Ramification of social-emotional learning on students' academic success in English: A systematic literature review

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ABSTRACT

This study aims to explore the previous research using systematic literature review related to the ramification between social-emotional learning competence (henceforth, SEL competence) and students' academic achievement in English learning context related to the integration of SEL in English learning. The study also investigates whether SEL competence levels of EFL/ESL students and teachers are correlate with students' academic success based on the literature review on the previous study related to the relationship between SEL and English achievement. This study belongs to systematic literature review using PRISMA model for data collection and thematic analysis to analyze the data. The result of systematic literature review showed that SEL competence has a positive correlation with EFL/ESL students' academic achievement which means the higher SEL competence levels that students have, the higher score in English subject they have. The result also indicated both English teachers' and students' SEL competence levels are important for teaching and learning process which connected to the motivation that can increase students' engagement to learn English. Result showed that the relationship between SEL competence levels and students' academic achievement in EFL/ESL context linked to the integration of SEL in the classroom, SEL play an important role as the way for students to learn how to control themselves, their relationships, emotions, and SEL does not replace anything in classroom.

Keywords: Academic Success; EFL/ESL; English Learning; Social-Emotional Competence; Social-Emotional Learning.

INTRODUCTION

In the 21st century skills development, besides critical thinking and collaboration skills, the ability of managing emotions and social skills is a crucial point for students, especially for English students for maintaining their academic success. The innovative strategy of increasing students' skills is needed in English learning context (Hadiyanto et al., 2021; Wiraningsih & Santosa, 2020; Yilmaz, 2021). In order to accomplish the 21st century learning, both teachers and students should be able to use different strategies in the classroom (Santosa et al., 2022; Sulaiman & Ismail, 2020). One of the strategies that can be used to maintain students' skills is social-emotional learning (henceforth, SEL). According to Casel (2013), SEL clarified as the procedures of study in which all people kids, young, and adult applying their knowledge, skills, and attitudes to develop their emotions management, healthy identities, personal

goals, showing empathy to each other, make responsible and fair decisions, and maintain a good relationship. SEL refers to the mindset, attitudes, and skills which sometimes named as "soft skills" or "non-cognitive skills" (Schonert-Reichl, 2022). SEL has interrelation with social-emotional competence, which refers to skills covered in SEL. SEL competence related to skills that covered in SEL, such as; self-awareness, self-management, social awareness, relationships skill, and responsible decision-making (Casel, 2020). SEL also have an important role in English learning, particularly in the EFL/ESL context. According to Ratminingsih (2017), English as a Foreign Language (henceforth, EFL) is the condition when learners already studied about their mother tongue language or national language before they learn about English. EFL is one of the branches of English learning where English not used as the communication language, but only used in the classroom while study which different from the English as a Second Language (henceforth, ESL) which means English is used on daily communication (Ratminingsih, 2017). Additionally, EFL/ESL in the context of learning English can be similar because English is not the mother tongue for students and they need approach that motivate them to learn English. Therefore, developing SEL is a crucial in EFL/ESL context because the ability of maintaining relationship and emotions can helps students to be sensitive in using English.

SEL competence also related to academic achievement of EFL students which refers to the outcomes that came from students' performances in the learning process. Academic achievement is the learning achievement that represent how much students have completed their learning goals and followed all the require activities in the learning process (Kane, 2017). Therefore, the implementation of SEL in English classroom and curriculum need to be increased because SEL strategies show positive result on students' emotions (Alejandra & Luna, 2020). Considering the substance of SEL competence, many research are conducted to find the interrelation between SEL competence and EFL students' learning achievement. For example, the research conducted in Hong Kong and Palembang, Indonesia with secondary students' participants showed that the social-emotional competence has a significant relationship with students' learning achievement and academic achievement in English context (Bai et al., 2021; Wirajaya et al., 2019). Another research in China also indicated the positive correlation between SEL competence, intimidation, and English students' learning engagement (Zhang et al., 2022). Moreover, SEL can be connected with emotional which related to pre-service teachers and students' anxiety (Santosa et al., 2023). Several studies also investigated the role of teacher SEL ability is not less crucial than students' SEL levels, especially in EFL context, teachers' social-emotional learning plays crucial role in students' learning motivation and academic achievement, managing social-emotional learning competence is a must among educators (Anisa et al., 2019; Hermana et al., 2021). The Integration of SEL into curriculum also help English teacher to face the challenges in English classroom (Santosa et al., 2021).

Overall, the previous studies agreed that social-emotional learning competence have a significant correlation for EFL students on their learning participation. The numbers of researches related to relationship between social-emotional competence and learning achievement is increasing, especially in East Asia and Indonesia. Almost all of the previous research investigated the relationships between SEL and EFL/ESL academic achievement using quantitative research and some of the articles are using qualitative or mixed-method research.

METHODS

Research method

In exploring the relationships between SEL competence and students' academic accomplishment in the English learning of EFL/ESL students, the related publication articles about the topic reviewed were the ones from 2019-2024. A systematic literature review technique was implemented to manage related information from several articles that

connected to the correlation between of SEL competence and the effect of SEL toward students' academic achievement in the EFL/ESL context, included other aspects related to SEL competence. A systematic literature review is one of scientific research guides that analyze and synthesize the existing studies or articles related to the topic chosen (Kraus et al., 2022). This article used the Preferred Reporting Items for Systematic Reviews and Thematic Analysis (PRISMA) Guidelines. The PRISMA standards were utilized to explain the schema and visually represent the results of data identification and review of the articles. The purposes of the application of the PRISMA technique are to offer eligible criteria, a data gathering process, data details, study information resources, and a result.

Data collection technique

This systematic review has reviewed the articles from Publish or Perish connected to Google scholar, an electronic database application that allows users to search for articles using specific keywords. The keywords were "SEL in EFL/ESL Context", "The impact of SEL in English learning", and "Relationship between SEL and academic achievement" with the time setting "2019-2024". There are three processes for reviewing the previous articles from the database: database and term of exploration process, implementation of acceptance and removal criteria, and acceptable research selection (Net et al., 2024). From the procedures of searching the studies in the database, 11 articles were obtained. The inclusion and exclusion criteria used to choose the article were particularly relevant to this study.
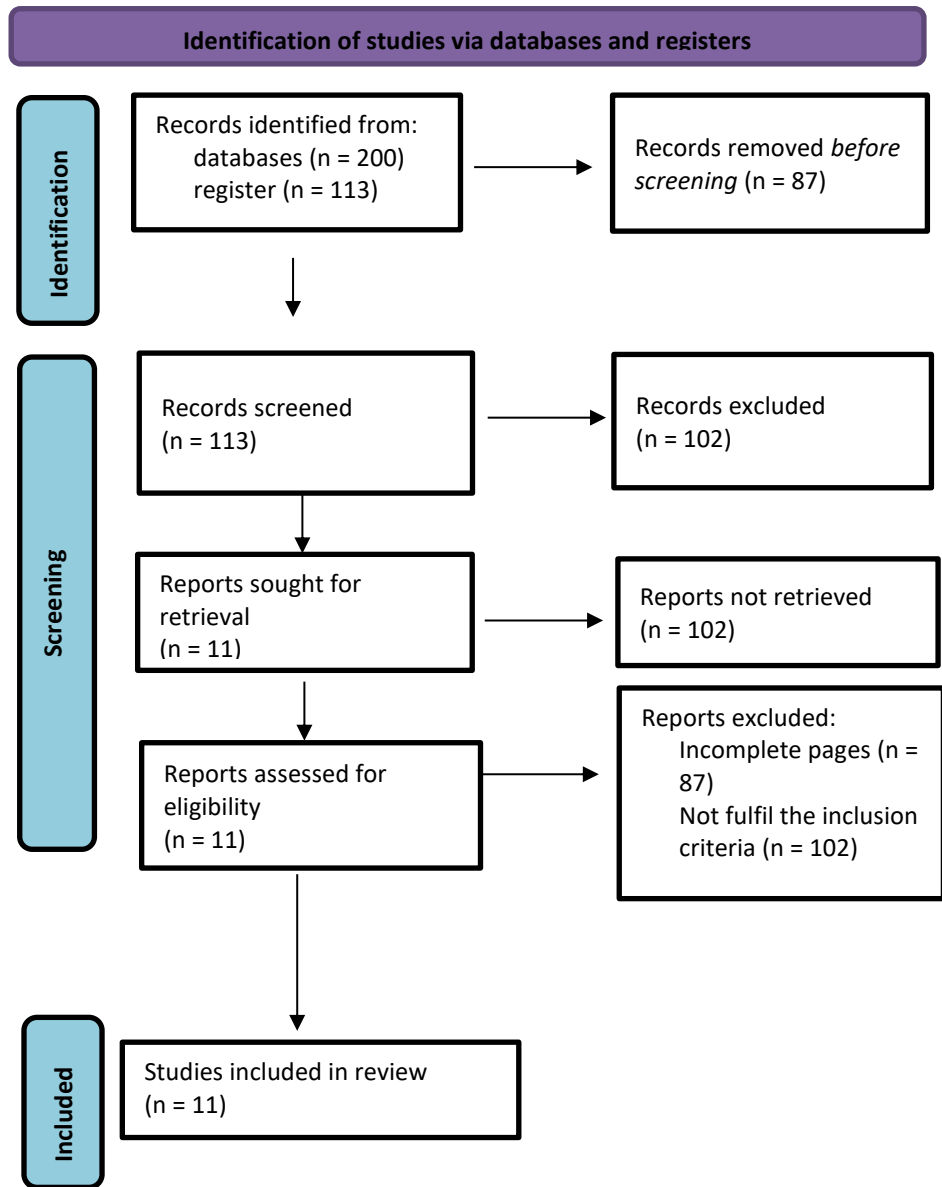
Figure 1. Visual representation of the search and selection process based on criteria.

Figure 1 illustrates the examination and selection process. The criteria of exclusion were used to choose the non-criteria studies that did not suit the field of research, whilst the criteria of inclusion were used to identify the studies that did. After choosing the articles from the database, only 11 articles matched this research topic. This investigation included all the matched papers in study.

Table 1. Inclusion and exclusion criteria

Inclusion criteria	Exclusion criteria
The correlation between SEL competence and students' academic achievement in English learning	Not about the correlation between SEL competence and students' academic achievement in English learning
Must be about the relationships of SEL and English learning	Not about the relationships of SEL and English learning
The importance of teachers and students' SEL competence in EFL/ESL context	The importance of teachers and students' SEL competence not in EFL/ESL context
The role of SEL in EFL/ESL context	Not about the role of SEL in EFL/ESL context
The integration of SEL into curriculum	Not about the integration of SEL into curriculum
Published in the year 2019 - 2024	Not published in the year 2019 – 2024

Table 1 indicates the inclusion and exclusion criteria of the studies. The 11 articles that fit the inclusion criteria mostly discuss the correlation between SEL competence and EFL/ESL academic achievement. Some of the study also focused on the importance of SEL competence for teachers and students in the EFL/ESL context in improving students' engagement to learn English which become an opportunity for children to increase their participation and academic achievement in the classroom especially English class. None of the 11 articles considers another theory beside social-emotional learning for EFL/ESL students. The final findings of previous research are at different levels of education, starting from childhood EFL students until pre-service English teachers, of which the most common level is secondary school students. Based on the results of the previous studies, SEL competence has a significant relationship with EFL/ESL students' academic achievement, especially in Hong Kong, China, and Indonesia. Moreover, the role of SEL in the EFL context is crucial in maintaining good social and emotional conditions for both teachers and students.

Data analysis

This study used thematic and sub-thematic data analysis to find the results of the studies related to the discussion section. Based on the theory by Braun and Clarke, (2014), in the selection process thematic analysis is used to generate themes and sub-themes. Thematic analysis has function of making the illustration of results and discussion more methodical. Additionally, Surahman and Wang (2022) cited in Utami & Santosa (2023), demonstrated four steps of data analysis technique for each article reviewed, description synthesis framework includes of three parts: (1) prior synthesis, (2) relationship between the object of the study, and (3) strength of the synthesis. This study implemented a manual analysis process by reading each article carefully and selecting articles that fit the inclusion criteria.

RESULTS AND DISCUSSION

The relationships between teachers and students SEL and students' academic success in English learning

Table 2. An overview of the chose articles of the impact of SEL competence on academic success

No.	Authors	Findings	Methods	Relationships
1.	Bai et al., (2021)	The findings of this study revealed secondary students in Hong Kong have overall medium level of SEL competence.	Quantitative research	SEL competence and students' academic achievement are correlated.

		SEL competence influenced students' academic achievement especially self-awareness and self-management.		
2.	Wirajaya et al., (2019)	The findings of this study showed a weak correlation between SEL competence and EFL students' academic achievements.	Quantitative research	SEL competence and students' academic achievement are weakly correlated.
3.	Zhang et al., (2022)	The main findings are the relationship between Chinese EFL students' social-emotional competence, grit, and academic engagement shows positive and direct relationship.	Quantitative research	SEL competence and students' academic engagement are related.
4.	Anisa et al., (2019)	The study found a significant correlation between English teachers' SEL competence and students' English learning motivation	Quantitative research	Teachers' SEL competence and students' learning motivation are correlated.
5.	Gimbert et al., (2023)	The findings showed the analysis of educators' SEL competence levels using CASEL framework.	Systematic Literature Review	Educators SEL competence and CASEL framework are important in education.
6.	Suganda et al., (2021)	The study found that English teacher had the highest score in responsible decision-making and self-awareness skills with self-management as the lowest skills. Majority of students demonstrated moderate SEL competence.	Mixed method	English teachers' SEL competence related with students SEL competence.
7.	Teba, (2023)	The problem that faced a lot by teachers is hard to manage the classroom and SEL based activity helps to manage the classroom situation.	Quantitative research	SEL helps to manage classroom situations.
8.	Mihai et al., (2022)	This study found that online learning system with social and emotional engagement increase the effectiveness of English learning.	Empirical study	SEL maintained students' engagement to learn English.

9.	Yen et al., (2024)	This study found there is a need for the improvement in the consistent application of SEL aspects especially responsibility and choices practice in the Grade 10 English classroom.	Qualitative research	SEL need to be improve in English classroom.
10.	Бевз, (2023)	EFL trainee teacher should have a better understanding about SEL to maintain their students' well-being and skills development.	Qualitative research	Trainee teachers SEL understanding related with students' SEL skills.
11.	Ayar, (2023)	This study found that teachers' beliefs about SEL directly correlated with their self-efficacy and affect school climates.	Quantitative research	SEL understanding correlated with self-efficacy and school climates.

In the final result of the analysis, the researcher found that the 11 articles fit the criteria of the study. The previous studies took place in several different cultural backgrounds, such as Indonesia, China, Hong Kong, Switzerland, Poland, and Turkey. Most of the study showed a correlation between SEL competence and EFL students' academic achievement and academic engagement to learn English in an ESL/EFL context. Additionally, the rest of the studies also explored the importance of SEL competence within pre-service teachers, and it is crucial for teachers to understand their abilities in managing their social and emotional competence. Most studies used quantitative research in the form of questionnaires, observations, and surveys to gain the data and used correlational analysis to investigate the relationships between the variables.

All of these studies highlight the significance of SEL competence in the EFL/ESL context. Most of the main findings reveal that SEL competence influences EFL students' academic achievement and students' motivation to learn English. The implications suggest prioritizing SEL training for both teachers and students as the first step in growing SEL competence levels to improve the teaching and learning process in an EFL/ESL context. A wider investigation of the correlation between SEL competence and students' academic achievement is also needed. Additionally, the integration of SEL principles into classroom management strategies, for both online and offline learning presents opportunities to enhance students' well-being and engagement to learn languages, especially English.

The benefit of integrating SEL into curriculum in English learning, EFL/ESL context
This study discussed 11 journal articles that meet the criteria of a systematic literature review. According to the 11 previous articles from 2019-2024, SEL competence is important for teachers and students in the EFL/ESL context. SEL is defined as the strategy of applying skills and knowledge to maintain social and emotional lives. SEL is related to the ability to manage emotions when facing any problem in family, the classroom, or society. As the explained in the CASEL Guide (2013), there are five main skills developed in SEL: self-awareness, self-management, relationship skills, social awareness, and responsible decision-making, which cover a lot of other abilities related to managing social and emotional lives.
Based on the findings of previous studies reviewed, SEL competence showed a positive correlation with EFL students' academic achievement, especially in the English subject of secondary students (Bai et al., 2021; Wirajaya et al., 2019). The studies used social-emotional

competence questionnaires and students' English test scores as a representation of their academic achievements. In EFL adult learners, SEL competence levels also play an important role because of their relationship with EFL students' academic engagement, but in this study, besides social-emotional competence, there is also grit that influences students' learning motivation to learn English (Zhang et al., 2022).

Another crucial thing that needs to be maintained is teachers' SEL competence levels. Pre-service teachers, especially EFL teachers, should have a better understanding of all of the skills developed in social-emotional learning to help students gain SEL competence as well as their teachers do (Anisa et al., 2019; Gimbert et al., 2023). Another study in Indonesia claimed that teachers' SEL competence levels are overall medium, which showed the highest score on self-awareness and responsible decision-making but the lowest score in self-management (Suganda et al., 2021). Teacher perception and beliefs about SEL competence also showed a direct correlation with school climates (Бевз, 2023; Ayar, 2023). Social-emotional learning could be one of the solutions that teachers can use to manage classroom situations (Teba, 2023). SEL has also become an effective strategy to increase learning motivation to learn English during online learning (Mihai et al., 2022). Therefore, the SEL competence of both teachers and students in an EFL/ESL context is very important as a strategy to maintain students' well-being, learning engagement, and learning motivation in the English classroom, which are also positively correlated with students' academic achievements.

CONCLUSION

Social-emotional learning is the strategy for maintaining the social and emotional lives of teachers and students in an EFL/ESL context. In conclusion, SEL is important in educational settings, especially for EFL/ESL, because there is a significant correlation between SEL competence and students' academic achievement in an English subject setting. SEL competence is also a crucial thing for teachers because teacher perceptions and understanding of social-emotional learning concepts, lead to better classroom management to maximize the result of the teaching and learning process in the EFL classroom. SEL training and a broader investigation of integrating SEL into the classroom are the implications of the 11 related studies as a way of maintaining students' well-being and learning engagement in an EFL/ESL setting. Therefore, this study concluded that SEL competence have a significant positive relationship with students' academic achievement, not only SEL competence of the students, teachers' SEL competence levels and their understanding about SEL is also related with students' motivation and engagement in learning English, which leads students to get a better result of their academic performances.

The suggestion for future studies can relies on the exploration of specific skills developed in SEL that have the most correlation with students' motivation or engagement to learn English in EFL/ESL context. The investigation can be focus on students' academic achievement or focuses on students' language skills, for example speaking ability, listening comprehension, reading competence, and writing skills.

CONFLICTS OF INTEREST

The authors affirm there are no conflicts of interest related to the publication of the article.

AUTHOR CONTRIBUTIONS

Antari, N.M.R.: Conceptualization (lead), methodology (lead), data analysis (lead), and writing-original draft preparation (lead); Santosa, M.H.: Contribution to theoretical framework (lead), interpretation of results (lead), and manuscript editing (lead); Dang, T.T.: manuscript review & editing (supporting).

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