

# SOCIAL EMOTIONAL LEARNING THROUGH THE WHOLE SCHOOL APPROACH FRAMEWORK AND THE TRIKON PRINCIPLE IN THE KHD PHILOSOPHICAL VALUES TO DEVELOP STUDENTS COMMUNICATION SKILLS TOWARDS THE 21ST CENTURY

*APRENDIZAJE SOCIOEMOCIONAL A TRAVÉS DEL ENFOQUE ESCOLAR COMPLETO Y EL PRINCIPIO TRIKON EN LOS VALORES FILOSÓFICOS DE KHD PARA DESARROLLAR LAS HABILIDADES DE COMUNICACIÓN DE LOS ESTUDIANTES HACIA EL SIGLO XXI*

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## Abstract

This study explores the development and implementation of a culturally responsive strategy that integrates Social Emotional Learning (SEL), the Whole School Approach (WSA), and Trikon values from Ki Hadjar Dewantara's educational philosophy within Indonesian instruction. Using a design-based research methodology and a mixed-methods embedded design, the study was conducted across three school typologies (urban, semi-urban, and 3T) with varying levels of institutional readiness. The strategy was developed through iterative cycles and tested using both quantitative (rubric assessments, surveys) and qualitative (interviews, focus groups, student journals) instruments. Results indicated significant improvement in students' communication skills expressive, empathic, and dialogic demonstrating the adaptability and

## Resumo

*Este estudio explora el desarrollo y la implementación de una estrategia culturalmente receptiva que integra el Aprendizaje Socioemocional (ASE), el Enfoque Escolar Integral (ASI) y los valores Trikon de la filosofía educativa de Ki Hadjar Dewantara en la instrucción indonesia. Utilizando una metodología de investigación basada en el diseño y un diseño integrado de métodos mixtos, el estudio se llevó a cabo en tres tipologías escolares (urbana, semiurbana y 3T) con diferentes niveles de preparación institucional. La estrategia se desarrolló mediante ciclos iterativos y se probó utilizando instrumentos cuantitativos (evaluaciones de rúbricas, encuestas) y cualitativos (entrevistas, grupos focales, diarios estudiantiles). Los resultados indicaron una mejora significativa en las habilidades de comunicación de los estudiantes:*



effectiveness of the SEL–WSA–Trikon model. This study contributes to localized educational innovation by embedding global SEL practices within the indigenous Trikon philosophy, offering a contextually adaptive model rarely explored in Southeast Asian education systems. The research culminates in a differentiated implementation framework that aligns with school capacity and cultural context, offering a scalable and reflective approach to 21st-century competency development in Indonesia. This model has implications for localized educational reforms and contributes to the discourse on culturally grounded SEL practices.

**Keywords:** Social Emotional Learning. Whole School Approach. Trikon. Communication Skills. Culturally Responsive Pedagogy.

*expresivas, empáticas y dialógicas, lo que demuestra la adaptabilidad y la eficacia del modelo ASE-ASI-Trikon. Este estudio contribuye a la innovación educativa local al integrar prácticas globales de ASE en la filosofía Trikon indígena, ofreciendo un modelo adaptativo al contexto poco explorado en los sistemas educativos del Sudeste Asiático. La investigación culmina en un marco de implementación diferenciado que se alinea con la capacidad escolar y el contexto cultural, ofreciendo un enfoque escalable y reflexivo para el desarrollo de competencias del siglo XXI en Indonesia. Este modelo tiene implicaciones para las reformas educativas locales y contribuye al discurso sobre prácticas de aprendizaje socioemocional con base cultural.*

**Palavras-chave:** Aprendizaje Socioemocional. Enfoque Escolar Integral. Trikon. Habilidades de Comunicación. Pedagogía Culturalmente Sensible.

## 1 INTRODUCTION

The rapid advent of the 21st century has necessitated a paradigm shift in educational priorities (Singh *et al.*, 2022), advancing the agenda beyond mastery of content to holistic competency development that includes communication, collaboration, critical thinking, and emotional intelligence (Aldosemani *et al.*, 2024; Belarde *et al.*, 2025; Chen *et al.*, 2024; Deep *et al.*, 2020). International frameworks such as the OECD Learning Compass 2030 and UNESCO’s Futures of Education consistently underscore the vital importance of socio-emotional learning (SEL) in preparing students for increasingly complex social and academic demands (Karma, 2024). However, within Indonesia, international large-scale assessments, most notably PISA, continue to reveal gaps in student literacy and communication, exposing deeper deficits in engagement, self-regulation, and critical reasoning (Santi *et al.*, 2024).

To address these deficits, global scholarship has highlighted SEL as an intervention that strengthens self-awareness, emotional regulation, and social skills, ultimately leading to improved student well-being and academic achievement (Ha *et al.*, 2025; Nichols, 2025). Notwithstanding this momentum, the majority of SEL programming has originated in Western contexts, raising urgent questions about its cross-cultural applicability and sustainability amidst Indonesia’s complex educational

landscape marked by communal values, diverse local philosophies, and varying institutional capacities (Samala *et al.*, 2024; Utari *et al.*, 2024). This study posits that integrating SEL within the Whole School Approach (WSA) yields a more systemic and sustainable framework, enabling the development of communication skills at both the classroom and school-wide levels (Gunawardena & Koivula, 2024; Haisman-Smith, 2025). Recognizing, however, that the meaningful integration of WSA and SEL in Indonesia requires bold adaptation to indigenous philosophical foundations, the research foregrounds Ki Hadjar Dewantara's Trikon principles continuity, convergence, and concentricity as a culturally rooted scaffold for localizing SEL practices (Agus *et al.*, 2021; Montgomery, 2025). Prior literature on culturally responsive SEL indicates that contextual adaptation grounded in local values fosters students' sense of belonging, empathy, and civic engagement, yet systematic studies linking SEL, WSA, and Indonesian educational philosophy remain sparse (Kiefer *et al.*, 2021; Lathifah *et al.*, 2025)

The context of Indonesian language instruction is particularly salient (Rajeg & Rajeg, 2023; Suganda, 2023). As both a subject and the cornerstone of national identity and collective reasoning, Indonesian education offers a rich site for embedding SEL and fostering communication competencies through reflective reading, dialogue, and expressive activities (Sultan Mubarak *et al.*, 2025). This research thus seeks to develop and empirically validate a communication-focused SEL strategy for Indonesian instruction in secondary schools, explicitly framed by the Whole School Approach and underpinned by Trikon values. The model is designed to be scalable across urban, semi-urban, and 3T (frontier, outermost, underserved) schools, accommodating varying levels of accreditation and leveraging the diversity of Indonesia's educational landscape (Istianti *et al.*, 2025; Sukmayadi & Yahya, 2020).

By indigenizing global SEL frameworks through Trikon values and infusing them into whole-school systems, this research advances both the scholarly discourse and the practice of character education reform in Indonesia. The novelty of the study lies in its contextual integration of international pedagogical models with indigenous educational philosophies, yielding a model for developing 21st-century communication skills that is socially anchored, adaptable, and epistemologically relevant across Indonesia's varied realities.

## **2 LITERATURE REVIEW**

### **2.1 Social Emotional Learning (SEL) and the urgency of 21st century communication competence**

In the 21st century, educational frameworks are being recalibrated to respond to complex socio-technological transformations that demand more than cognitive proficiency. Social Emotional Learning (SEL) has emerged as a critical construct for equipping students with the interpersonal, intrapersonal, and communication skills needed to thrive in globalized, diverse, and emotionally complex environments. Defined by CASEL as the process through which individuals acquire and apply emotional intelligence and social competence (CASEL, 2020), SEL directly intersects with the development of communication skills, which are foundational to collaboration, empathy, and leadership.

Empirical research has demonstrated that SEL positively affects academic achievement, peer relationships, and behavioral outcomes (Durlak *et al.*, 2011; Payton *et al.*, 2022). Yet, a critical limitation persists: many SEL programs focus narrowly on intrapersonal emotional management while underemphasizing structured approaches to communication skill development. This underrepresentation is particularly problematic in education systems where rote instruction dominates, and socio-emotional growth remains peripheral.

### **2.2 Whole School Approach (WSA): beyond fragmented implementation**

The Whole School Approach (WSA) has been proposed as a system-wide method to ensure that SEL is embedded not just as a program, but as a cultural ethos. It involves coordinated efforts across curriculum, pedagogy, school policy, family engagement, and community involvement (OECD, 2021). In this model, communication development is not limited to language classes but emerges as a transversal competency fostered through relational school environments.

Despite its appeal, WSA often fails in execution due to insufficient teacher training, policy fragmentation, and a lack of localized strategies. Critics have argued that while WSA promotes equity and inclusion in theory, its practice often remains procedural

and decontextualized (Albrecht & Jones, 2023). This implementation gap mirrors challenges identified in environmental policy models like RE-ACTIVE, where systemic coherence is key to success.

### **2.3 Trikon principle and the KHD educational philosophy: cultural anchoring of SEL**

Indonesia's indigenous educational philosophy, rooted in the values of Ki Hadjar Dewantara (KHD), offers a culturally grounded counterpoint to universalist SEL models. His Trikon principle Continuity (kebangsaan), Convergence (kemanusiaan), and Concentricity (kebudayaan) calls for an integrative, values-based education that aligns personal growth with communal and national identity. These principles align closely with SEL's core domains but offer a deeper ontological grounding in culture, spirituality, and indigenous ethics (Sujimat, 2018; Sudrajat, 2020).

While the compatibility between Trikon and SEL is conceptually evident, empirical application remains scarce. The Trikon principle introduces a temporal and relational dimension to communication learning that is absent in most Western-centric SEL frameworks. Incorporating KHD's philosophy could potentially recalibrate SEL to be more holistic, relational, and context-responsive, yet this potential remains largely unexplored in contemporary educational reform.

### **2.4 Multi-stakeholder governance in education: the pentahelix model**

Transforming communication education through SEL and WSA requires governance models that transcend the boundaries of the classroom. The Pentahelix collaboration model which engages five societal pillars: government, academia, industry, civil society, and media has been successfully applied in areas such as green economy and sustainable development (Ratna Susanti *et al.*, 2022; Carvalho *et al.*, 2023). In the context of education, this model could serve as an institutional mechanism for integrating SEL into school culture, aligning stakeholder incentives, and sustaining reform.

However, in Indonesian schooling contexts, the involvement of media, local businesses, and civil society in shaping school-level communication competencies remains limited. Most SEL implementation strategies rely solely on intra-school

interventions without broader ecosystem support. As the RE-ACTIVE model has shown in post-mining regions, stakeholder integration is essential for legitimacy and sustainability of systemic models.

### **3 RESEARCH METHODOLOGY**

This study employed a design-based research approach using a modified version of the 4D model (Define, Design, Develop, Disseminate) as developed by Thiagarajan (Safitri & Suyatna, 2024), integrated with a mixed methods embedded design to ensure contextual depth and empirical rigor (Elmunyah *et al.*, 2023; Sakinah *et al.*, 2023). The overarching goal was to develop, test, and evaluate a communication-focused Social Emotional Learning (SEL) strategy within Indonesian instruction, framed by the Whole School Approach (WSA) and infused with Trikon values from Ki Hadjar Dewantara's educational philosophy (Bates, 2021; Yunitasari *et al.*, 2025). The methodology aligns with the study's aim to build a theoretically grounded, culturally responsive, and practically scalable model that enhances students' communication skills and socio-emotional growth in diverse school contexts.

#### **3.1 Define phase: needs analysis and theoretical foundation**

The Define phase began with an analysis of current challenges in students' communication skills across diverse Indonesian school contexts, especially in relation to literacy outcomes and socio-emotional competencies. The initial needs analysis drew from national data (Fitria *et al.*, 2025), teacher interviews, and literature reviews. These revealed a lack of integrated character education strategies, especially those addressing emotional regulation, empathy, and reflective communication.

At this stage, the theoretical foundation was also established by synthesizing learning theories behaviorism, humanism, social cognitive theory, and constructivism (Mărincaș *et al.*, 2025; Nite *et al.*, 2023) (These were embedded within Bronfenbrenner's ecological systems theory to reflect multi-layered school influences. Additionally, the Trikon principles (continuity, convergence, concentricity) were positioned as local philosophical anchors that emphasize culturally-rooted transformation (Roco, 2024).

### 3.2 Design phase: strategy blueprint and instrument development

Based on the needs analysis and theoretical framework, a strategy blueprint was constructed. This included key components of the SEL–WSA–Trikon integration: (1) teacher-led SEL routines, (2) culturally contextualized dialogue, (3) school-wide support systems, and (4) active student reflection embedded in Indonesian instruction.

Rubrics and assessment instruments were developed using CASEL competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) (Boulougari *et al.*, 2025), adapted to the language learning context. Instruments were validated through expert judgment involving language education experts, educational psychologists, and school supervisors. Content validity, relevance, and cultural appropriateness were the core criteria (Fitria *et al.*, 2025).

**Table 1**

#### *Framework Instrument*

Instrument	Mapped CASEL Competency	School Integration Domain	Purpose
Student SEL Competency Scale	Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making	Instruction (Bahasa Indonesia)	To measure pre-post growth of SEL competencies
Reflection & Perception Scale	Relationship Skills, Self-Awareness, Motivation, Communication	Instruction, Student Experience	To capture student subjective experience and perception
Teacher SEL Implementation Checklist	All CASEL Dimensions	Routines, Instruction, Programs	To monitor implementation and fidelity by teachers
Extracurricular Integration Mapping	All CASEL Dimensions (based on club activity)	Extracurricular Activities	To document availability and SEL function of school clubs
School Readiness Survey	Organizational SEL Readiness (Indirect CASEL Link)	Whole School System Readiness	To identify school capacity stage: Initial, Developing, or Proficient

### 3.3 Develop phase: small-scale implementation and validation

In the develop phase, a small-scale pilot was implemented in three senior high schools, each representing a different institutional profile: urban-high readiness, semi-

urban-moderate readiness, and 3T-low readiness. Teachers at these schools participated in targeted training using developed modules, reflection journals, and classroom social-emotional learning (SEL) guides. Data collection encompassed teacher observations, student artifacts—including reflective journals and written assignments focus group discussions, and pre–post assessments utilizing established rubrics to measure students’ abilities in idea expression, emotional regulation, dialogic engagement, and empathy (Hartanto *et al.*, 2025). Concurrently, expert validation of the SEL–WSA–Trikon model was conducted, systematically reviewing four principal aspects: learning, material, learning media, and evaluation and assessment. Each aspect was scrutinized through a set of key indicators, and expert feedback resulted in targeted refinements, particularly regarding the integration of philosophical values, clarity of terminology, technological accessibility for 3T contexts, and the strengthening of assessment and reflection instruments. The complete results of this validation process are presented in Table 1.

**Table 2**

*Results of Expert Validation on the Development of the SEL-WSA-Trikon Learning Model*

Aspects	Indicators	V1	V2	V3	Average	Information
<b>Learning</b>	Content Eligibility	5	5	4	4.67	revision
	Integration of Philosophical Values (KHD, Trikon)	5	4	4	4.33	Need to revise (strengthening MI theory)
	Pedagogical Approach (humanistic, reflective)	5	5	4	4.67	No revision
	Relevance of Context	5	4	5	4.67	No revision
	WSA Integration	5	4	5	4.67	No revision
<b>Material</b>	Comprehensiveness	5	4	5	4.67	No revision
	Contextual Strength	5	5	4	4.67	No revision
	Academic Validity	4	5	5	4.67	No revision
	Narrative Language	5	4	4	4.33	revision (terminology & systematics)
<b>Learning Media</b>	Concept Visualization	5	5	4	4.67	No revision
	Affordability	5	4	5	4.67	No revision
	Technology Integration	5	4	4	4.33	Revision (3T access & references)
<b>Evaluation &amp; Assessment</b>	SEL Assessments	4	4	4	4.00	revision (instruments & formats)
	Reflection and Feedback	4	4	5	4.33	Need to revise (instrument reinforcement)

Table 1 presents the results of expert validation on the development of the SEL–WSA–Trikon learning model, which was evaluated across four main dimensions: Learning, Material, Learning Media, and Evaluation & Assessment. Three independent

validators provided qualitative assessments for each relevant indicator, allowing the identification of strengths as well as areas requiring improvement. In the Learning aspect, most indicators were rated highly, with only the integration of philosophical values flagged for theoretical reinforcement based on expert recommendations. The Material dimension was predominantly deemed excellent, though revisions were recommended for narrative language, specifically in terms of terminology and presentation structure. In evaluating Learning Media, both concept visualization and affordability were validated as strong points, while technology integration required improved accessibility and referential support for 3T (frontier, outermost, disadvantaged) regions. For Evaluation & Assessment, experts suggested revisions to both the SEL assessment tools and reflection instruments to optimize their format and substance. Overall, the validation confirms that the SEL–WSA–Trikon model is highly viable, pending minor revisions in philosophical integration, narrative systematics, technology adaptation, and assessment instruments.

### **3.4 Disseminate phase: expanded implementation and evaluation**

The strategy was refined and applied to a broader set of classrooms within the three school typologies to test adaptability and scalability. This stage also examined institutional factors influencing implementation such as leadership support, teacher collaboration, and community involvement (Zhang *et al.*, 2025). Quantitative data were collected through Likert-scale surveys and communication skill rubrics.

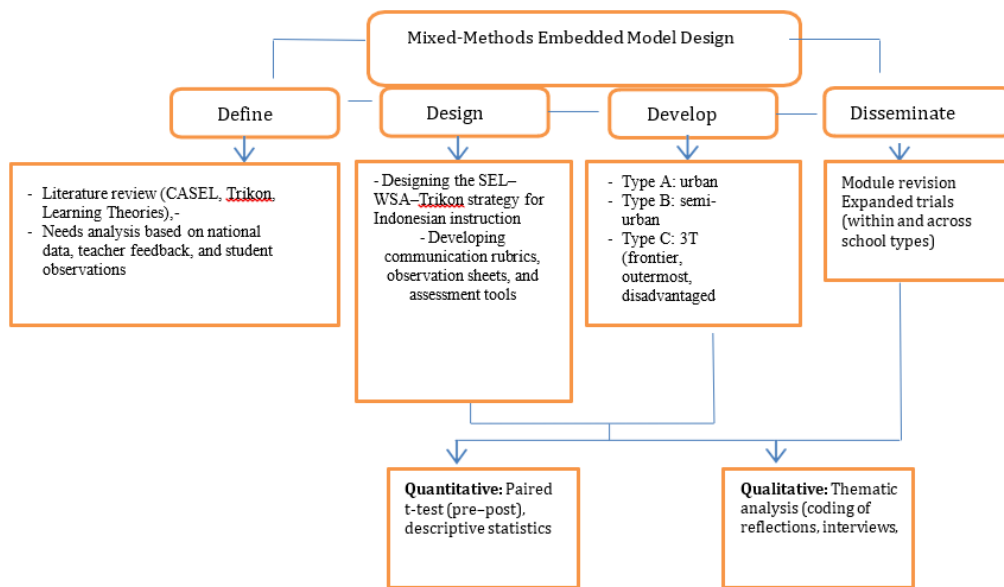
### **3.5 Data analysis procedures**

Quantitative data from pre-post assessments were analyzed using descriptive and inferential statistics (paired t-tests) to evaluate the effectiveness of the intervention. Meanwhile, qualitative data from interviews, reflections, and focus groups were analyzed thematically using coding strategies to identify emergent patterns related to student engagement, emotional growth, and communicative development by Miles and Huberman (Ardiansyah *et al.*, 2022). Integration of both data types was conducted during interpretation to compare how different school contexts influenced outcomes and to assess the consistency of improvements across settings. The analysis focused on identifying indicators of effective SEL-based communication skill development that are

both generalizable and context- sensitive. This methodology ensured that the developed strategy is not only empirically validated but also culturally adaptable and institutionally realistic, thereby fulfilling the research objectives and doctoral-level contribution requirements. To systematically demonstrate the research workflow and analytical integration, Figure 1 visually summarizes the mixed-methods embedded model design that underpinned every phase of this study. The diagram clarifies the sequence of development processes, from initial needs assessment through strategy formulation, small-scale implementation, data collection, and iterative refinement, incorporating both quantitative and qualitative analyses to ensure methodological robustness and contextual relevance

**Figure 1**

*Mixed-Methods Embedded Model Design*



**4 RESULTS**

This chapter presents the key findings from the implementation and evaluation of the communication-focused Social Emotional Learning (SEL) strategy integrated with the Whole School Approach (WSA) and Trikon values. The results are organized into four main subsections: (1) School Context Variation, (2) School Readiness and Institutional Capacity, (3) Development of 21st-Century Communication Skills, and (4) Summary of Differentiated Implementation Model.

#### 4.1 School context variation: urban, semi-urban, and 3T regions

Variations in school contexts are a determining factor in the successful implementation of the Social-Emotional Learning–Whole School Approach–Trikon (SEL–WSA–Trikon) strategy. These findings show that there is a clear disparity between types of schools—urban, semi-urban, and 3T in the process of implementing strategies, both in terms of resources, implementation patterns, forms of support, and impact on students. In table 2, the relationship between school typology, available resources, patterns of implementation of SEL strategies, intensity of teacher support, typical environment-based approaches, and learning outcomes in students.

**Table 3**

*School Context Variation*

School Type	Resources	Implementation Pattern	Teacher Support	Approach	Impact on Students
Urban (A)	Tall	Structured (routines, mentoring, project discussions)	High, continuous training	Peer reflective discussion & mentoring	Emotional expression & high reflective dialogue
Semi-Urban (B)	Keep	Adaptation (small group discussion)	Varied, depending on the teacher's creative initiative	Integration of empathy and self-regulation	Improved communication; Inconsistency depends on the performance of teachers and leaders
3T (C)	Low	Non-formal (folklore, ritual collective traditions)	Minimal formal support; Relying on community norms	Local stories and rites	Student engagement grows in affective & social communication despite lack of infrastructure

Based on table 2, urban schools (Type A), the availability of resources and strong teacher training creates an environment that allows for systematic integration of SEL. Practices such as reflection routines, peer mentoring, and project-based discussions make students better able to express emotions and build reflective dialogue consistently, as well as reflected in the qualitative findings in the original document.

In semi-urban schools (Type B), implementation patterns tend to be adaptive. Although institutional support is not as strong as in urban schools, teachers are able to adjust strategies through small group discussions and contextual stories to improve empathy and self-regulation. The impact can be seen on improving student communication, but its effectiveness fluctuates depending on teacher creativity and school leadership stability, as noted in the results of school context analysis B.

Meanwhile, 3T (Type C) schools face infrastructure limitations, but have strong social capital such as the value of mutual cooperation and local storytelling traditions. This community-based approach is an alternative entry point for SEL implementation. Teachers use folklore and collective rituals as a means of building emotional awareness and social interaction. Although formal support is minimal, students still show positive development in the realm of affective and interpersonal communication.

#### 4.2 School readiness and institutional capacity

Based on accreditation status, leadership support, and teacher readiness, schools are categorized into three levels as explained in table 3 below:

**Table 4**

*School Readiness and Institutional Capacity Across School Types*

School Type	Accreditation	Teacher Readiness	SEL Implementation	SEL Practice	External Support	Individual Initiatives
A	A (High)	Very powerful; Systemic support	School-wide, integrated with all programs	Classroom instruction, counseling, extracurricular	Low	Not dominant
B	B (Medium)	Teachers are highly motivated; not yet systemic	Partial; need external facilitation and mentoring	Small group discussions, limited guidance	Tall	Depending on the teacher's motivation
C	C/without accreditation	Limited, sporadic	Very limited, informal	Reflection circle, guardian and teacher collaboration	Very high	Very dominant

Based on table 3, the level of readiness of schools shows a direct correlation between accreditation status, institutional support, and the effectiveness of SEL–WSA–Trikon implementation. Type A (High Readiness) schools with A accreditation have strong leadership and teacher readiness, so that they are able to implement SEL systemically in all aspects of school activities. This integration makes the dependence on external aid low because the internal mechanisms have worked well. On the other hand, Type B (Moderate Readiness) shows the motivation of higher teachers, but it has not been supported by a strong systemic structure. Implementation is still partial and highly

dependent on the creativity and initiative of teachers with considerable external assistance needs.

In the context of Type C (Low Readiness), limited accreditation and facilities cause implementation to take place informally and rely on the collaboration of the school community. The involvement of teachers, homeroom teachers, and parents through simple reflective activities is the main driver of the program's sustainability. Although external support is very high, individual initiative has proven to be a crucial factor in maintaining the sustainability of SEL practices. In general, this stratification emphasizes that institutional readiness determines the level of success and independence of implementation, and requires a mentoring strategy that is tailored to the capacity of each school.

### 4.3 Development of 21st-Century Communication Skills (t test)

The improvement of 21st century communication skills was evaluated through a paired t-test analysis of three main domains based on the CASEL framework: expressive communication, empathic engagement, and constructive dialogue. This test aims to assess the extent to which the SEL-WSA-Trikon strategy affects the development of students' communication skills in various types of schools.

**Table 5**

*Paired t-test test results*

<b>Domain</b>	<b>t-statistic</b>	<b>p-value</b>	<b>Significant</b>
<b>Expressive Communication</b>	-3.77	0.0017	Significant (p < 0.05)
<b>Empathic Engagement</b>	-3.77	0.0017	Significant (p < 0.05)
<b>Constructive Dialogue</b>	-4.24	0.0006	Significant (p < 0.05)

The results of the paired t-test on table 4 showed a significant improvement in all communication domains, indicating the effectiveness of the SEL-WSA-Trikon strategy in strengthening students' expressive, empathic, and dialogical skills. In the domain of expressive communication, students are able to express ideas and emotions more clearly through directed debate, written reflection, and contextual storytelling in semi-urban and 3T schools. In the domain of empathic engagement, all students show progress in active listening and respecting the views of others, which is seen in collaborative projects and peer feedback sessions. Meanwhile, in constructive dialogue, students' ability to discuss

and navigate disagreements is significantly improved, especially in schools with strong systemic support (Type A).

Qualitative data from reflective journals and focus group discussions supported these statistical results. Students report increased confidence in speaking, the ability to understand other perspectives, and the skills to interact openly and ethically. Overall, the integration of SEL–WSA–Trikon has been proven to be able to develop 21st-century communication competencies that include self-expression, empathy, and constructive dialogue in a balanced manner in various school contexts.

#### 4.4 Summary of differentiated implementation model

The findings culminated in a differentiated implementation model based on two intersecting variables: (1) geographic location (urban, semi-urban, 3T) and (2) institutional readiness (Type A, B, C). This model proposes a tiered strategy:

**Table 6**

*Strategic Focus of SEL Implementation by School Type*

School Type	Main Strategy	Clear Explanation
<b>Type A High</b>	Institutionalizing SEL	SEL is embedded into the curriculum, school routines, and overall school culture so it becomes a systemic practice.
<b>Type B Moderate</b>	Capacity Building	Schools focus on strengthening teacher skills through peer coaching, mentoring, and locally adapted SEL practices.
<b>Type C Low</b>	Community- and Teacher-Driven SEL	Implementation relies on community wisdom, low-tech tools, and teacher-led initiatives due to limited institutional support.

This model illustrates that schools with high levels of readiness (Type A) play a key role in driving educational change through the integration of SEL throughout the school system. Schools with moderate readiness (Type B) focus on teacher capacity building and internal collaboration to gradually strengthen SEL practices. Meanwhile, schools with low readiness (Type C) rely on the role of communities and teachers as key implementers, using local resources and contextual approaches to sustain program sustainability. This model aligns with the Trikon principle of "concentricity" (concentric growth), suggesting that educational innovation should radiate from context-specific

strengths outward, rather than applying uniform interventions. It offers a pathway for national-level scaling while respecting local complexity and equity.

**Figure 2**

*Diagram Differentiated Implementation Model*

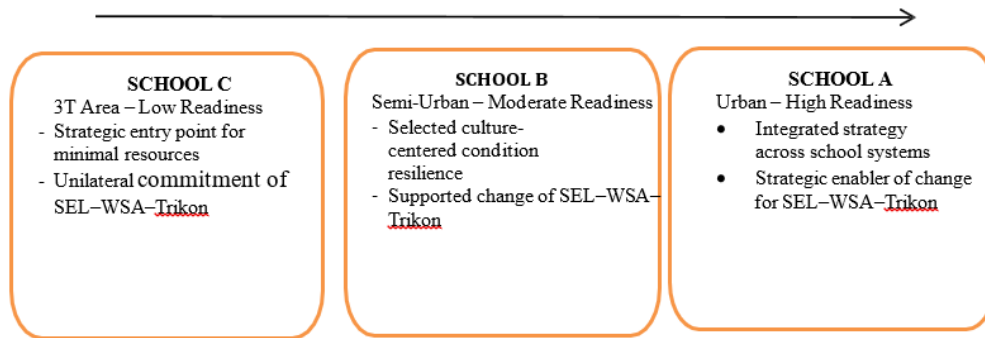


Figure 2 represents the nine-quadrant framework combining school type (urban, semi-urban, 3T) and readiness level (high, moderate, low). Each quadrant proposes context-sensitive strategies to implement SEL-WSA-Trikon integration effectively. To provide a clearer understanding of the differentiated strategies, Figure 3 illustrates the integrative model combining school type and institutional readiness for effective SEL-WSA-Trikon implementation.

**Figure 3**

*Nine-quadrant framework illustrating differentiated SEL–WSA–Trikon implementation strategies by school type and institutional readiness.*



Figure 3 presents the nine-quadrant SEL–WSA–Trikon implementation framework as developed in this study. The diagram visually integrates school type (Urban, Semi-Urban, 3T/Frontier) and institutional readiness level (High, Moderate, Low), each intersection detailing a context-sensitive strategy for effective social emotional learning and whole school approach integration. Specifically, the framework demonstrates that integrated SEL–WSA systems are optimal for urban schools with high readiness, while community involvement and parent-teacher collaboration are essential for low readiness environments, particularly in frontier regions. This visual enables readers to grasp the differentiated pathways by which SEL–WSA–Trikon can be implemented and scaled across varied Indonesian educational settings, supporting adaptation and scalability at local, regional, and national levels.

**5 DISCUSSION**

The results of this study reaffirm that the integration of Social Emotional Learning (SEL), the Whole School Approach (WSA), and Trikon values constitutes a viable and

contextually responsive framework for enhancing students' 21st-century communication competencies (Close *et al.*, 2023; Torsdottir *et al.*, 2024). The consistent improvement across expressive, empathic, and dialogic domains ( $p < 0.05$ ) indicates that the SEL–WSA–Trikon model effectively cultivates students' ability to articulate ideas, engage empathetically, and sustain constructive dialogue. These outcomes underscore that SEL principles, when localized through Trikon philosophy, not only promote emotional awareness but also enrich linguistic and communicative proficiency in Indonesian instruction (Ohnishi, 2022; Roco, 2020). The significant gains identified through paired t-tests are reinforced by qualitative data from student reflections and teacher observations, showing heightened confidence, emotional regulation, and collaborative communication among participants (Le & Pham, 2024; Sert & Arıkan, 2025).

The differentiated outcomes across school types further illuminate the critical role of institutional readiness in shaping implementation success (Bast *et al.*, 2021; Craig *et al.*, 2024). Type A schools, characterized by high accreditation and systemic leadership support, exhibited more structured integration embedding SEL routines, mentoring, and reflective dialogue across school programs (Arthur *et al.*, 2020). In contrast, Type B schools displayed adaptive practices reliant on teacher creativity and internal collaboration, while Type C schools leveraged community-based approaches through folklore, collective rituals, and local storytelling to achieve socio-emotional engagement despite infrastructural limitations (Wong & Li, 2025). These patterns validate Bronfenbrenner's ecological systems theory, illustrating how individual, institutional, and sociocultural layers dynamically interact to support or constrain pedagogical transformation (Cripps Clark *et al.*, 2021; Handrianto *et al.*, 2025).

The incorporation of Ki Hadjar Dewantara's Trikon values proved essential in bridging global SEL concepts with indigenous educational philosophies (Kruglov & Kruglov, 2022). The principle of concentricity (*konsentrisitas*) was evident in how schools adapted SEL from their own cultural and institutional cores outward, ensuring relevance and sustainability (Soutter, 2023). This resonates with culturally responsive pedagogical models (Wulandari & Rahmah, 2025), affirming that educational innovation must stem from local identity while embracing global best practices.

The observed flexibility across diverse contexts demonstrates that Trikon-based SEL is not merely an additive framework but a transformative medium that harmonizes

affective and cognitive development through culturally rooted communication practices (Vera, 2023).

Moreover, by embedding SEL within the subject of Indonesian language, the strategy moved beyond character education into functional skill development. Classroom practices such as reflective writing, peer dialogue, and contextual storytelling facilitated the internalization of SEL competencies through authentic linguistic experiences (Kour & Bhatia, 2025). This operationalization aligns with Green *et al.*, (2021), who emphasize that SEL achieves maximal impact when seamlessly integrated into daily learning processes. The evidence of improvement across expressive, empathic, and dialogic skills corroborates that SEL–WSA–Trikon integration fosters holistic communicative growth within culturally meaningful educational settings (Rajaa *et al.*, 2024).

At the systemic level, the differentiated model derived from this study categorizing schools as Type A (institutionalized SEL), Type B (capacity building), and Type C (community- and teacher-driven SEL) offers a pragmatic roadmap for national scaling. This approach reflects O’Connor *et al.*, (2020) notion of “deep change,” advocating for reform strategies tailored to local readiness and culture. The nine-quadrant framework visually synthesized in the study further exemplifies how multi-tiered strategies can accommodate Indonesia’s educational diversity while maintaining coherence with the Trikon philosophical principles of continuity, convergence, and concentricity (Nagachevska *et al.*, 2025).

Nevertheless, the study acknowledges several limitations. The dependence on teacher facilitation and reflective practices may hinder scalability in schools with limited autonomy or overextended workloads. Additionally, cultural adaptation, while vital for contextual relevance, requires deep local understanding that may challenge uniform replication. These limitations invite future inquiry into sustainable professional development systems, community partnerships, and policy frameworks that support long-term SEL institutionalization across varied contexts.

In essence, this research contributes to the indigenization of global educational paradigms by grounding SEL and WSA within Ki Hadjar Dewantara’s Trikon philosophy. It substantiates that culturally rooted SEL integration enhances not only socio-emotional growth but also students’ expressive and dialogic communication capacities skills indispensable for thriving in the 21st century. By demonstrating adaptability across diverse Indonesian educational contexts, this study offers a replicable

model for culturally responsive reform, echoing UNESCO for educational innovation that honors local wisdom while advancing global competency goals.

## 6 CONCLUSION

The integration of Social Emotional Learning (SEL), the Whole School Approach (WSA), and Trikon values within Indonesian instruction has demonstrated significant potential in fostering 21st-century communication competencies among Indonesian secondary students. The developed strategy, grounded in both global educational frameworks and culturally rooted philosophy, proved adaptable across diverse school settings including urban, semi-urban, and 3T areas. The study's findings emphasize the necessity of differentiating implementation strategies based on school readiness and contextual realities. The differentiated model Type A, B, and C enabled the operationalization of SEL practices in ways that respected institutional capacities and cultural nuances. Quantitative and qualitative data consistently showed positive shifts in students' expressive, empathic, and dialogic communication abilities. Furthermore, the use of Indonesian as a disciplinary anchor amplified the relevance of SEL by embedding it into reflective literacy and dialogic classroom practices.

This study contributes to the field by offering a novel, culturally responsive model of SEL implementation that is both theoretically grounded and practically scalable. It affirms the value of integrating local wisdom such as Ki Hadjar Dewantara's Trikon values into contemporary educational transformation. Policymakers, curriculum designers, and educators are encouraged to adopt and adapt this approach in alignment with local needs and systemic capacity. Future research may build upon this framework by exploring long-term impacts, professional development mechanisms, and cross-cultural applicability within Southeast Asia and beyond. This research affirms that educational innovation must be both globally informed and locally grounded, and the SEL–WSA–Trikon framework offers a scalable model that bridges both dimensions.

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### **Authors' Contribution**

Both authors contributed equally to the development of this article.

### **Data availability**

All datasets relevant to this study's findings are fully available within the article.

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