

ABSTRAK

***SOCIAL EMOTIONAL LEARNING* MELALUI KERANGKA *WHOLE SCHOOL APPROACH* DAN ASAS TRIKON DI DALAM NILAI FILSAFAT KHD UNTUK MENUMBUHKAN KETERAMPILAN KOMUNIKASI SISWA ABAD 21**

Oleh
RONA ROMADHIANTI

Penelitian ini bertujuan mengembangkan strategi *Social Emotional Learning* (*SEL*) melalui kerangka *Whole School Approach* dan Asas Trikon, berakar pada filsafat pendidikan Ki Hadjar Dewantara, untuk menumbuhkan keterampilan komunikasi siswa abad ke-21. Penelitian menggunakan pendekatan *Research and Development* (*R&D*) model Borg & Gall yang meliputi studi pendahuluan, perancangan, validasi ahli, uji coba terbatas, uji coba skala luas, dan revisi akhir produk. Secara konseptual, penelitian ini merekonstruksi kerangka *SEL* melalui sintesis teori behaviorisme, konstruktivisme, humanisme, dan sosial kognitif, serta mengintegrasikannya dengan teori ekologi perkembangan Bronfenbrenner dalam konteks pendidikan menengah. Hasil pengembangan berupa strategi SELASTRI berbasis sintak SADAR, yang terdiri atas empat tahap: kesadaran diri (terintegrasi dengan manajemen diri), kesadaran sosial, dialog dan relasi, serta akuntabilitas yang mencakup refleksi. Strategi ini diimplementasikan secara sistemis pada tiga ranah sekolah: pembelajaran di kelas, rutinitas harian, dan program ekstrakurikuler. Validasi produk menunjukkan tingkat validitas isi dan konstruk yang tinggi, serta tingkat kepraktisan yang baik pada berbagai konteks sekolah (urban, suburban, dan rural). Pada tahap uji efektivitas dalam *R&D*, dilakukan perbandingan hasil sebelum dan sesudah penerapan strategi dengan menggunakan analisis *N-Gain*, *uji-t*, *ANOVA*, dan perhitungan *effect size*, yang menunjukkan peningkatan signifikan keterampilan komunikasi sosial emosional siswa pada kelompok eksperimen dibandingkan kelompok kontrol. Temuan ini selaras dengan perspektif sosiolinguistik dan teori tindak tutur, yang memandang komunikasi sebagai tindakan sosial yang dibentuk melalui interaksi, pemaknaan, dan tanggung jawab dalam konteks pendidikan. Penelitian ini menyimpulkan bahwa integrasi *SEL* melalui *Whole School Approach* dan Asas Trikon efektif menumbuhkan keterampilan komunikasi sosial emosional secara sistemis, serta mendukung pengembangan kompetensi abad ke-21 dalam konteks pendidikan Indonesia.

Kata Kunci: *Social Emotional Learning*, *Whole School Approach*, Asas Trikon, Sintak SADAR, Komunikasi Abad ke-21.

ABSTRACT

SOCIAL EMOTIONAL LEARNING THROUGH THE WHOLE SCHOOL APPROACH FRAMEWORK AND THE TRIKON PRINCIPLE IN KI HAJAR DEWANTARA'S PHILOSOPHY TO FOSTER 21ST-CENTURY STUDENTS' COMMUNICATION SKILLS

By
RONA ROMADHIANTI

This study aims to develop a Social Emotional Learning (SEL) strategy through the Whole School Approach and Asas Trikon, grounded in Ki Hadjar Dewantara's educational philosophy, to enhance 21st-century communication skills of students. The research employed a Research and Development (R&D) approach based on Borg & Gall's model, which included preliminary studies, design, expert validation, limited trials, large-scale field testing, and final product revision. Conceptually, this study reconstructed the SEL framework through a synthesis of behaviorism, constructivism, humanism, and social cognitive theories, integrating Bronfenbrenner's ecological development theory within the secondary education context. The development resulted in the SELASTRI strategy based on the SADAR syntax, consisting of four stages: self-awareness (integrated with self-management), social awareness, dialogue and relationships, and accountability including reflection. The strategy was implemented systematically across three school domains: classroom learning, daily routines, and extracurricular programs. Product validation indicated high content and construct validity, as well as good practicality across different school contexts (urban, suburban, and rural). Within the R&D framework, the effectiveness of the strategy was tested through pretest-posttest comparisons using N-Gain analysis, t-tests, ANOVA, and effect size calculation, showing a significant improvement in students' socio-emotional communication skills in the experimental group compared to the control group. These findings are aligned with sociolinguistic perspectives and speech act theory, which view communication as a social act shaped through interaction, meaning-making, and responsibility in educational contexts. The study concludes that the integration of SEL through the Whole School Approach and Asas Trikon effectively enhances socio-emotional communication skills in a systematic manner and supports the development of 21st-century competencies in the Indonesian educational context.

Keywords: *Social Emotional Learning, Whole School Approach, Trikon Principles, SADAR Syntax, 21st-Century Communication Skills.*