SYSTEMATIC REVIEW ON THE SOCIAL AND EMOTIONAL LEARNING IN THE CONTEXT OF ISLAMIC VALUES EDUCATION FOR MUSLIM STUDENTS: IMPLICATIONS FOR FURTHER RESEARCH EXPLORATION IN EDUCATIONAL PSYCHOLOGY

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ABSTRACT

The purpose of this meta-synthesis is to scrutinize the integration of Social and Emotional Learning (SEL) within Islamic values education by analyzing findings from five (5) studies across limited database of studies in Google Scholar, CrossRef, and OpenAlex. The synthesis identifies nine (9) overarching themes elucidating the multifaceted dimensions of SEL integration in Islamic values education. These themes encompass SEL as a transformative educational process, its role in academic and character development aligned with Islamic principles, the benefits of SEL programs, mechanisms for academic achievement, vision development, integration in Islamic education, instructional strategies in Islamic schools, adolescent development, the role of teachers, and multilevel evaluation of SEL. Implications for future research exploration in educational psychology include longitudinal studies, cultural and religious adaptations, teacher training, parental involvement, SEL in higher education, adolescent mental health, comparative studies on instructional strategies, cross-cultural case studies, and the integration of technology in SEL programs. These research directions provide avenues for future research explorations in not only in educational psychology, but also in other related fields through investigation, refinement, and adaptation of SEL initiatives to diverse educational, cultural, and religious contexts.

Keywords: Social and Emotional Learning, Islamic Values Education, Educational Psychology

INTRODUCTION

The term "social and emotional learning" (SEL) programs in schools usually refer to explicit instruction that teaches and promotes the following skills: (1) increasing positive attributions about oneself, peers, teachers, and the school; and (2) helping students become more self-aware and self-managing, socially aware, and responsible in making decisions (Collaborative for Academic, Social, and Emotional Learning; CASEL, 2020). Social and emotional learning (SEL) is the process of teaching children and adults how to identify and manage their emotions, build positive relationships, and make moral decisions. The advantages that SEL has been shown to provide for people, families, and communities have made it more and more popular in recent years (Ali, 2023).

The field of Social and Emotional Learning (SEL) has benefited greatly from the work of researchers and theorists such as Goleman (1995), who highlighted the significance of emotional intelligence in several areas of life, such as leadership, career success, and interpersonal relationships. According to his research, those with higher emotional intelligence are more capable of handling stress, navigating social situations, and coming to sound choices (Goleman, 1995). The research conducted by Salovey and Mayer (1990) concentrated on the definition and growth of emotional intelligence. According to their research, emotional intelligence involves a range of cognitive skills

linked to the identification, comprehension, and control of emotions. Perceiving emotions, using emotions, understanding emotions, and managing emotions are the four areas of emotional intelligence that they included in their model (Salovey and Mayer, 1990).

Similarly, Elias has conducted research collaboratively on the application of SEL programs in educational settings. According to their findings, including SEL in the curriculum has a favorable impact on students' conduct, academic performance, and general well-being. A helpful and encouraging school climate is facilitated by SEL programs (Elias, Zins, Weissberg, Frey, Greenberg, Haynes, and Shriver, 1997). Furthermore, Weissberg's studies have concentrated on how SEL programs affect students. Findings suggest that effective SEL interventions result in better academic achievement, fewer behavioral issues, and increased social skills. These initiatives support the creation of a school climate that fosters students' healthy social and emotional growth (Weissberg, Durlak, Domitrovich, Gullota, 2015).

Moreover, Zins and his fellows have contributed to research on the effectiveness of SEL interventions in schools. Their findings indicate that SEL programs enhance students' social and emotional competence, leading to improved interpersonal relationships, increased empathy, and reduced negative behaviors. These programs are associated with positive outcomes both academically and socially (Zins, Weissberg, Wang, Walberg, 2004). Brackett's research on the RULER approach highlights the positive impact of teaching emotional intelligence skills in schools. RULER stands for Recognizing emotions in oneself and others, Understanding the causes and consequences of emotions, Labeling emotions accurately, Expressing emotions appropriately, and Regulating emotions effectively. The acronym RULER encapsulates the fundamental principles of an approach to social and emotional learning (SEL) developed by Brackett and his collaborators. This comprehensive framework outlines the key skills that the RULER approach seeks to cultivate. By focusing on these components, RULER aims to enhance individuals' emotional intelligence, fostering a deeper understanding of emotions, their origins, and their impact. This approach, particularly designed for implementation in educational settings, provides a structured and systematic way to integrate emotional intelligence education, creating a positive emotional climate and contributing to the overall well-being of individuals within the learning environment. Findings suggest that incorporating emotional intelligence education contributes to improved emotional regulation, greater empathy, and enhanced overall well-being for students and educators (Brackett, Rivera, Salovey, 2011).

Shriver has been involved in advocating for SEL at the organizational level through CASEL. His efforts focus on promoting the importance of SEL in creating positive school climates, fostering inclusivity, and supporting the overall well-being of students and educators (Shriver, 2015). Schonert-Reichl's research has explored the impact of SEL programs on children's well-being. Findings suggest that SEL interventions contribute to improved social and emotional competence, reduced stress, and increased resilience. These programs are associated with positive outcomes in terms of mental health and academic performance (Schonert and Roeser, 2016).

In the Islamic viewpoint, Social and Emotional Learning (SEL) is deemed an integral element of a comprehensive education. According to the teachings of the Prophet Muhammad, the optimal form of knowledge is that which brings benefits to an individual, their family, and the broader community, emphasizing the importance of practical and beneficial learning (Ali, 2023). Positive character and achievement are cultivated not solely through cognitive intelligence (Kroll et al., 2019) but also through emotional (Moazamnia et al., 2020) (intrapersonal) and social (interpersonal) intelligence. Both forms of intelligence play a role in shaping the behaviors exhibited in interactions with oneself and others (Shearer & Karanian, 2017).

Hence, there is a need to enhance the teaching approach in Islamic Religious Education to fulfill the fundamental objective of education, which is the cultivation of individuals with commendable character. The educational system should undergo restructuring to yield more proficient graduates who are well-prepared for the challenges of the future world and exhibit exemplary character traits. These competent graduates will be capable of contributing at personal, local, national, and global levels. It is worrisome that awareness alone, without integrating the emotional and cognitive aspects or the fusion of feelings and thoughts, cannot foster individuals with both scholarly knowledge and a benevolent disposition (Khilmiyaha and Suudb, 2020).

Islamic Religious knowledge involves the study of various disciplines, including Quranic Studies, Hadith Sciences, Jurisprudence (Fiqh), Theology (Aqeedah), Islamic History, Spirituality, and Ethics. These disciplines encompass the understanding of the Qur'an, Prophetic traditions, Islamic law, beliefs, historical development, spiritual dimensions, and ethical principles rooted in Islamic teachings. They play a crucial role in enabling Muslims to grasp their faith, live in accordance with Islamic principles, and promote a comprehensive understanding of Islam (Huda, Yusuf, Azmi Jasmi, and Nasir Zakaria, 2016).

According to Hillenbrand (2021), the relationship between Islamic Religious Knowledge and Social and Emotional Learning (SEL) becomes apparent in the holistic development of individuals within an Islamic framework. Islamic education is intertwined with SEL, contributing to the development of social and emotional

competencies. Several connections emerge in this context. Firstly, Islamic Religious knowledge emphasizes ethical and moral principles derived from Islamic teachings, aligning with SEL's objectives to foster ethical decision-making, empathy, and responsible behavior. Secondly, both Islamic education and SEL prioritize the development of interpersonal skills, including communication, cooperation, and conflict resolution, with Islamic teachings complementing these objectives. Thirdly, Islamic teachings, incorporating spirituality and self-reflection, contribute to self-awareness and emotional regulation, aligning with SEL's goal to develop individuals capable of understanding and managing their emotions effectively. Furthermore, Islamic Religious knowledge includes teachings on cultural diversity and respect for others, promoting cultural competence and the value of respecting diverse perspectives and backgrounds, which aligns with SEL's objectives. Finally, both Islamic education and SEL emphasize the significance of contributing positively to the community and society, encouraging acts of charity, justice, and social responsibility (Hillenbrand, 2021).

METHODOLOGY

This investigation utilized meta-synthesis, a research approach enhancing understanding and explaining phenomena by combining qualitative and quantitative data, offering a novel perspective on the research topic (Atkins et al., 2008). Published studies from the Google Scholar, CrossRef, and OpenAlex database were utilized to choose research using these keywords entered into the Publish and Perish software: Social and Emotional learning (SEL) and Islamic Values Education. The formation of a meaningful and dependable assessment relies on the criteria for inclusion and exclusion, as proposed by Melina (2006). The researcher meticulously selected five (5) studies by applying these additional criteria aside from the keywords identified: (1) from the years 2018 to 2023, (2) journal articles, and (3) composed in the English language. The identified studies were obtained and thoroughly examined, and the extracted data was organized utilizing the PRISMA 2020 diagram.
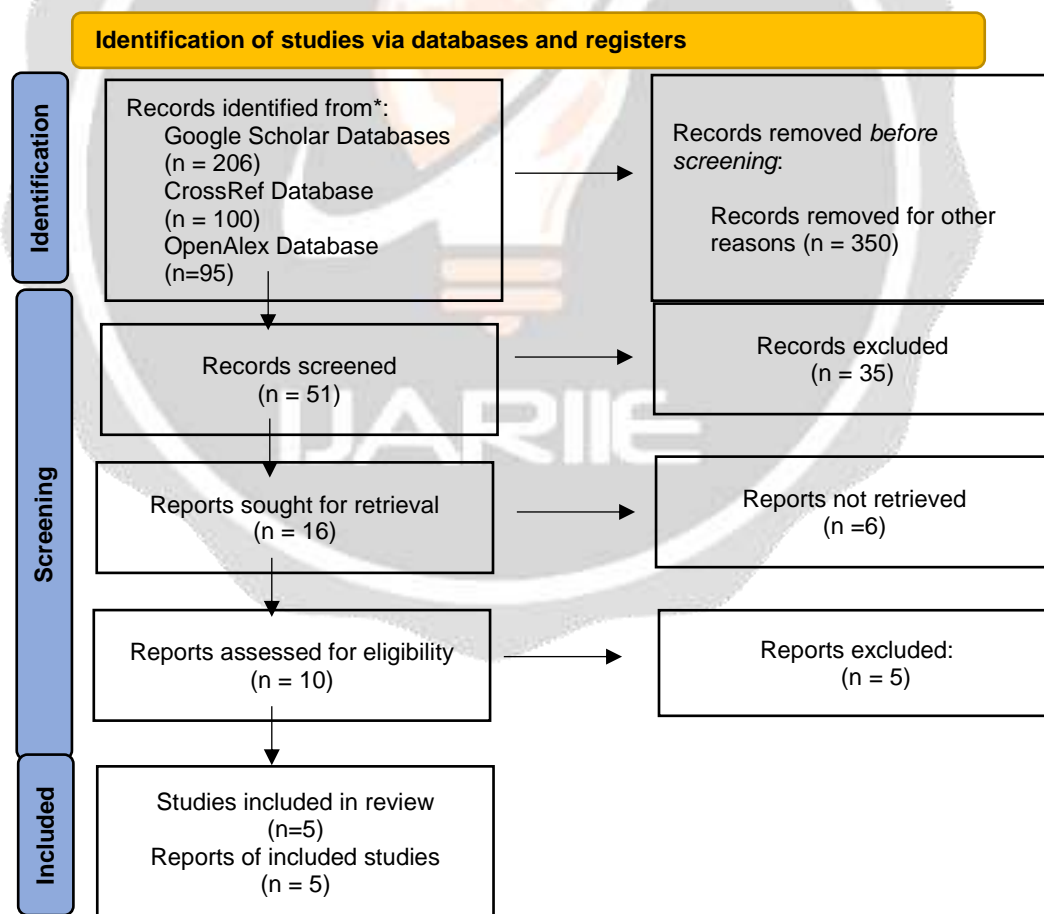

Figure 1. Search strategy using PRISMA 2020

The researcher utilized both comparative analysis and thematic analysis to examine data related to Social and Emotional Learning (SEL) and Islamic Values Education, following the method outlined by Clarke et al. (2015). In the application of thematic analysis, the researcher conducted the following steps: (1) thoroughly reading the

research articles, (2) collecting data to form initial codes, (3) pinpointing themes pertinent to the study, (4) using a thematic map to review these themes, (5) defining and labeling the identified themes, and (6) developing the report by discussing the analysis and the implications of the study.

RESULTS AND DISCUSSION

The SEL in Islamic Values Education was used to generate initial codes, and 5 studies were taken into account in this meta-synthesis. Table 1 shows the name of the authors, titles, sources, and the generated codes utilized for the theme analysis. There are nine (9) themes based from these constructed codes: (1) Social and Emotional Learning (SEL) definition, (2) benefits of SEL programs, (3) mechanisms for academic achievement, (4) development of a vision for SEL programs, (5) integration of SEL in Islamic Education, (6) instructional strategies for SEL in Islamic schools, (7) adolescent development, and (8) role of teachers in adolescent development, and (9) multilevel evaluation.

Table 1. Studies on Social and Emotional Learning in Islamic Values Education context.

No.	Author, Year of Publication, Title, and Source	Key Themes
1	Ali, S. (2023). Social and Emotional Learning: A Literature Review from Islamic Perspective. Current Perspectives in Educational Research, 6(1), 54-62. https://doi.org/10.46303/cuper.2023.6	**Social and Emotional Learning (SEL) Definition** - SEL is the process of teaching individuals, both children and adults, how to recognize and control their emotions, form healthy relationships, and make moral decisions. - It is considered an essential component of a holistic education from an Islamic perspective. **Benefits of SEL Programs** - SEL programs have been shown to lead to improved grades, test scores, and graduation rates. **Reduced Problem Behaviors** - SEL programs contribute to a decrease in problem behaviors such as absenteeism, suspension, and delinquency. **Enhanced Student Motivation** - SEL programs improve student motivation and engagement in learning. **Positive School Climate** - SEL programs create a positive and supportive school environment, reducing violence and bullying. **Mechanisms for Academic Achievement** - SEL programs develop crucial skills like self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, contributing to academic success by enabling students to manage emotions, set goals, build positive relationships, resolve conflicts, and make ethical decisions. **Development of a Vision for SEL Programs** - Developing clear program goals creates a unifying focus, provides direction, promotes professional dialogue, and establishes a common language. - Involves assembling participants, emphasizing the importance of the vision-making process, reviewing relevant elements, and collaboratively defining a philosophical statement. **Integration of SEL in Islamic Education** - SEL is integrated into traditional Islamic Religious Education (IRE) to foster character development in Muslim youth, aligning with Islamic principles such as tawheed, taqwa, ihsan, and adab. - Integration involves SEL-based teaching, use of Islamic stories/examples, and creating a supportive learning environment. - Educator training in SEL, creating supportive environments, and educating parents to support children's SEL development at home. - A case study in Qatar implemented an Islamic SEL program based on Islamic

principles, resulting in improved SEL skills, behavior, and academic performance.
- Islamic teachings emphasize good conduct, manners, and the application of knowledge, aligning with the concept of learning for transfer in SEL.

Instructional Strategies for SEL in Islamic Schools
- Integrating SEL into projects allows for the application of skills.
- Modeling behaviors and providing opportunities for students to practice.
- Leveraging group dynamics to teach and reinforce social skills.
- Islamic schools play a crucial role in addressing societal issues by developing programs that promote positive behaviors, contribute to a conscientious population, and align with the principles of a Khalifa.
- SEL is a valuable educational approach with proven benefits, and its integration into Islamic education can enhance character development and contribute to positive societal change.

2	Andaresta, O. (2022). The Emotional Stability of the Child's Development in the Transition Period during Adolescence is based on the Islamic-Education Psychological Views. EDUSOSHUM Journal of Islamic Education and Social Humanities, 2(2), 64-74. ISSN 2776-5229.	**Adolescent Development** - Adolescents, particularly junior high school students aged 15 to 18, undergo significant psychological changes, marked by emotional instability and a tendency for unclear communication. **Self-Concept Development** - Well-developed self-concept in adolescents leads to confidence, bravery, eagerness to learn, independence, and a positive self-view. Understanding one's uniqueness is crucial during this period. **Onset of Adolescence** - Psychologists differ on the onset of adolescence, linking it to physical changes like menstruation and wet dreams. Spiritual development is intertwined with physical and psychological changes during this period. **Religious Awareness** - Solid religious understanding in teenagers depends on intelligence, emotional maturity, life experiences, and socio-cultural conditions. Age alone does not guarantee spiritual maturity. **Family Influence** - Families, especially parents, play a vital role in providing education and care during adolescent development. The family environment is considered the first school for a child. **Psychoanalytic Perspective** - Sigmund Freud's psychoanalytic theory is used to analyze emotional stability during adolescence, emphasizing the importance of harmonious functioning of the id, ego, and superego. **Adolescent Physical and Psychological Changes** - Adolescence involves significant physical growth, sexual development, and psychological changes. It is a time of transition and identity exploration. **Emotion in Islam** - In Islam, emotions are viewed as conditions of the soul, and emotional stability is important for a happy life. Adolescence is recognized as a period of high emotional tension. **Role of Teachers** - Teachers play a crucial role in guiding students toward emotional stability and moral development. Moral actions are shaped by competence, desire, and habit. **Preventing Juvenile Delinquency** - Efforts to prevent juvenile delinquency include developing the potential of children, providing counseling, and strengthening character education.
3	Al-Wattary, N. A. A. (2022). A case study of the implementation of an Islamic social	**Multilevel Evaluation** - The study employed a multilevel evaluation approach, considering inner (students' self-reported wellbeing), outer (teachers' perspectives on classroom engagement), and more external levels (observation data on behavioral and relational issues) to comprehensively understand the impact of the social emotional intervention.

	emotional learning programme in a public school in Qatar (Doctoral dissertation, University of Warwick). https://wrap.warwick.ac.uk/168825/	**Program Design and Implementation** - The study highlights the positive impact of a sequenced, active, focused, and explicit social emotional learning (SEL) program delivered by an external instructor over eight weeks in a preparatory public school for girls in Qatar. - The design, instructional approach, and duration were emphasized as crucial aspects of the program. **Positive Impact on Wellbeing** - Results indicate a positive impact of the SEL program on students' self-reported wellbeing, core aspects of wellbeing based on the Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment (PREMA) model, and improvements in behavioral and relational attitudes with teachers and peers. **Perspectives of Participants** - The study incorporates perspectives from various participants, including students, teachers, and social staff, offering a holistic view of the SEL program's impact on different dimensions of wellbeing and the learning environment. **Cultural Relevance** - Emphasis is placed on the cultural relevance of SEL interventions, suggesting that programs need to align with the cultural and social background of participants, especially in conservative and Arabic communities, reflecting the importance of culturally responsive practices. **Educational Leadership and Policy Implications** - The study underscores the importance of empowering students' social and emotional competencies for educational leaders, advocating for investments in SEL programs in Qatar and the Middle East. - It calls for actionable information for policymakers and practitioners, pointing to the need for national youth services and regular monitoring and evaluation of SEL interventions. **Limitations and Recommendations** - The study acknowledges limitations, such as the focus on girl students and the short-term evaluation, and provides recommendations for future research, including the need for gender-inclusive evaluations, long-term assessments, and investigations into the impact on academic performance. **Implications for Global Health Strategies** The study aligns with global health strategies, emphasizing the importance of promoting emotional, social, and mental wellbeing in adolescents, as recognized by the World Health Organization's 2015-2030 Global Strategy for Women's, Children's and Adolescents' Health.
4	Khilmiyaha, A., & Suudb, F. M. (2020). Innovation of Islamic religious education learning with social emotional learning approach to improve character. Innovation, 13(7). https://ijicc.net/images/vol_13/Iss_7/13767_Khilmiyah_2020_E_R.pdf	**Current Challenges in Islamic Religious Education (IRE) in Primary Schools** - IRE is primarily taught verbally with a focus on doctrines. - The learning style prioritizes cognitive intelligence over emotional and social intelligence. - Children are highly valued based on ranking and test scores, undermining the socialization function of IRE. - Educators struggle to develop the affective aspects related to character formation due to the emphasis on test-oriented teaching. **Decline in Students' Moral Behavior** - Students exhibit behavioral problems such as bullying, low respect for teachers and parents, lack of cooperation, and decreased honesty. - The decline is attributed to an education system that neglects affective aspects, resulting in students not reflecting good behavior. - Students lack intrapersonal and interpersonal abilities, leading to poor character development. **Urgency of Social and Emotional Learning (SEL) for Character Building** - Previous studies indicate that success in life is not solely based on intellectual and vocational intelligence but significantly influenced by social and emotional

abilities.
- Affective education, particularly SEL, positively affects personality development, fostering qualities like respect, problem-solving, creativity, patience, and independence.

Integration of Affective and Cognitive Aspects
- Cognitive and affective separation in education leads to various problems in human life.
- Teachers play a crucial role in integrating cognition and affection, using diverse teaching methods for effective learning.

SEL Approach in Islamic Religious Education
- SEL is proposed as an approach to strengthen character formation in elementary school students within the context of Islamic Religious Education.
- The paper emphasizes the holistic development of students' physical, emotional, social, creative, spiritual, and intellectual aspects through SEL.

Character Education
- Character is defined as a combination of attributes, attitudes, and behaviors that elevate one's identity.
- Moral dimensions include willingness, conscience, values, attitudes, and moral behavior, and they contribute to character development.
- Respectful character involves both visible behavior and praiseworthy soul qualities based on Islamic norms.

5	Yousef, I. (2018). Islamic Social/Emotional Learning: A Subcategory of Morality. https://www.isna.net/wp-content/uploads/2018/01/Creating-a-Positive-Social-StructureIbrahim-Yousef.docx.pdf	**Cultural Relevance in Social-Emotional Learning (SEL)** - The interview highlights the importance of considering cultural backgrounds in SEL. - David Osher emphasizes the need for diverse perspectives in developing SEL programs to address the variations in how people handle challenges and conflicts across different cultures. **Integration of Islam in SEL Programs** - The central concern for Islamic school leaders is how to align SEL programs with cultural values, attitudes, and beliefs rooted in Islam. - The interview stresses the importance of avoiding imitation of Western models and instead developing an SEL model that incorporates Islamic characteristics and values. **Purpose of Education** - The broader purpose of education is discussed, emphasizing that individuals are not inherently selfish or selfless; rather, traits and skills, including social-emotional skills, are acquired. - The goal is to improve behavior, thinking, and emotions, and SEL is seen as a means to achieve this. **Importance of Social-Emotional Development** - The National Academy of Sciences' report underscores the significance of social-emotional development in children, stating that 60% of children enter school with the cognitive skills needed for success, but only 40% possess the necessary social-emotional skills. **Prominent SEL Programs** - The interview introduces three notable SEL programs: CASEL (Collaborative for Academic, Social, and Emotional Learning), The Leader in Me, and Pandora Education. - While acknowledging their value, the discussion emphasizes the need for Islamic schools to create a unique SEL program rooted in Islamic values. **Development of an Islamic SEL Program** - The interview provides a framework for Islamic school leaders to develop a vision for an SEL program, emphasizing the importance of connecting it to Islamic values. - It suggests a process involving stakeholders to identify competencies, focusing on

quality over quantity, and translating global constructs into specific behaviors aligned with Islam.

Creating a Positive School Culture and Climate
- The interview underscores the need for Islamic schools to establish a positive social-emotional culture and climate before implementing instructional strategies.
- It highlights the importance of incorporating SEL into school rules, classroom management, and daily routines.

Instructional Strategies
- Three instructional strategies are discussed: Project-Based Learning, Interactive Modeling, and Cooperative Learning. The emphasis is on teaching for transfer, moving beyond rote learning, and integrating social-emotional skills into daily practices through these methods.

Connection to Islamic Values
- The interview consistently emphasizes the alignment of instructional strategies and competencies with Islamic values, promoting behaviors rooted in Islam.
- The goal is to develop socially and emotionally adept individuals who contribute positively to society.

Theme 1. Social and Emotional Learning (SEL) Definition

Social and Emotional Learning (SEL) is a transformative educational process, integral in both academic and character development, emphasizing emotional intelligence and healthy decision-making aligned with Islamic principles. Implementation of SEL programs correlates with improved academic performance, reduced problem behaviors, and heightened student motivation, creating a positive school climate that fosters emotional well-being (Durlak et al. 2011; Jones et al. 2016). The cultivation of a positive school climate further extends to the prevention of violence and bullying incidents, contributing to an atmosphere conducive to both academic and emotional well-being (Taylor et al. 2017). In an Islamic perspective, SEL not only aligns with core tenets but enhances education by nurturing emotional intelligence and moral soundness, positioning it as a cornerstone for success in academic and broader life experiences (Ali, 2023).

Theme 2. Benefits of SEL Programs

Developing a clear vision for Social and Emotional Learning (SEL) programs involves assembling diverse participants, fostering collaboration, and drawing from research, best practices, and contextual factors, ultimately creating a philosophical foundation; integrating SEL into Islamic Education is crucial for character development in Muslim youth, employing diverse strategies, including SEL-based teaching methodologies, Islamic stories, and supportive environments, as demonstrated in a successful case study in Qatar (Al-Wattary, 2022); addressing psychological changes during adolescence is imperative, emphasizing the necessity of nurturing SEL skills for resilient and socially adept individuals (Andaresta, 2022).

Theme 3. Mechanisms for Academic Achievement

Social and Emotional Learning (SEL) is integral to holistic education, equipping individuals with skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Ali, 2023). SEL fosters a deep understanding of emotions, effective emotion regulation, and the ability to empathize with others, cultivating compassionate and inclusive communities. These skills extend beyond personal development, significantly contributing to academic success (Zins et al., 2004). SEL empowers students to manage stress, set clear goals, build positive relationships, and make ethical decisions, creating a conducive learning environment that promotes integrity and responsibility. In essence, the development of SEL skills is intricately linked to both personal and academic growth (Hulbert & Goodwin, 2020).

Theme 4. Development of a Vision for SEL Programs

Developing a vision for Social and Emotional Learning (SEL) programs is a multifaceted process that offers numerous advantages for educational institutions. Clear program goals provide a roadmap for stakeholders, fostering systematic implementation and a shared understanding. This process promotes professional dialogue, encouraging meaningful conversations about SEL's importance, integration into the curriculum, and expected outcomes (Glatthorn and Jailall, 2009). Establishing a common language ensures consistent communication, preventing misunderstandings and promoting cohesive implementation. Involving diverse stakeholders contributes

to a comprehensive vision, emphasizing the importance of deliberate planning. Thoroughly reviewing relevant elements, such as research and successful models, informs the development of a vision aligned with the unique needs of the educational community. Collaboratively defining a philosophical statement encapsulates shared values and beliefs, fostering a collective dedication to successfully integrating SEL into the learning environment. In essence, developing a vision for SEL is a participatory process that empowers educational communities to foster social and emotional well-being in learners (Orson, McGovern, & Larson, 2020).

Theme 5. Integration of SEL in Islamic Education

Integrating Social and Emotional Learning (SEL) into Islamic Religious Education (IRE) is vital for holistic character development in Muslim youth, equipping them with emotional intelligence and interpersonal skills while adhering to Islamic principles (Khilmiyaha and Suudb, 2020). Strategies include SEL-based teaching, using Islamic stories for real-life applications, and creating supportive learning environments. Educators require targeted training in SEL methodologies, emphasizing emotional intelligence principles and fostering positive relationships. Collaboration with parents through workshops reinforces SEL concepts at home. This holistic approach ensures that character development rooted in Islamic values becomes integral to a student's educational journey in IRE (Khilmiyaha and Suudb, 2020). Yousef (2018) heighted the importance of avoiding imitation of Western model and instead developing a SEL model that incorporate Islamic characteristics and values. The decline in students' behaviour is attributed to an education system that neglects affective aspects, resulting in students not reflecting good behavior. Students lack intrapersonal and interpersonal abilities, leading to poor character development (Park, et. al., 2017; Brabcová, et. al., 2015). Previous studies indicate that success in life is not solely based on intellectual and vocational intelligence but significantly influenced by social and emotional abilities. Affective education, particularly SEL, positively affects personality development, fostering qualities like respect, problem-solving, creativity, patience, and independence (Zuchdi, 2010).

Theme 6. Instructional Strategies for SEL in Islamic Schools

In Islamic schools, Project-Based Learning (PBL) offers an immersive approach to integrate Social and Emotional Learning (SEL) skills. By incorporating PBL into the curriculum, educators provide opportunities for students to apply SEL competencies in real-world scenarios, fostering essential interpersonal skills, emotional intelligence, and a sense of responsibility rooted in Islamic principles. Interactive Modeling exemplifies positive behavior, offering tangible examples for students to observe and replicate, creating a direct link between moral conduct and emotional intelligence. Cooperative Learning, organizing students into collaborative groups, not only advances academic achievements but also nurtures socially adept individuals aligned with Islamic ethics (Yousef, 2018). Through intentional integration of SEL strategies like PBL, Interactive Modeling, and Cooperative Learning, Islamic schools actively contribute to holistic student development, emphasizing virtues in both theory and active practice. This approach positions Islamic schools as agents of positive change, shaping morally and emotionally resilient individuals who contribute to broader societal well-being while excelling academically.

Theme 7. Adolescent Development

During junior high school, typically aged 15 to 18, students undergo significant emotional turbulence and communication challenges, marked by heightened sensitivity and internal shifts. Adolescents may struggle to articulate their feelings, leading to potential misunderstandings. Educators and support systems must employ a distinct and empathetic approach to help students navigate this period effectively. Developing a well-defined self-concept is crucial, providing a foundation for confidence, bravery, eagerness to learn, independence, and a positive self-view. Adolescents with a robust self-concept approach challenges with confidence, embrace learning opportunities, and navigate the complexities of their changing world with bravery (Andaresta, 2022). This positive self-view is essential for overall well-being and resilience as they encounter academic, social, and personal challenges. The onset of adolescence is intertwined with physical changes and concurrent spiritual development. Puberty contributes to identity formation, while spiritual development influences values, beliefs, and purpose. Educators and caregivers play a pivotal role in guiding adolescents through this interconnected process, acknowledging the holistic nature of adolescence—physical, psychological, and spiritual—to provide comprehensive support during their transformative journey towards adulthood.

Theme 8. Role of Teachers in Adolescent Development

Teachers play a crucial role in guiding adolescents through emotional instability and moral development by serving as mentors, role models, and confidants. Creating a supportive classroom environment with open communication helps students develop emotional resilience, coping skills, and interpersonal abilities. Teachers also contribute to moral development by integrating values into their teachings, encouraging critical thinking about ethical dilemmas, and exemplifying virtuous behaviour (Sutarto dan Sari, 2020). Beyond academic success, teachers become influential guides in shaping students' emotional well-being and moral compass. In preventing juvenile delinquency, educators can proactively develop students' potential through extracurricular activities, offer counseling services for early intervention, and strengthen character education in the curriculum (Andaresta, 2022). Instilling values like responsibility and empathy contributes to shaping responsible citizens less likely to engage in delinquent behaviors. Teachers, thus play a central role in fostering holistic development and safeguarding students from the pitfalls of juvenile delinquency through proactive and targeted interventions.

Theme 9. Multilevel Evaluation

Implementing a comprehensive multilevel evaluation approach is a holistic strategy for assessing Social and Emotional Learning (SEL) program effectiveness. Internally, students' self-reported wellbeing provides insights into emotional states and interpersonal skills. Externally, teachers' perspectives on classroom engagement offer insights into broader dynamics, and observation data on behavioral and relational issues provide an objective measure. This multilevel evaluation allows for distinct understanding, facilitating targeted adjustments and improvements. The sequenced, active, focused, and explicit nature of a SEL program positively impacts students' wellbeing and behavioral attitudes. The structured sequence ensures systematic development, active engagement encourages real-life application, and focused explicitness enhances clarity, resulting in improved overall wellbeing and positive shifts in behavior. This holistic SEL approach contributes to a supportive learning environment where students thrive emotionally, socially, and academically (Al-Wattary, 2022).

Implications for Further Educational Psychology Research Exploration

Based on the findings presented in these themes, here are some potential further studies and research directions in the field of Social and Emotional Learning (SEL):

Longitudinal Studies on SEL Impact. Conduct longitudinal studies to examine the long-term impact of SEL programs on students' academic performance, behavior, and overall well-being. Follow students who have undergone SEL interventions throughout their educational journey and into their post-educational life to assess the sustained effects.

Cultural and Religious Framework Adaptations for SEL Programs. Investigate the effectiveness of adapting SEL programs in cultural and religious frameworks and contexts. Explore how cultural distinctions, especially within Islamic values education, influence the implementation and outcomes of SEL initiatives. This could involve case studies in various cultural and religious settings using Islamic values education.

Teacher Training and SEL Implementation. Explore the impact of specific training programs for educators in implementing SEL strategies. Investigate how well-prepared teachers contribute to the success of SEL initiatives, focusing on both general education and specialized training for integrating SEL into Islamic education.

Parental Involvement in SEL. Examine the role of parents in supporting and reinforcing SEL skills at home. Investigate the effectiveness of workshops and educational programs for parents, emphasizing the importance of SEL in character development and academic success.

SEL in Higher Education. Extend the focus of SEL research beyond primary and secondary education to higher education institutions. Investigate how SEL skills contribute to success in college or university settings and how SEL programs can be tailored for young adults.

SEL and Adolescent Mental Health. Explore the relationship between SEL and mental health outcomes during adolescence. Investigate how SEL interventions contribute to emotional resilience and the prevention of mental health issues among junior high school students.

Comparative Studies on Instructional Strategies. Conduct comparative studies to analyze the effectiveness of different instructional strategies in SEL implementation, especially within the context of Islamic schools. Compare the impact of Project-Based Learning, Interactive Modeling, and Cooperative Learning on SEL outcomes.

Cross-Cultural Case Studies. Undertake cross-cultural case studies to compare the implementation and outcomes of SEL programs in diverse cultural and religious settings. Explore how cultural values and beliefs influence the integration and effectiveness of SEL initiatives.

Integration of Technology in SEL Programs. Investigate the potential benefits and challenges of incorporating technology, such as virtual reality or online platforms, into SEL programs. Assess how technology can enhance SEL learning experiences and reach a broader audience.

Multilevel Evaluation Frameworks. Develop and test multilevel evaluation frameworks for SEL programs, integrating self-reported measures, teacher perspectives, and observational data. Assess the reliability and validity of such frameworks in providing a comprehensive understanding of SEL program impact.

These research directions can contribute to the ongoing development and refinement of SEL programs, ensuring their relevance, effectiveness, and adaptability across diverse educational contexts.

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