

Social-Emotional Learning as Task Architecture: How *Guru Penggerak* Teachers Integrate SEL in the EFL Classroom

Achmad Sulton*, Alfian Zuhairi

Universitas Islam Malang, Indonesia

Email Corresponding: Achmadsulton18@gmail.com

Abstract

Foreign language anxiety continues to hold many students back from speaking English, and social-emotional learning has emerged as a promising way to ease that barrier. Much of the existing research confirms that such learning benefits students but says little about how trained teachers actually build it into their lessons. This study set out to close that gap by examining how English teachers who graduated from Indonesia's *Guru Penggerak* program integrate social-emotional learning in the classroom, and what specific strategies they rely on. The research used a qualitative case study design. Two certified English teachers from state senior high schools in Malang took part, and data came from an open-ended questionnaire and in-depth interviews, analyzed thematically through data reduction, data display, and conclusion drawing, with source triangulation to strengthen trustworthiness. The findings show that both teachers held a firm grasp of the five social-emotional competencies and wove them into the structure of their language tasks rather than teaching them as separate content. Their strategies included structured group roles, reflective journals, discussion of social issues, and outdoor learning. These approaches produced a classroom that students found safe and participatory, which lowered their anxiety and raised their motivation to communicate. The study contributes a model of social-emotional learning as task architecture and suggests that teacher training programs should prepare teachers to design task structures, since it is the design of the task that carries the social-emotional learning.

How to Cite:

Sulton, A., Zuhairi, A. (2025). Social-Emotional Learning as Task Architecture: How *Guru Penggerak* Teachers Integrate SEL in the EFL Classroom. *Educazione: Journal of Education and Learning*, 3 (1), 187-197.

Article History

Received : 28 Jan 2025
Revised : 08 March 2025
Accepted : 09 June 2025

Keywords:

Social-Emotional Learning, Guru Penggerak, English As A Foreign Language, Pedagogical Strategy, Foreign Language Anxiety

INTRODUCTION

Cognitive ability no longer stands alone as the measure of what students need to succeed in school and in life, and education systems around the world have responded by folding social and emotional development into formal schooling. The Collaborative for Academic, Social, and Emotional Learning defines this work through five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2020). The reason this shift has gained such traction is that emotional and social readiness shapes whether academic learning can happen at all, a point that carries particular weight in the language classroom. Evidence from large-scale studies confirms that foreign language classroom anxiety is negatively and significantly related to students' academic success, and that this anxiety suppresses participation, retention, and oral production (Han, Li, & Haider, 2022). In Indonesia, the launch of the Merdeka Curriculum has given this agenda fresh momentum by promoting a student-centered model aimed at holistic growth, and the Ministry of Education has advanced it further through the *Guru Penggerak* program (Makhroji et al., 2026). which trains teachers to enact such pedagogy in and beyond the classroom.

A growing body of scholarship has begun to map how social-emotional learning takes shape in practice, and three themes stand out. The first concerns teacher competence as the pivot of implementation, since programs succeed or fail on whether teachers themselves possess strong

social-emotional skills and the training to apply them, yet evidence for competencies such as responsible decision-making remains uneven (Pentón Herrera, Martínez-Alba, & Burgin, 2025). The second theme situates this work in Indonesia, where studies of the Merdeka Curriculum show that English teachers use interactive methods such as discussion, projects, and games to build emotional engagement, while students respond positively to the resulting atmosphere (Setyaningrum & Purwanto, 2023). The third theme, drawn from second language acquisition, establishes that anxiety operates as a measurable affective barrier that emotional support can mediate and reduce (Han, Li, & Haider, 2022). Taken together, these lines of inquiry affirm the value of social-emotional learning but leave its classroom mechanics underexamined.

Across this literature, a clear gap remains. Prior work has documented that social-emotional learning matters and that teacher competence conditions its success, yet it has focused far more on outcomes and general strategies than on the specific pedagogical mechanisms trained teachers use to convert competencies into classroom practice, particularly in English as a foreign language. Indonesian studies concentrate largely on elementary and junior secondary settings, and few trace how alumni of the *Guru Penggerak* program translate their training into concrete instructional design at the senior high school level. This study addresses that gap. Its novelty lies in the combination of an underexamined context, senior high school EFL classrooms led by certified *Guru Penggerak* teachers, with a focus on mechanism rather than outcome, showing precisely how social-emotional competencies are embedded in the structure of language tasks.

The purpose of this study is therefore to examine how English teachers who graduated from the *Guru Penggerak* program implement social-emotional learning in EFL classrooms, and to identify the specific instructional strategies they use to cultivate students' social-emotional competencies during language learning. By centering the trained teacher as the unit of analysis and the language task as the site of integration, the study extends existing scholarship in two directions. It moves the conversation beyond whether social-emotional learning works toward how skilled teachers make it work, and it connects professional teacher training to observable pedagogical practice within the Merdeka Curriculum framework. The findings are intended to serve both educators seeking transferable strategies and policymakers evaluating the classroom yield of large-scale teacher development.

The central argument advanced here is that, for these teachers, social-emotional learning is not delivered as separate content but engineered into the architecture of the English lesson itself. Following a qualitative case study design, the study explores this claim in depth through the accounts of two certified *Guru Penggerak* teachers, attending closely to the reasoning behind their instructional choices rather than to surface activities alone. The analysis asks not simply what these teachers do, but how their design decisions turn abstract competencies into lived classroom experience that lowers anxiety and strengthens the motivation to communicate. The section that follows sets out the methodological approach through which this exploration was carried out.

RESEARCH METHOD

This study used a qualitative approach with a case study design to examine how English teachers who had graduated from the *Guru Penggerak* program integrated Social-Emotional Learning into their instruction. A qualitative approach suited the aim because the questions concerned meaning and practice rather than measurement, and because the object of study was the situated way teachers designed and enacted their lessons. The case study design allowed the two teachers' practices to be understood in depth and in context, with attention to the reasoning behind their instructional choices rather than only their outward activities. Participants were selected through purposive sampling, with the main criterion being English teachers certified through the *Guru Penggerak* program. On that basis, two teachers took part: Mr. Sukirman, an English teacher at State Senior High School 4 of Malang and a graduate of the fourth cohort, and Mrs. Endah, an English teacher at State Senior High School 3 of Malang and a graduate of the

seventh cohort. Both had extensive teaching experience across grades X, XI, and XII. Their profiles appear in Table 1.

Table 1. Profile of Research Participants

Participant	School	<i>Guru Penggerak</i> Cohort	Grades Taught	Teaching Focus
Mr. Sukirman	State Senior High School 4 of Malang	4	X, XI, XII	Content design and structured group interaction
Mrs. Endah	State Senior High School 3 of Malang	7	X, XI, XII	Skill-integrated SEL and outdoor learning

Data were collected through two instruments that worked in sequence. The first was an open-ended questionnaire, which asked each teacher to explain the five SEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, and to describe in general terms the strategies they used in class. The questionnaire established a baseline picture of each teacher's conceptual understanding and gave the researcher a set of statements to probe further. The second instrument was a semi-structured in-depth interview conducted with both teachers at their schools. The interview clarified and expanded on the questionnaire responses and drew out concrete examples of how SEL surfaced across reading, writing, listening, and speaking. Meeting the teachers in their own settings allowed the researcher to gather detailed accounts of practice and to follow up on points that the written responses left open.

Data from the questionnaire and the interview transcripts were analyzed using thematic analysis carried out in three stages. In the first stage, data reduction, the researcher identified, coded, and grouped the teachers' statements that were relevant to the integration of SEL. In the second stage, data display, the coded material was organized into a narrative arranged around the themes that emerged from the data. In the third stage, conclusion drawing, the researcher interpreted how the five social-emotional competencies were integrated into English teaching. To strengthen the trustworthiness of the findings, the study used source triangulation, comparing the written statements teachers provided in the questionnaire with the verbal accounts they gave in the face-to-face interviews and checking the two for consistency.

RESULT AND DISCUSSION

Result

The data gathered through the open-ended questionnaire and the in-depth interviews revealed that both teachers held a firm conceptual grasp of Social-Emotional Learning and translated that understanding into deliberate classroom practice. Their accounts converged on a consistent pattern: rather than treating the five SEL competencies as material to be delivered, both teachers embedded them in the structure of their English lessons. Following the stages of thematic analysis, namely data reduction, data display, and conclusion drawing, the findings are presented under three themes that emerged from the data, namely the teachers' conceptual readiness, their instructional strategies for integrating SEL, and the classroom conditions these strategies produced. To strengthen the presentation, the thematic matrix, a comparison of the two teachers' strategies, and the triangulation of data sources are displayed in the tables that follow.

Conceptual Readiness and Pedagogical Understanding

Both participants demonstrated that the Guru Penggerak program had equipped them with more than a superficial familiarity with SEL terminology. When asked to describe the five competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, each teacher explained not only what the competencies mean but where they surface in the language classroom. Mr. Sukirman, an English teacher at State Senior High School 4 of Malang and a graduate of the fourth Guru Penggerak cohort, framed SEL as

something that operates before and during instruction rather than as a separate lesson.

"For me, SEL is not an additional chapter to teach. It is the atmosphere we build and the psychological foundation we lay before the students even open their English textbooks. It happens organically throughout the learning process." (Interview, Mr. Sukirman)

His statement shows that he understood SEL as an integral dimension of teaching rather than an add-on activity. Mrs. Endah, an English teacher at State Senior High School 3 of Malang and a graduate of the seventh cohort, similarly described SEL as inseparable from the four language skills of listening, speaking, reading, and writing.

"Language is a tool for communication, and communication requires emotional and social readiness. Therefore, I weave SEL directly into listening, speaking, reading, and writing practices. When they speak, they are not just pronouncing words, but managing their anxiety and building connections." (Interview, Mrs. Endah)

Her account reinforces that both teachers located SEL within the language learning process itself. The consistency between their questionnaire responses and their interview statements indicates that the program produced a stable conceptual foundation rather than isolated recall of training material.

Instructional Strategies for Integrating SEL

The teachers' strategies fell into two complementary approaches: shaping the content of the lesson and restructuring classroom interaction. In terms of content, Mr. Sukirman selected discussion and debate topics designed to cultivate empathy and assigned reflective journals through which students developed self-awareness and self-management. The journal, in his account, gave students a private space to name and regulate their emotions, which prepared them to participate more openly in spoken activities.

"I frequently ask my students to write a short reflective journal before we start our speaking activities. By writing down what they feel and what they fear about the upcoming task, they acknowledge their emotions. It significantly helps them regulate their anxiety before they stand up and speak." (Interview, Mr. Sukirman)

This indicates that he treated written reflection as a bridge into confident oral participation. The more distinctive strategy, however, appeared in how he organized interaction. Mr. Sukirman built small groups of four students in which each member held a defined role: one served as manager, one as writer, one as inquirer, and one as presenter. Completing an English task such as an interview simulation or a negotiation therefore required students to coordinate, take responsibility, and manage disagreement rather than produce language in isolation. He also opened or closed sessions with brief mindfulness or emotional warm-up activities to ensure students were ready to learn.

"We always start with a brief mindfulness moment to center their focus. Then, in group tasks, I assign strict roles—manager, writer, inquirer, presenter. This forces them to practice relationship skills and take responsibility for their part, rather than hiding behind the more active students." (Interview, Mr. Sukirman)

The role structure made relationship skills and responsible decision-making a condition of completing the task rather than an optional extra. Mrs. Endah extended SEL integration beyond the walls of the formal classroom. She tied each SEL activity to the four language skills and made frequent use of outdoor learning, with sessions that regularly addressed emotional regulation, social skills, problem-solving, and independent decision-making.

"Taking the students outdoors removes the invisible pressure of the four classroom walls. In this open space, we do our speaking and listening activities. I notice they are more relaxed, regulate their emotions better,

and interact more naturally with their peers without feeling constantly judged." (Interview, Mrs. Endah)

Her approach shows that SEL practice, in her classroom, was not confined to a fixed setting but was carried into varied learning spaces where students used English while managing themselves and relating to others.

To make the underlying pattern across the two participants explicit, the thematic matrix below maps each teacher's representative statements to the SEL competency and instructional theme they address. Across the accounts, a shared orientation emerges despite the differences in the two teachers' preferred activities: each strategy anchors to a distinct competency while all of them converge on the same process of embedding social-emotional practice into the language task itself, as detailed in Table 2.

Table 2. Thematic Matrix of SEL Integration

Code	Representative Excerpt	Main Theme	SEL Competency	Instructional Strategy
Skr-1	"We always start with a brief mindfulness moment to center their focus."	Emotional readiness before learning	Self-awareness; self-management	Reflective journal; warm-up
Skr-2	"This forces them to practice relationship skills and take responsibility for their part."	Shared responsibility in tasks	Relationship skills; responsible decision-making	Structured group roles
Skr-3	"I deliberately choose debate topics that require them to step into someone else's shoes."	Empathy through content	Social awareness	Discussion and debate topics
End-1	"I weave SEL directly into listening, speaking, reading, and writing practice."	SEL across four language skills	Self-management; social awareness	Skill-integrated SEL
End-2	"Taking the students outdoors removes the invisible pressure of the four classroom walls."	Learning beyond the classroom	Self-management; relationship skills	Outdoor learning
End-3	"They regulate their emotions better and interact more naturally with their peers."	Regulating emotion while speaking	Self-awareness; responsible decision-making	Emotional regulation sessions

Although the two teachers drew on different signature activities, the matrix shows that their strategies cover all five SEL competencies and share one structural feature: the competency is practiced through the language task rather than taught separately from it. Table 3 sets the two approaches side by side to clarify where they converge and where they diverge.

Table 3. Comparison of the Two Teachers' SEL Strategies

Dimension	Mr. Sukirman (Cohort 4, SMAN 4 Malang)	Mrs. Endah (Cohort 7, SMAN 3 Malang)
Primary entry point	Lesson content and group structure	Language skills and learning setting
Signature strategy	Structured group roles (manager, writer, inquirer, presenter)	Outdoor learning with emotional regulation
Emphasized competencies	Relationship skills; responsible decision-making	Self-management; social awareness
Reflection tool	Reflective journals; mindfulness warm-ups	Regulation-focused discussion sessions
Setting	Formal classroom	Formal classroom and outdoor spaces
Shared outcome	Safe, participatory, low-anxiety environment	Safe, participatory, low-anxiety environment

The comparison indicates that convergence occurs at the level of purpose and outcome while divergence occurs at the level of method, which suggests that the Guru Penggerak program shaped a shared pedagogical orientation that each teacher then adapted to their own style and

context.

Classroom Conditions Produced by the Strategies

Across both classrooms, the strategies produced a common outcome: a learning environment that students experienced as safe, adaptive, and centered on their participation. Because social-emotional practice was built into the task structure rather than layered on top of it, students engaged with English through roles and activities that reduced the exposure and self-consciousness typically associated with speaking a foreign language. Both teachers reported that this shift lowered students' visible anxiety and raised their willingness to interact with peers in English.

"The structured roles give them a safety net. They know exactly what to do, which drastically reduces their fear of making mistakes," noted Mr. Sukirman. Echoing this sentiment, Mrs. Endah observed, *"I see a remarkable difference in their participation. The anxiety that used to block their speaking skill is replaced by a genuine motivation to share ideas."*

The convergence displayed in Table 3 confirms that the reduction in anxiety and the rise in students' willingness to communicate were stable patterns across both cases rather than isolated impressions. Taken together, the three themes describe a single process in which conceptual readiness enabled deliberate instructional strategies, and those strategies in turn produced classroom conditions that supported foreign language learning. This process is summarized in Figure 1.

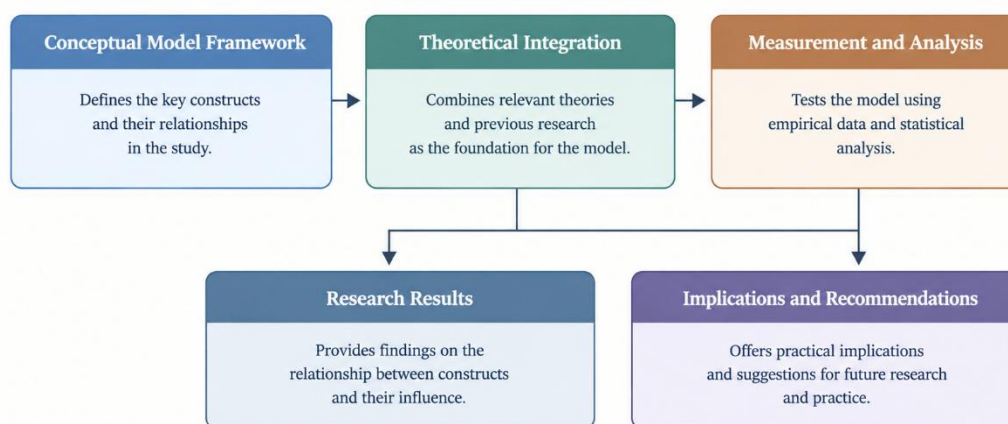


Figure 1. Process Model of SEL Integration in the EFL Classroom

Discussion

The findings of this study indicate that the *Guru Penggerak* program reshaped how the two teachers approached English instruction, moving them from a focus on cognitive and linguistic outcomes toward a practice that treats students' emotional life as part of the lesson rather than a precondition sitting outside it. This shift matters because foreign language anxiety remains one of the most stubborn barriers to oral participation [PLACEHOLDER sitasi tentang foreign language anxiety]. When a teacher builds emotional readiness into the task itself, the affective barrier is addressed at its source instead of being treated after it has already silenced the learner. The two classrooms studied here show that such an arrangement lowers anxiety and, in turn, raises students' willingness to communicate in English.

A closer reading of the two cases reveals that the program did not simply add emotional content to existing routines. It altered the architecture of classroom interaction. Mr. Sukirman's structured group roles offer the clearest example. By giving each of four students a distinct function, he turned an ordinary group task into a setting where relationship skills and responsible decision-making became unavoidable rather than optional. A student cannot serve as manager

without negotiating with peers, distributing work, and settling minor disputes, and none of this can be avoided by staying quiet. Mrs. Endah reached a similar end through a different route. By moving lessons outdoors and organizing sessions around emotional regulation, she loosened the tension that classroom walls often intensify for anxious speakers. In both cases, the social-emotional work was not a separate exercise but a condition of completing the language task.

Placing these results against earlier work clarifies both their continuity with and their departure from existing research. Slamet and Nazula (2021), who examined SEL within the Fun School Movement model at the elementary level, share with this study a reliance on qualitative methods and a similar repertoire of classroom activities such as group work and discussion. The overlap suggests that certain SEL practices travel across educational levels. The difference, however, is more instructive. At the elementary level, SEL centered on basic habit formation and tangible incentives such as reward stars, whereas the high school teachers in this study implemented SEL at a more demanding cognitive and social level. Mr. Sukirman's role-assignment technique illustrates the point. His students were not merely encouraged to cooperate but were held accountable for practicing responsible decision-making and relationship skills at a level of maturity that a younger cohort could not sustain. The developmental stage of the learners, then, reshapes what SEL can ask of them.

Mrs. Endah's use of outdoor learning deserves closer interpretation because it connects a practical teaching choice to a plausible cognitive mechanism. Foreign language production draws heavily on working memory and attention, the very resources that anxiety tends to consume [PLACEHOLDER sitasi tentang anxiety dan cognitive load]. Research on novelty suggests that unfamiliar environments can support memory consolidation and reduce stress [PLACEHOLDER sitasi tentang novelty dan memory/stress], which offers a coherent account of why relocating a lesson outdoors might benefit anxious learners. By pairing emotional regulation with a change of setting, Mrs. Endah appears to have created conditions in which students could attend to language production without the fear that usually accompanies it. On this reading, the outdoor lesson is not a break from serious language work but a deliberate arrangement of the conditions under which such work becomes possible.

Taken together, the two cases converge on a single principle that constitutes the study's central contribution. For these *Guru Penggerak* alumni, SEL was not taught alongside English but embedded in the design of the English lesson itself. This can be described as a model of SEL as task architecture, in which social-emotional competencies are engineered into the structure of the language task rather than delivered as separate content. The distinction is not merely terminological. A teacher who assigns interdependent roles, or who reconfigures the learning space, is treating the five competencies as structural features of the activity, so that students practice self-management, relationship skills, and responsible decision-making by the very act of completing the task. This structural embedding, rather than any single activity, is what reduced anxiety and strengthened motivation in both classrooms. Figure 2 presents this synthesis as a conceptual model.

This contribution sits within the broader project of transformational education and learning, yet it sharpens what transformation means in a language classroom. Rather than describing transformation as a general change in teacher mindset, the model specifies its mechanism: professional training reorients the teacher's design decisions, and those design decisions convert social-emotional competencies from taught content into lived experience within the task. The practical implication for teacher education is concrete. Programs that seek to embed SEL in subject teaching should train teachers to design task structures, not merely to insert emotional activities, since it is the architecture of the task that carries the social-emotional learning. For English language teaching specifically, this offers a route to addressing foreign language anxiety that does not compete with instructional time but is woven into it.

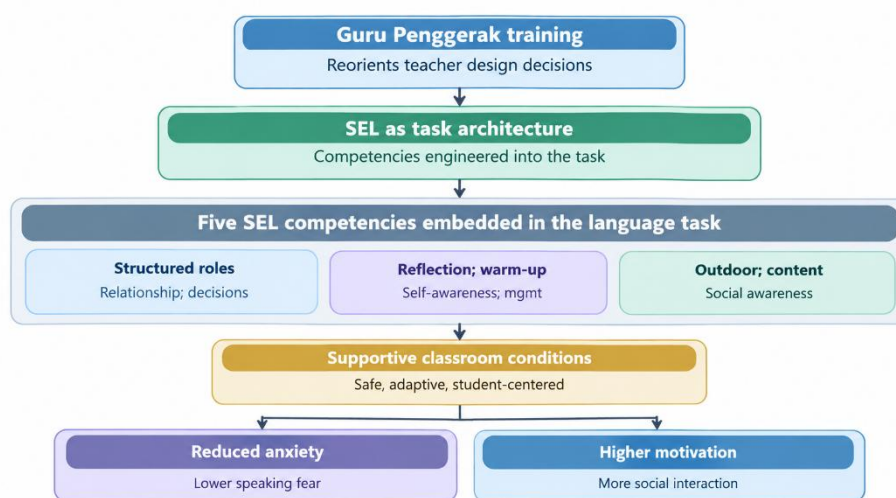


Figure 2. A Synthesis Model of SEL as Task Architecture in the EFL Classroom

CONCLUSION

This study found that English teachers who graduated from the *Guru Penggerak* program held a firm grasp of the five social-emotional competencies and wove them into the structure of their language lessons rather than teaching them as separate content, drawing on strategies such as structured group roles, reflective journals, discussion of social issues, and outdoor learning to build a classroom that students experienced as safe and participatory. Several limitations qualify these findings. The study relied on only two participants and drew its evidence from questionnaires and interviews, which capture what teachers report rather than what unfolds in the classroom itself. It also examined a single regional setting, which limits how far the results can be generalized. Future research should therefore include direct classroom observation to verify teachers' accounts and to record students' behavioral and emotional responses as social-emotional activities take place. Widening the sample across more teachers, schools, and regions would further test whether the patterns identified here hold under more varied conditions.

ACKNOWLEDGMENT

The authors wish to thank the two English teachers who generously shared their time and classroom experiences as participants in this study. Appreciation is also extended to the leadership of both state senior high schools in Malang for granting access and support during the data collection process. The authors are also grateful to colleagues who offered valuable feedback on earlier drafts of this article.

REFERENCES

- Abbas, J. (2020). Service Quality in Higher Education Institutions: Qualitative Evidence from the Students' Perspectives Using Maslow Hierarchy of Needs. *International Journal of Quality and Service Sciences*, 12(3), 371–384.
- Alam, M. K. (2021). A Systematic Qualitative Case Study: Questions, Data Collection, NVivo Analysis and Saturation. *Qualitative Research in Organizations and Management: An International Journal*, 16(1), 1–31.
- Ali, N., Afwadzi, B., Abdullah, I., & Mukmin, M. I. (2021). Interreligious Literacy Learning as a Counter-Radicalization Method: A New Trend Among Institutions of Islamic Higher Education in Indonesia. *Islam and Christian-Muslim Relations*, 32(4), 383–405. <https://doi.org/10.1080/09596410.2021.1996978>
- Alkhatib, A. S., & Jaradat, S. A. (2021). The Impact of Blended Learning Using the Ideas Box on the Motivation for Learning Among Non-Formal Syrian Female Refugee Students in Jordan. *International Journal of Interactive Mobile Technologies*, 15(11), 81–95. <https://doi.org/10.3991/ijim.v15i11.21961>
- Altinyelken, H. K. (2021). Critical Thinking and Non-Formal Islamic Education: Perspectives from Young Muslims in the Netherlands. *Contemporary Islam*, 15(3), 267–285. <https://doi.org/10.1007/s11562-021-00470-6>
- Arsal, T., Setyowati, D. L., & Hardati, P. (2023). The Inheritance of Local Wisdom for Maintaining Peace in Multicultural Society. *Journal of Aggression, Conflict and Peace Research*, 15(2), 137–151. <https://doi.org/10.1108/JACPR-01-2022-0673>
- CASEL. (2020). Framework: What Are the Core Competence Areas and Where Are They Promoted? Collaborative for Academic, Social, and Emotional Learning.
- Casmana, A. R., Dewantara, J. A., Timoera, D. A., Kusmawati, A. P., & Syafrudin, I. (2023). Global Citizenship: Preparing the Younger Generation to Possess Pro-Environment Behavior, Mutual Assistance and Tolerance Awareness Through School Engagement. *Globalisation, Societies and Education*, 21(1), 15–32. <https://doi.org/10.1080/14767724.2021.2013167>
- Girivirya, S., Choempolpaisal, P., & Esteve, J. (2024). Beyond the Classroom: Charting Indonesia's Governmental Support in Formal and Non-Formal Buddhist Educational Initiatives. *Educational Administration: Theory and Practice*, 30(4), 8359–8368.
- Han, S., Li, Y., & Haider, S. A. (2022). Impact of Foreign Language Classroom Anxiety on Higher Education Students' Academic Success: Mediating Role of Emotional Intelligence and Moderating Influence of Classroom Environment. *Frontiers in Psychology*, 13, 945062. <https://doi.org/10.3389/fpsyg.2022.945062>
- Hariram, N. P., Mekha, K. B., Suganthan, V., & Sudhakar, K. (2023). Sustainalism: An Integrated Socio-Economic-Environmental Model to Address Sustainable Development and Sustainability. *Sustainability*, 15(13), 10682. <https://doi.org/10.3390/su151310682>
- Islamic, G., Supriyono, Ishaq, M., & Dayati, U. (2024). Character Education Through Philosophical Values in Traditional Islamic Boarding Schools. *Kasetsart Journal of Social Sciences*, 45(1), 31–42. <https://doi.org/10.34044/j.kjss.2024.45.1.04>
- Jamilah, S. (2021). Moderate Islamic Education to Enhance Nationalism Among Indonesian Islamic Student Organizations in the Era of Society 5.0. *Journal of Social Studies Education Research*, 12(3), 79–100.
- Khan, S., Kambris, M. E. K., & Alfalahi, H. (2022). Perspectives of University Students and Faculty on Remote Education Experiences During COVID-19: A Qualitative Study. *Education and Information Technologies*, 27(3), 4141–4169. <https://doi.org/10.1007/s10639-021-10784-w>

- Ladson-Billings, G. (2021). I'm Here for the Hard Re-Set: Post Pandemic Pedagogy to Preserve Our Culture. *Equity and Excellence in Education*, 54(1), 68–78. <https://doi.org/10.1080/10665684.2020.1863883>
- Makhroji, M., Zulida, E., Sanjaya, M. A., & Rahmianti, R. (2026). Integrating Social-Emotional Learning in English Language Teaching: Teachers' Perspectives, Pedagogical Practices, and Challenges. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 12(1), 213–224. <https://doi.org/10.33394/jk.v12i1.17761>
- Monaro, S., Gullick, J., & West, S. (2022). Qualitative Data Analysis for Health Research: A Step-by-Step Example of Phenomenological Interpretation. *Qualitative Report*, 27(4), 1040–1057. <https://doi.org/10.46743/2160-3715/2022.5249>
- Nasir, M., & Rijal, M. K. (2021). Keeping the Middle Path: Mainstreaming Religious Moderation Through Islamic Higher Education Institutions in Indonesia. *Indonesian Journal of Islam and Muslim Societies*, 11(2), 213–241. <https://doi.org/10.18326/ijims.v11i2.213-241>
- Pajarianto, H., Pribadi, I., & Sari, P. (2022). Tolerance Between Religions Through the Role of Local Wisdom and Religious Moderation. *HTS Teologiese Studies/Theological Studies*, 78(4). <https://doi.org/10.4102/hts.v78i4.7043>
- Priya, A. (2021). Case Study Methodology of Qualitative Research: Key Attributes and Navigating the Conundrums in Its Application. *Sociological Bulletin*, 70(1), 94–110.
- Rudolph, C. W., Rauvola, R. S., Costanza, D. P., & Zacher, H. (2021). Generations and Generational Differences: Debunking Myths in Organizational Science and Practice and Paving New Paths Forward. *Journal of Business and Psychology*, 36(6), 945–967. <https://doi.org/10.1007/s10869-020-09715-2>
- Seff, S., Susanti, D. O., & Nawwawi, M. (2021). Exploring the Diversity of Local Traditions of Indonesian Society in the Islamic Law Perspective. *Multicultural Education*, 8(1), 59–69.
- Skrefsrud, T. A. (2022). A Proposal to Incorporate Experiential Education in Non-Confessional, Intercultural Religious Education: Reflections from and on the Norwegian Context. *Religions*, 13(8), 727. <https://doi.org/10.3390/rel13080727>
- Song, X., Wang, Z., Meng, X., & Liu, M. (2024). A Qualitative Study on University Students' Restorative Experience of the Library Space Environment. *Buildings*, 14(6), 1641.
- Steć, M., & Kulik, M. M. (2021a). The Psycho-Didactic Approach in Religious and Moral Education: Towards Personal Growth and Positive Mental Health of Students. *Religions*, 12(6), 424. <https://doi.org/10.3390/rel12060424>
- Steć, M., & Kulik, M. M. (2021b). The Psycho-Didactic Approach in Religious and Moral Education: Towards Personal Growth and Positive Mental Health of Students. *Religions*, 12(6). <https://doi.org/10.3390/rel12060424>
- Sulaeman, S., Ridwan, M., Sulastris, I., Banawi, A., Salam, N., Darma, D., & Kasim, E. W. (2022). Muslim Communities' Identity Transformation Through the Pela Gandong Ritual Communication in Moluccas Immanuel Church, Indonesia. *Contemporary Islam*, 16(2–3), 225–257. <https://doi.org/10.1007/s11562-022-00489-3>
- Suri, D., & Chandra, D. (2021). Teacher's Strategy for Implementing Multiculturalism Education Based on Local Cultural Values and Character Building for Early Childhood Education. *Journal of Ethnic and Cultural Studies*, 8(4), 271–285. <https://doi.org/10.29333/ejecs/937>
- Tohri, A., Rasyad, A., Sururuddin, M., & Istiqlal, L. M. (2022). The Urgency of Sasak Local Wisdom-Based Character Education for Elementary School in East Lombok, Indonesia. *International Journal of Evaluation and Research in Education*, 11(1), 333–344. <https://doi.org/10.11591/ijere.v11i1.21869>

- Tran, K., & Nguyen, T. (2021). Preliminary Research on the Social Attitudes Toward the AI's Involved Christian Education in Vietnam: Promoting AI Technology for Religious Education. *Religions*, 12(3), 1–20. <https://doi.org/10.3390/rel12030208>
- Zaid, B., Fedtke, J., Shin, D. D., El Kadoussi, A., & Ibahrine, M. (2022). Digital Islam and Muslim Millennials: How Social Media Influencers Reimagine Religious Authority and Islamic Practices. *Religions*, 13(4), 335. <https://doi.org/10.3390/rel1304335>