

## CORRELATION OF SOCIAL EMOTIONAL LEARNING WITH THE USE OF FLIPPED CLASSROOM METHOD IN LEARNING LISTENING

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### ABSTRACT

*The aim of this research is to find out the correlation between social emotional learning and the use of the flipped classroom method in English listening learning and to know the use of Social Emotional Learning in the application of the flipped classroom method affects English listening learning. This research used correlational research method. The subjects of this research were students of the 2021/2022 and 2022/2023 batches of the English Education study program at Iqra Buru University, totalling 35 students. The data collection technique used in this study was a questionnaire that distributed using Likert Scale. The data in this study was analysing used correlation analysis techniques in the IBM SPSS Statistic 23. Validation test has been done with the results stating that all statements in the questionnaire were valid. After calculating all valid statements, the reliability coefficient for the Social Emotional Learning questionnaire was 0,855 and the reliability coefficient for the Flipped Classroom questionnaire is 0.934. The result of this research was the significant 2-taild is  $0,000 < 0,05$  means that social emotional learning (SEL) and flipped classroom method are correlate. Besides that, the value of pearson correlation is 0,736 means that social emotional learning and flipped classroom has strong correlation and positive. The conclusion of this research is social emotional learning and the use of flipped classroom method in learning listening is correlate with strong positive correlation.*

**Keywords:** Social Emotional Learning, Flipped Classroom, Listening

### INTRODUCTION

The covid-19's effects on education include the development of learning methods that more often use online learning. Following the times in this modern era, online learning methods are the most frequently used methods in the learning process even after the end of the covid-19. In fact, online methods in the learning system carried out today lead to an increase in learning loads which trigger psychological changes in students. One of them is academic stress because students do not understand the material well (Basith *et al*, 2021). This can be caused by several influencing factors such as unstable networks and other disturbances so that the learning process is not maximized when done online (Nasriani, 2022).

Academic stress felt by students can be in the form of emotional changes because emotion is one of the factors that can affect the learning process in the classroom. Emotions can have a positive or negative impact on students in the form of behaviour given to themselves, others, and the environment (Sazdovska, 2021). Emotion control can provide many benefits, especially during the learning process.

One of the learning materials that require good emotional control is English

Listening because students are required to concentrate well during the learning process. It cannot be denied that emotional changes can affect the process of receiving and managing information in learners. Therefore, Social Emotional Learning can be one of the methods to know, control and understand the emotional development of learners. The use of flipped classroom learning methods that are carried out online and offline learning can support the learning process to run well.

Flipped classroom is a learning strategy in blended learning that combines offline and online learning. The learning material is given online with the flipped classroom method. After that, the material that has been given online is previously carried out in offline learning in the classroom through discussion, critical thinking and problem solving. Then, learners are given the opportunity to deepen their knowledge through a series of assignments and evaluations (Thatphaiboon & Sappapan, 2022). Education is not only related to academic knowledge but also to the physical and mental and moral development of learners. Social Emotional Learning is designed to teach learners about emotional skills and responsible decision making (Araúz *et al*, 2022). In this study, social emotional learning will be applied as a problem-solving strategy to the usage of the flipped classroom method in listening class.

Social Emotional Learning (SEL) is learning about self-formation in students related to how to control themselves and establish social relationships with others. In addition, social and emotional learning can assist students in developing the skills necessary to control and understand their emotions, make wise decisions, be responsible, care about others, and establish lasting connections. (Ihsan *et al*, 2019). Students' social and emotional development is significantly influenced by social emotional learning that is taught using online teaching strategies. They can show an attitude of curiosity, confidence, able to work together, get social support and sympathize with their environment. Although there are still some students who do not show positive changes (Nurmaya *et al*, 2022). This is consistent with earlier research showing a link between listening and interacting, solving problems, managing, and boosting self-confidence, which are all aspects of social emotional learning (Yilmaz & Yazici, 2020). In addition, the use of the flipped classroom method is recommended because it is useful in reducing students' anxiety,

increasing self-confidence and being able to think critically and encouraging active and collaborative learning (Gustian *et al*, 2023).

From the description above, the researcher analyze the correlation between social emotional learning and using the flipped classroom method in English listening learning and whether the use of Social Emotional Learning in the application of the flipped classroom method affects English listening learning.

## METHOD

This research used correlational research methods. The correlation between two or more variables is examined using the correlational research method. To determine the relationship between the usage of social emotional learning and the implementation of the flipped classroom method in English listening learning, this study used a questionnaire as a research instrument. The subjects of this research were students of the 2021/2022 and 2022/2023 batches of the English Education study program at Iqra Buru University, totalling 35 students.

Data collection technique in this research was questionnaire. Questionnaires are used to collect data directly with research subjects. Researchers distributed 2 types of questionnaires. First, a questionnaire with sections on the development of social emotional learning, including self-awareness, self-management, social awareness, relational skills, and responsible decision-making. Second, a questionnaire about flipped classroom method in learning English listening. The questionnaires distributed using Likert Scale

Table 1. Likert Scale

Scale	Point
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

The data in this study was analysing used correlation analysis techniques. First, the data obtained in the form of numbers calculated used correlation analysis techniques in the IBM SPSS Statistic 23. Second, from the results of these calculations, researchers processed and organized the data into a form that easy to understand and understand. Third, the conclusion made based on the results of data

processing by looking back at valid evidence during the data collection process in order to solve the problems raised in this study properly.

In addition, data analysis techniques obtained from respondents were analyze quantitatively using a correlation test It measures the strength of the correlation between a variable and another variable and gives a number that expresses that correlation. Basis of decision making is follows: if the Significance 2-tailed  $< 0.05$  then correlated, if the Significance 2-tailed  $> 0.05$  then not correlated and if the significance value is exactly 0.05 then we can compare the Pearson Correlation Test with the r table with the following conditions: 1) if Pearson Correlation Test  $> r$  table then related, 2) if Pearson Correlation Test  $< r$  table then not related. The guidelines for the correlation level are described in table below:

Table 2. Correlation Level

Coefficient Interval	Correlation Level
0,00 – 0,199	Very Weak
0,20 – 0,399	Weak
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

## FINDING AND DISCUSSION

The correlation between social emotional learning and flipped classroom method was seen using a questionnaire that has been distributed to students. Twelve statements, including self-awareness, self-management, social awareness, relational skills, and responsible decision-making, were used to describe the development of social emotional learning. Besides that, there were twelve statements related to the flipped classroom method using in listening learning. Validation test has been carried out using the IBM SPSS Statistics 23 with the results stating that all statements in the questionnaire were valid. After calculating all valid statements, the reliability coefficient for the Social Emotional Learning questionnaire was 0,855 and the reliability coefficient for the Flipped Classroom questionnaire is 0.934

The correlation test on social emotional learning and the flipped classroom utilized in the listening class produced the following results:

Table 3. Correlations

		SEL	Flipped Classroom
SEL	Pearson Correlation	1	.736**
	Sig. (2-tailed)		.000
	N	35	35
Flipped Classroom	Pearson Correlation	.736**	1
	Sig. (2-tailed)	.000	
	N	35	35

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 3. Correlation of social emotional learning and the use of flipped classroom method in listening learning

Based on the table above, the significant 2-tailed is 0,000, means that  $0,000 < 0,05$ . Therefore, social emotional learning (SEL) and flipped classroom method are correlate. Besides that, the value of pearson correlation is 0,736. It means that social emotional learning and flipped classroom has strong correlation and positive.

Due to the teaching-learning process and everything scientific, students who suffer academic stress feel under pressure. academic stress that cannot be controlled will be able to affect how students complete school assignments and have an impact on student involvement in teaching and learning activities (Vestadand & Tharaldsen, 2022). Therefore, teaching and learning activities that are carried out offline and online can provide positive benefits for the lives of lecturers and students because there is a combination of learning methods carried out by lecturers. The flipped classroom method is a learning method in which the learning process is conducted online and offline.

In addition, the importance of knowledge and application of social emotional learning in the learning process is very important in the formation of character and improvement of student abilities. In this study, it was found that social emotional learning has a relationship with flipped classroom method used in listening learning conducted by students of the English Education study program at Iqra Buru University. The correlation test results show that the two variables have a strong positive relationship so that it can be said that the higher the value of social emotional learning, the higher the learning effect given using the flipped classroom method in the listening class. This is in line with research conducted by Noam

Lapidot-Lefler (2022) showing that the application of social emotional learning through digital media can increase student motivation and facilitate the process of knowledge transfer and make teaching and learning activities fun and reduce academic stress experienced by students.

## CONCLUSION

In conclusion, social emotional learning (SEL) and Flipped Classroom Method in learning listening has correlate with significant 2-tailed  $0,000 < 0,05$  and strong positive correlation with value of pearson correlation is 0,736. Therefore, social emotional learning affects the learning process by using the flipped method in English listening learning. Besides that, through the application of social emotional learning in teaching-learning activities, it is expected to can reduce the number of students' academic stress.

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