

The Development of *Cabe Gemoi* Teaching Module (Communicate, Empathize, Cooperate, and Manage Emotions) Integrated SEL in Science Learning in Satu Atap 6 Mentohi Raya Junior High School

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Article Information	ABSTRACT
<p>Received: March 2026</p> <p>Accepted: March 2026</p> <p>Published: June 2026</p>	<p>Background: It is necessary to develop teaching modules involving SEL for junior high school students, so this study innovates by developing SEL-based teaching modules. Aim: (1) describe the process of developing the <i>Cabe Gemoi</i> teaching module for ninth-grade students at Satu Atap 6 Mentohi Raya Junior High School; (2) test the feasibility of the <i>Cabe Gemoi</i> teaching module for ninth-grade students at Satu Atap 6 Mentohi Raya Junior High School; (3) test the practicality of the <i>Cabe Gemoi</i> teaching module for ninth-grade students at Satu Atap 6 Mentohi Raya Junior High School; (4) testing the effectiveness of the <i>Cabe Gemoi</i> teaching module in improving communication, empathy, cooperation, and emotion management skills for ninth-grade students at Satu Atap 6 Mentohi Raya Junior High School. Method: This research was a research and development study using the ADDIE model. The respondents in the small-scale test were ninth-grade students at Satu Atap 6 Mentohi Raya Junior High School, and the large-scale test was conducted with ninth-grade students at 2 Mentohi Raya Junior High School. Data collection was carried out using observation, interviews, questionnaires, and documentation. The data were processed by using qualitative and quantitative analysis techniques. Results and Discussion: (1) The development process used the ADDIE model, which began with analysis, design, development, implementation, and evaluation. The analysis used observation, questionnaires, and interviews. The design included the design of teaching modules and research instruments. Development used Canva and Microsoft Word and was then tested by experts. Implementation included small-scale and large-scale testing. Evaluation is carried out by testing the effectiveness of the teaching module. (2) The <i>Cabe Gemoi</i> teaching module is considered feasible through expert media validation testing (91.07) in the highly suitable category and subject matter experts (88.04) in the suitable category. (3) The <i>Cabe Gemoi</i> teaching module is considered practical with a score of 87.85 in the suitable category. (4) The <i>Cabe Gemoi</i> teaching module was deemed low effective with a n-gain value 0,29; however, based on students' score, there is an improvement in attitude and emotional. Conclusion: <i>Cabe Gemoi</i> Teaching Module assisted SEL which was developed for ninth grade students of Mentohi Raya Junior High School can improve how to communicate, empathize, cooperate, and emotion management.</p> <p>Keywords: Teaching Module, Social and Emotional Learning, Communicate, Empathize, Cooperate, Emotion Management</p>



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INTRODUCTION

Law Number 20 of 2003 concerning the National Education System explains that Indonesian education aims to develop students' potential to become individuals who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The realization of these national education goals must of course be supported by the implementation of education at every level (Mustafa, 2022). One of these is junior high school. At the junior high school (SMP) level, students are taught to be able to become students with better abilities than elementary school students and prepare themselves for higher education. Further explained in Law Number 20 of 2003 Article 3 states that junior high school

education aims to develop various aspects of students' potential such as morals, spirituality, intellectuality, health, skills and social aspects so as to make them individuals who are faithful, have good morals, are knowledgeable, healthy, creative, capable, independent, and responsible as citizens (Noviansyah & Reza, 2023).

Achieving national and level-specific educational goals can be achieved through learning. Syifaurrehman et al. (2025) explain that meaningful learning tends to support students in achieving their goals. To achieve meaningful learning, teachers need learning modules as a guide for the learning process. The use of learning modules in the learning process can help teachers manage a more interactive learning environment and facilitate students' development (Tegar & PS, 2024).

Field conditions show that teachers often encounter problems when implementing the learning process. These problems can stem from both external and internal factors. Of these two factors, the most common are internal factors, originating from the students themselves. Most students simply follow the learning process without understanding the material presented, have difficulty expressing their opinions, lack self-confidence, or fewer ownership of varying levels of emotions, and so on. The problems encountered can essentially be overcome by teachers' readiness in implementing the learning process. One learning approach that can be implemented is Social Emotional Learning (SEL). The importance of implementing SEL is to minimize deviant behavior among students, both within the school environment and in the community. SEL can help students understand themselves, empathize with others, and interact and communicate effectively. As a result, students become more empathetic and may be better able to build positive relationships with others (Geesa et al., 2022).

Based on interviews conducted with all subject teachers at Satu Atap 6 Mentohi Raya Junior High School, teachers explained that they had difficulty determining the learning format that would teach social and emotional skills. This means that the SEL has not been implemented according to its objectives, resulting in obstacles, which are also caused by difficulties in determining the learning format. Consequently, teachers have not been able to develop teaching modules that align with the social and emotional approach. Therefore, the development of teaching modules that include social and emotional education was undertaken.

The development of the teaching module to be carried out is named "*Cabe Gemoi*" which focuses on how to communicate, empathize, cooperate and manage emotions by grade IX students in science learning on the material "Human Growth and Development". The novelty in this research is the development of a teaching module intended for students at the junior high school level in phase D (grade IX) in science learning. There has not been found the development of a teaching module involving SEL for junior high school students so this research innovates by developing a teaching module based on learning with SEL. This research aimed to (1) explain the development process of *Cabe Gemoi* teaching module for ninth grade students of Satu Atap 6 Mentohi Raya Junior High School; (2) examine the feasibility of *Cabe Gemoi* teaching module for ninth grade students of Satu Atap 6 Mentohi Raya Junior High School; (3) examine the practicality of *Cabe Gemoi* teaching module for ninth grade students of Satu Atap 6 Mentohi Raya Junior High School; and (4) examine the effectiveness of *Cabe Gemoi* teaching module in improving communication mode, empathy, collaborative, and emotional management for ninth grade students of Satu Atap 6 Mentohi Raya Junior High School.

METHOD

This research is research and development (R&D) using the ADDIE model (*analysis, design, develop, implementation, and evaluation*). The analysis stage is used to identify student and teacher needs for a product development. To identify the needs, this research used observation, interview, and questionnaire. The design stage focuses on developing solutions to the problems identified in the analysis stage. In designing the module, this research created a blueprint which is from the module developed. The development stage is the process of designing the previously developed teaching module. This stage included a validation process by expert judgements by using validation sheets. The implementation stage involves implementing the product through small- and large-scale trials. The implementation was conducted in the science learning process in ninth grade of 6 Mentohi Raya Junior High School. This implementation also used observation and questionnaire's response. The evaluation stage involves calculating the data collected from the field. The calculation used t test to know the product result.

The subjects of this study were science teachers and ninth-grade students of Satu Atap 6 Mentohi Raya Junior High School with each consisting of 1 (one) teacher and 14 students, and 2 Mentohi Raya Junior High School with a total of 1 (one) teacher and 57 students. This study upholds informed consent and identity confidentially in order to keep the privacy during practicality and effectiveness processes. The research data collection used observation, interview, questionnaire, and documentation techniques.

Data analysis techniques use qualitative and quantitative data analysis. Qualitative data analysis includes data reduction, data presentation, and drawing conclusions. Quantitative data analysis uses statistical methods and the use of *software* SPSS.

RESULTS AND DISCUSSION

Results

Analysis Stage

The analysis stage includes needs analysis, curriculum analysis, student characteristics analysis, and resource availability analysis. These four analyses will be clarified with the following descriptions. (1) In the needs analysis, it was found that some students have not paid attention to the learning process properly; teachers have not implemented SEL; there has not been an increase in students' abilities in the social and emotional aspects; assessments are incomplete, LKPD is not yet available; assessments measuring social and emotional abilities are not yet available. Overall, it can be concluded that the needs analysis found that students do need learning that emphasizes improving students' social and emotional abilities. Teachers need the development of teaching modules that can support the improvement of these social and emotional abilities, as well as the availability of LKPD and assessments that can help teachers in measuring the achievement of learning

objectives, and can increase the level of student participation in the learning process.

(2) Curriculum analysis found that Satu Atap 6 Mentohi Raya Junior High School has used the Independent Curriculum. The determination of learning materials used in this development is based on learning achievements, the flow of learning objectives, and formulating appropriate learning objectives. (3) Student character analysis explains that grade IX SMP students experience development in cognitive aspects, physical and biological aspects, social and emotional aspects, as well as motivation and learning style aspects. Grade IX SMP students need a learning process that can improve collaboration and better emotional development. (4) Analysis of resource availability found that there is sufficient availability of resources at Satu Atap 6 Mentohi Raya Junior High School, but teachers still need supporting references to be able to provide meaningful learning for grade IX SMP students.

Planning Stage

The design phase includes developing the teaching module and the research instruments. Designing a teaching

Table I. Results of Validation Tests by Experts

No	Validator	Indicator	Score	Total (Mean)	description
1	Media Expert	- Suitability of presentation format	14	51 (91,07)	Very Appropriate
		- Content suitability	18		
		- Linguistics	19		
2	Material Expert	- General information	29	81 (88,04)	Appropriate
		- Core competencies	32		
		- Appendix	20		
3	Practitioner Expert	- Suitability of presentation format	13	123 (87,85)	Appropriate
		- Content suitability	18		
		- Linguistics	17		
		- General information	29		
		- Core competencies	28		
		- Appendix	18		

Based on the expert assessment shown in Table I, the *Cabe Gemoi* teaching module received scores in the categories "Very Appropriate" and "Appropriate." This assessment indicates that the developed teaching module is appropriate and can be used in the science learning process with the topic "Human Growth and Development." Despite obtaining a good score, feedback was received regarding the chosen design. Based on this feedback, the researchers made improvements to the developed *Cabe Gemoi* teaching module.

The first input concerns improvements to the cover page. Second, input concerns adjustments to module content, such as adjustments to the TP and ATP. Furthermore, learning activities must be clearly defined. Adjustments made must align with the learning model used and the learning process the teacher will provide to students.

module involves several steps. The first step is determining the materials to be used. The second step is compiling the "Human Growth and Development" material using Microsoft Word and PowerPoint with the help of Canva.

In preparing the research instrument, the instrument was designed for material feasibility testing, teaching module feasibility testing, practitioner feasibility testing, student and teacher response questionnaires, and interview guidelines.

Development Stage

Start by creating a front page (*cover*) The *Cabe Gemoi* teaching module was then designed using the Canva application. After the cover page was created, the module content was developed. The module comprised the module identity, learning activities, materials, questions or assignments, assessments, student worksheets (LKPD), and several other components.

After development is carried out using the application or software, The developed product was validated by experts. The results of the validation test are shown in Table I.

Implementation Stage

(1) Small Scale Test

Conducted at Satu Atap 6 Mentohi Raya Junior High School, which began with the distribution of questionnaires to determine student responses regarding skills and attitudes in a learning. From the distributed questionnaires, an average score of 81.79 was obtained. Furthermore, the implementation of learning by applying conventional learning and learning with the *Cabe Gemoi* teaching module with a social and emotional education basis. Different results were found between conventional learning and SEL-based learning, where learning using the SEL-based *Cabe Gemoi* teaching module obtained better scores than conventional learning. This achievement was also supported by the results of the questionnaire after learning which obtained an average of 90.7 so that a difference of 8.91 was obtained. In addition, it is also obtained the enhancement of students' attitude and skill in Satu Atap 6 Mentohi Raya Junior High School in the learning process integrated SEL which is shown by the following figure.

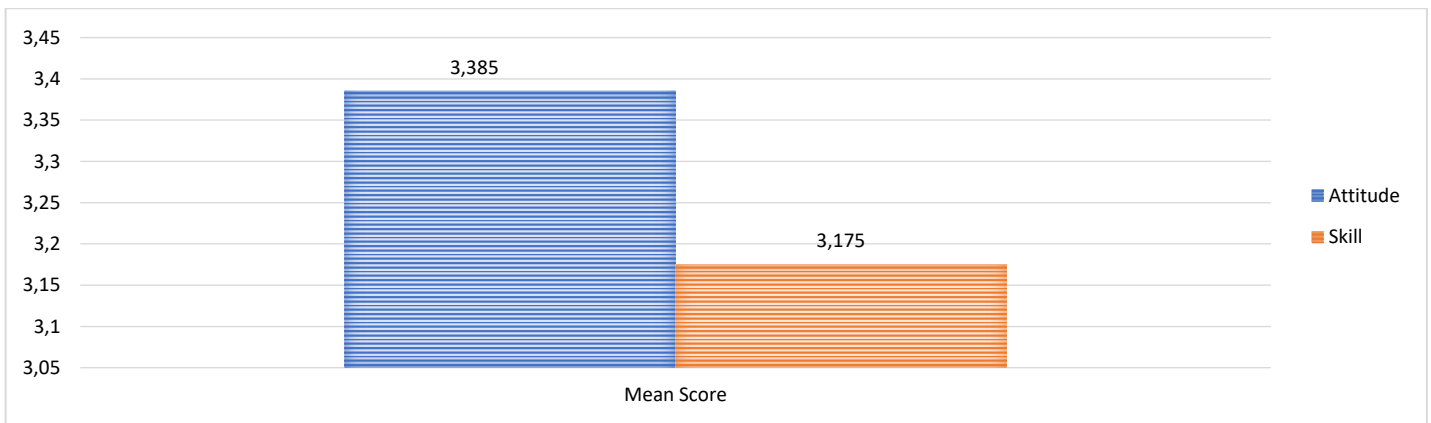


Figure I. Mean Score of Attitude and Skill in Small Scale Examination

Interviews with science teachers were conducted to determine their responses regarding the developed teaching module. The interview results revealed that (a) the *Cabe Gemoi* teaching module was in accordance with the objectives of science learning; (b) there was an increase in student activity or interaction in the learning process; (c) students' social attitudes improved after the implementation of the *Cabe Gemoi* teaching module; (d) students' emotional levels improved; (e) the availability of facilities and infrastructure owned by the school was adequate and supported the implementation of the *Cabe Gemoi* teaching module; (f) the environment was an important supporting facility in supporting the learning process; (g) implementing the *Cabe Gemoi* teaching module could use all learning models; (h) the *Cabe Gemoi* teaching module was very suitable for implementation in SEL learning

that was integrated with science learning. In addition, the results of the teacher response questionnaire showed very valid assessment results for the *Cabe Gemoi* teaching module.

(2) Large Scale Testing

A large-scale test on the developed product was conducted at 2 Mentohi Raya Junior High School in grades IX A and IX B. The implementation process for the large-scale test was essentially the same as the small-scale test. From the results of distributing student questionnaires before the learning process using the *Cabe Gemoi* teaching module, an average score of 72.78 was obtained, while after learning using the *Cabe Gemoi* teaching module, an average score of 78.47 was obtained. With these differences in values, a difference of 6.31 was obtained. Then, the mean score achievement of attitude and skills is shown by the following figure.

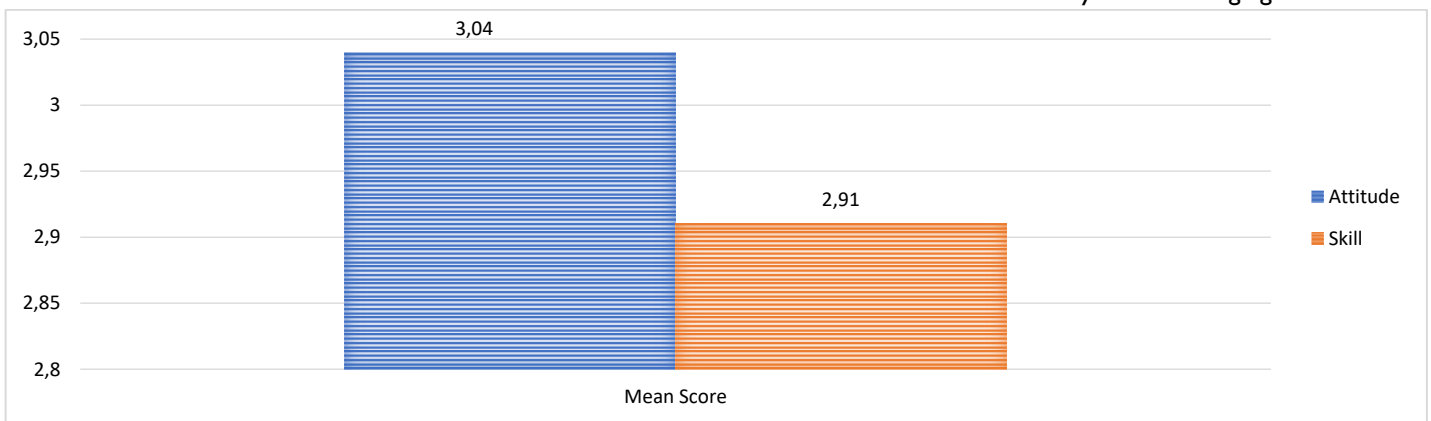


Figure II. Mean Score of Attitude and Skill in Large Scale Examination

The average knowledge score was 76.70; although the scores were below 80, most students achieved good to excellent knowledge scores. These results indicate that students were also able to improve their academic abilities, which can impact learning outcomes.

The results of interviews conducted with teachers at 2 Mentohi Raya Junior High School explained that (a) the *Cabe Gemoi* teaching module was considered very capable of achieving science learning objectives, especially in the Growth and Development material; (b) the *Cabe Gemoi* teaching module was considered to be able to significantly increase

student interaction; (c) social attitudes in the learning process showed a more dominant positive side; (d) there was good emotional regulation in students in the science learning process after the implementation of the *Cabe Gemoi* teaching module; (e) the implementation of the *Cabe Gemoi* teaching module can be maximized if there is support, for example facilities and infrastructure provided by the school; (f) the environment is a very important factor in supporting the implementation of the learning process using the *Cabe Gemoi* teaching module; (g) the learning model that is appropriate for the *Cabe Gemoi* teaching module is the model *discovery learning*;

(h) The *Cabe Gemoi* teaching module is very appropriate and relevant in the science learning process, especially in the material "Human Growth and Development".

Evaluation Stage

The evaluation stage was conducted to determine the effectiveness of the developed teaching module. Validity test was conducted on the research data obtained. The validity test results showed a significance value of < 0.05 , thus concluding that all research data was valid.

The effectiveness of the *Cabe Gemoi* teaching module was calculated using an n-gain test with result 0,29 which categorized low effectiveness. Although the effectiveness is low, nevertheless it gives effect in value enhancement from attitude and skill aspects. In addition, there are differences in the ability to communicate, empathize, cooperate and manage emotions before and after using the *Cabe Gemoi* teaching module.

Discussion

The Process of Developing the Cabe Gemoi Teaching Module for Grade IX Students of Satu Atap 6 Mentohi Raya Junior High School

The development process for the *Cabe Gemoi* teaching module used the ADDIE model. In the analysis stage, researchers used observation, questionnaires, and interviews to obtain a prototype in carrying out development. In the design stage, in the form of the process of designing the teaching module to be developed and the research instruments used in collecting research data. The product development stage uses the Canva and Microsoft Word applications. Next, a validation test is carried out by experts, namely media experts, material experts, and expert practitioners. In addition to obtaining validation, suggestions for improvements to the developed product are obtained. In the implementation stage, the *Cabe Gemoi* teaching module was tested in small-scale and large-scale trials. The implementation results indicate that the *Cabe Gemoi* teaching module can be used in the science learning process for the topic "Human Growth and Development". The final stage is the evaluation stage, which is used to determine whether or not the *Cabe Gemoi* teaching module is effective.

According to the research, the ADDIE model provides a systematic framework for producing high-quality instructional materials. Aris and Mansor (2023) explain that teaching modules developed by using the ADDIE model achieved high validity and feasibility due to the integration of expert validation and continuous revision. Elizabeth et al. (2024) highlight the ADDIE model remains one of the most effective instructional design frameworks because it ensures alignment between students' needs, instructional objectives, learning materials, and evaluation strategies. Therefore, the effectiveness of *Cabe Gemoi* teaching module can be attributed to the systematic and learner-centered characteristics of the ADDIE model, which facilitate the development of instructional products that are effective for elementary science education.

The Feasibility of the Cabe Gemoi Teaching Module for Grade IX Students of Satu Atap 6 Mentohi Raya Junior High School

Based on the results of the validator test, an average value of 91.07 was obtained from media experts with a very appropriate category. The average value of 88.05 from material experts with an appropriate category. The test results indicate that the *Cabe Gemoi* teaching module is categorized as suitable for use by grade IX students in the science learning process for the topic "Human Growth and Development". Similar research was found by Afya et al. (2024), which explains that a teaching module that is considered appropriate or valid can be used as a support for teachers in carrying out the learning process. Teachers can realize the predetermined goals of instilling traits related to social and emotional.

The feasibility of a developed teaching module is determined by expert validation. A developed teaching module that receives a "feasible" or "valid" rating indicates that it is suitable for use in the learning process. This feasibility can help teachers achieve optimal results and students achieve positive learning outcomes (Rahmawati et al., 2024). Well-validated instructional modules and learning materials contribute significantly to enhance learning quality, student engagement, and the achievement of intended learning outcomes because they provide structured, relevant, and student-centered learning experiences (Salmia et al., 2024; Yantoro et al., 2024). In the context of social and emotional learning, effective instructional materials enable students to consistently apply knowledge and socio-emotional skills across different learning situations, thereby strengthening both academic understanding and character development (Zieher et al., 2024).

The research result is relevant with the conducted research so that this research supports the previous research's findings. The feasibility test emphasizes that the validated teaching module can be used in the learning process, and it is able to improve elements in the learning process. For the implication, *Cabe Gemoi* teaching module can be utilized as a reliable and effective instructional resource for science teachers, while also serving as a model for the development of culturally relevant teaching materials that integrate scientific concepts with social-emotional learning objectives to promote holistic student development.

Practicality of the Cabe Gemoi Teaching Module for Grade IX Students of Satu Atap 6 Mentohi Raya Junior High School

Based on the assessment by expert practitioners, a score of 87.85 was obtained, categorized as "Appropriate." The assessment results indicate that the *Cabe Gemoi* teaching module developed is practical for use by teachers in implementing learning based on social and emotional education. The *Cabe Gemoi* teaching module has met the practical aspect because it includes several teaching needs, such as the stages of the learning process, materials, LKPD, and

assessments that will be given to students. Teachers will find it easier to use because it includes various needs.

LKPD development demonstrated that learning materials equipped with systematic activities and assessment tools are perceived as more practical and supportive of classroom learning process (Berlian et al., 2023). Moreover, *Cabe Gemoi* practicality is particularly important because social and emotional learning requires teachers to implement structured yet flexible learning experiences that foster students' emotional awareness, empathy, and interpersonal skills. Effective instructional resources help teachers integrate these competencies more consistently into classroom practice (Chen, 2026).

Afya et al. (2024) explained that practical teaching modules can support teachers in implementing the classroom learning process, enabling students to improve their grades in the subjects being studied. A similar opinion was expressed by Geesa et al. (2022), who stated that implementing SEL-based learning can support students' social and emotional development. Students are better able to control their emotions when faced with a problem to be solved, both individually and in groups. During the learning process, students appear more active, thus improving essential skills, particularly communication, empathy, responsibility, and emotional management. This research supports previous research findings which the result is practically teaching module can be used easily by the teacher, and can help the teacher in doing assessment for the students. The *Cabe Gemoi* teaching module has strong potential to support the wider implementation of social and emotional education in the learning process. Consequently, schools may adopt the module as a practical instructional resource to strengthen students' social and emotional competencies while simultaneously enhancing the effectiveness of classroom instruction.

The Effectiveness of the *Cabe Gemoi* Teaching Module for Grade IX Students of Menthobi Raya Middle School

The effectiveness of the *Cabe Gemoi* teaching module is calculated using n-gain test with value 0,29; and it is categorized low effectiveness. Although it is low effectiveness, it is also found there are differences in the ability to communicate, empathize, cooperate, and manage emotions before and after using the *Cabe Gemoi* teaching module. Grade IX students at SMP N Menthobi Raya experienced an increase in the way they communicate, empathize, take responsibility, and manage emotions after the teacher used the *Cabe Gemoi* teaching module in the teaching and learning process.

The low effectiveness of the product indicates that the development of social-emotional competencies requires a longer intervention period, continuous reinforcement, and repeated opportunities for practice before substantial gains can be achieved. Social and Emotional Learning consistently shows that changes in interpersonal and emotional skills tend to occur gradually because they involve behavioral and attitudinal transformation rather than merely cognitive

acquisition. SEL-based interventions positively contribute to students' social relationships, emotional well-being, empathy, and interpersonal competence, even when the magnitude of improvement is moderate. SEL Programs have been found to enhance students' social connectedness, emotional adjustment, and peer relationship, which subsequently support the development of communication and collaboration skills (Aghatabay et al., 2023; Pollak et al., 2024).

Although the statistical effectiveness remains low, the *Cabe Gemoi* teaching module demonstrates practical educational value by initiating positive behavioral changes among grade IX students at Satu Atap 6 Menthobi Raya Junior High School. The teachers should integrate the module continuously across learning activities and school culture to maximize long-term outcomes. Sustained implementation, combined with reflective discussions, collaborative tasks, and emotionally supportive classroom environments, may strengthen students' social-emotional competencies and lead to greater effectiveness over time (Agirkan & Ergene, 2022).

Anita et al. (2022) obtained similar findings, explaining that teaching materials containing SEL can improve students' character, enabling them to act more effectively as learners. Learning processes that integrate SEL can have a positive impact on students, particularly in improving their social-emotional abilities (Marisa et al., 2024). In addition to improving social-emotional abilities, students also experience improvements in their knowledge and academic grades. Increasingly engaging in the learning processes integrated with SEL can further improve students' social and emotional attitudes.

CONCLUSION

The conclusions of this study are described as follows:

- (1) The process of developing the *Cabe Gemoi* teaching module for class IX students of Satu Atap 6 Menthobi Raya Junior High School follows the ADDIE development model, namely analysis, design, develop, implementation and evaluation.
- (2) The suitability of the *Cabe Gemoi* teaching module was assessed through validation by media and materials experts. The media experts gave it a score of 91.07, categorized as "Very Appropriate," and the materials experts gave it a score of 88.04, categorized as "Appropriate."
- (3) The practicality of the *Cabe Gemoi* teaching module was assessed by expert practitioners with a score of 87.85. The score was categorized as "Appropriate."
- (4) The effectiveness of the *Cabe Gemoi* teaching module was calculated using the n-gain with value 0.29 which is low categorization.

The SEL-based *Cabe Gemoi* teaching module developed for grade IX students of Menthobi Raya Middle School can improve communication, empathy, cooperation and emotional management skills. This research has some limitations including the module only focuses on a material, limitation on research

respondents. For the further researches, they can conduct similar research but different in material or subjects.

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