


Embedding Social Emotional Learning into School Routines: Daily Practices Based on Whole School Approach and Trikon Values to Strengthen 21st-Century Communication Skills

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ARTICLE INFO	ABSTRACT
<p>Article history Received Sept 18, 2025 Revised Dec 12, 2025 Accepted Dec 30, 2025</p> <p>Keywords Social Emotional Learning school routines Whole School Approach Trikon values communication skills 21st-century education</p>	<p>This study aims to develop and embed Social Emotional Learning (SEL) into daily school routines as a strategy to foster 21st-century communication skills among senior high school students in Indonesia. Grounded in the Whole School Approach (WSA) and Trikon values from Ki Hadjar Dewantara's philosophy, this research emphasizes the role of daily practices such as morning greetings, emotional check-ins, reflective sharing, and optimistic closure as integral instruments to cultivate students' communication competence. Unlike temporary or subject-based instructional strategies, embedding SEL into school routines offers a sustainable and systemic cultural transformation within the school environment. The study employed the Research and Development (R&D) method using the Four-D Model (Define, Design, Develop, Disseminate). Participants were Grade XI students from three senior high schools representing diverse geographical and socio-cultural contexts. Data were collected through observations, interviews, journals, and authentic communication assessments, analyzed using a qualitative-dominant mixed methods design to capture both behavioral narratives and measurable indicators. Findings reveal that integrating SEL into school routines enhances students' ability to express themselves clearly, listen actively, collaborate empathetically, and engage in constructive dialogue. Teachers reported that the routines created a more supportive and inclusive learning atmosphere, while students demonstrated improved confidence and resilience in academic and social interactions. In conclusion, embedding SEL into daily routines not only strengthens communication skills but also institutionalizes character education through culturally rooted practices. This model provides a replicable framework for Indonesian schools to advance holistic education, aligning with the vision of the Curriculum Merdeka and the Profile of Pancasila Students.</p> <p style="text-align: right;">This is an open access article under the CC-BY license.</p> 

I. Introduction

Education in the 21st century demands a paradigm shift that goes beyond a sole emphasis on cognitive mastery. Global changes such as technological disruption, cultural diversity, and complex social dynamics require schools not only to produce graduates with strong academic knowledge, but also individuals who possess non-cognitive competencies, particularly communication skills (Bayley, 2022; Capone, 2023; Hashim et al., 2025; José María et al., 2025). These competences include clarity in expressing ideas, active listening, empathy, and collaboration across differences. Communication, therefore, is not merely an additional skill but a foundational competence that supports success in academic, social, and professional life (Dahmani et al., 2024; Mseer & Samhan, 2025; Xie & Derakhshan, 2021). As García-Chitiva and Correa (2023) emphasized,

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communication, leadership, and creativity occupy central positions in global curriculum design, making communication skills a key prerequisite for 21st-century readiness.

In Indonesia, this urgency is particularly relevant. The results of the 2022 Programme for International Student Assessment (PISA) revealed that the average reading score of Indonesian students was only 359 points, far below the OECD average of 476 points. Similarly, the average scores in mathematics (Indonesia: 366 points; OECD: 472 points) and science (Indonesia: 383 points; OECD: 485 points) also lagged (OECD, 2023). Even more concerning, only 25% of Indonesian students achieved the minimum proficiency level (Level 2 or above) in reading, compared to the OECD average of 74% (OECD, 2023). These data highlight not only weaknesses in literacy but

also a lack of integrated communication competence, including critical thinking, argumentation, and reflective dialogue.

The challenge of communication skills is further compounded by the social-emotional issues adolescents face. The Indonesian National Adolescent Mental Health Survey (I-NAMHS) reported that 5.5% of adolescents aged 10–17 experienced mental disorders within the past 12 months, with anxiety being the most common condition (approximately 3.7%) (Indonesian National Adolescent Mental Health Survey, 2023). More specifically, a study in Bali revealed that 14.7% of junior high school students reported emotional or behavioural problems, with about 6.7% at risk of suicide (Suryani et al., 2021). These findings demonstrate a strong relationship between mental health challenges and weak communication skills, as students experiencing emotional difficulties often struggle to express themselves, listen actively, and collaborate effectively.

In response, the Indonesian government has undertaken significant policy reforms through the Merdeka Curriculum. The Regulation of the Directorate General of Primary and Secondary Education (Permendikdasmen) No. 10 of 2025 on the Standards of Graduate Competence (SKL) took effect on June 13, 2025. This regulation stipulates that graduates at all educational levels must demonstrate mastery of eight graduate profile dimensions: faith and devotion to God Almighty, citizenship, critical reasoning, creativity, collaboration, independence, health, and communication (Kemendikdasmen, 2025). This policy replaces Ministerial Decree No. 5 of 2022, which previously regulated the Profil Pelajar Pancasila. The transition marks a new national direction emphasizing integrative education aligned with deep learning that promotes higher-order thinking, the application of contextual knowledge, and social-emotional development. However, as noted by Pratiwi, Suryani, and Anwar (2024), the implementation of Social Emotional Learning (SEL) in Indonesian schools has often been partial, limited to temporary programs or additional modules. It therefore fails to become a sustainable part of school culture.

Globally, SEL has long been recognized as a strategic framework to support student development. The Collaborative for Academic, Social, and Emotional Learning (CASEL) identifies five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Carpendale, Green, Dix, et al., 2025; Carpendale, Green, White, et al., 2025; Castro Olivo et al., 2022; J. J. Chen, 2024; Close et al., 2023). The students who participated in SEL interventions demonstrated significant improvements in attitudes, prosocial behavior, reductions in behavioral problems, and academic achievement (Hosokawa et al., 2024, 2025; McCormick et al., 2021; Sun et al., 2025). These findings underscore that SEL is not an optional, in

addition to an essential foundation that directly enhances practical communication skills.

Nevertheless, international implementation reveals similar challenges to those faced in Indonesia. Most SEL initiatives remain curriculum-based or episodic class interventions, raising questions about sustainability, as values are not consistently embedded in students' daily lives (Lee et al., 2023; Martin et al., 2024; Miller-Graff et al., 2024; Sutton et al., 2025; Wilson, 2025). Daily routines such as morning greetings, classroom reflections, or closing appreciations can create consistent positive emotional climates that support communication skills. In other words, routines serve as the practical bridge that transforms SEL from a program into a school-wide culture (Karasova & Kleckova, 2023; Koç et al., 2024; Pinczynski & Pennington, 2024; Santos et al., 2025; Vera, 2023).

International experiences reinforce this argument. In Finland, the use of the Mightifier application encouraged students to provide positive peer feedback, enhancing self-awareness and relational skills (Education Alliance Finland, 2021). Singapore's Character and Citizenship Education integrates reflective activities and community service into daily routines, strengthening empathy and communication (Ministry of Education Singapore, 2023). Similarly, schools in the United States that implement morning meetings and check-in circles have reported improvements in school climate and students' communication skills (Darling-Hammond et al., 2020).

Indonesia also has a strong philosophical foundation to adopt such practices. Ki Hadjar Dewantara, through the principle of Trikon continuity, convergence, and concentricity, advocated for an educational philosophy that harmonizes cultural traditions, global influences, and national identity (Agus et al., 2021; Ferary, 2021, 2023; Lathifah et al., 2025). Continuity emphasizes the sustained inculcation of values through habituation, convergence encourages openness to global development without losing identity, and concentricity ensures education remains rooted in local culture. In this sense, integrating SEL into school routines is not only a pedagogical strategy but also a philosophical implementation that reinforces Indonesia's educational identity.

The application of SEL within school routines also finds legitimacy in several classical and contemporary learning theories. From a behaviourist perspective, school routines function as repeated stimuli that shape positive social-emotional behaviours through habituation and reinforcement. For instance, morning greetings or end-of-class appreciations serve as positive reinforcement that encourage prosocial behaviour (Brackett et al., 2019; Coli et al., 2024; Montgomery, 2025; Ryan & Mooney, 2024). In contrast, social cognitive theory highlights the role of observational learning and self-efficacy, where students learn to regulate emotions and communication by modeling teachers' and peers' behaviors (Doménech et al., 2024; Larsen & Bowers, 2024; Schunk & DiBenedetto,

2022). From a constructivist viewpoint, SEL routines provide opportunities for students to construct social-emotional understanding through interaction, reflection, and negotiation of meaning (Sarangi & Ramachandran, 2024). Finally, humanistic approaches assert that education must prioritize self-actualization and affective needs (Arnold & Foncubiarta, 2021; Javadi & Tahmasbi, 2020; Mahbub et al., 2020). In this regard, SEL routines meet students' psychological needs for safety, belonging, and esteem, thereby fostering the foundation for self-actualization. Synthesizing these perspectives shows that SEL in school routines is deeply rooted in diverse educational theories: habituation (behaviorism), social modeling (social cognitive theory), meaning-making (constructivism), and personal growth (humanism).

Beyond these theoretical foundations, practical considerations also justify focusing on senior high school students. At this developmental stage, adolescents have entered Piaget's formal operational stage, marked by abstract reasoning, hypothetical thinking, and complex decision-making (Santrock, 2018). At the same time, their metacognitive skills, the ability to understand, monitor, and regulate one's own thought processes, are becoming increasingly mature (Schaeffner et al., 2020; Snyder et al., 2025; Van Der Stel & Veenman, 2014). This enables senior high school students not only to practice social-emotional routines but also to reflect on their deeper meanings. Consequently, embedding SEL into school routines at this level has greater potential to strengthen reflective communication skills. Moreover, senior high school represents a transitional stage toward higher education and the labor market, where advanced communication competence is an essential prerequisite for academic and professional success (Zimmerman, 2002).

Despite these theoretical, empirical, and philosophical foundations, a significant research gap remains. Most studies on SEL in Indonesia have focused on curriculum-based strategies or incidental character programs (Weissberg et al., 2015; Prasetyo & Setiawan, 2022; Sultanova, 2025). Very few have examined how SEL can be systematically embedded in daily school routines to establish sustainable educational habitus. Without such integration, SEL risks remaining a short-term project without long-lasting impact on school culture.

To address this gap, the present study emphasizes embedding SEL into the daily routines of senior high school students. Consistent yet straightforward practices such as morning greetings, collective reflections, group discussions, and optimistic class closures are

employed as instruments for communication habituation. This model is implemented through the Whole School Approach (WSA), which emphasizes the involvement of all components of the school ecosystem teachers, students, principals, and the broader community to ensure systemic transformation (UNESCO, 2015). The WSA provides the structural framework, while the Trikon

principle offers the philosophical foundation for contextualizing SEL within Indonesian values.

The novelty of this study lies in three dimensions. First, SEL is not positioned as an additional module or instructional intervention instead, it is operationalized through daily school routines. Second, this approach not only relies on international frameworks such as CASEL but also integrates them with the Trikon principle, ensuring contextualization with Indonesian culture. Third, the use of WSA ensures that implementation extends beyond the classroom to the entire school ecosystem. Collectively, these dimensions provide both theoretical contributions that integrate global frameworks with local philosophy and practical contributions that offer a replicable model to strengthen 21st-century communication skills.

Ultimately, this study seeks to provide new insights that SEL is not an isolated or external concept, but one that can be acculturated into everyday educational practices. By positioning school routines as the primary medium, SEL can evolve from a program into a sustainable school culture. This vision aligns with the eight graduate profile dimensions as stipulated in Permendikdasmen No. 10 of 2025 and with the deep learning orientation of the Merdeka Curriculum, while also resonating with global demands to equip students with communication, empathy, and resilience skills required in the 21st century.

II. Method

This study adopted a Research and Development (R&D) approach guided by Thiagarajan's 4D model Define, Design, Develop, and Disseminate (Thiagarajan et al., 1974). To strengthen methodological rigor, the design incorporated an embedded mixed-methods strategy, in which qualitative data served as the primary source of evidence, while quantitative data supported and validated the findings. This integrated approach was employed to develop and test the SEJATI Social and Emotional Learning (SEL) routine model, designed to be adaptable across different levels of school readiness.

In the Develop stage, SEL routines were implemented in differentiated forms corresponding to three levels of school readiness. At the Early readiness level, SEL routines emphasized foundational, teacher-directed activities focusing on emotional awareness, self-regulation, and the establishment of a supportive classroom climate. At the Intermediate level, SEL routines were implemented through more structured, collaborative practices, integrating reflective discussions, peer interactions, and contextual social problem-solving within instructional activities. At the Advanced level, SEL routines were embedded holistically into learning processes and school culture, promoting student autonomy, leadership, and sustained reflective practices across subjects. This staged implementation ensured that

the SEJATI model remained context-responsive while preserving the core principles of SEL across varying institutional capacities.

A. Research Design and Approach

This study employs a Research and Development (R&D) design using the 4D model, which consists of four systematic stages: Define, Design, Develop, and Disseminate (Hjoujj, 2023). The 4D model is selected to ensure a structured, iterative process for developing, validating, and refining the proposed educational product in accordance with learners’ needs and curriculum demands at the high school level.

B. Participants and Research Setting

The participants consisted of 90 Grade 11 students drawn from three public senior high schools in Indonesia, strategically representing urban, suburban, and disadvantaged (3T: frontier, outermost, and least-developed) settings. Each school contributed 30 students, selected through maximum variation sampling to capture the diversity of implementation contexts. The gender composition was balanced (45 females and 45 males), with an average age of 16.4 years. Senior high school was deliberately targeted because students at this stage typically enter Piaget’s formal operational phase, marked by abstract reasoning, hypothetical thinking, and advanced decision-making (Santrock, 2018). Their metacognitive abilities, the capacity to regulate and reflect upon their own thinking, are also more mature, enabling deeper engagement with SEL routines (Flavell, 1979; Veenman et al., 2006).

Importantly, participant selection also considered school readiness as outlined in the RUMI Module (2024). Readiness was categorized into three stages in table 1 :

Table 1. Levels of School Readiness in Implementing SEL

Stage	Characteristics	Examples of Practices
Early stage	Schools initiate simple, classroom-based SEL routines.	Emotional check-ins, daily appreciation, greetings.
Intermediate	Schools expand into collective reflections and collaborative teacher-led routines.	Group reflections, structured discussions, collaborative tasks.
Advanced	Schools fully integrate SEL into school policies and culture using a Whole School Approach.	Cross-subject collaboration, school-wide reflections, SEL in policy and culture.

By integrating both geographical and readiness variations, the study ensured that the resulting model would be contextual, practical, and generalizable.

C. Instruments and Data Collection

To capture both quantitative and qualitative dimensions of the study, a set of carefully validated instruments was employed. These instruments were designed to assess communication skills, observe SEL-related behaviors, and document perspectives from involved multiple stakeholders, thereby ensuring comprehensive data triangulation.

Table 2. Research Instrument

Instrument	Purpose	Indicators / Content	Validity (IOC)
Communication Skills Rubric	Assess students’ communication performance	Clarity, listening/responding, empathy, collaboration	1.00 (Baseline mean = 2.31/5.00)
Behavioral Observation Form	Capture observable SEL-related behaviors	Greetings, reflection, empathy, feedback	1.00
Semi-Structured Interview Guide	Explore students’ perspectives and experiences	Student reflections and perceptions of SEL routines	1.00
Teacher Reflection Notes	Record teacher observations and classroom dynamics	Teacher reflections on SEL integration	–
School Documents	Provide contextual evidence and verification	Attendance, schedules, meeting minutes, policy documents	–

D. Research Procedure

The research procedure followed the 4D R&D framework (Define, Design, Develop, and Disseminate) proposed by Thiagarajan et al. (1974). This systematic approach ensured that the SEL routine model was developed, tested, and refined through iterative processes while remaining sensitive to schools’ varying readiness levels. The four stages were implemented as follows:

1) Define Stage

A comprehensive needs analysis was conducted through communication assessments, teacher interviews, and classroom observations. The baseline results indicated that only 27% of students consistently demonstrated clarity in expression, while fewer than 20% engaged in empathetic dialogue. These findings highlighted a clear gap between existing practices and the communication competencies required in the 21st century.

2) Design Stage

Based on the needs analysis, twelve lesson plans (totaling 18 hours) were developed and tailored to the three

school readiness levels. Early-stage schools focused on simple routines such as greetings and daily appreciation, while intermediate and advanced schools implemented collective reflections, structured group discussions, and cross-subject collaboration. These routines were aligned with CASEL's five core competencies and contextualized with Trikon values. Expert validation confirmed their feasibility with an average score of 4.72/5.00.

3) Develop Stage

The lesson plans were implemented in three iterative cycles, differentiated according to school readiness. Teachers carried out SEL-integrated activities, while researchers observed behaviors, recorded reflections, and assessed communication performance. Data were collected simultaneously using rubrics, observations, interviews, and teacher notes. Early-stage schools maintained simple daily routines, whereas advanced schools applied more complex practices such as rotating student leadership in group discussions.

4) Disseminate Stage

The results were presented in workshops involving teachers, principals, and community stakeholders. Feedback from these sessions informed the refinement of the SEL routine model and the formulation of recommendations for scaling up at both the school and district levels.

E. Data Analysis.

Data analysis was conducted using an embedded mixed-methods approach, integrating quantitative and qualitative evidence to provide a comprehensive understanding of the intervention's impact.

On the quantitative side, the analysis focused on student communication scores derived from the rubric assessments. Descriptive statistics, mean, percentage, and standard deviation, were employed to track performance across three implementation cycles. The results demonstrated a steady upward trend, with average scores improving from 2.31/5.00 in Cycle 1 to 3.89/5.00 in Cycle 3. Notably, the pace of improvement varied across schools, reflecting differences in their readiness to implement SEL routines.

The qualitative analysis complemented these findings by examining interview transcripts, observation notes, and teacher reflections through thematic coding. This process generated recurring themes, including *increased confidence*, *greater empathy*, and *improved listening skills*, highlighting the depth of students' social-emotional growth beyond numerical improvements.

To ensure validity and credibility, triangulation was carried out by cross-checking data from multiple sources, including rubrics, classroom observations, interviews, and school documentation. This multi-source verification not only strengthened the trustworthiness of the findings but

also provided a richer account of how SEL routines functioned in diverse contexts.

Overall, the analytical strategy was designed to yield an SEL routine model that is practical, adaptive, and sustainable. By combining the R&D 4D framework with an embedded mixed-methods design, the study successfully captured both measurable gains in communication performance and nuanced experiential insights from students and teachers. Notably, the integration of school readiness as an analytical lens ensured that the model is not only theoretically robust but also realistically applicable across varied educational settings. In this way, the data analysis directly reinforces the study's central objective of strengthening 21st-century communication skills through SEL routines embedded in the Whole School Approach and rooted in Trikon values.

III. Results and Discussion

A. Baseline Assessment and Needs Analysis (Define Stage)

The Define stage commenced with a comprehensive needs analysis across three school contexts (urban, suburban, and disadvantaged 3T) employing a five-point communication rubric, semi-structured teacher interviews (n = 15), and structured classroom observations. Four core dimensions (clarity of expression, listening and responding, empathy, and collaborative dialogue) were assessed to identify discrepancies between students' potential abilities and actual performance. The initial findings, presented in Table 3, reveal significant deficiencies in communication competence and underscore the need to embed SEL into daily school routines.

Table 3. Baseline Communication Competence Assessment

Communication Dimension	Baseline Score (out of 5)	Students Meeting Criteria (%)	Performance Level
Clarity of Expression	2.45	27	Below Average
Listening and Responding	2.18	18	Poor
Empathy	2.09	15	Poor
Collaborative Dialogue	2.32	20	Poor
Overall Average	2.31	20	Below Average

Table 3 summarizes the baseline assessment of students' communication competencies across four dimensions and overall performance. Students scored lowest in empathy (M = 2.09), indicating difficulty in understanding and responding to peers' emotions, closely followed by listening and responding (M = 2.18) and collaborative dialogue (M = 2.32). Clarity of expression

was marginally higher ($M = 2.45$) but remained below the acceptable proficiency threshold. Only one in five students met the criteria for overall communication competence, with fewer than 20% demonstrating consistent empathy or listening skills. These results highlight critical gaps, particularly in empathy and active listening, that justify the development of targeted SEL routines.

B. SEJATI Framework Development and Validation (Design Stage)

During the Design stage, the SEJATI model was articulated into five distinct routines: Langit Emosiku, Isi Ransel Rasaku, Refleksi Mini Teman, Temukan Aku Hari Ini, and Kutipan Jiwa, each mapped to one of CASEL's core competencies and integrated with Ki Hadjar Dewantara's Trikon values. Lesson plans were developed around 24 thematic modules to contextualize daily SEL practices. Expert validation yielded uniformly high content validity (IOC $\hat{=}$ 0.98) and an average appropriateness rating of 4.72, confirming the model's conceptual soundness and alignment with both international and local frameworks. The detailed components of the framework are outlined in Table 4.

Table 4. SEJATI Framework Components and Integration

SEJATI Component	Target CASEL Competency	Trikon Integration	Weekly Themes (Examples)
Langit Emosiku (Emotional Sky)	Self-awareness	Continuity	Who Am I When Angry?
Isi Ransel Rasaku (My Feeling Backpack)	Self-management	Convergence	Managing Frustration
Refleksi Mini Teman (Mini Friend Reflection)	Social awareness	Concentricity	A Friend Who Exhausts Me
Temukan Aku Hari Ini (Find Me Today)	Relationship skills	Continuity + Convergence	Conflict Resolution
Kutipan Jiwa (Soul Quote)	Responsible decision-making	All three	Failure Is Not a Disgrace

Table 4 details the five SEJATI routines, their targeted CASEL competencies, integration of Trikon principles, and exemplar weekly themes. Each routine is purposefully aligned: Langit Emosiku fosters self-awareness through "Continuity," Isi Ransel Rasaku targets self-management via "Convergence," Refleksi Mini Teman develops social awareness through "Concentricity," Temukan Aku Hari Ini enhances relationship skills by combining "Continuity" and "Convergence," and Kutipan Jiwa supports responsible decision-making by encompassing all three

Trikon values. The sample themes, ranging from "Who Am I When Angry?" to "Failure Is Not a Disgrace," illustrate how daily practices are contextualized to reinforce both global SEL frameworks and local philosophical values.

To ensure content validity and practical relevance, all research instruments-including the communication skills rubric, behavioral observation forms, semi-structured interview guide, and SEJATI lesson plans-underwent expert review. Four domain experts assessed each instrument using the Item-Objective Congruence (IOC) index and rated overall appropriateness on a five-point scale. The results, summarized in Table 5, demonstrate excellent validity (IOC $\hat{=}$ 0.98) and high expert ratings ($M \hat{=}$ 4.68), confirming the instruments' readiness for implementation.

Table 5. Expert Validation Results

Instrument	IOC Score	Expert Rating (M)	Validity Status
Communication Skills Rubric	1.00	4.75	Excellent
Behavioral Observation Form	1.00	4.68	Excellent
Semi-structured Interview Guide	1.00	4.72	Excellent
SEJATI Lesson Plans	0.98	4.74	Excellent
Overall Model	0.99	4.72	Excellent

Table 5 presents the content validity and expert appropriateness ratings for each research instrument. All instruments achieved IOC scores of 0.98 or higher, indicating strong alignment between items and study objectives. The communication skills rubric, observation form, interview guide, and lesson plan received mean expert ratings of 4.68-4.75, classifying them as "Excellent." The overall model validity (IOC = 0.99; $M = 4.72$) confirms that the SEJATI framework and associated tools are both conceptually sound and practically relevant for implementation.

C. Communication Competence Progression (Development Stage)

Following expert validation, the SEJATI routines were implemented over three iterative cycles, enabling systematic observation of students' improvements in communication. Across cycles, both quantitative and qualitative data were collected to track performance in four dimensions: clarity of expression, listening and responding, empathy, and collaborative dialogue. The results, as presented in Table 6 and Figure 1, reveal marked growth in communication competence from baseline through the third cycle, providing robust evidence of the intervention's effectiveness.

Table 6. Quantitative Progression Across Cycles

Cycle	Clarity of Expression	Listening & responding	Empathy	Collaborative Dialogue	Overall Average	Improvement (%)
Baseline	2.45	2.18	2.09	2.32	2.31	0.0
Cycle 1	2.78	2.54	2.67	2.71	2.68	16.0
Cycle 2	3.21	3.08	3.34	3.25	3.22	39.4
Cycle 3	3.92	3.85	4.01	3.89	3.89	68.4

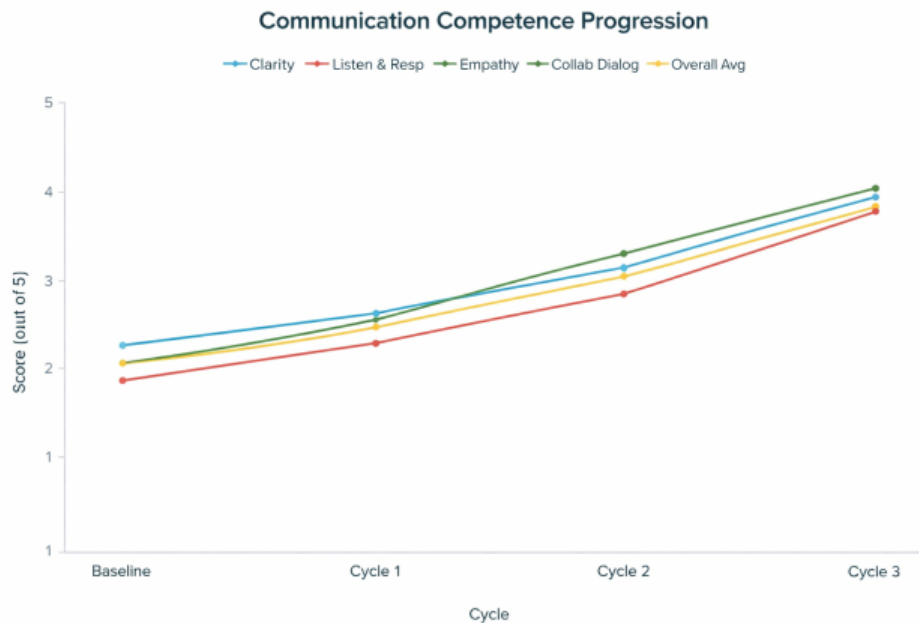


Fig. 1. Communication Competence Development Trajectory

Table 6 and Figure 1 present the progression of students' communication competence throughout three development cycles. As shown in Table 4, mean scores for all four dimensions—clarity of expression, listening and responding, empathy, and collaborative dialogue—increased steadily from baseline to Cycle 3, with the most significant gains observed in empathy and listening. Overall average competence improved by 68.4%, rising from 2.31 to 3.89. Figure 1 graphically illustrates these upward trends, highlighting significant, consistent improvement across dimensions and underscoring the effectiveness of the SEJATI daily routines in fostering communication skills.

D. Differentiated Outcomes by School Readiness (Develop Stage)

Recognizing the varying capacities of participating schools, the SEJATI model was tailored and implemented based on each school's readiness level: Early, Intermediate, and Advanced. This approach accounted for contextual differences across urban, suburban, and 3T settings, enabling differentiated strategies for embedding SEL into daily routines. The comparative outcomes of these implementations are summarized in Table 7 and illustrated in Figure 2, demonstrating significant improvements in communication competence across all readiness levels, with advanced schools showing the highest absolute gains.

Table 7. School Readiness Level Comparative Outcomes

School Readiness Level	School Context	Baseline Score	Final Score (Cycle 3)	Improvement	Improvement (%)	Key Strengths
Early Stage	3T/Disadvantaged	2.15	3.58	1.43	66.5	Empathy gains
Intermediate Stage	Suburban	2.31	3.89	1.58	68.4	Balanced growth
Advanced Stage	Urban	2.47	4.21	1.74	70.4	Clarity leadership

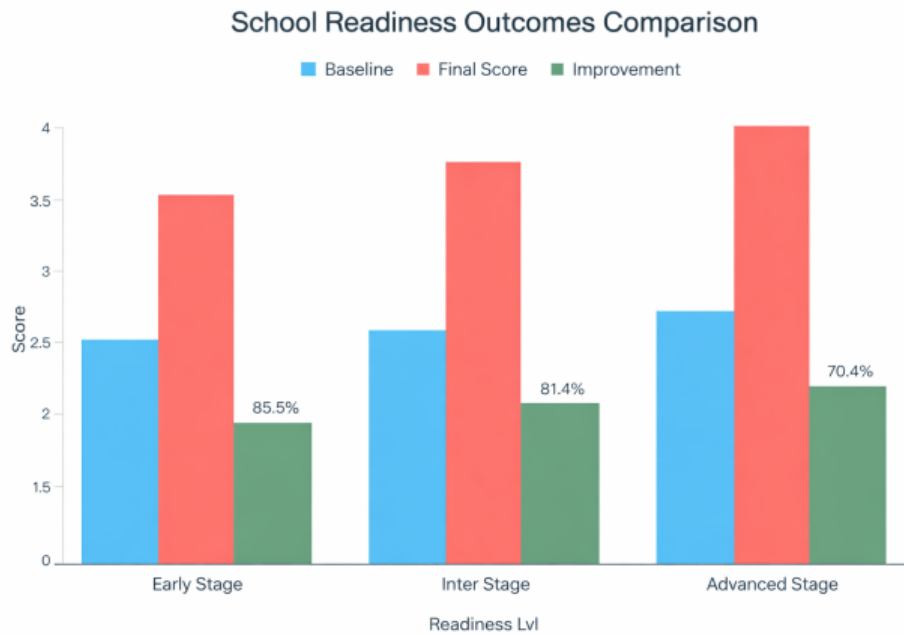


Fig. 2. Performance by School Context and Readiness

Table 7 and Figure 2 illustrate the communication competence outcomes differentiated by school readiness levels. Schools classified as Advanced, predominantly urban, achieved the highest average scores (4.21) by Cycle 3, reflecting more decisive leadership and integration of SEL into extracurricular and policy activities. Intermediate-level suburban schools showed balanced growth across all dimensions, reaching an average score of 3.89. Early-stage schools located in disadvantaged 3T areas exhibited meaningful progress, particularly in empathy, with a final average score of 3.58, despite starting from a lower baseline. These results confirm the adaptability and scalability of the SEJATI model across diverse school contexts and readiness stages, emphasizing its potential to bridge educational equity gaps.

E. Qualitative Themes and Behavioral Changes (Develop Stage)

Beyond the quantitative data, qualitative findings derived from student interviews, teacher reflections, and observations reveal essential shifts in communication-related behaviors and attitudes. These findings highlight enhanced student confidence, empathy, listening skills, collaboration, and emotional regulation as key outcomes of the SEJATI routines. The prevalence and significance of these themes are illustrated in Figure 3, underscoring the breadth and depth of social-emotional growth fostered by the intervention.

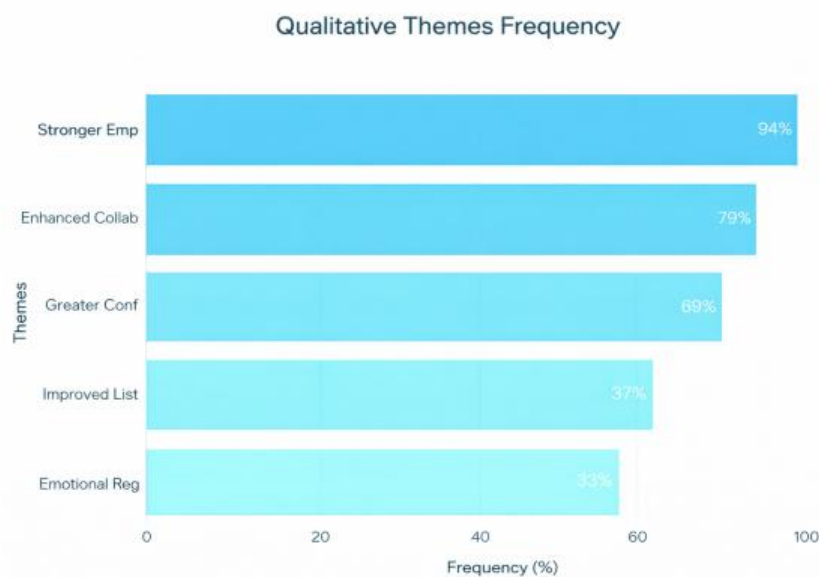


Fig. 3. Frequency of Qualitative Themes

Figure 3 illustrates the frequency of key qualitative themes emerging from student and teacher feedback during implementation. Stronger empathy emerged as the most prominent theme at 94%, reflecting deepened emotional understanding among students. Enhanced collaboration (91%) and greater confidence (89%) were also frequently reported, indicating improved social skills and self-efficacy. Improved listening (87%) and emotional regulation (83%) demonstrate additional gains in communication behaviors critical for constructive dialogue. These themes collectively highlight the holistic social-emotional development fostered by the SEJATI model, aligning with its goal to nurture 21st-century communication skills in a culturally responsive manner.

F. Stakeholder Validation and Model Refinement (Disseminate Stage)

The final stage involved extensive dissemination of the SEJATI model to key stakeholders, including teachers, principals, parents, students, and education officials. Their feedback was collected to evaluate satisfaction, feasibility, and potential for sustainability, as well as to guide model refinement. The summarized feedback, presented in Table 8, indicates high levels of approval across all groups, affirming the model's practical relevance and readiness for broader adoption and scaling in diverse school contexts.

Table 8. Multi-stakeholder Feedback Analysis

Stakeholder Group	Satisfaction Rating	Implementation Feasibility	Sustainability Potential	Key Recommendations
Teachers (n=15)	4.6	4.2	4.1	More PD needed
Principals (n=3)	4.8	4.5	4.6	Policy support
Parents (n=45)	4.4	4.1	3.9	Home integration
Students (n=90)	4.7	4.3	4.2	Peer mentoring
Education Officials (n=6)	4.5	4.0	4.3	District scaling

Table 8 summarizes stakeholder feedback on the implementation of the SEJATI model. Teachers and principals expressed high satisfaction with average ratings above 4.5, emphasizing the model's practicality and alignment with existing school routines. Parents and students similarly indicated strong support, highlighting perceived improvements in communication skills and emotional well-being. Education officials rated the sustainability potential favorably, reinforcing confidence in the model's scalability within district policies. Key recommendations for enhancement included ongoing professional development, stronger policy backing, and home-school integration to sustain and expand SEL practices.

This study demonstrates that embedding Social Emotional Learning (SEL) into daily school routines through the SEJATI framework is effective not simply because it increases exposure to SEL content, but because it reshapes how communication is enacted and valued within the school environment. Communication development emerged as a habitual social practice rather than a discrete instructional outcome. Routines such as Langit Emosiku and Refleksi Mini Teman operated as predictable social structures that reduced affective barriers, normalized emotional expression, and fostered psychological safety (Ferreira et al., 2020; MacFarlane & Honeck, 2022; A. C. Paolini, 2020). These conditions enabled students to engage in meaningful dialogue consistently, explaining why communication gains were sustained across cycles rather than occurring as short-term effects.

The effectiveness of the SEJATI model is primarily driven by routinization, contextual relevance, and institutional coherence. Daily repetition transformed SEL behaviors into implicit classroom norms, reinforcing automaticity in listening, empathy, and expression. Thematic learning units anchored SEL routines in students' lived experiences, allowing emotional reflection to connect directly with real-life challenges (Dyson et al., 2021; A. Paolini, 2019). Alignment between classroom practices, teacher modeling, and school-wide values, as emphasized in the Whole School Approach (WSA), minimized fragmentation and strengthened the cumulative impact of SEL routines. This coherence clarifies why communication improvement extended beyond individual skills to influence classroom climate.

Differences in outcomes across school readiness levels provide insight into how contextual capacity mediates the effectiveness of SEL (Feifei et al., 2025; Mahbub et al., 2020; Miller et al., 2019). Advanced schools demonstrated stronger gains because they possessed organizational readiness, leadership support, and teacher autonomy that allowed SEL routines to expand into extracurricular activities and student leadership practices (Larsen & Bowers, 2024; Schunk & DiBenedetto, 2022). Intermediate schools showed balanced development as routines became increasingly integrated into instructional processes. Early-stage schools focused primarily on emotional safety and confidence in participation, yielding foundational yet essential progress (Hosokawa et al., 2024). These patterns indicate that readiness levels shape the depth and scope of SEL implementation rather than its direction, underscoring the adaptability of the SEJATI model.

Equity-related implications emerged most clearly in disadvantaged and 3T school contexts. Although quantitative gains progressed more slowly, qualitative shifts revealed meaningful transformation as students who previously avoided participation began to express emotions and engage in dialogue. SEL routines functioned

as mechanisms for redistributing communicative voice and agency, enabling marginalized students to participate in shared meaning-making (Chen et al., 2024). This finding reinforces the view of SEL as both a pedagogical and social justice intervention, particularly in contexts characterized by structural constraints.

The findings can be interpreted through an integrated theoretical lens. Behaviourist principles explain how repeated routines reinforced prosocial communication habits (Camacho & Alexander, 2025; Carvalho & Santos, 2020; Yanko & Yap, 2020). Social cognitive theory accounts for gains in empathy and listening through modeling by teachers and peers. Constructivist perspectives highlight dialogic routines as spaces for co-constructing meaning, while humanistic theory explains how psychological safety and belonging support students' emotional growth. The theoretical contribution lies not in applying these frameworks separately, but in demonstrating how routine-based SEL practices operationalize multiple learning theories simultaneously within authentic school settings (Holstun & Boecker, 2024; Javadi & Tahmasbi, 2020).

Policy and practice implications are evident in the SEJATI model's sustainability and scalability. Embedding SEL into daily routines aligns with national educational priorities emphasizing holistic student development and character education (Mujahid & Mukminin, 2025). Differentiation by readiness level enables schools with varying capacities to adopt SEL progressively, reducing implementation resistance. Teacher-level impacts further strengthen the model, as increased reflection and empathy among teachers contribute to improved classroom relationships and instructional quality.

Several limitations should be acknowledged. The implementation cycles were conducted within a limited timeframe, restricting conclusions about long-term sustainability. Variations in teacher facilitation skills may have influenced outcomes, despite the use of shared guidelines. The absence of a control group limits causal inference, even though mixed-methods triangulation strengthened validity. Future research should explore longitudinal impacts, compare routine-based and programmatic SEL models, and examine outcomes beyond communication skills, including academic engagement and student well-being.

This study contributes to the SEL literature by presenting a culturally grounded, routine-based implementation model situated within Indonesian educational philosophy. Integration of Trikon values, continuity, convergence, and concentricity demonstrates how global SEL principles can be harmonized with local cultural frameworks without dilution. SEJATI thus extends current SEL discourse by offering both a theoretical explanation and a practical pathway for embedding social-emotional learning as a sustained school culture rather than a temporary intervention.

IV. Conclusion

This study set out to develop and validate an SEL routine model, SEJATI, integrated into daily school life through the Whole School Approach and grounded in Ki Hadjar Dewantara's Trikon philosophy. The results demonstrated consistent improvements in students' communication competence across three cycles, with average scores rising from 2.31/5.00 at baseline to 3.89/5.00 in the final cycle. Gains were most substantial in empathy and collaborative dialogue, while clarity and listening also advanced significantly. Qualitative findings reinforced these trends, highlighting greater student confidence, deeper peer support, and a more positive classroom climate. Teachers likewise reported becoming more reflective and empathetic in their practice. The implications are twofold. At the practical level, SEJATI routines transformed SEL from a temporary initiative into a sustainable cultural practice, adaptable across different levels of school readiness and contexts, including urban, suburban, and 3T schools. At the theoretical level, the study illustrates how global SEL frameworks can be localized by integrating Trikon values. The principles of continuity, convergence, and concentricity ensured that SEL was not only sustained as daily habits but also aligned with both global competencies and Indonesian educational identity. In conclusion, this research contributes a culturally grounded, context-sensitive, and sustainable model for embedding SEL into schools. By bridging theory, practice, and philosophy, the SEJATI model offers a pathway for strengthening 21st-century communication skills while affirming the role of indigenous values in global educational discourse.

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