

Social-Emotional Learning for Students with Special Needs in Inclusion School

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ABSTRACT

Social-emotional learning (SEL) is the process of developing interpersonal skills, self-awareness, and self-control for success in all aspects of life. The purpose of this study is to describe the results of a literature review on SEL for students with special needs in inclusive schools. This research method is a literature review. This research will use a content analysis approach from literature and journal articles that contain Social-Emotional Learning in inclusive schools. The literature is determined by using keywords, year, and open access articles. The quality of this research study uses three stages, namely currency, conducting, reporting. The comprehensive research design starts from data sources taken from articles containing research results on social-emotional learning in inclusive schools obtained from 3 main sources, namely Science Direct, Google Scholar, Proquest, and Sage. Overall, all studies on SEL show a positive relationship in overcoming problems in students with special needs and have a positive impact on their academics. Future research is expected to reveal more about the factors that support the implementation of SEL either in inclusive schools or in special schools.

Kata Kunci: Social emotional learning, students with special needs, inclusive school