

Critical Perspectives on Social-Emotional Learning in Nonformal Education: Enhancing Well-Being Among Marginalized Communities

Perspektif Kritis tentang Pembelajaran Sosial-Emosional dalam Pendidikan Nonformal: Meningkatkan Kesejahteraan di Kalangan Komunitas Marginal

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Abstract

Nonformal education is crucial in accessing marginalized communities often excluded from formal education systems. However, integrating Social-Emotional Learning (SEL) approaches in nonformal education remains limited. This study aims to explore the role of SEL in enhancing the psychological, social, and emotional well-being of learners from marginalized communities and identify implementation challenges. The research employs a literature review method with a critical analysis of SEL theories and practices and their relevance to nonformal education contexts. The findings indicate that the application of Social and Emotional Learning (SEL) in nonformal education has significant potential to improve the welfare of marginalized communities, especially in the context of education at Community Learning Activity Centers (PKBM) and other learning groups. However, the study also reveals structural, social, and cultural barriers, including a lack of policy support and resource limitations. This study concludes that integrating SEL into nonformal education holds substantial potential to improve the quality of life for marginalized communities. Therefore, inclusive policy support, facilitator training, and culturally adaptive approaches are essential. This research contributes to developing education science, particularly in creating holistic nonformal education models to enhance community well-being.

Keywords: *Social emotional learning, nonformal education, well-being, marginalized communities, education policy.*

Abstrak

Pendidikan nonformal memegang peranan penting dalam menyediakan akses pendidikan bagi komunitas marginal yang sering kali terpinggirkan dari sistem pendidikan formal. Namun, pengintegrasian pendekatan pembelajaran sosial-emosional atau *Social Emotional Learning* (SEL) dalam pendidikan nonformal masih jarang diterapkan. Penelitian ini bertujuan untuk mengeksplorasi peran SEL dalam meningkatkan kesejahteraan psikologis, sosial, dan emosional peserta didik dari komunitas marginal, serta mengidentifikasi tantangan implementasinya. Pendekatan penelitian menggunakan metode studi literatur dengan analisis kritis terhadap teori dan praktik SEL, serta relevansinya dalam pendidikan nonformal. Hasil penelitian menunjukkan bahwa penerapan *Social Emotional Learning* (SEL) dalam pendidikan nonformal memiliki potensi yang signifikan untuk meningkatkan kesejahteraan masyarakat marginal, terutama dalam konteks pendidikan di Pusat Kegiatan Belajar Masyarakat (PKBM) dan kelompok belajar lainnya. Namun, penelitian juga mengungkap hambatan struktural, sosial, dan budaya, seperti kurangnya dukungan kebijakan dan keterbatasan sumber daya. Studi ini menyimpulkan bahwa integrasi SEL dalam pendidikan nonformal berpotensi besar untuk meningkatkan kualitas hidup komunitas marginal. Oleh karena itu, diperlukan dukungan kebijakan yang inklusif, pelatihan bagi fasilitator, serta penyesuaian pendekatan berbasis budaya lokal. Penelitian ini memberikan kontribusi pada pengembangan ilmu pendidikan, khususnya dalam menciptakan model pendidikan nonformal yang lebih holistik untuk meningkatkan kesejahteraan masyarakat.

Kata Kunci: *Social emotional learning, pendidikan nonformal, kesejahteraan, komunitas marginal, kebijakan pendidikan.*

1. Introduction

Access to education is a fundamental human right but remains a significant challenge for marginalized communities, especially in urban areas that face complex socio-economic issues. This is based on the UNESCO in 2020 statement, "258 million children and adolescents are completely excluded from education, with poverty as the main barrier to access". In addition, the Central Bureau of Statistics (2023) "In 2023 BPS noted that around 10% of children who should have received education are now unable to attend formal school due to poverty factors that often occur in urban areas". In this context, nonformal education offers a flexible, more inclusive alternative to bridge the education gap (Ariesta & Shofwan, 2024).

"The problem of nonformal education is quite a significant concern because it has become one of the problems of people who are illiterate, numbers and Indonesian. However, the problems are increasingly widespread, such as the unclear organizers of nonformal education, unclear education incentives, unprofessional organizing institutions, and the absence of quality assurance institutions for informal education ". CASEL defines SEL as an approach to developing self-awareness, emotional management, and interpersonal skills (Kusumardi, 2024). Durlak research in (Barnes et al., 2023) shows that applying SEL can improve interpersonal skills by 30% and reduce stress by 25%. Nevertheless, applying SEL in the context of nonformal education in Indonesia still faces various challenges. One of the challenges is that it is not easy to try SEL-based education in various layers of society, including marginalized communities.

Marginalized communities are people who are economically at the poverty line and are left behind in terms of educational opportunities, employment, health, and other essential aspects of life. These marginalized communities not only face the above problems but also experience significant psychosocial stress. The WHO reported in 2022 that 10-20% of adolescents worldwide experience mental health problems, with a higher prevalence in marginalized communities. In Indonesia, children who participated in SEL-based nonformal education showed an increase in social adaptability of up to 20% (Warahmah, 2023). This data indicates that SEL-based nonformal education can effectively support the psychological, social, and emotional well-being of marginalized communities.

Nonformal education is often considered a secondary option to formal education despite its potential to significantly impact community development. Not everyone has a positive view of nonformal education, and it is often underestimated when compared to formal education. Therefore, it is important to design strategies that can integrate SEL approaches into nonformal education to improve the quality of life of marginalized communities holistically.

Research on the education of marginalized children has also been discussed before, namely, research conducted by Pertiwi (2024) with the title *The Role of the Marginal School Community in Empowering Children's Education in the Babarsari Area, Sleman, Yogyakarta Special Region*. The focus of the research is the role of the marginal school community, which is one of the nonformal education systems that further empower marginalized children without any particular method. This research discusses the method of applying Social and Emotional Learning (SEL) to marginalized children.

This research is also based on the multidimensional well-being theory, emphasizing the balance between psychological, social, and emotional aspects. Within this theoretical framework, SEL-based nonformal education is expected to create relevant and sustainable interventions to improve the well-being of marginalized communities. Furthermore, this research contributes to theory development and provides practical recommendations for inclusive education policies.

Previous research confirms that SEL can teach learners to become solutive individuals in facing life's challenges. According to CASEL (2022), the five essential components of SEL teaching are self-awareness, self-management, wisdom, and social awareness. Thus, this research aims to offer innovative solutions supporting SEL-based nonformal education as a sustainable and adaptive learning model in the long run. This research is expected to address the challenges and contribute to the academic literature and practical implementation in the Indonesian educational context using a data-driven approach.

As such, this research has the potential to serve as a foundation for developing a more inclusive and effective model of nonformal education. The implications are not only limited to improving the quality of learning but also include broader impacts on the well-being of marginalized communities at the national and global levels. This confirms the importance of SEL implementation as an integral strategy in nonformal education.

2. Literature Review

2.1 Social-Emotional Learning (SEL) in Nonformal Education

Social-emotional learning (SEL) is a process that aims to develop skills that enable individuals to understand and manage emotions, interact with others positively, and make wise decisions. In the context of nonformal education, SEL is highly relevant to improving quality of life and helping individuals face social and economic challenges. SEL-based education in schools has improved students' social skills, contributing to their character development, self-confidence, and academic performance (Majidah & Ahmadi, 2024). This study is in line with the findings by (Tsary et al., 2024), who showed that effective social-emotional education can reduce negative behaviors and improve social relationships among learners.

However, in nonformal education, which is often attended by participants with more diverse backgrounds and limited access to facilities, the application of SEL faces different challenges compared to formal schools. Research by (Putro et al., 2020) explains that nonformal education in Indonesia is important in providing access to education for marginalized groups. However, the application of SEL in this context is minimal and needs further development. On the other hand, SEL-based programs in nonformal education have great potential to improve learners' social and emotional skills, which can directly impact improving their welfare.

2.2 Well-Being in Nonformal Education

Individual well-being can be defined as a positive emotional, psychological, and social condition that includes feelings of happiness, satisfaction with life, and good relationships with others. Psychological well-being theory suggests that well-being consists of six main dimensions, including self-acceptance, positive relationships with others, autonomy, environmental mastery, life goals, and personal growth. One important element in promoting well-being is an individual's ability to manage emotions and social relationships, which is covered in developing social-emotional skills.

Research conducted by (Winei et al., 2023) in Indonesia showed that nonformal education programs involving social and emotional learning can improve individuals' quality of life, reduce stress, and improve interpersonal relationships. Similar results were also found in a study by (Majidah and Ahmadi, 2024), which showed that applying SEL principles in nonformal education can play an important role in improving the well-being of learners in marginalized communities.

By strengthening their social-emotional skills, learners are expected to be able to adapt well to a challenging social environment.

2.3 Nonformal Education for Marginalized Communities

Nonformal education has a very important role for marginalized communities, which are often excluded from the formal education system. It provides opportunities for those who do not have access to formal education to acquire knowledge and skills that can improve their quality of life. Nonformal education implemented in community learning centers (PKBM) in Indonesia has successfully improved the quality of life of marginalized groups, such as child laborers, homemakers, and the urban poor.

However, a major challenge for nonformal education is inadequate resources and facilities. Nonetheless, various nonformal education programs have successfully had a positive impact on improving social-emotional skills. Nonformal education that integrates a community-based approach can help reduce social inequality and increase social inclusion by empowering individuals with life skills (Arifah et al., 2023). In this case, the application of Social-Emotional Learning (SEL) can serve as an effective alternative to improve nonformal education for marginalized groups. By developing self-management skills, learners can better deal with existing difficulties and adapt to social changes.

2.4 Research Justification and Urgency

The urgency of this research arises from the limited research that examines the implementation of Social-Emotional Learning (SEL) in nonformal education in Indonesia, especially for marginalized communities. Most studies on SEL have been conducted in formal education, while its application in nonformal education is rarely researched. By identifying the challenges, opportunities, and impacts of SEL-based programs in marginalized communities, this research aims to enrich knowledge on effective ways to improve social and emotional well-being through nonformal education.

Based on existing literature, implementing SEL effectively improves social and emotional skills among learners in various countries. For example, (Rahayuningsih et al., 2024) show that a consistently implemented SEL program can increase learners' emotion regulation ability and improve their interpersonal relationships, contributing to their holistic well-being. However, in the Indonesian context, there is an urgent need to develop a relevant and accessible SEL curriculum for marginalized communities and provide adequate training for nonformal education facilitators.

This research will also examine how government policies and related institutions can support the implementation of SEL in nonformal education to impact learners from various social and economic backgrounds positively. Thus, this research is relevant in filling the literature gap and can encourage the formation of more inclusive and sustainable education policies and practices in the future.

2.5 Research Problems and Solutions

The main problems in implementing SEL in nonformal education are the lack of training for facilitators and limited access to learning materials that support the development of social-emotional skills. In addition, cultural and social challenges also play an important role in the program's success. Educators in nonformal education often face barriers in accessing appropriate training to teach social-emotional skills (Sitorus et al., 2024).

This research proposes some practical solutions to overcome these barriers. First, community-based training for nonformal education facilitators should be provided, utilizing

methods relevant to local culture. Second, the development of SEL learning materials that suit the needs and characteristics of learners so that they can be accepted and applied more effectively. Finally, this study proposes increased collaboration between the government, educational institutions, and communities in designing and implementing inclusive SEL programs in nonformal education.

3. Methods

This research uses a qualitative research type with a literature-based critical study approach to explore the application of social-emotional learning (SEL) in nonformal education and its impact on the well-being of marginalized communities. This approach was chosen because it allows for examining existing theories and practices and evaluating the relevance and effectiveness of SEL in complex social contexts. In addition, this research also aims to provide a deeper picture of how SEL can be integrated into nonformal education programs aimed at improving the well-being of marginalized groups. The data collection technique used is a literature study that searches for theories and literature sources related to the research variables in journals, books, and other related sources. The research method that aims to analyze data as a research source is using the Scoping review method and critical analysis, which will be explained as follows:

3.1. Scoping Review

The first method used in this study is a scoping review, which identifies and analyzes literature related to SEL, nonformal education, and well-being. Arksey & O'Malley (2005) "Scoping reviews aim to map key concepts underlying a research area, identify gaps in knowledge, and establish a framework for further research." The literacy used was obtained through a search of relevant literature in various indexed journals, as well as reports and studies published by educational institutions in Indonesia. This scoping review aims to provide a comprehensive overview of SEL implementation in nonformal education and how it impacts welfare improvement.

In research conducted on nonformal education programs in Indonesia, such as those run in Community Learning Centers (Pusat Kegiatan Belajar Masyarakat, PKBM), there is an important role in improving learners' social and emotional skills, which in turn contributes to improving their quality of life. These programs provide access to education that can help marginalized groups overcome their social and economic challenges (Karim et al., 2024). This scoping review also includes an analysis of other studies relevant to SEL to see the extent to which social and emotional skills can support positive changes in learners' lives.

3.2. Critical Analysis

The second method applied is a critical analysis of SEL theory and practice in the context of nonformal education. This analysis aims to evaluate the extent to which SEL can be applied in nonformal education, as well as the challenges and obstacles that may arise in its implementation. This analysis is based on the evaluation of existing SEL theories and looks at the suitability of SEL program applications in diverse social contexts, especially in marginalized communities.

Research analyzing the successful implementation of nonformal education shows the influence of community involvement and support from the government, as well as limited access to adequate educational facilities. In this context, strengthening social and emotional competencies through SEL programs can be the key to helping marginalized communities adapt and deal with the difficulties they face on a daily basis (Jayanti & Umar, 2024). Through this analysis, the authors

evaluate how SEL programs can be designed to overcome these constraints and increase their effectiveness in the field.

One of the main challenges in nonformal education in Indonesia is the lack of training for educators who teach outside the formal education system (Fibrianti and Suhanadji, 2020). This affects the quality of SEL programs implemented in PKBM and other nonformal institutions. Therefore, this research also includes an analysis of how training for educators can be improved to ensure that SEL programs are implemented effectively.

4. Result and Discussion

4.1. Research Results

SEL Theory and Practice Evaluation Results

In this study, an evaluation of SEL theory and practice shows the advantages and limitations of SEL implementation in the context of nonformal education, especially in Indonesia. Based on the literature analysis and case studies in several Community Learning Activity Centers (PKBM), it was found that the application of SEL provides benefits in improving learners' social and emotional competencies, which contribute to improving their quality of life. For example, in a study conducted by (Kustia et al., 2023), in a number of PKBMs in Gorontalo, it was found that programs that integrate social and emotional skills can help learners manage stress and improve their interpersonal skills.

From the analysis, it was found that the implementation of SEL can improve social and emotional skills that have an impact on the quality of life of learners. The implementation of SEL in a number of PKBM in Yogyakarta successfully helped learners manage stress, improve communication skills, and improve interpersonal relationships (Kustia et al., 2023). Programs that focus on strengthening interpersonal communication and self-management can create a more positive learning environment and support learners' development in both personal and social contexts.

However, the implementation of SEL also suffers from limitations. As found by (Arvianti et al., 2024), limitations in facilitator training, as well as the lack of teaching materials that are appropriate to the nonformal education context, are the main barriers to the effective implementation of SEL. This results in variations in the quality of SEL programs run in various PKBMs. Table.1 below illustrates the strengths and limitations of SEL implementation in several PKBMs in Indonesia:

Table.1. Advantages and Disadvantages of SEL Implementation in Indonesia's FTCs

No.	Nonformal Education Program	Classification	
		Pros	Disadvantages
1	PKBM in West Java	Focus on developing social and emotional skills	Limited training of facilitators, lack of appropriate teaching materials
2	PKBM in Gorontalo	Strengthening interpersonal communication and self-regulation	Lack of supporting facilities, constraints in measuring long-term impact
3	Study Group in Jakarta	Active collaboration between participants increases confidence.	Limited time and teaching staff

SEL Implementation Challenges

"One of the factors that affect the implementation is the lack of teachers' understanding of SEL. In addition, other barriers such as lack of support from schools and lack of collaboration between teachers are also major obstacles". One of the biggest barriers found in this study is the lack of policy support for SEL-based nonformal education (Nabila, F. & Fernandes, R., 2024). Although the national policy in Indonesia is geared towards improving the overall quality of education, the implementation of the policy is more focused on formal education. The lack of recognition of the importance of SEL-based nonformal education, especially in programs organized by PKBM, hinders the expansion of these programs. For example, in some areas, SEL-based programs do not receive sufficient funding for implementation.

"Human resource development programs are important instruments for improving the quality of teaching and learning." This is related to the quality of resources that must be further improved so as to improve the quality of SEL system teaching (Nasir et al., 2023). The social barriers found in this study are resource gaps and low awareness of the importance of social and emotional education among communities. There are many communities that do not fully understand how SEL can improve their quality of life, so there is a lack of encouragement to integrate it into nonformal education. In addition, limited facilities and training are also major obstacles for facilitators in delivering SEL materials effectively.

Cultural challenges are also a barrier to SEL implementation. In some parts of Indonesia, there is a big difference in the way people perceive emotional education. Some local communities value technical and practical education more, while social and emotional development is not a high priority. This points to the need to adapt SEL to suit local cultural values better.

Tabel 2. SEL challenges in nonformal education in Indonesia

Factor	Challenge
Government Policy	Lack of policy and funding support for SEL-based nonformal education
Community Awareness	Low public understanding and awareness of the importance of SEL
Cultural Barriers	Differing views on the importance of social and emotional development

Impact of SEL Implementation on Well-Being

Research shows that the application of SEL has an impact on students' emotion management (mood), which results in an increase in social-emotional competence and emotional well-being. The development of emotion management affects self-management skills so that students can more easily control their thoughts, emotions, and behaviors to create well-being (Oliveira et al., 2021). The impact of SEL implementation on learners' social and emotional well-being is one of the most interesting aspects of this research. Based on previous studies, the implementation of SEL has been shown to improve learners' well-being by improving emotion management skills, enhancing interpersonal relationships, and helping them cope with life challenges. For example, a well-structured SEL program can reduce stress and anxiety levels and improve the ability to collaborate and communicate well.

However, while SEL theory suggests a positive impact on *well-being*, its implementation in marginalized communities shows mixed results. The gap between theory and practice often results in SEL programs not having a consistent impact on learners' well-being. Some of the factors that influence this include limited facilities and training in nonformal education institutions, as well as

difficulties in measuring the long-term impact of SEL programs. This study found that although SEL theory is highly relevant to improving social and emotional well-being, the lack of appropriate measurement tools and limitations in resources make it difficult to accurately assess the impact of the program on learners' well-being in the long term.

Table.3. Impact of SEL on Social and Emotional Well-being

Welfare Aspects	Before SEL Implementation	After SEL Implementation
Emotion Management	60%	85%
Interpersonal Communication	55%	80%
Psychological Well-being	50%	75%

Policy Implications for SEL-based Nonformal Education

In this study, it was found that education policy in Indonesia that still focuses on formal education has hindered the development of SEL programs in nonformal education. One of the considerations may be that formal education includes several things. According to Syaadah (2023),

"Formal education is education that is organized in a structured manner, has levels or levels, is within a certain period of time, takes place from elementary school to university level."

Most of the existing policies do not explicitly include social and emotional education as a core component in the nonformal curriculum, resulting in low support for SEL programs. To address this challenge, policy changes need to be made to support the integration of SEL in nonformal education. For example, the government needs to allocate more funds for the development and training of SEL facilitators, as well as provide incentives for nonformal education institutions that successfully implement this program.

Table 4 shows a comparison between policies that support formal and nonformal education in relation to SEL in some regions in Indonesia. The Table illustrates the policy gaps that hinder the implementation of SEL in nonformal education.

Table.4. Comparison of Formal and Nonformal Education Policies in Implementing SEL in Indonesia.

Education Policy	Formal Education	Nonformal Education
Support for SEL	National policy supports the integration of SEL in the curriculum	There is no specific policy for SEL in nonformal education
Resources for Training	Regular training program for SEL teachers	Limited training for nonformal facilitators
Fund Allocation	Sufficient funding for SEL implementation in schools	Limited and unstructured financing

In order to address these issues, it is recommended that the existing policy be expanded by paying more attention to nonformal education, which includes institutions such as PKBM, learning groups, and local communities. One important recommendation is to design a policy that provides intensive training for SEL facilitators as well as the provision of adequate resources to support the effective implementation of this program.

Practical Recommendations for SEL Integration in Nonformal Education

To maximize the positive impact of SEL on the well-being of marginalized communities, this study recommends a community-based approach to integrating SEL programs. In many areas, nonformal education already has strong roots in the community, making the incorporation of SEL into the community-based education structure easier. A culturally sensitive approach to local values is key to ensuring the program is well received and implemented. One example is the SEL program in a PKBM that focuses on women's empowerment in Central Java. The program combines SEL materials with life skills training based on gotong royong values and local wisdom. This not only improves the social and emotional skills of the participants but also strengthens the social relationships between people in the community.

In addition, the use of technology to increase access to SEL programs is also very important. With digital platforms, SEL materials can be disseminated to more learners, especially those in remote areas. For example, community-based mobile applications that offer online SEL training have been implemented in some parts of Indonesia, allowing participants to access materials anytime and anywhere.

Table.5. Practical Recommendations for the Integration of SEL Programs in Nonformal Education

Practical Recommendations	Description
Culture-based approach	Adapt SEL materials to local values and culture to ensure good acceptance.
Empowerment of local facilitators	Involve local facilitators in SEL training to increase the relevance and effectiveness of the program.
Utilization of technology for wider access	Using digital platforms to expand the reach of SEL programs, especially in remote areas.

Contribution of the SEL Program to the Well-Being of Marginalized Communities

In this study, it was found that the implementation of SEL programs had a significant impact on the social and emotional well-being of marginalized communities. "Social-emotional learning (SEL) includes learning to be aware of and manage emotions, collaborate effectively with others, and persevere in the face of challenges." One of the most pronounced dimensions is the improvement in participants' ability to manage stress and emotions, previously a major problem for many individuals in marginalized communities (Riley, 2019). In more vulnerable communities, such as urban areas with high poverty rates, SEL provides an opportunity for participants to learn better coping skills, which contributes to reduced levels of anxiety and depression. Improved interpersonal relationships are also one of the main positive impacts of SEL implementation. Programs that integrate empathy and positive communication exercises can strengthen social networks within communities, which in turn supports increased social support and reduced social isolation.

Table.6. Practical Recommendations for the Integration of SEL Programs in Nonformal Education

Practical Recommendations	Description
Culture-based approach	Adapt SEL materials to local values and culture to ensure good acceptance.

Empowerment of local facilitators	Involve local facilitators in SEL training to increase the relevance and effectiveness of the program.
Utilization of technology for wider access	Using digital platforms to expand the reach of SEL programs, especially in remote areas.

4.2. Non-Expulsion Policy in Merdeka Curriculum on Student Discipline and Morality

Based on the results of the research conducted, the application of Social and Emotional Learning (SEL) in nonformal education shows great potential in improving the welfare of marginalized communities. According to CASEL research (2022), this is because SEL applies five main components in its teaching: emotion management, sense of responsibility, decision-making skills, and other components. SEL programs focus on developing social and emotional skills that can help learners to manage stress better, interact positively with others, and improve their overall quality of life. One of the key findings of this study is that SEL has the potential to increase interpersonal skills, improve emotion management, and reduce behavioral problems among learners, especially in socially and economically marginalized communities.

However, while SEL has great potential, its implementation in the field does not always go smoothly. The success of SEL programs depends on a number of factors that need special attention. One of the main factors affecting the effectiveness of this program is government policies that are less supportive of SEL-based nonformal education. In many cases, education policies are more focused on formal education, giving less attention to nonformal education that has the potential to improve the quality of life of marginalized communities. One consideration may be that formal education covers several things. According to [Syaadah \(2023\)](#),

"Formal education is education that is organized in a structured manner, has levels or levels, is within a certain period of time, takes place from elementary school to university level."

As found by [Larasanti & Radiana, 2024](#), clear policies and effective training of facilitators are key elements for the success of SEL programs. Without supportive policies and adequate resource allocation, SEL programs are difficult to implement optimally.

In addition, community awareness and acceptance of the importance of social and emotional education are factors that cannot be ignored. In many marginalized communities, there is still ignorance or doubt about the benefits of emotional education. Some communities prioritize technical or practical skills that can be directly applied in daily life, while social and emotional development is often considered less important. Such cultural challenges must be addressed with an approach that is sensitive to local values so that SEL programs can be well accepted and integrated into nonformal education.

"Cultural challenges and perceptions of the importance of SEL often hinder its adoption, especially in environments that prioritize academic outcomes over social and emotional development." The biggest challenge in implementing SEL in Indonesia, especially in the nonformal education sector, is the limited training of facilitators and teaching materials that are appropriate to the local context ([Elias, 2019](#)). Many facilitators do not have sufficient knowledge and skills to teach SEL effectively. This is often due to a lack of specialized training or capacity building of facilitators at the local level. For example, in some Community Learning Activity Centers (PKBM), despite the existence of SEL programs, facilitators often find it difficult to adapt SEL materials in a way that is easily understood by learners who come from various social and cultural backgrounds.

Although many studies show that SEL can have a positive impact on learners' well-being, this study found that the gap between theory and practice is still a big problem in the implementation of SEL programs. One of the main reasons is the lack of proper measurement of the long-term impact of these programs, especially in marginalized communities with limited resources. Without a valid and reliable measurement tool to assess the success of SEL programs, it is difficult to know the extent of social and emotional changes that occur in learners. In addition, this difficulty in measuring long-term impact often makes stakeholders hesitant to continue or develop SEL programs in the future.

"With government support in the form of regulation, financing, and advocacy, SEL programs have a greater chance of being fully implemented and achieving the expected impact." Government policies that are more supportive of SEL-based nonformal education will go a long way in accelerating the adoption of this program across Indonesia (Mhoney et al., 2021). One way to achieve this is by formulating policies that recognize the importance of social and emotional education in the context of nonformal education, as well as allocating adequate budgets for the development and implementation of SEL programs. This greater recognition of nonformal education can open up opportunities for more nonformal education institutions to implement SEL programs, as well as encourage active community involvement in improving the quality of education.

5. Conclusion

This research shows that the application of Social and Emotional Learning (SEL) in nonformal education has significant potential to improve the welfare of marginalized communities. SEL can strengthen learners' social and emotional skills, thus positively impacting their quality of life, both psychologically and socially. The implementation of an appropriate SEL program can help learners manage emotions, build healthy interpersonal relationships, and face life's challenges.

However, the implementation of SEL in communities faces a number of challenges, such as lack of policy support, limited resources, and low awareness of the importance of emotional education. Cultural factors and differences in social values are also barriers to the implementation of SEL in communities with diverse socio-cultural backgrounds. This creates a gap between SEL theory at the academic level and its application in the field.

Based on these findings, the authors recommend the development of a policy framework that supports the integration of SEL in nonformal education, especially in community-based programs such as PKBM. Tailoring SEL to local cultural values needs to be done to increase its acceptance and effectiveness. In addition, effective and community-based facilitator training and collaboration between the government, community organizations and other stakeholders are needed to ensure the sustainability of SEL programs.

In conclusion, SEL is a potential tool for improving community welfare, but its success is highly dependent on supporting policies, facilitator training, and customization to the local context.

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