

Increasing Poetry Comprehension Skills Through Social-Emotional Learning Elements With Problem Based Learning Model in Class IV

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Low poetry comprehension and limited emotional engagement among elementary students remain persistent challenges in Indonesian language instruction. This classroom action research aimed to improve students' poetry comprehension and social-emotional skills through the integration of Social Emotional Learning (SEL) elements within the Problem Based Learning (PBL) model. The study was conducted in two cycles involving 24 fourth-grade students at SDN Pengkol 01, Sukoharjo. The research applied the Kemmis and McTaggart spiral model, which includes the stages of planning, acting, observing, and reflecting. Data were collected through observation sheets and written tests and analyzed using percentage techniques for completeness criteria. The results from the pre-cycle showed that only 8 students (37.88%) achieved the minimum score of 70. In cycle I, the average score increased to 70.16 with 13 students (59.02%) achieving completeness. However, the criteria for classical completeness (70%) had not yet been fulfilled. In cycle II, after improvements in learning strategies and the reinforcement of SEL components—such as self-awareness, social awareness, and relationship skills—students' performance significantly improved. The class average reached 95.75 with 22 students (94%) achieving completeness. The study concludes that integrating SEL into PBL in poetry learning not only enhances cognitive outcomes but also fosters students' emotional intelligence and interpersonal skills. This approach contributes to more meaningful and holistic learning in the Indonesian language curriculum. The success indicators being met in both cognitive and affective domains confirm the effectiveness of this integrated model for primary school poetry instruction.

INTRODUCTION

Poetry learning in elementary schools has an important role in shaping students' language sensitivity and empathy. However, understanding poetry is often a challenge because students are not yet able to relate the meaning of poetry to their personal experiences and emotions. Most learning approaches tend to emphasize cognitive aspects, such as structure and literal meaning, without touching students' affective and social aspects. This limitation has an impact on students' low interest and involvement in the learning process, especially in understanding the life values contained in poetry. Poetry learning in elementary schools has an important role in shaping students' language sensitivity, empathy, and appreciation of life values. According to (Indriyani & Kelana, 2021) Students need various stimuli to be able to improve their understanding in reading poetry. For this reason, teachers must have the skills to arrange the right learning. However, in practice, students often experience difficulties in understanding the meaning of poetry in depth because learning is still monotonous and teacher-centered. According to (Anggara, 2021) in the implementation of Competency Standards that contain poetry reading material, with the formulation of understanding poetry reading, as well as Basic Competencies that include responding to the way poetry is read and

reflecting on the content of the poetry read. However, in the initial observations on poetry material in grade 4 of Elementary School Pengkol 01, learning that tends to emphasize aspects of language structure, literal meaning, and memorization has not been able to encourage students to live poetry through their emotional and social experiences. and also shows limitations in interpreting poetry reflectively and critically, as well as low active involvement during the learning process. Initial observations at SDN Pengkol 01, Sukoharjo, particularly in grade IV under the instruction of Mrs. Sri Rahayu, confirm these concerns. Based on her account, many students exhibit difficulty in understanding poetry beyond its literal meaning. They tend to focus solely on memorizing stanzas without connecting to the themes or emotions conveyed. Classroom learning still prioritizes linguistic structure over emotional exploration. As a result, students are less motivated, struggle to express empathy or personal reflection, and show minimal active participation during poetry sessions. The absence of meaningful emotional engagement and limited opportunities for collaborative reflection highlight the need for an innovative instructional approach.

The Problem Based Learning (PBL) model is one of the innovative approaches that is relevant to be applied in learning poetry. This model places students as the center of learning through solving real and contextual problems. In PBL, according to (S.Indra, et al. 2024) Learners are involved in the process of solving challenging problems through discussion to build communication and collaboration skills in formulating solutions based on critical thinking. Through this process, students not only develop academic abilities, but also learn to take a role in the group, respect the opinions of others, and connect learning with everyday life. In the context of learning poetry, the Problem Based Learning approach allows students to relate the meaning of the text to personal experiences, so that the meaning of the poem becomes more vivid and meaningful. This problem-based learning process involves discussion, collaboration and reflection, which naturally contains elements of Social and Emotional Learning. According to (Nur Fadhil et al., 2023) Social and Emotional Learning functions to shape learners to be able to recognize, understand, and manage their own emotions and establish healthy social relationships. The Social and Emotional Learning framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) includes five main competencies, namely self-awareness, self-management, social awareness, social relationship skills, and responsible decision-making. When the Problem Based Learning approach and the principles of Social and Emotional Learning are integrated in poetry learning, students not only learn to understand poetry literally, but are also able to interpret its meaning reflectively and critically through their social interactions and emotional experiences. At Elementary School Pengkol 01, Indonesian language learning that combines the Problem Based Learning approach and Social and Emotional Learning, especially in poetry material that demands emotional and social sensitivity, has not yet been tried to be implemented.

Previous research has shown that Problem Based Learning and Social and Emotional Learning approaches separately have a positive impact on improving learning outcomes. According to (Solikah & Shofiani, 2023) Problem Based Learning encourages critical thinking, active learning, and student engagement in solving problems through teamwork. On the other hand, according to (Nuraeni et al., 2023) Social and Emotional Learning plays an important and effective role in forming learners who are able to understand and manage themselves and establish positive relationships with others. According to research that has been conducted (Amalia et al., 2024) The study concluded that when these two approaches are combined, learning becomes more meaningful as it not only develops cognitive aspects, but also strengthens students' social and emotional skills. However, most implementations still do not touch on the great potential of Indonesian learning as a vehicle for students' social and emotional development. In particular, poetry material contains strong life values, feelings, and moral messages, making it highly relevant to strengthen students' empathy, self-awareness, and reflection.

This research aims to implement social-emotional learning elements through the Problem Based Learning model in poetry learning in class IV of Elementary School Pengkol 01. The main focus of the research is to examine how the integration of the two approaches can improve the ability to

understand poetry while developing students' social and emotional skills. The novelty of this research lies in the effort to combine two strategic educational approaches, namely Problem Based Learning and Social and Emotional Learning, into poetry learning which has received less attention in learning innovation in elementary schools. It is hoped that the results of this study can be a real contribution to the development of Indonesian language learning that is more humanistic, meaningful, and centered on the comprehensive development of learners.

METHODS

This research uses the Classroom Action Research type. The model of this research refers to the spiral model developed by Kemmis and McTaggart. According to the book (A.Solehan, 2023) The model divides one cycle of classroom action research procedures into four steps, namely planning, acting, observing, and reflecting. The four steps form an interrelated cycle and in the next cycle, planning can be revised based on the results of the reflection from the previous cycle. According to (Purwanto, 2021) in his book on class action research, that by improving learning strategies, methods, or teacher approaches that are considered ineffective in increasing learner involvement and understanding. If in the implementation of classroom action researchers have achieved the goals set and the expected changes have been seen significantly, then the research can be stopped, because the cycle in this study is flexible and continuous according to the needs of improving learning. The research was conducted in two cycles during the even semester of the 2024/2025 academic year in class IV of SDN Pengkol 01, Sukoharjo, with a total of 24 students participating.

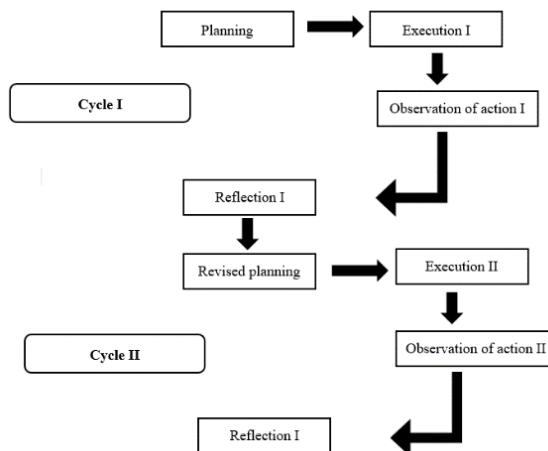


Figure 1. Classroom Action Research Cycle

The description of each stage in the class action research cycle is as follows:

Cyle 1:

1. Planning: This stage was conducted before the research began, including problem identification, goal formulation, and action preparation. Researchers prepared teaching modules based on social-emotional competencies, chose the Problem Based Learning (PBL) model, and completed learning tools such as media, question grids, observation sheets, and evaluation instruments. The goal is to ensure that all learning needs are ready so that the implementation of the action runs effectively.
2. Execution: At this stage, researchers carry out learning according to plan by applying the Problem Based Learning (PBL) model with an emotional social competence learning approach to encourage students to think critically and solve problems, as well as increase participation and learning outcomes.

3. Observation: During the learning process, researchers and observers monitor students' cognitive, social, and emotional engagement, and record changes in behavior to evaluate the effectiveness of learning.
4. Reflection : is conducted after implementation and observation to assess the success of the action. Data is analyzed to identify strengths and weaknesses, which then become the basis for improving learning in the next cycle.

Cycle 2:

1. Planning: Researchers re-developed lesson plans by improving teaching modules and instruments that were previously considered less effective.
2. Execution: The action continued with the refined approach, based on the results of the first cycle reflection.
3. Observation: Student activities were re-observed to note any changes in learning behavior, emotional engagement, and increased understanding.
4. Reflection: is conducted by reviewing observation data, learning outcome tests, and student assignments to assess the success of the improvement. This stage also aims to ensure an overall improvement in student learning outcomes.

Social and Emotional Competency Assessment

According to (Melissa Schlanger, 2025) The Social Emotional Learning (SEL) components measured refer to five competencies from the CASEL framework, including: Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making. Assessment was conducted using an indicator-based observation rubric (see Rubric Table 1). Scores were given by researchers and collaborating teachers through observation during group discussions, classroom interactions, and students' oral and written reflections. The scoring scale ranged from 1 (low) to 4 (very good), according to the frequency and quality of behavior displayed.

Tabel 1. Student Social-Emotional Competency Assessment Section

SEL Competency	Indicator	Score 1 (Less)	Score 2 (Enough)	Score 3 (Good)	Score 4 (Very Good)
Self-awareness	Expressing feelings towards the content of the poem	Not able to convey	Conveys with force or hesitation	Conveys clearly	Conveys honestly and reflectively
Self-management	Manage emotions and focus during group work	Easily distracted and passive	Fairly focused but often needs to be directed	Focused and independent in the group	Very independent and able to help organize the group
Social awareness	Shows empathy when listening to friends' poetry	Does not show empathy	Listened but did not respond	Listens and responds	Actively encourages and shows verbal empathy
Relationship skills	Communicates and cooperates	Often disputes and does not participate	Participates with limited communication	Communicative and cooperative	Encourages cooperation, facilitates discussion
Responsible decision-making	Make decisions with the group	Handing over decisions to others	Participate minimally	Actively discuss and make logical choices	Propose ideas and mediate conflicts

Evaluate Social and Emotional Competence

The evaluation of students' social-emotional competency development is conducted based on the five core competencies of the CASEL (Collaborative for Academic, Social, and Emotional Learning) framework, namely: self-awareness, self-management, social awareness, social skills, and responsible decision-making. According to (Cavioni et al., 2024) Each competency is broken down into observable behavioral indicators that can be assessed during the learning process. To obtain valid and comprehensive data, the evaluation is conducted using three main techniques, as follows:

1. Structured Observation

Teachers and researchers use rubric-based observation sheets to record students' social-emotional behaviors during group discussions, presentations, and learning reflections. Observations are conducted systematically to record the frequency and quality of students' behaviors according to the established indicators.

2. Student Reflective Journals

At the end of certain sessions, students are asked to write a short reflective journal containing their feelings during learning, experiences of working together in groups, and interpretations of the poem's content. This journal is used to reveal students' self-awareness, empathy, and decision-making from a personal perspective.

3. Semi-Structured Interviews

Some students are selected for in-depth interviews to explore their understanding and social-emotional experiences during the learning process. These interviews also aim to validate data from observations and journals.

Assessment was conducted using a 4-point SEL assessment rubric (Score 1: Poor, to Score 4: Excellent) for each competency indicator. The results of the three techniques were analyzed triangulatively to ensure data accuracy and provide a comprehensive picture of the social-emotional development of the students.

Techniques and Data Sources

The main source of data came from fourth grade students of Elementary School Pengkol 01. Data was collected through observation, interviews, teacher journals, and written tests. Tests were used to measure students' cognitive achievement in relation to their understanding of poetry, while observation and teacher journals were used to assess students' social-emotional development. Tests were used to measure students' cognitive achievement of the material taught. Data analysis was carried out by calculating the percentage of student learning completeness. A student is declared complete if he/she scores according to or more than the Criteria for Achievement of Learning Objectives (KKTP). Classically, learning is considered complete if at least 70% of the total number of students reach the KKTP value. In addition, the teacher's success in managing learning was also measured, with the success standard being in the range of 66% to 85%. The validity and reliability of the instruments were tested before being used in the study. The content validity of the instruments (observation sheets and poetry comprehension tests) was obtained through expert judgment by two experts, namely a lecturer in the field of Indonesian language learning and a classroom teacher who understood the characteristics of the students. Revisions were made based on the experts' input. The instruments were also tested in parallel classes to test reliability using Cronbach's alpha formula, with a coefficient of 0.81, indicating high reliability.

RESULTS AND DISCUSSION

Result

Pre-cycle Action

This class action research took place in class IV Elementary School Pengkol 01 for three months, starting from February to April 2025. Before starting the class action, the researcher analyzed the factors causing the lack of understanding of the poetry material of class IV students of Elementary School Pengkol 01 Sukoharjo Regency. One of the efforts made is to analyze how much students understand about poetry material. Below is a table that shows the results of students' initial understanding of poetry material with assessments related to understanding poetry in a text.

Table 2. Pre-cycle initial comprehension score results

Information	Pre-Cyle			
	Student Count	Total Value	%	Description
Complete	8	600	37,88%	Nilai \geq 70
Incomplete	16	984	62,12%	Nilai < 70
Total	24	1.584	100%	

The average score of students is 1.584: $24 = 66\%$ The data results of students who get a score of 70 and above are 8 students with a percentage of 37.88%. These results have not reached the standard of classical learning completeness, so researchers will carry out a learning improvement plan by using a social emotional learning approach by combining problem-based learning methods to increase students' understanding of poetry which makes students also able to write and read if they already understand poetry from text and make it in Indonesian Learning in class IV Elementary School Pengkol 01Sukoharjo Regency.

Action Cycle 1

1. Planning

Planning is done as the initial stage before the implementation of learning actions. At this stage, the researcher designed and compiled instruments to help direct learners in the poetry learning process. Planning includes the preparation of learning modules that integrate the Social Emotional Learning (SEL) approach based on the five main competencies of CASEL, namely: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The learning model used is Problem Based Learning (PBL) combined with collaboratively designed and problem-based Learner Worksheet media. In addition, a diagnostic assessment was also conducted to determine the initial condition of students and determine the formation of learning groups. The main purpose of this plan is to facilitate students' understanding of poetry, so that they are not only able to understand the content of the text, but also can write poetry by paying attention to its elements in depth, while instilling social-emotional values during the learning process.

2. Execution

The actions taken were divided into two learning meetings during cycle I.

First Meeting (Monday, March 03, 2025)

The teacher started the activity with ice breaking in the form of games and simple questions such as "How do you feel today?" to build students' emotional awareness. After creating a comfortable atmosphere, the teacher read a poem entitled "Friends of Nature" which describes the natural beauty around the Colo Dam, as a medium to arouse students' empathy and social awareness. Next, the teacher invites students to respond to the content of the poem with sparking questions, then explains the concept and elements of poetry dialogically. Students are then divided into small groups and given Worksheets which contains the task of analyzing the structure and meaning of poetry collaboratively, accompanied by problem-based questions. This activity focused on building active participation, cooperation, and effective communication between students in accordance with SEL principles.

Second Meeting (Thursday, March 06, 2025)

The activity continued with PBL and SEL-based poetry learning. Students are divided into groups based on the initial assessment, and use the worksheets as a guide for analyzing poetry. In group discussions, students develop critical thinking, empathy, and decision-making skills. The teacher gives questions that are discussed together, and one group member is randomly selected to present the results of the discussion-training students' responsibility and courage. Afterward, students participated in a light ice breaker and did an evaluation in the form of HOTS questions. At the end of the activity, the teacher provides overall feedback on students' academic performance and socio-emotional development.

3. Observation

During the learning process, observations were made of learner engagement from cognitive and social-emotional aspects. The observation results showed that students began to show interest in the poetry material and were actively involved in group discussions. In general, students' understanding of the concept and structure of poetry improved, marked by their ability to identify themes, diction, and meaning in poetry. From the SEL aspect, students seemed to be able to manage emotions, cooperate with group mates, express opinions, and show empathy and responsibility. However, there are still some students who tend to be passive and not confident when presenting the

results of the discussion in front of the class. In addition, in-depth understanding of poetry structure still needs to be improved, especially for students with middle to lower academic abilities.

4. Reflection

Reflection was conducted after the whole series of actions and observations of cycle I were completed. Based on the evaluation results, the application of SEL and PBL approaches in learning poetry has had a positive impact, both in terms of improving understanding of the material and building students' social-emotional character. The classroom atmosphere became more lively and collaborative, and students began to show enthusiasm in analyzing and discussing poetry. However, the reflection also identified some shortcomings that need to be improved in the next cycle. There were still students who were passive in discussions and not optimally involved in presentations. In addition, understanding of the elements of poetry has not been fully distributed. Therefore, planning for the next cycle will focus on more intensive mentoring strategies for less active students, as well as a variety of activities that can increase the confidence and participation of all students evenly.

Table 3. Students' Social-Emotional Behavior

social emotional elements	student behaviors
Self-Awareness	<ul style="list-style-type: none"> Students are able to express their feelings towards the content of the poem. Students recognize the emotions that arise when listening to or reading poetry.
Self-Management	<ul style="list-style-type: none"> Students are able to manage time during group discussions. Students stay focused even though the discussion atmosphere is crowded.
Social Awareness	<ul style="list-style-type: none"> Students show empathy towards the content of poems about nature. Students listen to their friends' opinions without interrupting.
Social Skills	<ul style="list-style-type: none"> Students actively express their opinions during discussions. Students help group members who have difficulty understanding the poem.
Responsible Decision Making	<ul style="list-style-type: none"> Students choose the right diction when writing poetry based on experience and discussion. Students determine the mutual agreement in the group.

Table 4. The result of students' Poetry comprehension score in cycle I

Information	Pre-Cyle			
	Student Count	Total Value	%	Description
Complete	13	994	59,02%	Nilai \geq 70
Incomplete	11	690	40,98%	Nilai < 70
Total	24	1.684	100%	

The average student score is $1,684 : 24 = 70,16$. The data results showed that students who scored 70 and above were 13 students with a percentage of 59.02%. This percentage has not reached the standard of classical learning completeness, so the researcher considers it necessary to make improvements to the learning plan. Improvements were made by adding learning strategies that allowed students to be more active, namely through the social-emotional learning (SEL) approach combined with the Problem Based Learning (PBL) model. It is hoped that this combination of approaches can improve students' understanding of poetry, as well as encourage their ability to read and write poetry after understanding the content of the text in depth. This strategy is applied in Indonesian language learning in class IV of SDN Pengkol 01, Sukoharjo Regency.

Action Cycle II

1. Planning

Lesson planning in cycle II focused on improving the strategies that had been applied in cycle I. Teachers rearranged the learning module, teaching tools, and assessment instruments with the Social Emotional Learning (SEL) and Problem Based Learning (PBL) approaches. The main objective was to develop in-depth understanding of poetry while fostering the social-emotional aspects of learners. The planning also included forming smaller and more effective discussion groups. Learners were divided into 6 small groups, each consisting of 4 students, so that each child had space to contribute actively. Planning is done carefully by considering the strengthening of the five components of SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. In addition, the teacher prepared a problem-based worksheets to trigger discussion and analysis of poetry critically and collaboratively.

2. Execution

The actions taken in cycle II consisted of two main meetings.

The first meeting (Monday, April 14, 2025):

The teacher implemented learning by dividing students into small groups. Each group worked together using the worksheets to analyze poetry in terms of structure and meaning. In this process, students not only learn the material, but also practice SEL skills, such as managing emotions during group work, respecting friends' opinions, and showing empathy.

Second meeting (Thursday, April 16, 2025):

The teacher starts the learning with a simple emotion reflection, which aims to build self-awareness. The discussion is continued by answering problematic questions from the worksheets. The teacher acts as a facilitator who actively guides and motivates students. Each group then presents the results of the discussion, where the selection of presenters is done randomly according to the number, to encourage personal responsibility and courage to appear in public. The activity ends with group reflection, sharing of learning experiences, and evaluation of the day's learning.

3. Observation

During learning in cycle II, the classroom atmosphere became more active, fun, and full of participation. Students seemed more courageous in expressing their opinions, working together in small groups, and being able to convey the results of the discussion with confidence. They were more involved in analyzing poetry through worksheets, both in terms of structure and meaning. Emotional reflection activities at the beginning and end of learning help students be more ready to learn and more open in conveying feelings. SEL elements such as self-awareness, emotion management, empathy, and social skills began to be evident in students' behavior. Teachers also find it easier to monitor the development of each student and provide guidance as needed.

4. Reflection

Learning in cycle II showed better results than cycle I. The application of SEL and PBL approaches made the learning process more meaningful and comprehensive. Students not only understood the poems better, but also developed socially and emotionally. Discussions in small groups ran smoothly, randomized presentations encouraged courage, and the classroom atmosphere was more harmonious. This cycle shows that the strategy used succeeds in creating effective, fun learning and encourages real growth in student character.

Table 5. Students' Social Emotional Behavior

social emotional elements	student behaviors
Self-Awareness	Students are able to reflect on the emotional meaning of the poem and relate it to their own life experiences.
Self-Management	Students show initiative and self-discipline during discussions, without always having to be directed by the teacher and complete their tasks with consistent responsibility.
Social Awareness	Students show more real concern for the content of poems on social

	and natural themes around them, and are able to express empathy orally and in writing.
Social Skills	Students are not only active in discussions, expressing opinions with logical reasons, and respecting different opinions and creating a collaborative group atmosphere, such as motivating passive members or helping friends understand the content of the poem in a simple way.
Responsible Decision Making	Students demonstrate the ability to make shared decisions fairly, show an attitude of compromise and responsibility in resolving minor conflicts during cooperation.

Table 6. The result of students' Poetry comprehension score in cycle II

Information	Pre-Cyle			
	Student Count	Total Value	%	Description
Complete	22	2.160	94%	Nilai \geq 70
Incomplete	2	138	6%	Nilai < 70
Total	24	2.298	100%	

The average score of students at the end of cycle II was 95.75, obtained from a total score of 2,298 divided by 24 students. A total of 22 learners (94%) managed to reach or exceed the Minimum Completion Criteria (KKM) score of 70. Meanwhile, only 2 learners (6%) were still below the KKM. This happened because there were still individual obstacles in understanding the meaning of poetry in depth and compiling written interpretations appropriately, although in terms of participation and social involvement, it has shown progress. But overall, these results show that learning with the Social Emotional Learning (SEL) approach and the Problem Based Learning (PBL) method in poetry material has succeeded in significantly improving students' understanding. Learners are not only able to identify the structure of poetry and understand its meaning, but also develop social, emotional, and critical thinking skills through discussion and group work. Since the class average had exceeded the standard of classical learning completeness, and the success indicators from both cognitive and social-emotional aspects had been achieved, the research was stopped in cycle II.

The research results are presented based on two cycles of classroom action carried out in grade IV of SDN Pengkol 01. Each cycle consists of the stages of planning, implementation, observation, and reflection:

Pre-Cycle Results

Most students did not have a deep understanding of poetry. Only 8 out of 24 students (37.88%) achieved a score of ≥ 70 . The class average score was 66. This indicates the need for more contextual learning interventions that involve students' social-emotional aspects.

Cycle I Results

In Cycle I, poetry learning used the Problem-Based Learning model with the integration of SEL elements. The results showed that 13 students (59.02%) achieved the minimum competency standard (KKM) with an average score of 70.16. Social-emotionally, some students showed improvement in cooperation and empathy expression. However, there were still students who were passive and lacked confidence during group presentations.

Cycle II Results

Following reflection on Cycle I, strategies were strengthened, including small-group mentoring, emotional reflection practices, and media variation. Cycle II results showed a significant improvement: 22 students (94%) achieved the minimum competency standard (KKM) with an average score of 95.75. Observations indicated improvements across all SEL competency indicators, such as self-awareness, decision-making, and social relationship skills.

Discussion

A learning strategy that integrates Problem-Based Learning (PBL) with the Social Emotional Learning (SEL) approach has proven effective in improving students' understanding of poetry and their social-emotional skills. According to (Setyawan, 2023) the use of group discussions, emotional reflection, and contextual problem-solving enables students to connect the content of poetry with their personal experiences. This aligns with the findings of (Putri, 2024) which indicate that the collaboration between PBL and SEL can strengthen both cognitive and affective aspects simultaneously.

The factors supporting the success of this strategy lie in the strengths of each approach. According to (Mualifah, 2024) the PBL model provides space for students to develop critical thinking and collaborative problem-solving skills. Through group discussions, students learn to express their opinions, listen to others, and make decisions together activities that directly develop social skills. Meanwhile, according to (Philip et al., 2024) the SEL approach reinforces learning by instilling self-awareness, empathy, and the ability to manage emotions during the learning process. The combination of the two creates a more comprehensive and humane learning environment. Critical analysis shows that this strategy is successful because it creates an emotionally safe learning environment that encourages students to be more open, active, and reflective. Students not only understand the structure and content of poetry but also internalize social values such as cooperation, responsibility, and respect for differing opinions.

Barriers to implementing this strategy include differences in students' initial ability levels and a lack of time for individual intervention. Some students also still experience self-confidence issues when speaking in public. This condition highlights the need to strengthen communication skills and provide additional guidance for students who need it. These findings are in line with the research by (Spigner, 2023), which states that the SEL-PBL approach requires adaptation based on the individual needs of students.

This study has significant contributions compared to the research by (Ismawati, 2025) which emphasizes a cooperative approach in poetry learning but has not explored students' emotional aspects in depth. Additionally, the research by (Wahyuni et al., 2021) which focuses on the application of PBL in Indonesian language learning, has not integrated the social-emotional approach as part of the learning process. The results of this study indicate that strengthening the affective aspect through SEL is an important differentiator in creating more meaningful, reflective, and character-building poetry learning. Therefore, the integration of PBL and SEL is highly relevant to continue developing, as both can effectively help children build social skills, recognize and manage emotions, and strengthen their ability to collaborate in an enjoyable and reflective learning environment.

CONCLUSION

Based on the results of classroom action research conducted in two cycles, it can be concluded that the application of the Social Emotional Learning (SEL) approach combined with the Problem Based Learning (PBL) model is effective in improving both the understanding of poetry and the social-emotional skills of fourth grade students at SDN Pengkol 01. In Cycle I, learning outcomes improved from the pre-cycle condition, with an average score of 70.16 and classical completeness of 59.02%. Although progress was evident, these results did not meet the established criteria for classical completeness. After learning improvements in Cycle II—such as enhancing small group discussion strategies, posing more challenging problems, and strengthening the integration of SEL components—more optimal results were achieved. The average score increased to 95.75, and classical completeness rose to 94%. Students also demonstrated notable development in self-awareness, collaboration, decision-making, and empathy during the learning process.

This study has several limitations. It was conducted within a limited time frame and involved only one class as the research subject, which may affect the generalizability of the findings. Future research could explore the implementation of SEL-based learning in different grade levels or test the

integration of SEL with other learning models to further understand its impact on student development.

This research contributes to the development of Indonesian language learning by demonstrating that integrating SEL and PBL can simultaneously enhance cognitive understanding and foster positive character formation. It serves as a foundation for designing more holistic learning strategies that balance academic achievement with social and emotional growth.

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