



MANAGEMENT OF THE LEARNING ENVIRONMENT ORIENTED TO STRENGTHEN THE SOCIO-EMOTIONAL STRENGTH OF STUDENTS AT MADRASAH ALIYAH PUTRI AS'ADIYAH PUSAT SENKANG

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ABSTRACT

This study focuses on examining the management of the learning environment oriented to strengthening the socio-emotional strength of students at Madrasah Aliyah Putri As'adiyah Pusat Sengkang with an emphasis on aspects of strategy, opportunities and obstacles, as well as their implications. The research method used is field research through a qualitative research paradigm. Data is collected by interviews, observations, and documentation to be further processed and analyzed through data reduction, data exposure, and verification/conclusion drawn. The results of the study show that the learning environment management strategy is oriented to strengthen the socio-emotional strength of students at Madrasah Aliyah Putri As'adiyah Pusat Sengkang is carried out by establishing rules that are oriented to socio-emotional strengthening and providing examples and habituation that are in line with socio-emotional strengthening. The opportunity to strengthen the socio-emotional strength of students is the similarity of the orientation of the scientific vision developed with the socio-emotional strengthening of students, while the obstacle is that there is still the influence of profane, pragmatic, and hedonistic social interactions that reduce the socio-emotional strengthening of the students. The implication of managing a learning environment oriented to strengthening students' socio-emotion is creating a safe and comfortable educational environment for students, both physically and psychologically, both individually and in the community.

Keywords: Learning environment; socio-emotional

1. INTRODUCTION

Socio-emotional strength is one of the barometers of a person's success in life. Those with above-average socio-emotional strength in social interactions tend to be more successful than other humans. The socio-emotional strengthening of students is an indispensable need in the

educational process. By paying serious attention to socio-emotional development, students succeed academically and are better prepared to face life's challenges, become balanced individuals and contribute positively to society. This is in line with what was stated by Nurdinah Hanifah and Cucun Sunaengsih (2017:109) that socio-emotional strength has a strategic role in accelerating the success of students in their lives where those who have emotional intelligence have an awareness of their emotions and can grow motivation in themselves because they are permanently moved to do activities well and want to achieve their desired goals.

Furthermore, can express their feelings well, and self-control is extreme. Socio-emotional strength helps learners interact with peers, educators, and other social environments. They can better work in a team, communicate effectively, and constructively resolve conflicts.

Students' socio-emotional strengthening must be associated with their ability to feel a broader range of emotions. In this process, students will undoubtedly try to understand the emotional reactions of others and begin to learn to control their own emotions, where they express pride, shame, and guilt, which are examples of self-conscious emotions (Sukatin, 2019, p. 160). Management of a learning environment oriented towards socio-emotional strengthening creates a positive and inclusive learning environment where every student feels valued and recognized, regardless of their background or ability. This culture reduces negative behaviours such as bullying and discrimination, creating a conducive and harmonious learning atmosphere. Learning environment management strategies oriented toward strengthening students' socio-emotional skills are essential in creating optimal conditions for students' academic and personal development. A safe and emotionally supportive environment allows learners to feel welcome, valued, and able to express themselves without fear of negative judgment.

Madrasah Aliyah Putri As'adiyah Pusat Sengkang is an educational institution with a strong orientation to create a learning environment management oriented to strengthen the socio-emotional strength of students. This aligns with what Amiruddin Mustam (2017:23) stated: that the Sengkang Central As'adiyah Islamic Boarding School has a strong orientation in strengthening noble moral values. The same thing was also stated by Bahaking Rama (2003:166), which is that the Sengkang Central As'adiyah Islamic Boarding School continually strives to position itself as a moral reference for the life of the surrounding community. In this process, various policies for implementing Islamic education are always oriented to realizing social life in a society that aligns with Islamic values, such as rahmatan lil 'alamin.

2. METHODS

This research is field research through a qualitative-descriptive research paradigm that understands phenomena based on the views and experiences of research subjects in their natural context by using narratives or words to explain and describe the meaning of each phenomenon, symptom, and specific social situation (Marinu Waruwu, 2023: 2898, Muhammad Rijal Fadli, 2021:36). Research data were collected using structured interviews and participatory observations. The research data obtained is then processed and analyzed by adopting Miles and Huberman data processing and analysis techniques, as quoted by Rizaldy Fatha Pringgar and

Bambang Sujatmiko (2020:319-320), which consists of data reduction as a process of elimination, data allocation as a process of exposing data relevant to research objectives, and data retrieval/data verification as a process of concluding to answer the formulation of problems that have been previously determined.

3. RESULTS AND DISCUSSION

a. Learning Environment Management Strategies Oriented to Strengthening the Socio-Emotional Strengthening of Students at Madrasah Aliyah Putri As'adiyah Pusat Sengkang

To accelerate the management of the learning environment oriented to the socio-emotional strengthening of students at Madrasah Aliyah Putri As'adiyah Pusat Sengkang, it was found that there were several strategies carried out, which in this case began with the establishment of rules oriented to socio-emotional strengthening. In this context, establishing rules oriented towards socio-emotional reinforcement aims to create a learning environment that supports students' emotional and social development. These rules regulate behaviour and encourage empathy, positive relationships, and emotional skills. This is reinforced by Gusriani, who stated that the existence of clear rules related to how to interact healthily in a learning environment is a normative foothold to take action when someone commits a violation that leads to socio-emotional damage to students (Interview, November 13, 2024) Rules oriented to socio-emotional reinforcement are designed by involving various parties to ensure that the rules are relevant and acceptable to all parties. This can be seen, for example, in the rules that teach about the importance of interacting based on the spirit of mutual respect, helping students develop good communication skills. With the implementation of rules that focus on socio-emotional strengthening, Madrasah Aliyah Putri As'adiyah Pusat Sengkang facilitates students to become balanced individuals, able to manage their emotions and interact positively with others in their social environment.

The next strategy to accelerate the management of the learning environment oriented to strengthening the socio-emotional strength of students at Madrasah Aliyah Putri As'adiyah Pusat Sengkang is an example. This was reinforced by Nursyamsi, who stated that exemplary is an inseparable part of Islamic teachings' immanent moral transformation strategy. The existence of the Prophet (saw) as *uswah hasanah* is proof of the importance of example as an Islamic education strategy. This spirit was also described at Madrasah Aliyah Putri As'adiyah Pusat Sengkang to strengthen students' socio-emotional feelings (Interview, November 14, 2024). Exemplary requires madrasah educators and staff to show the behaviour expected of students through their daily actions, where they tend to imitate and learn the behaviour of those they respect. Through example, educators can teach social and emotional skills. For example, educators provide learners with a practical framework for managing positive social interactions by showing how to manage conflict peacefully or healthily express emotions. Role models are an effective strategy in strengthening students' socio-emotional strength because they directly teach and model positive behaviours that students want to develop in them, create a better educational environment and support their overall development.

The following strategy used to accelerate the management of the learning environment, which is oriented toward strengthening the socio-emotional strength of students at Madrasah Aliyah Putri As'adiyah Pusat Sengkang, is habituation. This effort cannot be separated from the principle of coaching in the popular world of education, namely "ala can because usual" habituation is an important strategy in strengthening socio-emotional in the educational environment. Habituation means creating positive routines and habits that help learners develop important emotional and social skills. This is illustrated by Gusriani, who states that students will form their character along with the forms of habituation given to them. The more they are accustomed to things oriented towards positive socio-emotional reinforcement, the more their subconscious will always be influenced by these positive habits and vice versa (Interview, November 13, 2024). This aligns with what Sindy Fauziah et al. (2024: 245) stated: habituation effectively strengthens students' socio-emotion by creating routines supporting their emotional and social development. With consistency and repetition, habituation helps learners internalize important skills and values, forming the foundation for positive behaviours throughout their lives.

This is in line with what Ahmad Abdullah (2019:428) stated: a person's socio-emotional development is greatly influenced by the social environment in which the individual is located. The social environment includes family, peers, schools, and the wider community, which are important in shaping a person's emotional and social experience. The family is the first and most basic social environment. Interaction with parents and siblings helps children develop the ability to understand and manage their emotions. The example given by parents in expressing and overcoming their emotions also dramatically affects the emotional development of children. Peers begin to have a significant influence as children age. Through interaction with friends, children learn social skills such as sharing, cooperating, and resolving conflicts. This experience helps them develop empathy and practical communication skills.

b. Opportunities and Obstacles to Management of Learning Environment Oriented to Strengthening Socio-Emotional Students' Behavior at Madrasah Aliyah Putri As'adiyah Pusat Sengkang

The opportunity for learning environment management oriented to strengthening the socio-emotional strength of students at Madrasah Aliyah Putri As'adiyah Pusat Sengkang is the similarity of the orientation of the scientific vision developed with the socio-emotional strengthening of students. Sitti Aisyah stated that the As'adiyah Pusat Sengkang Islamic Boarding School is an educational institution that strengthens noble moral values. The concept of "barakka", believed to be a system of local wisdom in its scientific vision, is always related to how a student, for example, must respect the educator to obtain blessings in his life. This is indirectly related to the socio-emotional strengthening of students at Madrasah Aliyah Putri As'adiyah Pusat Sengkang (Interview, November 13, 2024). A scientific vision that aligns with the spirit of strengthening the socio-emotional strength of students is critical in the educational environment because it helps balance students' academic and emotional development. The scientific vision ensures that educational goals focus not only on academic achievement but also on the overall development of learners as emotionally and socially healthy individuals. A holistic scientific vision encourages more meaningful learning. By including socio-emotional elements in the curriculum, learners learn the subject matter and important life skills such as empathy,

cooperation, and emotional management. This can be found, for example, in lessons about history, which can include discussions about the emotional impact of specific historical events, helping learners understand and feel empathy for the experiences of others.

The obstacle to the management of the learning environment oriented to strengthening the socio-emotional strength of students at Madrasah Aliyah Putri As'adiyah Pusat Sengkang is that there is still the influence of profane, pragmatic and hedonistic social interactions that reduce the socio-emotional strengthening of the students. It was stated by Sitti Aisyah that the socio-emotional strengthening of students is sometimes destructively influenced by various modern life patterns that are profane, pragmatic, and hedonistic. The influence of media impressions in various information channels significantly affects the socio-emotional strengthening efforts of students at Madrasah Aliyah Putri As'adiyah Pusat Sengkang (Interview, November 13, 2024). Profane social interactions tend to ignore moral and ethical values. In education, this kind of interaction can influence learners to prioritize self-interest over the principles of honesty, justice, and empathy, which hinders their socio-emotional strengthening. Pragmatic interactions emphasize short-term gains and often overlook aspects of deep and meaningful social relationships. In an educational environment, a pragmatic approach can lead students to develop an opportunistic attitude, interacting with others only when there is an immediate advantage. Hedonistic interactions focus on the search for pleasure and self-satisfaction without paying attention to the long-term impact on oneself or others. In an educational setting, this can encourage consumptive behaviour, lack of discipline, and indifference to the emotional well-being of others. As a result, learners may have difficulty developing self-management skills, empathy, and social responsibility, which are integral parts of socio-emotional strengthening.

c. Implications of Managing a Learning Environment Oriented to Strengthening the Socio-Emotional Orientation of Students at Madrasah Aliyah Putri As'adiyah Pusat Sengkang

The implication of managing a learning environment oriented to strengthening the socio-emotional strength of students at Madrasah Aliyah Putri As'adiyah Pusat Sengkang is the creation of a safe and comfortable educational environment for students, both physically and psychologically, both individually and in the community. This was reinforced by Nursyamsi, who stated that socio-emotional strengthening reduces various destructive behaviours that threaten healthy social relations and mutual respect. Destructive behaviours such as bullying, verbal or non-verbal attacks, and others have gradually begun to decrease (Interview, November 14, 2024).

Managing a learning environment oriented to socio-emotional reinforcement creates a safe and comfortable educational environment, supporting the development of individuals and communities. Schools can help learners feel welcome, valued, and ready to learn by ensuring physical and psychological safety and comfort. Personal and community support strengthens emotional and social development, allowing learners to grow into well-balanced individuals in socio-emotion. This aligns with what Sindy Fauziah et al. (2024: 245) stated: Social-emotional development is a learning process to adjust to understand circumstances and feelings when interacting with people in their environment.

4. CONCLUSION

The learning environment management strategy oriented to strengthening the socio-emotional strength of students at Madrasah Aliyah Putri As'adiyah Pusat Sengkang is carried out by establishing rules that are oriented towards socio-emotional strengthening as well as providing examples and habituation that are in line with socio-emotional strengthening. The opportunity to strengthen the socio-emotional strength of students is the similarity of the orientation of the scientific vision developed with the socio-emotional strengthening of students, while the obstacle is that there is still the influence of profane, pragmatic, and hedonistic social interactions that reduce the socio-emotional strengthening of the students. The implication of managing a learning environment oriented to strengthening students' socio-emotional strength is creating a safe and comfortable educational environment for students, both physically and psychologically, both individually and in the community.

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