





# Social emotional learning in physical education: how to build the mental and physical capacity of learners?

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## Abstract

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This article aimed to provide information related to social emotional learning in physical education as an effort to build the mental and physical capacity of students. The method used in this article is a literature review. Data collection for literature review was carried out with the Taylor and Francis data base search tool as the main source in finding articles with keywords social emotional learning and physical education. Search results based on inclusion and exclusion criteria, then from 42 articles only 6 articles match the topic of the article. According to the analysis's findings, socio-emotional learning focuses primarily on teachings that emphasize basic abilities including self-awareness, self-management, social awareness, relational skills, and responsible decision-making. Students can learn to identify and control their emotions, create healthy relationships, set objectives that are worthwhile, fulfil their own and others' needs, make ethical judgments, and solve problems by including social-emotional learning into physical education. The results of this article's literature review are expected to increase readers' insight into social-emotional learning and physical education for students and can be used as a theoretical basis for further research.

**Keywords:** Learners, physical education, social emotional learning, teachers.

## Introduction

Physical education programs are the cornerstone of a comprehensive school effort to increase the physical activity level of learners (O'Donnell et al., 2020). The fundamental goal of the physical education curriculum is to give students the knowledge and confidence to pursue a fulfilling and successful life as a physical mover by teaching them how to apply skills linked to physical activity. A person who is physically literate has acquired the abilities needed to engage in a variety of physical activities, is aware of the advantages of being active, and engages in regular physical activity (Lawson, 2019). Physical education formally imparts knowledge and values through physical activity that includes body

development and care. However, physical education does not only focus on the body, even more than that. Physical education plays a special role in improving academic standards, promoting healthy lifestyles, managing risks in developing physical skills and confidence in movement (Harvey & Pill, 2018). Health in physical education is defined as being healthy physically, mentally, spiritually and socially so as to allow a person to live productively (Løvoll et al., 2019). Physical education allows learners to develop social skills so as to have effective relationships with others. Through physical education becomes the basis of natural training in the process of social interaction both in groups and between groups (Huynh et al., 2021). Thus, a physical education teacher needs to pay

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attention to the growth and development of his students (Wolf et al., 2022).

Physical education specifically addresses social emotional development in classes that emphasize self-awareness, self-management, social awareness, interpersonal skills, and ethical decision-making (Jagers et al., 2019). These courses ought to include exercises that demand cooperation, present challenges, and have a clear winner (Harvey & Pill, 2018). These exercises ought to educate students how to control their emotions when they fall short of their objectives, to persevere in the face of difficulty, to establish plans and debate them with their teams, and to provide constructive criticism to one another (Burroughs & Barkauskas, 2017). Incorporate curriculum models suitable for social-emotional learning, such as teaching personal and social responsibility, sports education, and adventure-based learning (Elboim-Gabyzon et al., 2022). Another strategy for encouraging learner development in crucial social-emotional learning is to support learner-centered instruction (Vassilopoulos et al., 2018).

The process through which children and adults comprehend and control their emotions, establish and meet positive goals, feel and demonstrate empathy for others, create and uphold positive relationships, and make moral choices is known as social emotional learning (Neth et al., 2020). When social emotional learning is included into a movement-based classroom, students can simultaneously develop their cerebral and physical skills (Elboim-Gabyzon et al., 2022). Physical education can play an important role in building positive social-emotional experiences for learners (Thorburn, 2021). According to research, systematic attention to social-emotional learning and wellbeing in educational settings is linked to better results in adult life as well as lower levels of disruptive behavior, higher learner engagement, and higher academic accomplishment throughout the school years (Price, 2019).

For example, learners can be taught five social emotional learning competencies by using role play that focuses on specific skills such as communication, problem solving or responsible decision making. Cooperative learning teaching techniques, which incorporate the assignment of different responsibilities to each learner, can be used to do this in the context of skill-based learning classes (Lawson, 2019). This instructional approach helps all students to gain the leadership,

analytical, and empathic abilities associated with social-emotional learning (Stipp, 2019). Teachers can then offer opportunities for the application of the abilities in a number of games and physical activities once students have proven their ability to use these skills in a variety of contexts (Simonton & Garn, 2019).

Physical education teachers should create a learner-centered learning environment when instructing social and emotional learning competencies (Eklund et al., 2018). Creating a learner-centered learning environment reveals that students learn better in a safe setting where they have the freedom to make decisions and have opportunities to network and show their skills (Shiver et al., 2020). This environment promotes physical and emotional safety by helping learners feel that they are important in the learning process and that their perspectives are valued (Bartlett, 2019). Learner-centered classes also encourage more forms of intrinsic motivation and help learners see the relevance of subject content (Koutelidas et al., 2020). The way students view themselves may have an impact on how well they learn. Therefore, it is advised that all physical education sessions be organized in accordance with students' needs, interests, and values (Aidman & Price, 2018).

When a baby wants the primary caregiver's physical and emotional attention throughout infancy, the social-emotional development of that person begins (parent) (Mondi & Reynolds, 2020). Programs for social and emotional learning are generally intended to promote positive feelings and emotional order in early children (DeMink-Carthew et al., 2020). Children learn to (1) recognize relevant and true messages, (2) ignore tangible but irrelevant communications, and (3) deal with tangible and relevant but useless messages as they acquire emotional regulation (Elliott et al., 2020). Young children (ages 3-5) are the focus of many social emotional learning programs as they start to understand and recognize their feelings, a skill known as self-awareness during this developmental stage. It has been demonstrated that students who have higher levels of self-awareness perform better academically and are better able to control the strength of their emotions (Rawdin, 2021). Together, emotional expression, emotional organization, and self-awareness combine to form what is referred to as emotional competence (Yang, 2021). The desire to fit in, make friends, express emotions, and do well in school grows stronger as people go through different stages of

life. These requirements and expectations still support emotional well-being in adults and have a significant impact on happiness levels (Socas, 2017).

Students can learn to identify and control their emotions, form wholesome relationships, create objectives that are worthwhile, fulfill their own and others' needs, make ethical judgments, and solve issues by incorporating social-emotional learning into physical education programs. Therefore, it is crucial for physical educators to create an atmosphere that supports the abilities required for learners to develop emotionally, inspire them to keep studying, and establish a good self-concept. In this scenario, introducing college and job readiness requires the introduction of social-emotional development.

## Methods

This article is a type of literature review. The literature review is a study to review the results of previous research that revealed about social-emotional learning and physical education (Wolf et al., 2022). In this article tries to reveal social emotional learning in physical education as an effort to build the mental and physical capacity of learners. The data in this article was obtained through previous research articles that have been published in several international journals. Search for articles in literature review using data base in the form of Taylor and Francis. The strategy used in journal search uses inclusion and inclusion restrictions. The inclusion limitation consists of: (a) looking for journals with keywords social emotional learning and physical education, (b) reputable international journals recognized by the Ministry of Education and Culture, (c) using articles with a publication period of 2016-2020. Meanwhile, the exclusion limit consists of: (a) not using journals other than the Taylor and Francis data base, (b) not using journals that are not internationally accredited with a reputation recognized by the Ministry of Education and Culture. After the data or article, the next stage is to enter the results of the analysis by adjusting to the inclusion criteria then collected and thousands of journal summaries including the author's name, year of publication, title and research results. The discussion of this article will examine each of the 6 articles that have

been published in journals with discussions about social-emotional learning and physical education.

## Results and Discussion

The initial discussion in this literature review is in the form of a presentation of article data including the author's name, year of publication, title, and research results presented in Table 1.

In order to better manage their own emotions, sentiments, and concerns and those of others, as well as to solve problems and form healthy peer relationships, students must engage in social and emotional learning (Hurd et al., 2021). A variety of critical abilities for students to succeed in physical education and life are covered by the five basic competencies of social emotional learning, including: Self-awareness comes first, followed by self-management, ethical judgment, relationship management, and social awareness (Gagnon, 2016). These skills are essential in a child's overall development and for driving their overall success (Worrell et al., 2020). As learners develop social-emotional competence, they will be better able to seek help when needed, manage their own emotions, and troubleshoot difficult situations (Socas, 2017). According to numerous research, teachers can successfully encourage social emotional learning across all subject areas and see beneficial outcomes. (Huynh et al., 2021).

### Self-Awareness

The capacity to perceive one's own feelings, thoughts, and values as well as how they influence behavior is known as self-awareness. As a result, one is able to perceive their own power limitations clearly and with a "development attitude" and reasoned self-confidence (Eklund et al., 2018). Additionally, self-awareness is an effort to recognize, articulate, and comprehend one's own thoughts, feelings, and the potential influences they may have on action. It entails having a strong feeling of self-confidence and accurately assessing one's own abilities and limitations. The academic decisions that students make, how long they will persevere in the work, and whether they will ask for help during the assignment are all influenced by their perceptions of their own talents and shortcomings (Jagers et al., 2019).

**Table 1**

Article analysis results.

Author, Year	Heading	Research Results
Enloe, 2020	Social and Emotional Learning Through Creative Movement in the Physical Education Classroom	For the sake of enhancing students' physical competence, educators can rightfully assist students in becoming more conscious of their social and emotional selves. The student will become a more complete person when the lesson's emphasis incorporates all of their components (social, emotional, and physical). One or more of the five SEL skills are present in movement-based activities by definition. More than we had anticipated, learners will undoubtedly demonstrate enormous growth.
Ciotto & Gagnon, 2018	Promoting Social and Emotional Learning in Physical Education	In addition to the content they teach, physical education teachers have a special chance to shape how their students develop through social interactions, relationships, and other skills including managing student behavior and serving as role models for social and emotional competence. Most likely, effective physical educators already employ teaching approaches that are conducive to positive learning, a positive atmosphere, social-emotional learning, and academic learning. It is simple to integrate social-emotional learning into the physical education curriculum by using the right teaching techniques and methods. To promote a good learning environment, social-emotional competence, and academic learning for all learners, it is ideal for all quality qualified educators to regularly adopt appropriate tactics.
Gagnon, 2016	Creating a Positive Social-Emotional Climate in Your Elementary Physical Education Program	It is difficult for schools to adapt to a demanding curriculum that will get students ready for important standardized tests. It's critical to constantly remind oneself that everyone want a sense of acceptance, love, and belonging. Teachers are people who work with students who are also people with feelings, needs, and emotions. What a tremendous tool physical education teachers in elementary schools have for empowering children to make a difference in this incredible world.
Goh & Connolly, 2020	Efficacy of School-based SEL Programs: Aligning with Health and Physical Education Standards	In the United States, a number of for-profit and nonprofit programs have been effectively adopted in schools to foster social emotional learning competencies. The five fundamental characteristics of socio-emotional learning—self-awareness, self-management, social awareness, relational skills, and responsible decision-making—have been successfully promoted by numerous programs. Social emotional learning abilities and related skills that are emphasized in school curricula and activities are documented. The advantages of social emotional learning and related subcompetencies in physical education and health curriculum and activities are amply supported by research. The nation's children and youngsters are expected to gain from legislative improvements that promote effective social-emotional learning initiatives in schools.
Worrell et al., 2020	Merging Social and Emotional Learning with Comprehensive School Physical Activity Programming in an Elementary School	By enhancing social interaction and problem-solving abilities, the implementation of comprehensive school physical activity programming methodologies can improve the learning environment for students and lower behavioral difficulties. Comprehensive physical education programs should be implemented in schools to satisfy students' social and emotional needs. This will help students become more socially and emotionally stable, which will improve their academic performance. Physical activity that focuses on social-emotional skills can be advantageous for both students and the school setting. Every learner will react differently. Depending on the unique demands of each student, effective comprehensive school physical activity programming tactics can be changed. Comprehensive school physical activity programs must be modified annually and continuously to meet the needs of students.
Richards et al., 2019	Combining the Skill Themes Approach with Teaching Personal and Social Responsibility to Teach Social and Emotional Learning in Elementary Physical Education	This article makes an effort to offer a few suggestions and examples for how social and emotional learning competencies can be incorporated into physical education in elementary schools, although these are not all-inclusive. Instead, instructors are urged to expand on this work to create new solutions to meet the demands of their teaching situation in the spirit of TPSR. Furthermore, programs aimed at primary school physical education teachers should take social and emotional learning objectives into account and incorporate them. This may include chances to use teaching techniques in practice. while obtaining feedback from systematic instructional observation. Teachers in basic physical education methods courses may want to think about putting more of an emphasis on social and emotional learning, both in the classroom and outside on the playing field. The potential for implementation.

To encourage self-awareness in a physical education context, teachers must employ concept-based learning that is pertinent, practical, and purposeful for their students, and that makes real-life connections for them. Concept-based learning is a method of instruction that emphasizes teaching the "big picture" rather than merely the fundamentals of a given subject in order to connect what is being learned to the actual world and give it context. For instance, in physical education, the concept of "free space" is crucial for success in any sport or activity where participants must accept passes from teammates. Learners won't pass if they don't comprehend the requirement for being in an open space, how to get there, and how to adjust speed and direction. As a result, the student will fail to assist his side in winning the match. Learning about open space provides students with a larger perspective.

### **Self-Management**

Self-management is the capacity to successfully control one's feelings, ideas, and behaviors in a variety of contexts by mastering stress management, impulse control, and self-motivation (Hurd et al., 2021), ability to plan and strive toward reaching academic and personal objectives. The memory of students and the cognitive resources they employ for academic assignments are influenced by their ability to control their emotions. Not to mention that gaining cognitive skills in physical education has a significant impact on how students learn in the classroom and how they use learning strategies to master physical education subject (Stipp, 2019). This includes the capacity of students to maintain composure when their grades fall short of those of their friends. Another illustration is when students organize their thoughts into problem-solving techniques in order to win a competitive game and maintain composure under pressure. For students to succeed in the learning process, self-management is crucial (Enloe, 2020).

The sports department of the primary or secondary school team might serve as an example of self-management in physical education. Teachers can begin by talking about how students should act whether their team wins or loses. Teach students that it's acceptable to feel happy when their team works hard, follows the rules, and wins competitions. Validate both the joy of victory and the disappointment experienced when the team loses. Perhaps this team put in a lot of effort and followed the regulations, yet they were unsuccessful. Given the

circumstances, it is acceptable and natural to feel sad and disappointed. However, extreme celebrations like shouting, gloating, or uncontrollable sobs are inappropriate whether you win or lose talking about the emotions and sentiments involved in competitive.

### **Social Awareness**

The capacity for perspective-taking and empathy with others, including those from various origins and cultures, is known as social awareness. Understanding of social and ethical standards, resources, and community assistance for families, schools, and communities (Goh & Connolly, 2020). In addition to being able to accept variety, social awareness also means being able to identify, comprehend, and value the similarities and differences between various people and groups. Learning about social awareness helps students accept different points of view, empathize with people from various origins and cultures, and comprehend social and ethical norms (Gagnon, 2016). Physical education may teach social awareness in a way that encourages students to use their imagination, self-expression, and teamwork to solve problems via movement. Through the use of stimuli in developing and/or investigating movement sequences and patterns, sensory activity produces a kinesthetic response. However, addressing personal and social obligations in physical education can be done in a variety of ways, not just through teaching social awareness. When possible, a high-quality and developmentally appropriate physical education program should incorporate lessons on social responsibility and self-advocacy across the curriculum and by utilizing a variety of themes (Huynh et al., 2021).

### **Relationship Skills**

Relationship management refers to the capacity to establish and preserve productive relationships with a variety of people and/or groups. Ability to express oneself clearly, listen intently, work with others, withstand unwarranted social pressure, constructively resolve conflicts, and ask for and provide aid when necessary (Neth et al., 2020). These skills include being able to speak properly, work together, actively listen, avoid unwarranted social pressure, resolve disputes, and ask for and/or provide aid when it is required (Stipp, 2019). Relationship management in physical education teaches students to cooperate and work together while including their own interests in an effort to develop solid, supportive bonds that promote community building. Cooperative

challenges are a fantastic approach to educate students how to work together, collaborate, and foster a sense of community while also developing relationship management skills in a physical education setting (Socas, 2017).

Activities where a group must work together to effectively carry each member over a wall, across a "lava-filled lake," or transfer themselves through a "black hole" are examples of physical obstacles that call for collaboration. In tasks like these, using active listening or communication skills will support establishing and sustaining satisfying connections, which is directly tied to good relationship skills and effective relationship management. As a result, teachers offer a setting where students can practice using their bodies and minds as a team to solve challenges.

### Responsible Decision Making

The capacity to make wise decisions about one's activities and relationships with others based on moral principles, safety considerations, and societal conventions is known as responsible decision-making. Consideration for one's own and others' well-being as well as a realistic assessment of the effects of one's activities (Hurd et al., 2021). Additionally, the capacity for responsible decision-making refers to the capacity for making acceptable and respectful judgments regarding one's own conduct and social interactions in light of moral principles, safety considerations, societal norms, and one's own and others' wellbeing (Vassilopoulos et al., 2018). As a management technique, encouraging responsible decision-making with learners helps promote problem solving. This competency entails the capacity of students to recognize issues and create suitable solutions to those issues, including both social and academic issues (O'Donnell et al., 2020).

To teach responsible decision-making in a physical education setting, teachers must give their pupils the chance to become motivated, independent, and responsible for their choices. This can be done in exercises where pupils collaborate in small groups to overcome obstacles. One approach to achieve this is to teach pupils how to modify an activity or game to include additional physical activity. This requires promoting physical activity, knowing the benefits of movement and exercise, and—most importantly—using wise decision-making strategies all throughout the process. Physical educators want to ensure that students are engaged in physical activity for the majority of the class period.

### Conclusions

A school's overall attempts to raise students' levels of physical activity are built on its physical education programs. The improvement of academic standards, encouragement of a healthy lifestyle, risk management in the growth of physical skills, and self-assurance in movement are all areas where physical education plays a specific role. A person must be in good physical, mental, spiritual, and social health in order to lead a fulfilling life, according to the definition of health in physical education. Students can learn social skills through physical education to build strong interpersonal interactions. Through physical education, the foundation of organic training in the process of social interaction within and between groups is established. Physical education classes that emphasize self-awareness, self-management, social awareness, interpersonal skills, and responsible decision-making are specifically targeted by social emotional learning in this subject area. Include curriculum models that promote social and emotional learning, such as those that emphasize teaching civic engagement, sports education, and adventure-based learning. Another strategy for encouraging learner development in crucial social-emotional learning is to support learner-centered instruction. Therefore, by include social-emotional learning in physical education programs, students can learn to identify and regulate their emotions, create healthy relationships, set goals that are worthwhile, satisfy their own and others' needs, make moral decisions, and solve issues.

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