictor of learning motivation, as emphasized by Waryani et al. (2023) who explain that positive interpersonal interaction is the foundation of learning motivation and emotional well-being of students in the school environment.

The application of SEL in learning activities has also been proven to strengthen character aspects such as discipline, empathy, collaboration, and accountability. Through collaborative learning activities, students learn to appreciate differences, resolve conflicts constructively, and develop good interpersonal communication skills. This character strengthening contributes to increased intrinsic motivation because students feel part of a supportive learning community. These findings are reinforced by a study by Durlak et al. (2020) which concluded that a systematically integrated SEL program is able to increase students' sense of belonging, academic engagement, and commitment to learning.

Based on the overall data in Table 2, there appears to be a clear linear pattern: the better the SEL competencies of the students, the higher the learning motivation shown. Students with strong social-emotional abilities are able to self-regulate, build positive relationships, and make independent learning decisions, so they are better prepared to face academic challenges. This mapping reinforces the view of Osher et al. (2021) that SEL is not only complementary in education, but is the main foundation that influences the dynamics of motivation, participation, and academic success of students in a sustainable manner.

Overall, the results of this study confirm that the implementation of SEL at SD Integral Hidayatullah Putri Hijau has had a positive impact on student learning motivation, in line with recent research findings showing that social-emotional competence plays a significant role in increasing students' engagement, perseverance, and academic motivation (Yang & Li, 2022;). However, differences in SEL competencies between groups indicate the need for more intensive assistance for students in the "Need Guidance" category, considering that other studies also confirm that SEL interventions targeted at at-risk groups are able to improve emotional regulation and learning readiness more quickly (Taylor et al., 2023). Therefore, the strengthening of a sustainable, structured, and adaptive SEL program is important so that the development of student learning motivation can increase evenly and support the creation of a positive and sustainable learning environment.

CONCLUSION

Observations, interviews, and analysis of 26 fifth-grade students at SD Integral Hidayatullah Putri Hijau revealed that social-emotional learning (SEL) played a significant role in boosting learning motivation, with a strong linear relationship: higher adaptive emotional recognition, management, and expression correlated with greater motivation. Students rated "good" in SEL competencies demonstrated strong self-regulation, positive social relations, and mature decision-making, preparing them better for academic challenges, whereas those rated "sufficient" or "needing guidance" exhibited lower motivation due to deficits in emotional competence and engagement consistency. These results align with post-2020 studies emphasizing teachers' roles as

emotional coaches in fostering safe, supportive classrooms. To ensure equitable gains, especially for students needing intensive support, structured, adaptive, and sustainable SEL programs are recommended, alongside teachers consistently integrating social-emotional components to nurture intrinsic motivation and well-being. Future research could employ quantitative methods, such as longitudinal surveys or experimental interventions, to measure SEL's causal impact on motivation across diverse Indonesian elementary schools.

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