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SOCIAL AND EMOTIONAL LEARNING FOR DISABLED STUDENTS IN SENIOR HIGH SCHOOL

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Abstract

The purpose of this research is to trace empathy development and Social and Emotional Learning (SEL) when managing disabled student's talent in Senior High School. Empathy has become a core component of the social awareness competency of SEL. SEL belongs to soft skills and non- cognitive skills. This program tries to help disabled students cope with their difficulties by improving skills and talent so it can enhance their confidence and make them feel respected by peers and have a positive relationship with them. This research uses a qualitative interpretive methodology to advocate for the use of managing talent for disabled students in Senior High School. The researcher finds that applying empathy development and Social and Emotional Learning can improve disabled student's talent and prepare them to be succeeded after graduating from Senior High school in college, career, and life.

Keywords: *Empathy; social and emotional learning; disabled students, talent*

Abstrak

Tujuan dari penelitian ini adalah untuk menggambarkan pentingnya empati serta Pembelajaran Sosial dan Emosional ketika mengelola siswa difabel di SMA. Empati merupakan komponen inti dari kompetensi kesadaran sosial pada Pembelajaran Sosial dan Emosional (SEL). SEL termasuk ketrampilan *soft skill* dan non-kognitif. Program ini mencoba membantu siswa difabel mengatasi kesulitan mereka dengan meningkatkan ketrampilan dan bakat sehingga dapat meningkatkan kepercayaan diri mereka dan membuat mereka merasa dihargai oleh teman sebaya serta memiliki hubungan yang positif dengan mereka. Penelitian ini menggunakan metodologi interpretatif kualitatif untuk mengadvokasi bakat siswa difabel di SMA. Peneliti menemukan bahwa menerapkan pengembangan empati serta Pembelajaran Sosial dan Emosional dapat meningkatkan bakat siswa difabel di SMA dan menyiapkan mereka agar berhasil sesudah lulus SMA baik di Perguruan Tinggi, karir maupun kehidupan mereka.

Kata kunci: Empati; pembelajaran sosial dan emosional; siswa difabel, bakat

A. Introduction

Inclusive education is a friendly education for all students, with an education service system that requires students with special needs to study in the nearest schools in ordinary classes. They all have the same rights and opportunities. In reality, not all schools can receive students with special needs. The ministry of education and culture estimates that 70 percent of children with special needs do not get a proper education. The Latest Data from the National Statistics Agency (BPS), in 2017 states that the number of children with special needs in Indonesia is 1.6 million. It means that more than one million children with special needs have not received an important education in their lives.

All schools should be inclusive because everyone has the right to receive and attend education anywhere without obstacles, including children with special needs. The principle of organizing education as stated in article 4, paragraph 1 of Constitution number 20, 2003 states that education is carried out in a democratic and fair manner and is not discriminatory by upholding human rights, religious values, cultural values, and national pluralism.

Although the law explicitly regulates the equal distribution of rights and obligations for every citizen to access education, cases of discrimination in the field of education still often occur especially against children in special needs. From six Senior High School in Semarang Regency and Salatiga researcher only found one school that received disabled students, SMA Muhammadiyah Salatiga. The teachers in this school apply empathy and SEL (Social and Emotional Learning) to manage disabled students. Some disabled students who graduated from this school can succeed in their life. They become musicians, entrepreneurs, and international runner because the school has improved its skill and talent that can enhance

their confidence. Social and emotional learning (SEL) is the process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Social and emotional skills are critical to being a good student, citizen, and worker, and many risky behaviors (e.g., drug use, violence, bullying, and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills. These skills belong to a soft skill that is very important in the 21st century. These skills can improve students' confidence and find their talent. This skill is suitable for regular schools that receive disabled students. SMA Muhammadiyah Salatiga is a regular school that receives children with special needs study together with children with non - special needs in the same curriculum.

The researcher wants to know how the teachers in this school apply Social and Emotional Learning for disabled students who study in the school and how to improve disabled student's talent and prepare them to be succeeded after graduating from Senior High school in college, career, and life.

B. Theoretical Framework

According to CASEL (2015:5) Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Social and emotional skills are critical to being a good student, worker, and citizen, and many risky behaviors (e.g. dropping out, bullying, drug use, and violence) can be reduced or prevented when multiyear, integrated efforts are used to develop students' social and emotional skills.

Longitudinal studies have shown that increased social and emotional competence is related to reductions in a variety of problem behaviors including aggression, delinquency, substance use, and dropout (Aspy, Oman, Veseley, McLeroy, Rodine, & Marshall, 2004; Bradshaw, Rodgers, Ghandour, & Garbarino, 2009; Moffitt et al., 2011). Improving knowledge, skills, and attitudes (cognitive, psychomotor and affective) through SEL are relevant during adolescence because youth at this stage are going through rapid physical,

emotional, and cognitive changes. These changes create unique opportunities for social and emotional skill development. Adolescents also engage in more risky behavior than younger students and face a variety of challenging situations, including increased, peer pressure, independence and exposure to social media.

SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful. SEL has identified five interrelated sets of affective, psychomotor, cognitive, and behavioral competencies. The definitions of the five competency clusters for students are:

Self-awareness

The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of optimism and confidence.

Self-management

The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes motivating oneself managing stress, controlling impulses, and setting and working toward achieving personal and academic goals.

Social awareness:

The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize school, family, and community resources and supports

Relationship skills:

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, cooperating, listening actively, resisting inappropriate social pressure, seeking and offering help when needed and negotiating conflict constructively

Responsible decision-making:

The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of safety concerns, social norms, ethical standards, the realistic evaluation of consequences of various actions, and the wellbeing of self and others.

The five SEL competencies reflect the intrapersonal and interpersonal domains (National Research Council, 2012). It belongs to soft skills. Self-awareness and self-management are consistent with the intrapersonal domain whereas social awareness and relationship skills represent dimensions within the interpersonal domain. Responsible decision-making is both an individual and social process and therefore represents both domains. Students who report feeling listened to by teachers, involved in decisions that affect their lives, provided with

opportunities to exert autonomy, and accepted by peers are more motivated and perform better in school than those who lack these positive experiences. Interpersonal and organizational factors at the school level also influence students' academic performance and adjustment, in part through their effect on school climate (National School Climate Council, 2007). The quality of the relationship that students have with teachers and peers, the physical safety of the school, the clarity, and consistency of school rules, are important dimensions of school climate. Students who perceive a positive climate in their school demonstrate higher levels of social competence and report fewer personal problems. Positive school climate in middle and high school is associated with academic achievement, decreased absenteeism, and lower rates of suspension (Thapa et al., 2013). It can be concluded that the learning environment is important for students to improve their skills and talent. The positive school climate makes the students feel comfortable that can improve academic achievement, confidence, and talent.

Schools can help students develop social and emotional competence through several types of approaches. These include (1) infusing SEL in teaching practices to create a learning environment supportive of SEL, (2) infusing SEL instruction into an academic curriculum, (3) creating policies and organizational structures that support students' social and emotional development, and (4) directly teaching SEL skills in free-standing lessons.

From the approaches above, the program outcomes that can be applied by the school are increasing knowledge and skill, improving attitudes about self, other and school, supporting learning environment. Students are expected can improve positive social behavior and academic performance, reduce problem behavior and emotional distress.

Interactions with adults and peers are essential for promoting students' social and emotional competence and can take place in multiple settings throughout the school. As students acquire knowledge or learn new skills, it is important that they have opportunities to practice and apply their skills in everyday situations and be recognized for using them across a variety of settings. The importance of practice for skill mastery and the influence of adults and peers outside the school on students' development is a reason to coordinate classroom and school efforts with those in family and community settings. SEL programs incorporate school-wide, i.e., systemic, practices that are designed to promote more positive and supportive relationships among teachers, students, and families and/or practices that

facilitate integration and support to extend the impact of social and emotional learning programs beyond the classroom.

College and Career Readiness.

The transition to high school is an important developmental milestone of adolescence. Although efforts to promote college and career readiness beginning in the middle grades, they are prominent at the high school level, where the pressures to increase high school graduation levels, rates of post-secondary education completion and workplace readiness are greater. Several recent publications on college and career readiness, deeper learning, and 21st-century skills cite social and emotional skills as central to success (ACT, 2014; National Research Council, 2012). An emerging educational trend is a movement toward restructuring high schools into a career and interest-themed “academies.” These smaller learning communities allow students to get to know their teachers and peers as individuals and help them feel more connected to the school. The academy structure increases student motivation because it aligns learning with students’ personal interests. This approach can create meaningful learning experiences that provide students with technical knowledge and that teach them the academic and social-emotional skills they need to be successful in college, career, and life.

C. Methodology

The researcher used descriptive qualitative methods. Sugiyono (2017:14) states that qualitative research is data in the form of words, schemes, and images. The researcher used qualitative research as the design since the researcher explains the character education descriptively and displays the findings data in terms of words rather than numbers. Qualitative researchers tend to investigate “the quality of relationship, activities, situations, or material” where those four elements as what another type of research is doing. The subject of the study is the novel “Disabled students and the teachers of SMA Muhammadiyah Salatiga.

D. Result

The purpose of the school which has disabled students applies SEL (Social and Emotional Learning) is to help disabled students improve their confidence, have a positive relationship with their friends, be ready for college and succeed in their careers. Besides that, this

program is expected can reduce physical aggression, bullying and peer victimization among students with disabilities.

The program of Social and Emotional Learning must be done continuously for every student in the school and the teachers give more attention to disabled students to improve their talent. Besides that, the teachers try to create a positive climate in the school, which makes disabled students feel comfortable.

The competency clusters that must be learned by disabled students are self-awareness, self-management, social awareness, relationship skills, responsible decision making.

1. Self-awareness

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), self-awareness is the ability to accurately recognize one's own emotions, thoughts, and values, and how they influence behavior. It is the ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset." In short, self-awareness is the ability to understand one's self.

The role of counseling teachers is important to improve disabled student's awareness. The teachers try to find the strength of students that can make them have self-confidence, and improve their talent. If the teachers and disabled students find the students' talent, the teachers and their parents will try to improve their talent. The collaboration between the teachers and parents is very important, they can discuss how to make the disabled students have confidence and optimism. The example of the talent that can be improved is music, sport, technology, and art.

The role of teachers who teaches disabled students is also important. They try to motivate students to be active receptacles to fill with information. The teachers respect their unique experiences and knowledge which affect them as learners and should be taken into account. During every exercise, teachers should accept student input as much as possible. They should justify assignments, accept suggestions, ideas, and provide time for students especially disabled students to share ideas. The teachers infuse self-awareness by creating and improvising opportunities to involve students in the learning process allows students to become aware of how they learn and why certain skills benefit them. As a result, students are motivated and more likely to apply those skills when working independently. So, the

students will be eager to learn and have self-confidence. They will not feel afraid if they have a mistake and they can express their idea freely.

2. Self-management

The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals. In short, self-management is the ability to set and work toward personal and academic goals without significant deviation.

When teachers try to develop disabled students' self-management skills, they must improve the skills and abilities of impulse control, stress management, self-abilities, goal setting, self-motivation, and organizational self.

Impulse control refers to the ability to distract oneself from a desire in order to delay that impulse. Impulse control, then, is the ability to not act on immediate impulses, but rather delay that action for a period of time. This ability is important for disabled students to control their anger or emotion. If they can control it, their friends will respect them and it also prevents them from feeling stress. So, the Counseling teachers try to develop these abilities to disabled students.

Stress management abilities also important for disabled students. Teachers should expose students to several different methods through discussion and implementation. If the teachers do it regularly, it can improve the abilities of students in managing stress.

The teachers also develop the disabled students' ability in a self-discipline that requires an individual to control one's feelings and impulses. Self-discipline allows them to ignore other stimuli in order to focus on the goal at hand and follow their plans despite distractions. So, it is important to prepare this ability to disabled students that can prepare them to be succeeded after graduating from Senior High school.

Goal Setting is important for disabled students. Students who have a goal will motivate themselves to reach their goal, so the teachers and counseling teachers try to encourage the disabled students to have goal setting. They motivate them continuously in the order they can reach their dream.

It is very important to develop self-motivation for disabled students. Students must develop their own internal push that will keep them moving toward a goal. The teachers can help them to develop self-motivation by exploring their specific goals. It is a great start to employing self-motivation.

The last ability in developing disabled students' self-management skills is organizational-skill. It can refer to the organization of physical space and materials, mental pictures and information, and time. The teacher's guide the disabled students to keep their work areas uncluttered, as well as storing materials in a neat and organized manner for easy access, allows for more productive work time. Filtering information to be relevant to the topic at hand with a clear big picture can help to keep on track. Lastly, keeping track of time and being aware of time commitments can help them to meet expectations.

Self-awareness and self-management are consistent with the intrapersonal domain and it is a basic skill that opens other skills so it also called the foundation of any successful career. An intrapersonal domain can improve creativity and direct emotion and behavior besides that it develops self-motivation and responsibility. By infusing self-awareness and self-management to disabled students, they will have good self-confidence, goals and high motivation which will help them to reach their dream.

3. Social awareness

According to CASEL (2015) Social awareness is the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Developing a sense of social awareness allows students to have a successful interaction with others. In SMA Muhammadiyah Salatiga, in developing social awareness is not only for disabled students but for all students in the school. All teachers try to apply social awareness when they are teaching. These skills should be taught explicitly especially from religion, Pancasila and Civic education, and counseling teachers. The skills that they are taught for example encourage students to have a sense of empathy to another. It means that they must have the ability to understand and share the feelings of another. Besides that, the students should be taught about the ability in appreciating diversity. The teachers teach them that every individual is unique and the differences in race, gender or belief should be celebrated

rather than ignored or argued. The next skill is that should be taught by teachers is to respect others. The school or teachers require students to view the world with an open mind and ask questions rather than make judgments and the students are asked to treat each other with kindness and curiosity rather than hatred and prejudice.

Developing the skill of social awareness relates to the skills of self-awareness, and self-management. This skill is important to prepare students especially disabled to be successful in school, employment and social environment. If they have social awareness skill, they will have feeling empathy, tolerate and respect for others. This skill prevents disabled students have felt inferior. They will learn how to improve their attitudes to others and positive social behavior besides that they will also learn how to reduce emotional distress and problem behavior and improve academic performance. Therefore, they will be able to interact with their peer well and create a good relationship among peers and teachers.

4. Relationship skills

According to CASEL (2015) The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

The teachers try to create a positive relationship between student-teacher relationships and student-student relationships.

In a positive teacher-student relationship, the teachers are not only friendly and helpful and provide a reward, but they also provide risky and challenging. When students feel challenged academically, they will pursue it with renewed interest. But when the students fail the teacher provides a safe space and emotional support. So, in a positive teacher-student relationship, students are not afraid of failing but learn from those failures. Students will discuss their problems openly with the teachers and enjoy going to school. The teachers set high expectations for students. This can make students get high achievement than do well in life.

Positive student-student relationships can make the students share their problems openly and learn to solve their problems in a healthy manner. Therefore, the students will get more opportunities for their social skills. A good relationship between the students feel comfortable and enjoy studying in their school.

To create a good relationship between teacher-student, student-student, the teacher try to teach the students to communicate clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Social awareness and relationship skills represent dimensions within the interpersonal domain. Interpersonal skills can improve effective communication, problem-solving, decision making. It also develops the skill of students in transferring content knowledge in the workplace. Comfortable school and positive climate between teachers-students, students-students can build this skill well.

5. Responsible decision-making

According to CASEL (2015), Responsible decision-making is the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the wellbeing of self and others. It means that Responsible decision making can make ethical choices based on consideration of feelings, goals, alternatives, and outcomes, and planning and enacting solutions with potential obstacles anticipated. The teachers encourage the students being able to acquire and effectively apply the knowledge, attitudes, and skills necessary to make responsible decisions. The counseling teachers need to help disabled students learn to self-reflect, to look at decisions from multiple viewpoints. The teachers help students understand that decisions have consequences and that they need to consider the ethics and impact of their choices. School gives students the autonomy to set goals and plan how to achieve them, and by broadening students' understanding of how their decisions affect their peers, their school, and their community. Approaches to developing the process of responsible decision-making may take the form of class meetings, sessions on mindfulness, or social studies lessons that evaluate the effects of decisions.

Decision-making is both an individual and social process and therefore represents both domains, intrapersonal and interpersonal. If disabled students have good intrapersonal and interpersonal, they will be able to build responsible decision making. This ability needs process, the counseling teachers help and motivate the disabled students to be independent students. The teachers give them the autonomy to plan their goals and motivate them on

how to reach their goals. If the disabled students have four competency clusters that must be learned, self-awareness, self-management, social awareness, and relationship skills, they will have a responsible decision-making competency cluster.

Several recent publications on college and career readiness, deeper learning, and 21st-century skills cite social and emotional skills as central to success (ACT, 2014; National Research Council, 2012). So, it can be concluded that if the school gives Social and Emotional Learning (SEL) to disabled students, they will succeed.

6. Supported Learning Environment

Schools as a supported learning environment can help disabled students develop social and emotional competence through several types of approaches, for example infusing SEL in teaching practices and infusing SEL instruction into an academic curriculum.

SEL in SMA Muhammadiyah Salatiga develops the Indonesian Curriculum, especially core competencies 1 and 2, and *Penguatan Pendidikan Karakter* or Strengthening Character Education (religious, nationalist, independent, mutual cooperation and integrity). By infusing SEL in teaching and developing curriculum creates good relationships between disabled students with other students, teachers and all school residents.

English teacher in SMA Muhammadiyah said that one way to make disabled students have a good relationship with others and improve their confidence is by using collaborative and communication learning. By using collaborative learning, the students can improve interaction and support diversity, so it will help students to develop management skills. Communication learning can improve the skill of speaking, relationship and self-confidence.

The English and Indonesian teachers explained that to infuse students' empathy the material of the lessons is about motivation, the social event that happens today, culture and people that can inspire them. In solving the problems, the students and disabled students do collaboratively. They must tolerate and respect each other.

The good relationships disabled students have is very important to support social and emotional learning. Besides that, the physical safety of the school is also an important dimension of the school climate. Students who perceive a positive climate in their school demonstrate higher levels of social competence and report fewer personal problems. Positive school climate in high school is associated with academic achievement, decreased

absenteeism, and lower rates of suspension (Thapa et al., 2013). It can be concluded that Supported learning environment is important for disabled students to improve their skills and talent. The positive school climate makes disabled students feel comfortable that can improve academic achievement, confidence, and talent. It also creates empathy, for example, they care to each other, tolerance, respect and appreciation to others. They also have a high motivation to reach their dream.

Several recent publications on college and career readiness, deeper learning, and 21st-century skills cite social and emotional skills as central to success (ACT, 2014; National Research Council, 2012). An emerging educational trend is a movement toward restructuring high schools into a career and interest-themed “academies.” These smaller learning communities allow students to get to know their teachers and peers as individuals and help them feel more connected to the school. The counseling teachers of SMA Muhammadiyah try to increase disabled student motivation because it aligns learning with students’ personal interests. This approach can create meaningful learning experiences that provide students with technical knowledge and that teach them the academic and social-emotional skills they need to be successful in college, career, and life.

The counseling teachers said that some disabled students who graduated from SMA Muhammadiyah Salatiga are very successful, for example, Anggun Triraka Aji, a blind student becomes a successful musician, besides having school music, he also plays music in some events. Muhyiddin, a disabled student whose legs are deformed so he has to use crutches to become a successful businessman and can drive his car by himself. Muhammad Zain whose one hand, become a national and international runner. He also can swim and ride a bicycle well.

E. Conclusion

All schools should be inclusive because everyone has the right to receive and attend education anywhere without obstacles, including children with special needs.

SMA Muhammadiyah Salatiga is one of school that has disabled students and treats them very well. Besides providing academic knowledge the school provides Social and Emotional Learning (SEL) that can improve the empathy of everyone and the talent of disabled students.

The competency clusters of Social and Emotional Learning (SEL) that has been learned by disabled students are self-awareness, self-management, social awareness, relationship skills, responsible decision making. The supported learning environment is also important because it can help disabled students develop social and emotional competence.

Social and Emotional Learning approach can create meaningful learning experiences that provide students with technical knowledge and that teach them the academic and social-emotional skills they need to be successful in college, career, and life.

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