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**Abstract:**

Social and emotional learning (SEL) is important to be applied in the learning process in schools, especially in inclusive elementary schools. This is because in inclusive schools, the diversity that exists requires all school members, both teachers and students, to have the skills to understand each other, which will be obtained through SEL-based learning. Therefore, this study aims to find out how teachers' and students' voices about SEL and its practices in inclusive elementary schools. This research is an instrumental case study qualitative research. Participants' data were extracted using interview methods, FGDs, and special student photovoice. The results of the research on the teacher's voice there are five themes obtained, namely not fixated on academics, safe and fun learning, positive communication, learning differentiation, and facilitating student participation. Meanwhile, based on student voices, six themes were obtained, namely a clean and beautiful environment, a cheerful teacher, sharing stories, cooperating, respecting each other, and favourite objects. After analysis between participants, it was found that aspects of interpersonal communication and classroom climate are important for teachers and students. Meanwhile, the aspects of school policy and SEL intrusiveness were only mentioned by teachers. Likewise, aspects of the physical environment and favourite objects are only mentioned by students. The SEL practices that teachers have implemented are asking students' feelings at the beginning of learning, reflection at the end of learning, learning with games, Wednesday storytelling, and giving students opportunities for expression. However, the practice is not optimal and must be improved a lot.

**Keywords:** SEL, inclusive school, teacher voice, student voice

**Abstrak:**

*Social and emotional learning* (SEL) adalah hal yang penting untuk diterapkan dalam proses pembelajaran di sekolah terutama di sekolah dasar inklusi. Hal ini dikarenakan pada sekolah inklusi, keragaman yang ada menuntut semua warga sekolah baik guru maupun siswa harus memiliki keterampilan untuk saling memahami satu sama lain. keterampilan tersebut, akan diperoleh melalui pembelajaran berbasis SEL. Oleh karena itu, penelitian ini bertujuan untuk mengetahui bagaimana suara guru dan suara siswa tentang SEL dan praktiknya di sekolah dasar inklusi. Penelitian ini merupakan penelitian kualitatif studi kasus instrumental. Data partisipan digali menggunakan metode wawancara, FGD, dan *photovoice* khusus siswa. Hasil penelitian terhadap suara guru terdapat lima tema yang didapat yaitu tidak terpaku pada akademik, pembelajaran yang aman dan menyenangkan, komunikasi positif, diferensiasi pembelajaran, dan memfasilitasi partisipasi siswa. sedangkan berdasarkan suara siswa didapat enam tema yaitu lingkungan yang bersih dan asri, guru yang ceria, berbagi cerita, bekerjasama, saling menghargai, dan benda kesayangan. Setelah dilakukan analisis antar partisipan ditemukan bahwa aspek komunikasi interpersonal dan iklim kelas merupakan hal penting bagi guru dan siswa. Sedangkan, aspek kebijakan sekolah dan intruski SEL hanya disebutkan oleh guru. Begitu juga aspek lingkungan fisik dan benda kesayangan hanya disebutkan oleh siswa. Adapun praktik SEL yang sudah guru terapkan adalah menanyakan perasaan siswa di awal pembelajaran, refleski di akhir pembelajaran, pembelajaran dengan game, Rabu bercerita, dan memberikan kesempatan siswa untuk berekspresi. Akan tetapi praktik yang dilakukan belum optimal dan harus banyak ditingkatkan..

**Kata kunci:** SEL, sekolah inklusi, suara guru, suara siswa