

ABSTRAK

Gabriel Sianipar. (2026). Analisis Pembelajaran Sosial Emosional Guru Matematika di SMP Negeri 7 Tanjungpinang. Skripsi. Tanjungpinang: Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan Matematika, Universitas Maritim Raja Ali Haji. Pembimbing I: Roma Doni Azmi, S.Pd.I, M.Ed. Pembimbing II: Aang Yudho Prastowo, M.Pd.

Kata Kunci: pembelajaran sosial emosional, guru matematika, *mixed method*, *sequential explanatory*, SMP

Penelitian ini bertujuan untuk menganalisis keterlaksanaan pembelajaran sosial emosional (PSE) oleh guru matematika di SMP Negeri 7 Tanjungpinang berdasarkan kerangka CASEL dengan menggunakan desain penelitian *mixed method case study tipe sequential explanatory*. Data kuantitatif dikumpulkan melalui observasi pembelajaran serta angket guru dan siswa, kemudian diperdalam dengan data kualitatif melalui wawancara untuk menjelaskan hasil kuantitatif yang diperoleh. Hasil observasi menunjukkan rata-rata keterlaksanaan PSE sebesar 42,49% dengan kategori cukup, di mana komponen keterampilan berelasi memperoleh persentase tertinggi sebesar 57,41% dan kesadaran sosial sebesar 50,92%, sedangkan kesadaran diri (33,78%) dan pengelolaan diri (29,62%) menunjukkan capaian terendah. Hasil angket guru menunjukkan skor rata-rata 4,35 dengan kategori sangat tinggi, khususnya pada komponen pengambilan keputusan yang bertanggung jawab (4,75) dan pengelolaan diri (4,50), namun terdapat kesenjangan antara persepsi guru dan implementasi PSE dalam praktik pembelajaran. Hasil angket siswa menunjukkan skor rata-rata 4,02 dengan kategori cukup, dengan skor tertinggi pada komponen pengambilan keputusan yang bertanggung jawab (4,34) dan kesadaran sosial (4,25), sedangkan kesadaran diri memperoleh skor terendah (3,37). Temuan kualitatif menunjukkan bahwa guru telah menerapkan berbagai strategi PSE, seperti check-in emosi, refleksi pembelajaran, penguatan positif, diskusi, dan kerja kelompok, namun keterbatasan waktu dan kecanggungan siswa dalam mengekspresikan emosi menjadi kendala utama. Secara keseluruhan, PSE oleh guru matematika di SMP Negeri 7 Tanjungpinang telah diterapkan dengan baik pada aspek sosial dan relasional, namun aspek intrapersonal masih memerlukan penguatan agar implementasinya lebih seimbang dan konsisten.

ABSTRACT

Gabriel Sianipar. (2026). Analysis of Social-Emotional Learning of Mathematics Teachers at SMP Negeri 7 Tanjungpinang. Undergraduate Thesis. Tanjungpinang: Thesis. Tanjungpinang: Mathematics Education Study Program, Faculty of Teacher Training and Education, Universitas Maritim Raja Ali Haji. First Supervisor: Roma Doni Azmi, S.Pd.I, M.Ed. Second Supervisor: Aang Yudho Prastowo, M.Pd.

Keywords: *Social-emotional learning, mathematics teachers, mixed method, sequential explanatory, junior high school*

This study aims to analyze the implementation of Social-Emotional Learning (SEL) by mathematics teachers at SMP Negeri 7 Tanjungpinang based on the CASEL framework, utilizing a mixed-methods case study design with a sequential explanatory approach. Quantitative data were collected through classroom observations as well as teacher and student questionnaires, which were then further elaborated through qualitative data from interviews to explain the obtained quantitative results. The observation results revealed an average SEL implementation rate of 42.49% (Fair category), where the relationship skills component achieved the highest percentage at 57.41% and social awareness at 50.92%, while self-awareness (33.78%) and self-management (29.62%) showed the lowest levels of achievement. Teacher questionnaire results showed an average score of 4.35 (Very High category), particularly in the components of responsible decision-making (4.75) and self-management (4.50); however, a gap exists between teacher perceptions and the actual implementation of SEL in instructional practice. Student questionnaire results showed an average score of 4.02 (Fair category), with the highest scores in responsible decision-making (4.34) and social awareness (4.25), while self-awareness received the lowest score (3.37). Qualitative findings indicate that teachers have implemented various SEL strategies, such as emotional check-ins, learning reflections, positive reinforcement, discussions, and group work. Nevertheless, time constraints and student awkwardness in expressing emotions remain the primary obstacles. Overall, SEL by mathematics teachers at SMP Negeri 7 Tanjungpinang has been well-implemented in social and relational aspects, but intrapersonal aspects still require reinforcement to ensure a more balanced and consistent implementation.