

Technology Based Social Emotional Education for Junior High School Students in Enrekang Regency

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Abstract

This research is motivated by the urgency of strengthening the social-emotional skills of junior high school students in Enrekang Regency, which have received little attention, despite their critical importance in facing the challenges of the 21st century. The objectives of the study were to describe the social-emotional conditions of students, analyze the use of technology in learning, and formulate the benefits of integrating the two in improving the quality of education. This research is expected to provide theoretical contributions to the development of technology-based social-emotional education literature, as well as practical benefits for teachers and policymakers at the regional level. This study was a descriptive qualitative study with purposively selected informants, including teachers, students, and principals involved in technology-based learning. Data were collected through observation, in-depth interviews, and documentation studies. Data analysis was conducted using the Miles and Huberman interactive model, encompassing data reduction, data presentation, and conclusion drawing. Data validity was maintained through triangulation of sources, methods, and member checking. The results showed that students still experience social anxiety, low self-confidence, difficulties in collaboration, and weak communication skills. However, the use of simple technologies such as interactive quiz apps, Google Classroom, and learning videos has been shown to increase motivation, reduce anxiety, and encourage student participation in the social-emotional learning process.

Keywords: Social-emotional_education; Technology; Learning_motivation; Collaboration; Communication.

1. Introduction

The changing times in the digital era require students to possess [1] skills that are not limited to cognitive aspects, but also social-emotional skills, which are an important foundation for facing the challenges of 21st-century life [2]. These social-emotional skills include the ability to recognize one's own emotions, manage them, build positive relationships, empathize, and make wise and responsible decisions, thereby supporting academic success and character development. However, in educational practices at the junior high school level, particularly in areas such as Enrekang Regency, these social-emotional aspects are still often neglected [3]. The learning process still tends to be oriented towards academic achievement, with teachers placing greater emphasis on curriculum achievement and exam results, while aspects of character development, communication skills, and life skills have not been fully integrated systematically into the teaching and learning process. This condition has implications for the emergence of various problems, such as students' low ability to control emotions, limited skills in working together in groups, and weak empathy for others. In fact, social-emotional skills have been proven to have a significant influence on students' readiness to face social change and global dynamics. This fact indicates a research gap regarding how social emotional education can be developed with the support of

educational technology, because although technology has been widely used to support cognitive learning through digital platforms and interactive media, its use specifically to strengthen social emotional skills is still very rarely explored, especially in the context of junior high schools in semi-rural areas such as Enrekang Regency [4].

Data from the Enrekang Regency Education Office (2024) recorded more than 8,700 junior high school students spread across 12 sub-districts with diverse socioeconomic, cultural, and family backgrounds. This diversity, on the one hand, provides potential for developing adaptive students, but on the other hand, it also presents challenges because not all students receive the support of a learning environment conducive to their social and emotional development. Field observations in several junior high schools indicate a high number of students experiencing social anxiety, low self-confidence, difficulty working in groups, and weak communication skills with both peers and teachers [5]. This condition is reinforced by UNICEF findings (2023), which revealed that approximately 30% of adolescents in Indonesia face significant social and emotional problems that directly impact their learning motivation, concentration, and academic performance [6]. If this phenomenon is not immediately addressed, it will widen the gap between academic achievement and life skills, which should be balanced. Therefore, these facts emphasize the urgency of implementing technology-based social emotional education that can be designed according to the local context of junior high schools in Enrekang Regency, so that students not only excel academically, but also have strong social emotional skills to face the challenges of the digital era.

Strengthening social-emotional education is rooted in the Social Emotional Learning (SEL) framework developed by CASEL in [7], which emphasizes five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These five competencies are believed to be essential foundations for supporting academic development while simultaneously shaping students' character, preparing them to face social challenges in society. Research by [8] shows that the integrated application of SEL in learning can increase learning motivation, improve academic achievement, and reduce deviant behaviors such as aggression, bullying, and social withdrawal. These findings indicate that SEL is not merely a complement to the curriculum but an essential part of a holistic educational strategy. In the context of the digital era, the theoretical framework of digital pedagogy and blended learning can serve as a basis for exploring how technology can be optimized not only as a medium for transferring cognitive knowledge but also as an interactive tool capable of stimulating students' social-emotional skills. The use of interactive digital media, online learning platforms, and artificial intelligence-based applications can create a more participatory, reflective, and contextual learning experience, so that junior high school students not only understand the subject matter but are also trained in social-emotional skills relevant to real life.

The novelty of this research lies in its efforts to integrate social and emotional education with the use of simple technology accessible to schools in semi-rural areas such as Enrekang Regency. To date, most research on Social and Emotional Learning (SEL) has been conducted in urban schools with adequate facilities, such as computer laboratories, fast internet access, and teachers trained in the use of technology [9]. Meanwhile, the educational context in rural or semi-rural areas has rarely received serious attention, even though students in these areas also face equally complex social and emotional challenges, such as low self-

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confidence, limited communication skills, and a lack of conducive environmental support. This research offers a new perspective by presenting a technology-based social and emotional learning model that is adaptive to the real conditions of junior high schools in Enrekang, where simple technology such as mobile-based learning applications, interactive media, and lightweight digital platforms can be used effectively to strengthen students' social and emotional competencies [10]. Thus, this research makes an original contribution in bridging the gap between the theory and practice of social and emotional education in urban and rural areas. This novelty lies not only in the methodological aspect, but also in the context of application that is more appropriate to regional characteristics, so that the research results can be used as a relevant model for other schools in similar regions in Indonesia.

This research is expected to provide significant theoretical and practical benefits in the development of technology-based social and emotional education at the junior high school level. From a theoretical perspective, this research will enrich the literature on the integration of social and emotional education with the use of simple technology, thereby adding a new perspective to educational studies, especially in the context of semi-rural schools which have so far received little attention. In addition, the results of this study can strengthen the theoretical framework of Social Emotional Learning (SEL) by adding the dimension of utilizing digital technology in improving student skills. From a practical perspective, this research can be a reference for junior high school teachers in Enrekang Regency to design innovative and balanced learning strategies between academic achievement and social and emotional skills, so that students not only excel cognitively, but also have strong social, emotional, and character abilities. Furthermore, the findings of this study are expected to support the sustainable development agenda (SDGs), especially point 4 on quality education, while encouraging the realization of a young generation that is intelligent, has Islamic character, and is adaptive to face global challenges in the digital era..

2. Methodology

This study uses a descriptive qualitative approach that aims to describe in depth the phenomenon of technology-based social emotional education for junior high school students in Enrekang Regency [11]. This approach was chosen because it is able to reveal complex, natural, and meaningful realities from the perspective of the research subjects, so that researchers can understand the experiences, perceptions, and practices that occur in the learning context [12]. This research was conducted for six months, starting from the preparation stage which included the preparation of instruments, permits, and coordination with schools, followed by the data collection stage through observation, in-depth interviews, and documentation, to analysis and preparation of the research report [13]. The main focus of this study is to explore how teachers and students interpret the integration of social emotional education with the use of technology in the daily learning process, both in the classroom and through simple digital media accessible to schools in semi-rural areas. With this approach, the study is expected to be able to provide a holistic picture of the dynamics of technology-based social emotional learning in junior high schools in Enrekang Regency.

The primary instrument of this research is the researcher herself, as in qualitative research, the researcher serves as the key instrument directly collecting, interpreting, and analyzing data in the field. To strengthen this role, the researcher was assisted by supporting instruments in the form of structured and semi-structured interview guides, observation

sheets, and related documents. Informants were selected using a purposive sampling technique, which involves deliberately selecting informants based on their involvement in technology-based learning in junior high schools. The primary informants in this study consisted of teachers who implement the learning, students who participate in learning activities, and the principal who plays a role in policymaking and supports technology-based social-emotional education innovations. To obtain rich and in-depth data, three data collection techniques were used: participant observation to directly observe classroom learning practices, in-depth interviews with informants to explore their perspectives, experiences, and challenges faced, and documentation studies of learning tools such as lesson plans, syllabi, and digital media used by teachers in integrating social-emotional education.

The data obtained in this study were analyzed using the interactive model of Miles and Huberman (1994), which includes three main stages: data reduction, data presentation, and conclusion drawing or verification. Data reduction was carried out by selecting, simplifying, and focusing data relevant to the research objectives, while data presentation was carried out in the form of descriptive narratives, tables, and charts that illustrate important patterns related to technology-based social-emotional education. Furthermore, conclusions were drawn continuously from the beginning of data collection to the final stage of the study, so that the results of the analysis were not only descriptive but also interpretative according to the field context. To ensure the validity of the data, triangulation techniques were used for sources and methods, namely by comparing data from interviews, observations, and documentation, and involving informants from different backgrounds to obtain more diverse perspectives. Furthermore, member checking was carried out, namely confirming the findings with informants to ensure the accuracy of the data and avoid interpretation bias, so that the data obtained were truly valid, reliable, and scientifically accountable.

3. Result and Discussion

Results and discussion can be presented as a unified unit containing research findings and their explanations.

3.1. Result

The research findings indicate that the implementation of technology-based social-emotional education for junior high school students in Enrekang Regency can be examined from two main perspectives: the social-emotional conditions of junior high school students in Enrekang Regency and the implementation of technology in social-emotional learning. These two aspects are interrelated and provide a comprehensive picture of how students' social-emotional dynamics are formed and how technology is utilized in the learning process. For further clarity, the research results on each of these aspects will be explained in detail in the following subsections.

A. Social and Emotional Conditions of Junior High School Students in Enrekang Regency

The research results show that one of the main problems faced by junior high school students in Enrekang Regency is high levels of social anxiety, especially when interacting in public or in the classroom. Many students feel a lack of confidence when asked to answer questions, express opinions, or make simple presentations. This anxiety often manifests itself in the form of nervousness, trembling in the voice, avoiding eye contact, and even silence and refusing to speak. Learning environments that still focus on academic achievement and a

culture of shyness in front of peers exacerbate this condition. Teachers stated that most students are more comfortable expressing their ideas in writing than speaking face-to-face, indicating still low verbal communication skills. This finding aligns with a UNICEF report (2023) that states that approximately 30% of adolescents in Indonesia experience social and emotional problems that affect their motivation to learn. Therefore, this condition indicates the need for learning strategies that can reduce social anxiety and systematically build student self-confidence.

In addition to self-confidence issues, this study also found that junior high school students in Enrekang Regency tend to face difficulties when working together in groups. During class discussions or group work, many students choose to be passive and allow one or two students to dominate, while the rest of the class simply follows along without making meaningful contributions. This situation indicates a barrier to collaboration skills, which are actually a crucial competency in 21st-century education. Teachers stated that the causes of this low collaboration include the continued strong individual learning pattern, students' lack of experience in completing project-based assignments, and limited interpersonal communication skills. As a result, students' potential to develop empathy, tolerance, and conflict resolution skills is not optimally honed. This condition shows that social-emotional skills, particularly in the aspects of relationships and cooperation, have not been strongly integrated into junior high school learning. Yet, collaboration skills are crucial not only in educational contexts, but also in social life and the future world of work.

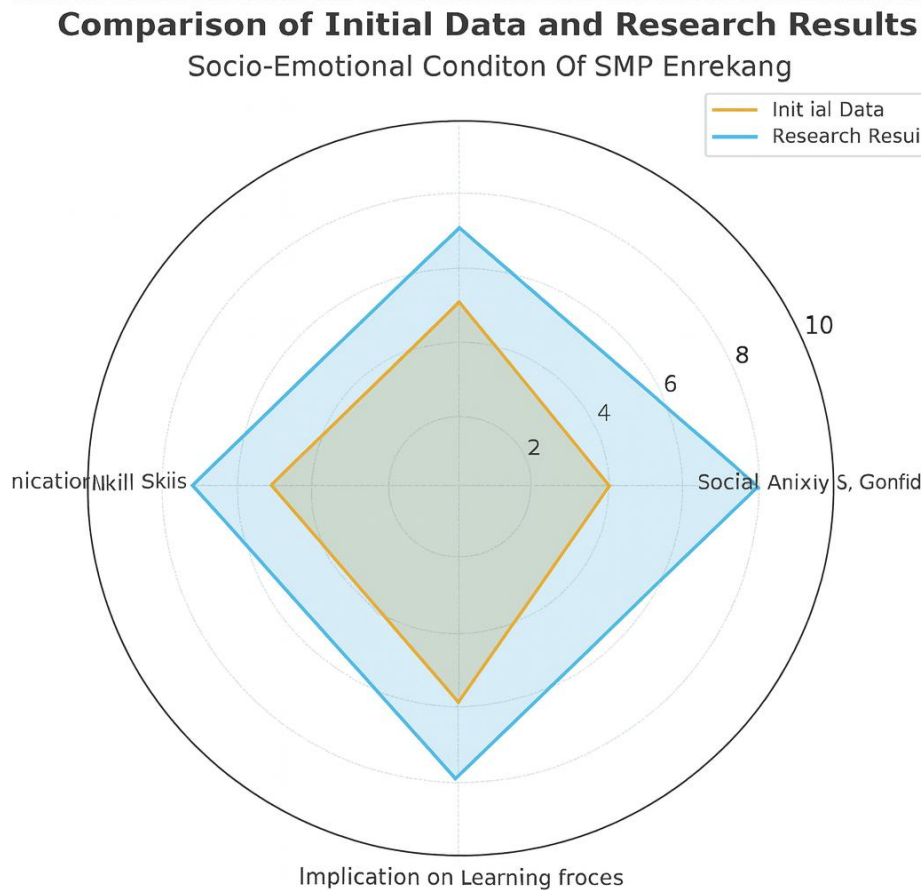
Another important finding in this study is students' poor communication skills, both verbally and nonverbally. Students often struggle to convey ideas clearly, use appropriate language, or express emotions in a healthy manner. For example, when given the opportunity to speak in class, some students give short answers or even remain silent. This barrier occurs not only in formal communication with teachers but also in everyday interactions with peers. Teachers revealed that a lack of communication practice, limited interactive learning media, and a local culture that emphasizes politeness and silence all influence the development of students' communication skills. This condition aligns with the Social Emotional Learning theory, which emphasizes the importance of relationship skills as a key pillar in developing students' character. Without strengthened communication, students will struggle to build healthy relationships, both at school and in their social environment. Therefore, learning innovations are needed that can provide a safe space for students to practice active communication.

The socio-emotional conditions of junior high school students in Enrekang Regency, characterized by social anxiety, low self-confidence, difficulties in collaboration, and weak communication skills, have significant implications for the quality of the learning process. Many students actually have good academic potential, but are unable to express their abilities due to emotional and social barriers. As a result, their academic achievement does not fully reflect their true potential. Furthermore, these poor socio-emotional skills also affect learning motivation, with some students becoming less enthusiastic about participating in lessons and more easily bored. Teachers stated that this condition often makes it difficult to create a conducive and participatory classroom atmosphere. If not addressed promptly, the imbalance between students' cognitive and socio-emotional abilities will widen the gap in education quality in the region. Therefore, it is crucial to immediately design technology-based learning

interventions that can improve socio-emotional skills while supporting students' academic achievement.

The following shows the research results in Figure 1.1 which presents a comparison between initial data and research results regarding the social emotional conditions of junior high school students in Enrekang Regency.

Figure 1.1. Comparison of Initial Data and Research Results on the Social-Emotional Conditions of Junior High School Students in Enrekang Regency



B. Implementation of Technology in Social Emotional Learning

The research findings indicate that the use of educational technology in junior high schools in Enrekang Regency, although still limited, is beginning to show positive results in supporting the strengthening of students' social-emotional skills. Teachers have used simple media such as Google Classroom to deliver materials and assignments, interactive quiz applications to increase participation, and learning videos to clarify concepts. Although school facilities in semi-rural areas are not yet fully adequate, teachers are striving to innovate by utilizing available devices, including students' mobile phones, which have limited internet access. Field observations show that students are more enthusiastic when learning is conducted using digital media compared to conventional lecture methods. In fact, some students who are usually passive in class are starting to express their opinions through digital platforms. This situation demonstrates the great potential of using technology as a bridge to reduce anxiety, foster self-confidence, and increase learning motivation. Thus, technology can

be an important tool in supporting the more effective implementation of social-emotional education at the junior high school level, despite the many infrastructure limitations that schools still face.

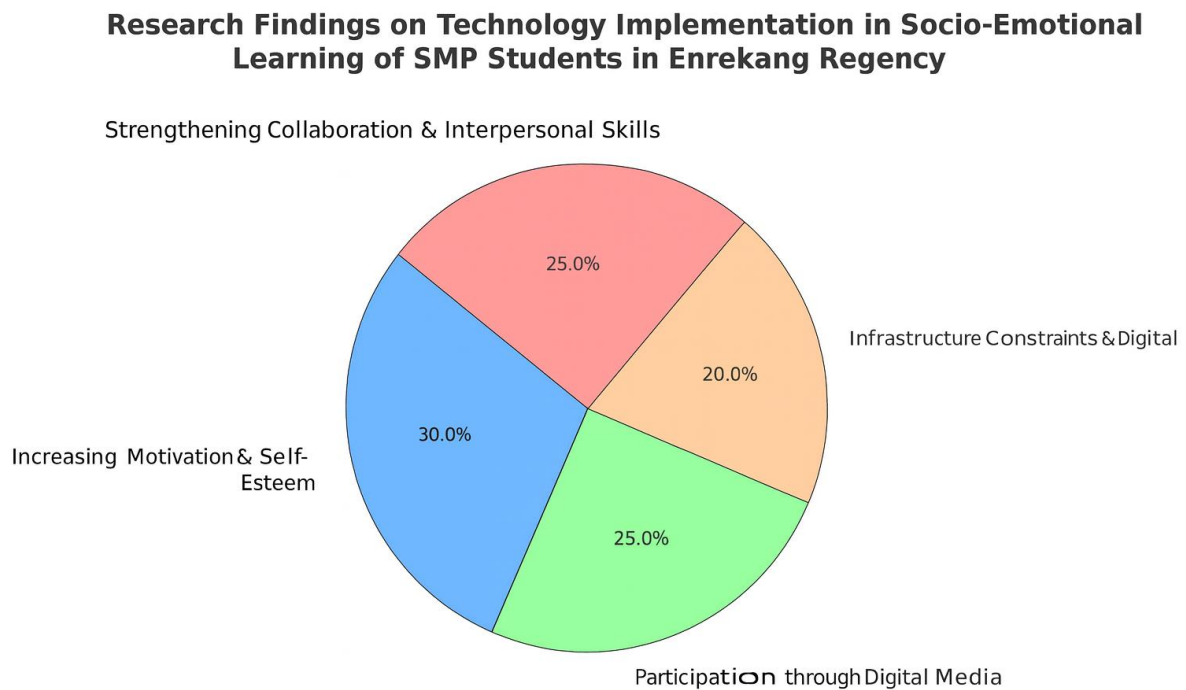
In its implementation, teachers believe that digital media, such as interactive quiz apps, can create a more enjoyable learning environment and reduce students' psychological stress. Through technology-based quizzes, students feel freer to express their answers without worrying about being ridiculed or embarrassed by their peers. This has direct implications for the social-emotional aspect, as students learn to be more confident and respect differences of opinion. Furthermore, the use of instructional videos allows students to understand the material more easily and fosters empathy when the videos depict social situations close to their lives. Teachers also stated that technology helps create more intense two-way interactions, where students not only receive the material but also actively provide responses. Interview data showed that students felt more comfortable expressing ideas through digital messages than speaking directly in class. These findings reinforce the view that integrating technology into social-emotional learning not only supports academic achievement but also strengthens students' interpersonal skills.

However, this study also identified significant challenges in the use of technology in junior high schools in Enrekang Regency. These include limited infrastructure, such as unequal internet access, a limited number of devices, and low digital literacy among teachers and students. This situation results in the use of technology in learning being partial and not fully integrated into the curriculum. Several teachers admitted to still having difficulty designing technology-based learning that truly emphasizes strengthening social and emotional aspects. As a result, technology's potential as an instrument for developing social and emotional skills has not been optimally utilized. Nevertheless, the presence of simple technology still makes a significant contribution to changing student interaction patterns. For example, students who were previously reluctant to participate in class discussions have become more confident in expressing their opinions through digital platforms. This demonstrates that limited infrastructure is not a complete obstacle, as long as teachers are creative in adapting learning strategies to school conditions. Therefore, support from regional education policies is essential for more focused and sustainable technology implementation.

Overall, the implementation of technology in social-emotional learning at junior high schools in Enrekang Regency has shown quite promising results, despite still facing various limitations. Technology has successfully provided a safe space for students to express themselves, reduced social anxiety, and increased learning motivation. Teachers utilize digital media not only as a means of delivering material, but also as an interactive tool to build students' self-confidence, collaboration, and communication skills. These findings demonstrate that technology-based social-emotional education can be an innovative strategy relevant to the needs of young people in the digital era, even in semi-rural areas with limited facilities. With the support of teacher training, adequate infrastructure, and integration into the curriculum, technology implementation can be optimized to strengthen students' character and social-emotional competencies. This study also confirms that technology is not merely a cognitive aid, but also a crucial instrument for developing adaptive, empathetic students who are able to interact healthily in social and academic environments.

The following shows the research results in Figure 2.1, which presents an analysis of technology implementation in the social-emotional learning of junior high school students in Enrekang Regency. This pie chart illustrates four main aspects: increased motivation and self-confidence, participation through digital media, infrastructure and digital literacy constraints, and strengthening collaboration and interpersonal skills.

Figure 2.1. Research Results on the Implementation of Technology in Social-Emotional Learning for Middle School Students in Enrekang Regency



3.2. Discussion

The research results show that the implementation of technology in social emotional learning at junior high schools in Enrekang Regency has a significant contribution in increasing student motivation, self-confidence, and participation. The use of simple media such as interactive quiz applications, Google Classroom, and learning videos has been proven to be able to change student interaction patterns from passive to more active. Observations show that students who are usually reluctant to speak in front of the class become more confident in expressing their opinions through digital platforms, whether in the form of writing, voice recordings, or answers to application-based quizzes. Students feel freer to express ideas without excessive psychological pressure because digital media provides a safe space for expression, thereby reducing the fear of being wrong or worrying about being ridiculed by peers. This condition has a direct positive impact on the social emotional aspect, especially in terms of reducing social anxiety and fostering previously low self-confidence. This is in line with the theory of Social Emotional Learning (CASEL in [14], [15], where strengthening social emotional competence can be done through contextual, interactive, and participatory learning methods . Field findings also show that technology not only functions as a cognitive aid to facilitate knowledge transfer, but also as an important instrument in

building communication skills, collaboration, and student emotion management. Thus, the presence of technology in learning becomes a strategic bridge to overcome the social-emotional barriers of junior high school students in Enrekang Regency while improving the quality of the learning process as a whole.

However, this study also found that the implementation of technology in social-emotional learning in junior high schools in Enrekang Regency still faces significant challenges, particularly related to limited infrastructure and low digital literacy among teachers and students. Unequal internet access across regions, limited number of devices in schools, and minimal training for teachers in integrating technology are significant inhibiting factors. This condition causes the use of technology in social-emotional learning to be less than optimal and remains partial, with teachers tending to only use digital media at certain moments without fully integrating it into the curriculum. However, these limitations do not diminish the enormous potential of technology in supporting students' social-emotional development, as evidenced by positive changes in interaction patterns that are more open, collaborative, and communicative when technology is used. Students become more confident in expressing their opinions, more enthusiastic in discussions, and more easily collaborate with peers through digital media. Therefore, policy support from local governments and schools is urgently needed, both in the form of providing more equitable digital infrastructure, improving learning facilities, and holding intensive training for teachers to be able to design innovative, technology-based learning strategies. If these challenges can be overcome, the integration of technology-based social-emotional education will not only improve the quality of learning in Enrekang Regency, but will also contribute to the achievement of sustainable development goals (SDGs), especially quality education that encourages the birth of an adaptive, empathetic, and globally competitive generation in the digital era.

4. Conclusion

Based on the research results, it can be concluded that technology-based social and emotional education in junior high schools in Enrekang Regency plays a crucial role in improving the quality of learning while simultaneously shaping students' character to be more adaptive in the digital era. Research shows that students still face various social and emotional challenges, such as social anxiety, low self-confidence, difficulty working in groups, and weak communication skills, which significantly impact their motivation and participation in learning. However, the implementation of educational technology, although still limited to simple media such as Google Classroom, interactive quiz applications, and learning videos, has had a positive impact by providing a safe space for students to express themselves, reducing social anxiety, and fostering courage in active participation. This demonstrates that technology functions not only as a cognitive tool but also as an important instrument in building social and emotional skills relevant to the demands of the 21st century. However, this study also found significant obstacles in the form of limited infrastructure, unequal internet access, limited devices, and low digital literacy among teachers and students. Therefore, policy support from local governments and schools is needed in the form of improving digital infrastructure, providing learning facilities, and intensive training for teachers to design innovative technology-based learning. With adequate support, the integration of technology-based social emotional education is believed to be able to improve the quality of education in Enrekang Regency, while supporting the achievement of the fourth

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point of the sustainable development goals (SDGs) on quality education, as well as preparing a young generation that is intelligent, empathetic, adaptive, and globally competitive.

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