

The Role of Academic Supervision in Enhancing the Implementation of Social-Emotional Learning Programs in Schools

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Article History: Received on 6 October 2024, Revised on 22 December 2024,
Published on 11 January 2025

Abstract: This study aims to explore the role of academic supervision in enhancing the implementation of Social-Emotional Learning (SEL) programs in schools. The research employed a qualitative descriptive method, involving interviews with teachers, principals, and SEL program coordinators at SIS Palembang. Data was also collected through document analysis and classroom observations. The findings indicate that academic supervisors, including headteachers and SEL coordinators, play a crucial role in shaping the success of SEL programs. Headteachers provide vision, support, and resources, while coordinators ensure the smooth implementation and evaluation of the program. Teachers, as the primary implementers, contribute to the program's effectiveness through their engagement and creativity in delivering SEL activities. The study highlights the importance of collaborative efforts between these stakeholders in creating a supportive environment for SEL, ultimately leading to positive student outcomes. Furthermore, the study underscores the need for ongoing professional development and support for teachers to effectively implement SEL programs.

Keywords: Academic Supervision, Role, Social Emotional Learning

A. Introduction

Social-Emotional Learning (SEL) is a crucial component of a child's holistic development. SEL encompasses a wide range of skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These skills are essential for students to achieve academic, social, and emotional success. Research consistently demonstrates the positive impact of SEL programs on various outcomes. For instance, a study found that one of the impacts that can be achieved from the SEL program is the prevention of bullying in the school environment (Yang et al., 2020). Additionally, another study state that engaging in SEL program such as arts activities can help students understand different perspectives and develop empathy, as they connect with diverse experiences and viewpoints through artistic expression (Eddy et al., 2020). Different approach by Cullen that more at how teaching SEL affect to faculty not only enhances their own

social and emotional learning but also improves their understanding of students' needs and the teaching process (Cullen et al., 2017).

Furthermore, SEL contributes to the development of important character traits such as empathy, kindness, and responsibility. By fostering these qualities, SEL programs can help students become active and contributing citizens of society (DePaoli et al., 2008). Elliot concluded in their analysis that integrating SEL skills helps to more accurately identify students in need of support, especially those who may face mental health challenges beyond low SEL skills (Elliott et al., 2023). Ferreira also said something similar that SEL programs promote a relationship-centered learning environment where teachers use formative assessments and adapt teaching to students' needs. SEL would help students learn the other core subjects (Ferreira et al., 2020). It would help students be attentive in class, form good habits, solve problems, and plan ahead (Bridgeland et al., 2013).

However, implementing SEL programs is not easy, and several challenges are encountered. According to Clark Mckown, these challenges include balancing rigor and relevance, limited practical use of SEL assessments, gaps in SEL assessment adoption and efficacy, the need for training and support, underuse in routine practice, and the need for effective oversight by various parties (McKown, 2019).

To achieve the benefits and overcome the challenges of the previously mentioned SEL program, one of the keys point the involvement of various stakeholders is required. For instance, in Research by (Green et al., 2021), it mentions the need for school staff to be trained to deliver the curriculum, indicating their role in supervision and implementation. Similar opinion said by Gimber that educators are primarily in charge of supervising the SEL program (Gimbert et al., 2023). More than school, according to (Fagan et al., 2015), concludes that collaboration between schools and community partners is essential for effectively implementing SEL programs and achieving desired outcomes for students. On larger scale, a collaborative approach that includes SEL Site Coordinators, consultants, knowledgeable administrators, experienced staff, and community stakeholders is essential for effectively supervising SEL programs in schools (Romasz et al., 2004). SEL is aimed at youth, and its effectiveness can be supported through after-school programs and the relationships they foster with competent adult staff (Hurd et al., 2017).

While previous research has highlighted the significance of academic supervision in supporting SEL implementation, several critical areas remain unexplored. One such area is the specific roles and responsibilities of key stakeholders, including headteachers, program coordinators, and classroom teachers, in fostering a supportive environment for SEL.

This study contributes to the existing literature by focusing on the collaborative role of academic headteacher, homeroom teachers, and SEL program coordinators in enhancing SEL implementation. By examining the interactions and partnerships between these stakeholders, this research offers a unique perspective on the factors influencing the success of SEL programs. This novel approach goes beyond traditional research that primarily focuses on the individual roles of teachers or administrators, emphasizing the importance of a coordinated and collaborative effort in fostering a supportive environment for SEL.

B. Methods

This research aims to describe the role of supervisor on SEL Program at school. This research using qualitative descriptive method. The respondents in this study are teachers, principals, and SEL program coordinators. The research location is SIS Palembang. The instruments used include interviews, document analysis, and observations. The steps in this study involve collecting data from these three supervisory roles, then describing and presenting the collected data in written form.

C. Results and Discussion

This section presents the main findings from the study involving the principal, teachers, and the SEL program coordinator. The roles and perspectives of each supervisor in implementing the SEL program at school provide valuable insights into its execution on the school environment. The discussion covers how these three supervisors work synergistically to create a learning environment that supports the development of students' social and emotional competencies, as well as the strategies employed to address any challenges encountered during program implementation.

The Role of Head Teacher

Based on the interview results with the principal, it was clear that the head teacher plays a vital role as the supervisor of the SEL program. The principal has established a compelling vision aimed at shaping students' character through engaging and enjoyable activities. This vision encompasses not only the scheduling of SEL implementation but also emphasizes the principal's role as a positive role model for both students and teachers. To enhance the program's effectiveness, the head teacher actively facilitates regular meetings between the SEL coordinator and teachers, fostering a collaborative environment for discussing and planning relevant topics. These topics are thoughtfully derived from conversations with the SEL coordinator, addressing specific issues observed in the classroom by the teachers. Through these efforts, the head teacher ensures that the SEL program is not only well-structured but also responsive to the needs of the students and educators alike.

The Role of Coordinator SEL

Based on the interview results with the SEL coordinator, it was revealed that the coordinator plays a pivotal role in the implementation of the SEL program. Following the principal's guidance, the coordinator schedules topics for discussion, meeting daily after lessons to ensure alignment with the teachers' input. These topics are typically planned two weeks in advance, allowing for flexibility in their selection. In addition to scheduling, the coordinator articulates the objectives of each topic and outlines the daily activities designed to engage students. A crucial aspect of the coordinator's responsibilities is to gather feedback from teachers participating in the SEL program, which serves as a valuable tool for program evaluation. This feedback is then reported to the principal, providing insights into the program's effectiveness. Document analysis, including schedules and SEL activity sheets, further highlights the coordinator's influence, showcasing a structured pattern of activities such as students watching videos or participating in games to reinforce their understanding of the topics discussed.

The Role of Teacher

Based on interviews conducted with several teachers, their primary role in the SEL program is to convey and implement the instructions provided by the program coordinator. Teachers play a crucial part in making the program engaging and interactive through their expressive delivery, which helps capture students' attention and interest. They are also responsible for reporting any difficulties, challenges, and benefits encountered in the program to the SEL coordinator during weekly meetings. Observations revealed that the effectiveness of the SEL program significantly relies on how teachers present the assigned activities. Although all teachers deliver the same information and activities, their unique approach in conveying and showcasing this information is essential for the program's overall success.

The findings from this study highlight the critical roles played by the head teacher, SEL coordinator, and teachers in the successful implementation of the Social and Emotional Learning (SEL) program. A collaborative leadership approach emerged as a fundamental aspect of the program's effectiveness, with the head teacher serving as a pivotal supervisor. The principal's establishment of a clear vision for the SEL program sets the tone for its implementation and positions the head teacher as a role model for both educators and students.

This alignment between vision and practice is crucial, as previous research has shown that strong leadership is a key predictor of program success in educational settings (Day et al., 2020). Supporting this notion, (Bellibaş et al., 2021) emphasize that the success of programs in educational environments is heavily influenced by the strength of leadership, which plays a pivotal role in their execution and impact.

Similarly, (Ateş et al., 2020) assert that effective visionary leadership among middle and lower-level managers significantly influences team commitment to strategic goals, underscoring the importance of alignment and consensus in achieving successful outcomes within organizations.

Furthermore, the relevance of strong leadership extends beyond the realm of education. For instance, (Zimon et al., 2020) demonstrate that the alignment of sustainable supply chain management (SSCM) practices with the UN Sustainable Development Goals (SDGs) is crucial for effective implementation. This suggests that visionary leadership, along with the practical application of these goals, significantly enhances the success of sustainable initiatives.

In summary, the study underscores the importance of collaborative leadership in the implementation of the SEL program, with the head teacher's role being pivotal. A strong alignment between the principal's vision and the daily practices of educators fosters a supportive environment, ultimately enhancing the program's effectiveness and positive impact on students.

The role of the SEL coordinator is equally significant, acting as a bridge between the principal's vision and the practical application of SEL activities in the classroom. By scheduling regular meetings and articulating clear objectives, the coordinator fosters a collaborative environment where teachers feel empowered to share their insights and challenges. This structured feedback loop is essential for the continuous evaluation and adaptation of the program based on real-time classroom experiences.

Ongoing feedback and professional development are crucial components in sustaining effective SEL programs, as highlighted by (Nikolić et al., 2020). Feedback enhances teachers' knowledge, skills, professional judgment, and self-reflection, collectively supporting ongoing improvement and development (Kourgiantakis et al., 2019). (Ardley & Hallare, 2020) further emphasize the importance of providing synchronized feedback, which enables more precise and contextually relevant evaluation. This approach supports individual learning and development by addressing specific moments of performance, ensuring that teachers can adjust their strategies as needed.

Additionally, similar insights from (Wahbi, 2014) and (Bockrath et al., 2020) reinforce the notion that feedback is essential in educational and professional training programs. It not only supports continuous program evaluation and participant satisfaction but also bridges theory with practice, enabling skill development and critical reflection necessary for effective learning outcomes.

In conclusion, the SEL coordinator plays a vital role in establishing a framework for feedback that enriches the SEL program. By facilitating communication and reflection among teachers, the coordinator ensures that SEL activities are effectively

aligned with the principal's vision, ultimately enhancing student engagement and learning outcomes

Teachers play a vital role in delivering the Social and Emotional Learning (SEL) curriculum, as their expressive delivery and engagement strategies significantly impact student interest and participation. The study revealed that while teachers may present the same content, their individual approaches to conveying this information can greatly influence the program's outcomes. Research by (Sulaiman & Ismail, 2020) indicates that teacher effectiveness in delivering SEL content is closely linked to student engagement, underscoring the importance of equipping educators with the necessary skills to facilitate these discussions.

Similarly, (Francis & Bharaj, 2021) emphasize the importance of teachers knowing when to speak and when to listen, highlighting the need for balanced communication in the SEL program. This balance is crucial for fostering an open dialogue that encourages student participation and emotional expression. (Aslan et al., 2020) further stress the significance of effective communication for teachers, reinforcing the necessity of strong conversational leadership skills. Such skills enhance the effectiveness of SEL program implementation by enabling teachers to navigate discussions thoughtfully and responsively.

Moreover, (Chandra Handa, 2020) and (Timm & Barth, 2021) echo this sentiment, as both studies emphasize that teachers' insights and perceptions are crucial for enhancing student engagement, particularly during SEL activities. This suggests that conversation practices must be informed by a shared understanding between teachers and students, ultimately fostering a more conducive learning environment.

Given the complex nature of implementing an SEL program, it is imperative that all stakeholders continue to collaborate and communicate effectively. The findings of this study suggest a need for ongoing professional development opportunities for teachers, aimed at enhancing their instructional strategies and deepening their understanding of SEL principles. By investing in the professional growth of educators, schools can create a more supportive and effective environment for SEL implementation.

D. Conclusions

This study provides valuable insights into the role of academic supervision in enhancing the implementation of Social-Emotional Learning (SEL) programs. The collaborative efforts of headteachers, SEL coordinators, and teachers were found to be crucial in creating a supportive and effective learning environment. The headteacher's visionary leadership and the coordinator's organizational skills played a significant role in shaping the program's direction and ensuring its smooth

implementation. Teachers, as the primary implementers, were instrumental in engaging students and fostering positive social-emotional development.

The findings of this study underscore the importance of ongoing professional development for teachers to enhance their skills in delivering SEL programs. Additionally, strong leadership and effective collaboration among all stakeholders are essential for the long-term success of SEL initiatives. Future research may explore the impact of SEL programs on specific student outcomes, such as academic achievement, mental health, and social skills. By investing in SEL, schools can create a positive and nurturing environment that promotes the holistic development of students.

E. Acknowledgement

Thanks to all parties who have helped me in this paper especially Universitas PGRI Palembang.

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