

A PHENOMENOLOGICAL STUDY OF CHEMISTRY TEACHERS'

SOCIO-EMOTIONAL COMPETENCE

SMA NEGERI 4 SINGARAJA

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ABSTRACT

This study aims to explore the lived experiences of a chemistry teacher in integrating Social-Emotional Competence (SEC) into the instructional process. Grounded in the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, this study employs a qualitative approach using a phenomenological method to understand how the teacher's SEC manifests in emotion management, social interaction, and decision-making during high school chemistry instruction. Data were collected through classroom observations, interviews, and documentation. Data validity was ensured through technique and source triangulation to enhance the credibility of the findings. The findings indicate that the participating chemistry teacher demonstrated the ability to integrate Social-Emotional Competence (SEC) into the learning process. Aspects of social awareness and relationship skills were evident in the teacher's attention to students' psychological well-being as a means of enhancing their motivation to learn chemistry. Regarding self-management, the teacher demonstrated emotional regulation by delivering educational reprimands while maintaining respect for students. Meanwhile, responsible decision-making was reflected in the teacher's implementation of assessment practices that were transparent and considered students' learning processes, products, and attitudes. These findings suggest that the integration of SEC by the participating chemistry teacher contributed to creating a more supportive and meaningful learning environment within the context of this study.

Keywords: Social Emotional Competence, Chemistry Teachers, Chemistry Learning, Phenomenology, CASEL

STUDI FENOMENOLOGI
KOMPETENSI SOSIAL EMOSIONAL GURU KIMIA
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ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi pengalaman hidup guru kimia dalam mengintegrasikan Kompetensi Sosial Emosional (KSE) dalam proses pembelajaran. Berdasarkan kerangka kerja *Collaborative for Academic, Social, and Emotional Learning* (CASEL) Penelitian ini menggunakan pendekatan kualitatif dengan metode fenomenologi untuk memahami bagaimana KSE guru termanifestasi dalam pengelolaan emosi, interaksi sosial, dan pengambilan keputusan dalam pembelajaran kimia di SMA. Data penelitian dikumpulkan melalui observasi proses pembelajaran, wawancara, dan dokumentasi. Keabsahan data diperoleh melalui triangulasi teknik dan triangulasi sumber untuk meningkatkan kredibilitas temuan. Hasil penelitian menunjukkan bahwa guru kimia yang menjadi partisipan dalam penelitian ini mampu mengintegrasikan kompetensi sosial emosional (KSE) dalam proses pembelajaran. Aspek kesadaran sosial dan keterampilan relasi terlihat melalui perhatian guru terhadap kondisi psikologis siswa sebagai upaya meningkatkan motivasi belajar kimia. Pada aspek manajemen diri, guru menunjukkan kemampuan regulasi emosi melalui pemberian teguran yang bersifat edukatif dan tetap menghargai siswa. Sementara itu, pengambilan keputusan yang bertanggung jawab tercermin dalam penerapan penilaian yang relatif transparan dan mempertimbangkan aspek proses, produk, dan sikap siswa. Temuan ini mengindikasikan bahwa integrasi KSE oleh guru kimia berkontribusi dalam menciptakan lingkungan belajar yang lebih suportif dan bermakna.

Kata Kunci: Kompetensi Sosial Emosional, Guru Kimia, Pembelajaran Kimia, Fenomenologi, CASEL