



Learning Readiness Profile of 10th Grade SMK Students in Civic Education with Social-Emotional Worksheets

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ABSTRACT

This study aims to analyze the learning readiness profile of 10th-grade students at SMK Negeri 5 Garut in Civic Education (Civic Education) lessons facilitated by social-emotional worksheets (LKPD). A quantitative descriptive method was employed, involving the distribution of social-emotional student worksheet and a Google Form questionnaire to 36 students. The results reveal that 73.8% of students exhibit a medium to high level of learning readiness in Civic Education. These findings indicate that the integration of Social Emotional Learning (SEL) approaches within student worksheet contributes positively to the enhancement of students' affective aspects and civic dispositions, which are essential goals of Civic Education. Furthermore, these results suggest the potential of SEL-based student worksheet in facilitating character development aligned with the Profil Pelajar Pancasila, particularly in the dimensions of independence, critical thinking, and collaboration..

Keywords: Learning readiness, social emotional, civic education



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1. INTRODUCTION

The significance of Civic Education (Civic Education) in Indonesia cannot be overstated, as it serves as a cornerstone for fostering responsible citizenship and cultivating a strong national identity (Tamboto et al., 2022). The Profil Pelajar Pancasila framework, emphasizing character development and holistic learning, further underscores the importance of Civic Education in shaping well-rounded individuals equipped with the necessary skills and values to contribute meaningfully to society (Rudiawan & Asmaroini, 2022).

However, the effectiveness of Civic Education instruction hinges on students' learning readiness, which encompasses their cognitive, affective, and behavioral preparedness to engage with the subject matter (Ajaps & Obiagu, 2021). Research suggests that students' social-emotional competencies play a crucial role in their overall learning readiness and academic success. Social-emotional skills such as self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making have been linked to improved academic performance, motivation, and engagement (Bahrami et al., 2024).

Recognizing the importance of social-emotional development in education, the Indonesian government has integrated Social Emotional Learning (SEL) into the national curriculum. SEL aims to equip students with the necessary skills to navigate social interactions, manage emotions effectively, and make responsible choices (DePaoli et al., 2018). By incorporating SEL principles into Civic Education instruction, educators can create a more supportive and engaging learning environment that fosters students' holistic development (Frye et al., 2022).

The use of social-emotional worksheets (student worksheet) in Civic Education lessons presents a promising avenue for integrating SEL principles into the curriculum. student worksheets provide structured activities that encourage students to reflect on their emotions, develop empathy, and practice social skills in the context of civic education topics (Wibowo et al., 2022). By incorporating SEL into student worksheets, educators can create a more engaging and relevant learning experience that resonates with students' personal lives and experiences (Sulistiyowati et al., 2023).

This study seeks to investigate the impact of social-emotional student worksheet on students' learning readiness in Civic Education. By examining the relationship between SEL-based interventions and students' cognitive, affective, and behavioral preparedness, this research aims to contribute to the growing body of evidence on the effectiveness of SEL in education. The findings of this study will inform educators, policymakers, and curriculum developers in their efforts to enhance Civic Education instruction and promote holistic student development in Indonesia.

2. RESEARCH METHODE

This study employed a quantitative descriptive research design to investigate the learning readiness profile of 10th-grade students in Civic Education lessons at SMK Negeri 5 Garut. The sample consisted of 36 students from the AKL 1 class, who were selected based on their enrollment in the Civic Education course.

Data collection was conducted using two primary instruments:

1. **Social-emotional student worksheet (Lembar Kerja Peserta Didik):** These worksheets were designed based on SEL principles and integrated into the Civic Education curriculum. The student worksheets included activities that encouraged students to reflect on their emotions, develop empathy, and practice social skills in the context of civic education topics.
2. **Google Form Questionnaire:** A structured questionnaire was administered to assess students' learning readiness in Civic Education. The questionnaire included

items measuring cognitive, affective, and behavioral aspects of readiness, such as prior knowledge, motivation, self-efficacy, and engagement.

The data collected from the social-emotional student worksheet and the Google Form questionnaire analysed using descriptive statistics. Frequency distributions, percentages, and means calculated to describe the learning readiness profile of the students. Additionally, correlations between students' responses on the student worksheet and their learning readiness scores examined to explore the relationship between SEL-based interventions and learning readiness in Civic Education.

The quantitative descriptive approach allowed for a comprehensive analysis of the data, providing insights into the students' learning readiness levels and the impact of social-emotional student worksheet on their preparedness for Civic Education lessons. The findings of this study contribute to the growing body of evidence on the effectiveness of SEL in education and inform educators, policymakers, and curriculum developers in their efforts to enhance Civic Education instruction and promote holistic student development in Indonesia.

3. RESULT AND ANALYSIS

After conducting research and analyzing data gathered from 10th-grade students at SMK Negeri 5 Garut, the following findings were obtained.

Table 1. Learning Readiness of X SMK Student Aspect Result

Learning Readiness Aspect	Mean Score (out of 100)
Cognitive	68
Affective	72
Behavioral	71
Average (Total)	70 73,8%

The analysis of the collected data revealed significant insights into the learning readiness profile of 10th-grade students in Civic Education at SMK Negeri 5 Garut. The results are presented in two main sections:

1. Descriptive Statistics of Learning Readiness:

- **Cognitive Readiness:** The mean score for cognitive readiness was 68 out of 100, suggesting that students possess a moderate level of prior knowledge and understanding of Civic Education concepts.
- **Affective Readiness:** The mean score for affective readiness was 72 out of 100, indicating a moderate level of motivation, interest, and self-efficacy in Civic Education.
- **Behavioral Readiness:** The mean score for behavioral readiness was 71 out of 100, suggesting a moderate level of engagement, participation, and willingness to learn in Civic Education lessons.

- **Overall Readiness:** The average learning readiness score of the students was found to be 70 out of 100, indicating a moderate level of preparedness for Civic Education lessons.

Table 2. Impact of Social-Emotional Worksheet Student Worksheet:

Correlation Coefficient (r)	p-value
0.62	< 0.05

Correlation Analysis: A significant positive correlation was found between students' engagement with social-emotional student worksheet and their overall learning readiness scores ($r = 0.62$, $p < 0.05$). This suggests that students who actively participated in the SEL-based activities demonstrated higher levels of learning readiness in Civic Education (Bowyer & Kahne, 2020).

Students' responses to open-ended questions on the Google Form questionnaire revealed that the social-emotional student worksheet helped them to better understand their emotions, develop empathy, and practice social skills in the context of Civic Education topics. Many students reported that the student worksheets made the lessons more engaging and relevant to their lives. 73.8% of students exhibited medium to high levels of overall learning readiness. This indicates that most students demonstrated adequate preparedness for Civic Education lessons.

Overall, the results of this study provide evidence for the positive impact of social-emotional student worksheet on students' learning readiness in Civic Education. The findings suggest that integrating SEL principles into Civic Education instruction can enhance students' cognitive, affective, and behavioral preparedness for learning, ultimately contributing to their holistic development and academic success.

The findings of this study provide valuable insights into the learning readiness profile of 10th-grade students in Civic Education (PPKn) at SMK Negeri 5 Garut. The results indicate that the integration of social-emotional learning (SEL) principles into Civic Education instruction, using social-emotional worksheets (student worksheet), positively impacts students' overall learning readiness.

The moderate level of overall learning readiness observed in this study aligns with previous research findings in the Indonesian context. A study by (Reichert et al., 2021) found that Indonesian high school students generally exhibit moderate levels of learning readiness in various subjects, including Civic Education. This suggests that there is room for improvement in enhancing students' preparedness for learning in Civic Education (Karatas et al., 2021).

The significant positive correlation between students' engagement with social-emotional student worksheet and their overall learning readiness scores supports the growing body of evidence on the effectiveness of SEL in education (Aura et al., 2022). A meta-analysis by (Niemi, 2020) found that SEL programs consistently improve students' social-emotional skills, attitudes towards school, and academic performance. The present study extends these findings to the context of Civic Education, demonstrating that SEL-based interventions can enhance students' cognitive, affective, and behavioral

preparedness for learning in this subject area. The qualitative feedback from students further reinforces the positive impact of social-emotional student worksheet. Many students reported that the student worksheets helped them to better understand their emotions, develop empathy, and practice social skills in the context of Civic Education topics (Sungur-Gül & Ateş, 2021). These findings are consistent with the theoretical framework of SEL, which emphasizes the importance of developing social-emotional competencies for academic and personal success.

The results of this study also align with the philosophy of Civic Education, which aims to cultivate civic dispositions and character development in students (Saputri & Marzuki, 2021). The integration of SEL into Civic Education instruction can foster students' sense of social responsibility, empathy, and respect for diversity, which are essential for active citizenship and democratic participation (Sanjaya et al., 2021).

Furthermore, the findings of this study have implications for the implementation of the Profil Pelajar Pancasila framework in Indonesia. The social-emotional student worksheet used in this study aligned with several dimensions of the Profil Pelajar Pancasila, such as mandiri (independent), bernalar kritis (critical thinking), and bergotong royong (collaboration). By incorporating SEL into Civic Education instruction, educators can create a learning environment that supports the development of these essential character traits (Hidayah & Khunaivi, 2022).

This study provides evidence for the positive impact of social-emotional student worksheet on students' learning readiness in Civic Education. The findings suggest that integrating SEL principles into Civic Education instruction can enhance students' cognitive, affective, and behavioral preparedness for learning, ultimately contributing to their holistic development and academic success.

4. CONCLUSION

This study concludes that the integration of social-emotional learning (SEL) through social-emotional learner student worksheets (LKPD) significantly enhances the learning readiness of 10th-grade students at SMKN 5 Garut in civic education learning. The results indicate that 73.8% of students exhibited medium to high levels of learning readiness, with a strong positive correlation between student engagement with social emotional learning worksheets and their learning readiness scores. These findings underscore the importance of SEL in improving students' cognitive, affective, and behavioral aspects, while also fostering character development aligned with the Profil Pelajar Pancasila. Therefore, broader integration of social-emotional student worksheets within civic education is recommended to create a more effective learning environment and support students' holistic development. Future research with a larger and more diverse sample could provide deeper insights into the impact of social-emotional student worksheets on students' learning readiness and character development.

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