

## IMPLEMENTATION OF THE SEKUL (SEJARAH KELUARGA) LEARNING MODEL THROUGH ORAL HISTORY: A SYSTEMATIC APPROACH TO IMPROVING SOCIAL-EMOTIONAL COMPETENCE

Intan Cahyaning Handoyo\*, Aditya Nugroho Widiadi, and Indah Wahyu Puji Utami

[intan.cahyaning.2407318@students.um.ac.id](mailto:intan.cahyaning.2407318@students.um.ac.id) \*

Universitas Negeri Malang, Jl. Semarang 5 Malang, 65155, Indonesia.

*Article history:*

*Received 7 October 2025; Revised 29 October 2025; Accepted 20 November 2025; Published 31 December 2025*

**Abstract:** This research aims to develop an oral history-based SEKUL (Sejarah Keluarga) Learning Model in improving the social-emotional competence of SMA Negeri 4 Malang students. The problem identified is the limited attention of history learning to the development of empathy, social awareness, and relational skills of students. The research used the Dick and Carey Model systematic approach, including identification of instructional objectives that combine cognitive and social-emotional mastery, analysis of skill components (interview techniques, transcription, context interpretation), development of operational performance objectives, and instrument development: interview rubrics, communication observation sheets, and reflective journal formats. Instructional materials and strategies were prepared with oral history guide modules, interview simulations, and focused discussions. The final stage was a summative evaluation involving cognitive pre-tests and post-test, reflective journal analysis, and standardized interviews. Results showed significant improvement in five CASEL domains: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. In addition to mastery of historical facts, students reported increased self-confidence, active listening skills, and awareness of the family's cultural context. The findings confirm that the SEKUL Model facilitates meaningful history learning by integrating academic and character-building objectives, thus recommending its integration into the secondary level history curriculum.

**Keywords:** family history, oral history

**Abstrak:** Penelitian ini bertujuan untuk mengembangkan Model Pembelajaran SEKUL (Sejarah Keluarga) berbasis sejarah lisan dalam meningkatkan kompetensi sosial-emosional siswa SMA Negeri 4 Malang. Masalah yang diidentifikasi adalah terbatasnya perhatian pembelajaran sejarah terhadap pengembangan empati, kesadaran sosial, dan keterampilan relasional siswa. Penelitian menggunakan pendekatan sistematis Model Dick dan Carey, termasuk identifikasi tujuan instruksional yang menggabungkan penguasaan kognitif dan sosial-emosional, analisis komponen keterampilan (teknik wawancara, transkripsi,

interpretasi konteks), pengembangan tujuan kinerja operasional, dan pengembangan instrumen: rubrik wawancara, lembar observasi komunikasi, dan format jurnal reflektif. Materi dan strategi instruksional disiapkan dengan modul panduan sejarah lisan, simulasi wawancara, dan diskusi terfokus. Tahap akhir adalah evaluasi sumatif yang melibatkan pre-test kognitif dan post-test, analisis jurnal reflektif, dan wawancara standar. Hasil menunjukkan peningkatan yang signifikan dalam lima domain CASEL: kesadaran diri, manajemen diri, kesadaran sosial, keterampilan hubungan, dan pengambilan keputusan yang bertanggung jawab. Selain penguasaan fakta sejarah, siswa melaporkan peningkatan kepercayaan diri, keterampilan mendengarkan aktif, dan kesadaran akan konteks budaya keluarga. Temuan ini menegaskan bahwa Model SEKUL memfasilitasi pembelajaran sejarah yang bermakna dengan mengintegrasikan tujuan akademik dan pembentukan karakter, sehingga merekomendasikan integrasinya ke dalam kurikulum sejarah tingkat menengah.

**Kata kunci:** sejarah keluarga, sejarah lisan

---

## INTRODUCTION

In the current educational landscape, history learning in schools often remains limited to textual narratives and cognitive memorization of chronological events, which risks alienating students from the relevance and emotional depth of the historical discipline. Despite the richness of students' immediate cultural and familial environments, these local and personal dimensions of history are rarely explored in formal history education. This has led to a growing concern over the lack of affective engagement and contextual understanding among students when it comes to historical study (Siska, 2015). In response to this concern, the SEKUL (*Sejarah Keluarga*/Family History) learning model emerges as an innovative pedagogical approach that integrates oral history into the curriculum, enabling students to uncover and reflect on intergenerational narratives within their own families (Syaputra & Sariyatun, 2020).

The urgency of implementing such models lies in the evident gap between students' personal experiences and the conventional content of history education, which typically emphasizes major national or international events while neglecting micro-historical perspectives such as family or local history. This has created a pedagogical void wherein students struggle to relate the significance of history to their identities and daily lives. According to Saefullah et al. (2023), by tapping into collective memory through personal narratives, students not only gain historical facts but also develop empathy, critical thinking, and a deeper sense of belonging elements often neglected in traditional history teaching.

Despite the promising potential of contextualized and participatory models like SEKUL, there remains limited empirical research investigating its practical implementation, especially in relation to its long-term effects on student motivation and emotional engagement in learning history. Moreover, existing studies tend to focus primarily on cognitive achievement, leaving a gap in understanding how experiential and reflective history learning may contribute to broader educational goals such as identity formation, cultural literacy, and social-emotional development (Adam et al., 2019; Siregar et al., 2022).

Several studies have investigated oral history as a pedagogical tool. Mareta & Jamil (2022) demonstrated how local and personal narratives improve students' critical thinking and help contextualize macro-historical events. Furthermore, (Alimasdar & Maksum, 2025) showed that

involving students in community-based oral history projects increased their historical empathy and cultural awareness. However, while these studies underscore the value of oral history, few have systematically incorporated a structured learning model that integrates family narratives into curriculum aligned learning goals and competencies. The SEKUL model represents a novel contribution to this discourse by formalizing the oral history approach into a scaffolded model with defined stages, from preparing interview protocols to writing reflective historical reports. Unlike earlier models that often treat oral history as a supplementary project, SEKUL is embedded within the core learning process and evaluation framework, integrating both cognitive and affective domains in alignment with social constructivist learning theory (Vygotsky) and experiential learning theory (Dewey) (Hafizi, 2023; Suparno, 2018).

Grounded in Vygotsky's theory of social constructivism and Dewey's experiential learning paradigm, the SEKUL model aligns with contemporary educational needs by promoting dialogic interaction and reflective practice as essential components of knowledge construction (Hafizi, 2023; Suparno, 2018). Students are not positioned merely as recipients of historical knowledge but as active agents who explore their familial pasts, connect with larger national narratives, and reconstruct historical meaning from lived experience. Through structured stages ranging from interview preparation to reflective analysis students acquire not only cognitive competencies but also develop interpersonal and interpretive skills within a meaningful learning context (Panjaitan et al., 2023; Septiaahmad et al., 2020; Wahyuni & Rahayu, 2021).

Based on these considerations, the problem addressed in this study is the lack of meaningful, contextual, and affective learning experiences in history education that integrate students' personal and family narratives. The objective of this research is to analyze the effectiveness of the SEKUL learning model in enhancing students' historical understanding, emotional engagement, and identity awareness through oral history-based learning. Furthermore, this study seeks to examine how integrating family histories into the learning process can contribute to the development of empathetic and socially aware learners, ultimately fostering a more holistic and relevant historical consciousness among students in the face of modern educational challenges.

## RESEARCH METHOD

This study applied a systematic step-by-step model based on the model proposed by Dick & Carey (2015). The first step of this model was to identify instructional objectives that integrated historical fact mastery with social awareness. Next, instructional analysis was conducted to break down these objectives into skill components such as interview techniques, narrative transcription, and context interpretation. Subsequently, the researcher conducted a comprehensive analysis of participant characteristics and the specific learning context at SMA Negeri 4 Malang, which served as the foundational step for designing a targeted and context-sensitive instructional model. This preliminary analysis included an examination of students' prior knowledge, cultural backgrounds, learning needs, and classroom dynamics to ensure that the intervention would be both pedagogically effective and socially relevant. Based on these findings, the researcher then formulated clear and measurable operational performance objectives that explicitly defined the implementation conditions, specified observable student behaviors, and established precise criteria for success. These objectives guided the entire instructional design process and ensured alignment between goals, instructional strategies, and assessment methods. To support the realization of these objectives, a variety of assessment instruments were developed, including interview rubrics to evaluate the quality of students' oral history interviews, communication observation sheets to monitor social interaction and collaboration skills, and reflective journals to capture students' self-awareness and emotional growth throughout the learning process. Instructional strategies were thoughtfully constructed to reflect both constructivist and culturally responsive principles,

incorporating interview simulations, role-plays, and guided discussions as key learning activities (Wau et al., 2025). These strategies aimed to scaffold students' skills in historical inquiry, critical thinking, and interpersonal communication while drawing on their own family narratives as meaningful sources of knowledge.

The initial version of the model underwent formative testing within a small, representative group of students. This stage was crucial for identifying and addressing any logistical, instructional, or engagement-related obstacles. Revisions were then made to enhance the clarity of instructions, sequencing of activities, and adaptability of materials to better meet the diverse needs of learners. After this refinement phase, the researcher implemented a summative evaluation to assess the effectiveness and impact of the SEKUL model in a broader classroom setting. The evaluation employed multiple tools, including cognitive post-tests to measure knowledge acquisition, qualitative analysis of students' reflective journals to assess emotional and identity development, and standardized interviews to gauge the growth of students' social-emotional competencies. The integration of both formative and summative assessment methods ensured a robust evaluation of the model's effectiveness not only in improving academic performance but also in cultivating key SEL attributes such as empathy, responsible decision-making, and cultural awareness (Rahmatullah & Azani, 2025). Overall, this rigorous and iterative approach to instructional design and evaluation demonstrates that the SEKUL model has the potential to serve as a powerful framework for delivering history education that is cognitively enriching, emotionally resonant, and socially transformative.

## RESULTS AND DISCUSSION

### **The Family History Learning Model SEKUL (*Sejarah Keluarga*) as an Effort to Improve Social-Emotional Competence**

The application of the SEKUL learning model enables students to perceive history not merely as a compilation of past events, but as a dynamic field of study that is closely intertwined with their lived experiences. Grounded in the Social-Emotional Learning (SEL) framework, the SEKUL model is intentionally designed to cultivate five fundamental social-emotional competencies, namely *self-awareness*, *self-management*, *social awareness*, *relationship skills*, and *responsible decision-making*. By engaging with family-based historical narratives, students are encouraged to connect conceptual historical knowledge with emotional reflection and social interaction, thereby fostering a more meaningful learning experience.

Within this framework, the development of *self-awareness* emerges through reflective practices embedded in the learning process. The use of oral history interviews prompts students to critically examine personal narratives, values, emotional responses, and subjective viewpoints that influence their interpretation of the past. Through encounters with family life stories—whether characterized by hardship, achievement, or personal struggle—students gain deeper insight into the formation of their identities and cultural backgrounds. In this respect, oral history remains a pedagogically relevant approach, as it enhances empathy, persistence, and attentive listening while reinforcing students' awareness of their own historical positioning (Naredi et al., 2022).

The cultivation of *self-management* is facilitated through the structured stages of research planning and implementation within the SEKUL model. Students are required to demonstrate autonomy, accountability, and discipline when designing interview questions, organizing schedules, and complying with ethical research standards such as informed consent, confidentiality, and accurate documentation. These activities extend beyond procedural learning and contribute to the internalization of integrity, responsibility, and perseverance, which are essential components of effective self-regulation in academic and social contexts.

In terms of *social awareness*, the SEKUL model situates students in direct engagement with individuals from different generations, enabling them to comprehend diverse perspectives shaped by varying historical, social, and cultural circumstances. Through these intergenerational interactions, students come to recognize history as a socially constructed phenomenon influenced by broader structural forces rather than as isolated personal experiences. This process nurtures empathy, tolerance, and respect for diversity, thereby strengthening students' capacity to understand social complexity (Herdianti et al., 2021).

The enhancement of *relationship skills* is evident in the communicative demands of the interview process, where students are expected to establish respectful dialogue, practice active listening, and respond sensitively to their interviewees, who are often close family members. Such interactions serve as a form of intergenerational communication practice, an aspect increasingly diminished in contemporary learning environments dominated by digital mediation. Empirical studies on narrative-oriented history instruction indicate that this approach supports the development of perspective-taking abilities and tolerance, which are central to effective interpersonal relationships (Bau et al., 2022).

Moreover, the SEKUL model promotes *responsible decision-making* through critical engagement with oral history data. Students are encouraged to assess source credibility, differentiate factual information from personal interpretation, and reflect on the ethical consequences of presenting family narratives in academic or public formats. This reflective process trains students to balance analytical reasoning with ethical consideration, thereby strengthening moral judgment and reflective thinking skills (Arif et al., 2023; Evitasari & Prasetya Santosa, 2022).

Overall, the SEKUL learning model represents an integrative pedagogical approach that extends beyond the transmission of historical content to encompass a comprehensive social-emotional learning experience (Oberle, 2018; Tagie et al., 2023). By positioning family narratives as central learning resources, students are guided to connect historical understanding with identity construction, social relationships, and ethical reflection. In response to the challenges of educational practices that are often abstract and detached from students' realities, the SEKUL model offers a contextualized, personal, and relevant alternative that supports historical consciousness, character formation, and the development of essential 21st-century competencies such as empathy, collaboration, and critical reflection.

### **Implementation of the Family History Learning Model SEKUL (*Sejarah Keluarga*)**

The application of the SEKUL model in history education focuses not only on imparting knowledge but also on developing students' social-emotional competencies, equipping them to become empowered citizens who are mindful of their culture and actively engaged in their communities. At the opening stage, the teacher's activities of greeting students and leading prayers serve as a method to strengthen a conducive classroom atmosphere. Creating a positive emotional environment can support student engagement and increase their motivation to learn (Novayani, 2022). Additionally, explicitly stating learning objectives emphasizes the importance of the connection between cognitive and social-emotional competencies, in line with the learning guidelines outlined by CASEL. Prompting questions such as "Do you know your family history?" are believed to spark students' interest, demonstrating that an inquiry-based approach engages students in history learning (Voet & De Wever, 2016).

During this exploration phase, the implementation of oral history interview techniques serves as a powerful pedagogical strategy that not only enhances students' grasp of historical content but also fosters essential 21st-century skills, particularly in communication and social interaction. Teachers guide students through structured training on how to conduct meaningful interviews—covering aspects such as question formulation, ethical considerations, active listening,

and respectful engagement. These practical skills become instrumental when students begin interacting with family members, allowing them to access authentic historical narratives while cultivating empathy and intercultural sensitivity. Oral history, as emphasized by Sunardi et al. (2023), enables students to contextualize historical concepts within lived realities, thus making abstract ideas more relatable and deeply rooted in students' personal and cultural identities.

Moreover, the collaborative formulation of interview questions encourages students to engage in critical thinking, negotiation, and teamwork, which are foundational components of contextual and constructivist learning environments. This activity aligns with project-based learning (PBL) methodologies, as students are involved in planning, executing, and presenting a mini-research project (Puspitasari, 2023; Rohmatulloh, 2023). Conducting interviews as part of these projects requires them to take ownership of their learning process, manage time effectively, and apply theoretical knowledge in real-world situations—all of which contribute to improved academic outcomes and deeper cognitive engagement.

The learning process culminates in a sharing session, during which students present their findings, engage in dialogue with peers, and reflect on diverse family experiences. This not only strengthens their verbal communication and public speaking skills but also reinforces mutual respect and appreciation for diverse perspectives (Pera et al., 2022). It provides a platform for collaborative learning, where students learn from one another and refine their interpersonal skills. Following this, the analysis of interview results guided by the teacher becomes a critical step in helping students make connections between personal narratives and broader social-emotional concepts. Through structured classroom discussions, students are encouraged to extract values such as resilience, sacrifice, empathy, and responsibility from their family's historical experiences.

Such reflections promote a deeper awareness of the role of family in shaping both individual and collective identities, and ultimately underscore the vital importance of integrating social-emotional learning (SEL) within the context of history education. By connecting personal narratives to larger historical and cultural frameworks, students are not only able to understand the emotional resonance of past experiences but are also encouraged to consider the social, ethical, and relational dimensions that accompany them. Integrating SEL in this process facilitates the cultivation of empathy, active listening, and emotional literacy—skills essential for navigating diverse social contexts in both academic and everyday life. As highlighted by Hafizi (2023), recognizing the emotional and relational aspects of history through the lens of family stories contributes significantly to students' holistic development, helping them become more empathetic, reflective, and socially responsible individuals. This pedagogical approach affirms that history is not merely a chronological record of events, but a lived experience with emotional depth and human complexity.

The culmination of the SEKUL learning experience is further strengthened by concluding each lesson with a structured collective reflection session. This moment of pause and dialogue encourages students to internalize the insights they have gained, exchange perspectives with their peers, and critically evaluate how their learning connects to broader human values and societal challenges. Follow-up assignments in the form of written personal reflections serve as an extension of this process, allowing students to more deeply explore the meanings behind their family histories and articulate the cultural, emotional, and moral lessons they have drawn. These reflective tasks reinforce students' historical understanding by anchoring it in real-life context and personal significance, while simultaneously nurturing a sense of cultural pride and identity (Adzra et al., 2023; Baharun, 2016).

The SEKUL learning model, therefore, is not solely concerned with transmitting historical knowledge, but is intentionally designed to develop students as whole individuals—intellectually, emotionally, and socially. It fosters self-awareness through introspective learning, social awareness

through intergenerational dialogue, and responsible decision-making through the ethical interpretation of lived experiences. In doing so, the model bridges the gap between academic content and real-world relevance, making history education more meaningful, inclusive, and transformative. As a model rooted in project-based and emotionally engaging learning strategies, SEKUL offers an innovative framework for 21st-century history instruction—where the goal is not only to inform, but also to inspire character development and identity formation. To provide a clearer understanding of the sequence and structure of this learning model, the steps of the SEKUL implementation will be detailed in the following table (see Table 1).

Table 1. Syntax of the SEKUL Learning Model

| Activity | Teacher                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Students                                                                                                                                                                                                                                                                                                                         |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Opening  | <p>Greet students and begin the lesson with a greeting and prayer. Explain the learning objectives and how they relate to everyday life.</p> <p>Connect the material to students' personal experiences through provocative questions:</p> <p>“Do you know your family history?”</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Responding to greetings and participating in prayers; Listening to learning objectives; Responding to teachers' questions by briefly sharing what they know about their family history.</p>                                                                                                                                   |
| Content  | <p>Phase 1: Exploring Family History</p> <ul style="list-style-type: none"> <li>• Provide guidance on how to explore family history through oral history interviews.</li> <li>• Guide students in compiling a list of questions for family sources (parents/grandparents).</li> </ul> <p>Phase 2: Mini Project Implementation</p> <ul style="list-style-type: none"> <li>• Direct students to conduct interviews outside of class time as an assignment.</li> <li>• In class, the teacher facilitates a group session to share the results of the interviews.</li> <li>• Provide guidance so that students can reflect on the social-emotional values of the stories they hear.</li> </ul> <p>Phase 3: Analysis and Reflection</p> <ul style="list-style-type: none"> <li>• Lead a class discussion about students' findings: family struggles, mutual cooperation, independence, responsibility, etc.</li> <li>• Facilitate a discussion on the connection between family history values and social-emotional competencies such as self-awareness and social awareness.</li> </ul> | <p>Preparing interview questions and discussing them in groups; Conducting interviews with family members; Presenting interview results in small groups; Listening to friends' experiences and responding; Identifying the values that emerge and reflecting on their impact on oneself; Participating in class discussions.</p> |
| Closing  | <p>Ask students to summarize today's lesson: Reinforce the importance of understanding family history as part of self-identity and character development; Assign a follow-up task: write a personal reflection on the lessons learned from their family history; Close the lesson with appreciation and motivation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Presenting the conclusions of the learning outcomes; Recording personal reflection tasks; Sharing impressions and messages about the learning experience; Participating in the lesson closure.</p>                                                                                                                            |

Within the history curriculum at the secondary school level, the sekul learning model is particularly applicable to topics that emphasize historical continuity, identity formation, and social change. In the Indonesian senior high school curriculum, this model can be effectively implemented in learning units related to local history, family and community history, social life in the past, as well as themes that explore change and continuity across generations. Such topics provide space for students to connect macro-historical narratives with micro-historical experiences rooted in their own family backgrounds. More specifically, the sekul model aligns well with curriculum content that discusses everyday life in historical contexts, social structures and cultural values, and the impact of historical events on ordinary people. By engaging students in exploring family narratives through oral history, these topics allow learners to contextualize national or regional history within personal and familial experiences. This alignment not only supports the achievement of historical competencies, such as historical thinking, source analysis, and interpretation, but also strengthens social-emotional learning outcomes by encouraging reflection on identity, empathy, and social responsibility. Therefore, the sekul model is most suitable for curriculum units that prioritize contextual learning, historical awareness, and character development, particularly those that encourage students to view history as a lived and meaningful process rather than as isolated factual information.

### Results of the SEKUL Learning Model Implementation

The implementation of the SEKUL learning model demonstrated a significant positive impact on students' social-emotional competencies across the five core domains of Social-Emotional Learning as articulated by the Collaborative for Academic, Social, and Emotional Learning (CASEL): *self-awareness, self-management, social awareness, relationship skills, and responsible decision-making* (CASEL, 2020). Evidence from classroom observations, student reflective writings, interview reports, and learning assessments indicates consistent improvement across indicators associated with each CASEL domain following the implementation of the SEKUL approach.

According to CASEL (2020), self-awareness includes the ability to identify emotions, recognize personal strengths and limitations, reflect on values, and develop a grounded sense of identity. Findings from the SEKUL implementation show improvement in these indicators, particularly in students' capacity to articulate emotional responses, personal values, and identity-related reflections. Through engagement with family history narratives, students demonstrated increased awareness of how their family backgrounds and past experiences influenced their perspectives on historical events. Reflective journals revealed more explicit emotional vocabulary, deeper self-reflection, and a clearer articulation of personal and cultural identity compared to students' initial reflections.

Self-management, as defined by CASEL (2020), refers to the ability to regulate emotions, control impulses, manage stress, set goals, and demonstrate self-discipline. Improvements in this domain were evident during the planning and execution of oral history projects. Students showed enhanced responsibility in managing interview schedules, completing tasks on time, and sustaining effort throughout the learning process. Classroom observations indicated improved emotional regulation, particularly when students encountered challenges such as coordinating with interviewees or revising incomplete data. Adherence to ethical research procedures—such as obtaining consent and accurately documenting narratives—further reflects growth in responsible and disciplined behavior.

CASEL (2020) conceptualizes social awareness as the ability to empathize with others, appreciate diverse perspectives, and understand social and cultural contexts. The SEKUL model significantly supported the development of this domain by engaging students in intergenerational dialogue. Through interviews with parents, grandparents, or other relatives, students

demonstrated increased empathy toward life experiences shaped by different historical, social, and economic conditions. Analysis of student discussions and reflections indicates a growing ability to recognize social inequality, cultural values, and historical constraints experienced by previous generations, reflecting strengthened perspective-taking and cultural sensitivity.

Relationship skills involve the capacity to establish and maintain healthy relationships through communication, active listening, cooperation, and conflict management (CASEL, 2020). Evidence from the SEKUL implementation shows that students improved across these indicators during interview activities and peer-sharing sessions. Students demonstrated greater proficiency in asking respectful questions, listening attentively, responding appropriately to emotional narratives, and collaborating with peers during group tasks. The intergenerational nature of family interviews further enhanced students' communication skills and fostered respectful dialogue, contributing to stronger interpersonal connections within both family and classroom contexts.

Responsible decision-making, according to CASEL (2020), includes the ability to make ethical, constructive choices based on consideration of consequences, social norms, and respect for others. This domain showed marked improvement in students' handling of oral history data. Students demonstrated increased awareness of ethical considerations when selecting, interpreting, and presenting family narratives. They were able to distinguish between factual information and personal opinion, evaluate source credibility, and reflect on the potential impact of sharing sensitive family stories. These practices indicate the development of ethical judgment and reflective reasoning within historical inquiry.

Overall, the results confirm that the SEKUL learning model effectively facilitates improvement across all five CASEL domains, as evidenced by students' demonstrated growth on key social-emotional indicators. The alignment between observed learning outcomes and CASEL's conceptual framework strengthens the validity of the findings reported in the abstract. These results suggest that SEKUL functions not only as a pedagogical model for historical understanding but also as an integrative approach that systematically supports students' social-emotional development through contextual, reflective, and ethically grounded learning experiences.

## CONCLUSION

This study demonstrates that the SEKUL (Sejarah Keluarga) learning model is an effective approach for integrating history education with social-emotional learning (SEL). Through the use of family history and oral history methods, SEKUL enables students to understand historical content in a more contextual, personal, and meaningful way. The findings indicate a significant improvement across the five core SEL competencies proposed by CASEL (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) reflected in student's enhanced reflection, empathy, communication, emotional regulation, and ethical judgment. In addition, SEKUL supports the development of 21st-century skills such as critical thinking, collaboration, and inquiry through project-based and reflective learning activities. Overall, the SEKUL model offers an innovative and applicable framework for history instruction that moves beyond cognitive knowledge transfer toward holistic student development aligned with contemporary curriculum demands.

## REFERENSI

- Adam, U. K., Yusup, A., Fadlullah, S. F., & Nurbayani, S. (2019). Sesajen sebagai nilai hidup bermasyarakat di Kampung Cipicung Girang Kota Bandung. *Indonesian Journal of Sociology Education and Development*, 1(1). <https://doi.org/10.52483/ijised.v1i1.3>
- Adzra, A., Isjoni, I., & Al-Fiqri, Y. (2023). Penggunaan model pembelajaran Time Token berbasis media
- JPSI, Vol 8, No. 2, 2025 | 250

gambar untuk meningkatkan keaktifan siswa dalam pembelajaran sejarah kelas XI di SMA Negeri 6 Mandau. *Jurnal PIPSI (Jurnal Pendidikan IPS Indonesia)*, 8(3), 151–266. <https://doi.org/10.26737/jpipsi.v8i3.4814>

- Alimasdar, M. N., & Maksum, M. N. R. (2025). Development of Islamic cultural history learning strategies at MTs Muhammadiyah Sangen. *Electronic Journal of Education, Social Economics and Technology*, 6(1), Article 1. <https://doi.org/10.33122/ejeset.v6i1.614>
- Arif, S., Rachmedia, V., & Pratama, R. A. (2023). Media pembelajaran digital sebagai sumber belajar mahasiswa pendidikan sejarah. *Edukatif: Jurnal Ilmu Pendidikan*, 5(1). <https://doi.org/10.31004/edukatif.v5i1.4685>
- Baharun, H. (2016). Pendidikan anak dalam keluarga: Telaah epistemologis. *Pedagogik: Jurnal Pendidikan*, 3(2).
- Bau, S. O., Tomagola, L. M. S., Safi, J., & Boko, Y. A. (2022). Penguatan nilai-nilai nasionalisme: Studi dalam pembelajaran sejarah. *Santhet (Jurnal Sejarah, Pendidikan, dan Humaniora)*, 6(1). <https://doi.org/10.36526/santhet.v6i1.1566>
- CASEL. (2020). What is social and emotional learning (SEL)? Collaborative for Academic, Social, and Emotional Learning. <https://casel.org/what-is-sel/>
- Dick, W., Carey, L., & Carey, J. O. (2015). *The systematic design of instruction*. Pearson Education.

- Evitasari, O., & Prasetya Santosa, Y. B. (2022). Ragam metode pembelajaran kontekstual untuk pembelajaran sejarah. *Estoria Journal of Social Science and Humanities*, 3(1). <https://doi.org/10.30998/je.v3i1.1309>
- Hafizi, Z. (2023). Evaluasi konstruktivisme sosial sebagai pendekatan pendidikan karakter di era digital. *Jurnal Ilmiah Edukatif*, 9(2). <https://doi.org/10.37567/jie.v9i2.2519>
- Herdianti, D., Wijayanti, Y., & Sondarika, W. (2021). Pembelajaran sejarah contextual teaching and learning situs Jambansari dengan metode ekskursi di SMA Informatika Ciamis. *J-Kip (Jurnal Keguruan dan Ilmu Pendidikan)*, 2(2). <https://doi.org/10.25157/j-kip.v2i2.5320>
- Mareta, Y., & Jamil, R. N. (2022). Pembelajaran sejarah lokal: Enkulturası berpikir kritis. *Tarikhuna: Journal of History and History Education*, 4(1), 1–11.
- Naredi, H., Haqien, D., Ruslan, A., Nelsusmena, N., & Erlangga, G. (2022). Pembelajaran sejarah abad 21 dalam menunjang kompetensi komunikasi dan rasa nasionalisme siswa. *Briliant: Jurnal Riset dan Konseptual*, 7(3). <https://doi.org/10.28926/briliant.v7i3.1065>
- Novayani, W. (2022). Learning impact role playing game edukasi terhadap motivasi belajar sejarah siswa. *Jurnal Komputer Terapan*, 8(1). <https://doi.org/10.35143/jkt.v8i1.5365>
- Oberle, E. (2018). Early adolescents' emotional well-being in the classroom: The role of personal and contextual assets. *Journal of School Health*, 88(2), 101–111. <https://doi.org/10.1111/josh.12585>
- Pera, R., Quinton, S., & Baima, G. (2022). The use of embedded visual methods in unveiling consumers' values: A digital ethnography perspective. *Psychology & Marketing*, 39(2), 309–319. <https://doi.org/10.1002/mar.21596>
- Puspitasari, D. (2023). Penerapan model pembelajaran problem based learning (PBL) dengan media games dadu dan Kahoot terhadap hasil belajar. *PTK: Jurnal Tindakan Kelas*, 4(1). <https://doi.org/10.53624/ptk.v4i1.295>
- Rahmatullah, A. I., & Azani, M. Z. (2025). The role of schools in shaping student character at SMAIT Nur Hidayah Sukoharjo. *Electronic Journal of Education, Social Economics and Technology*, 6(1), Article 1. <https://doi.org/10.33122/ejeset.v6i1.615>
- Rohmatulloh, R. (2023). Pengembangan e-modul interaktif berbasis problem based learning (PBL) untuk meningkatkan kemampuan berpikir kritis matematis. *Aksioma: Jurnal Program Studi Pendidikan Matematika*, 12(4). <https://doi.org/10.24127/ajpm.v12i4.8172>
- Saefullah, A., Syibromalisi, A., & Burhanudin, D. (2023). Model pelestarian warisan budaya, konservasi lingkungan, dan pemajuan kebudayaan: Studi atas Situs Taman Purbakala Cipari Kuningan. *Journal of Religious Policy*, 2(2). <https://doi.org/10.31330/repo.v2i2.35>
- Siska, Y. (2015). Analisis kebutuhan bahan ajar sejarah lokal Lampung untuk sekolah dasar. *Mimbar Sekolah Dasar*, 2(2). <https://doi.org/10.17509/mimbar-sd.v2i2.1330>
- Sunardi, S., Widiarto, T., & Nugroho, L. A. (2023). The implementation of process approach to increase university students' historical academic writing skills based on oral stories in

- SWCU. Kelola: *Jurnal Manajemen Pendidikan*, 10(1).  
<https://doi.org/10.24246/j.jk.2023.v10.i1.p75-88>
- Suparno, S. (2018). Analisis faktor-faktor pembentuk karakter smart siswa di sekolah Islam terpadu. *Jurnal Pendidikan Karakter*, 8(1). <https://doi.org/10.21831/jpk.v8i1.21675>
- Syaputra, E., & Sariyatun, S. (2020). Pembelajaran sejarah di abad 21: Telaah teoretis terhadap model dan materi. *Yupa: Historical Studies Journal*, 3(1). <https://doi.org/10.30872/yupa.v3i1.163>
- Tagie, G., Merman, H., Taharuddin, N. S., & Johari, R. (2023). Correlation of interactive learning and student's intellectual emotion. *Ideology Journal*, 8(1), 160–175.  
<https://doi.org/10.24191/idealogy.v8i1.419>
- Voet, M., & De Wever, B. (2016). History teachers' conceptions of inquiry-based learning, beliefs about the nature of history, and their relation to the classroom context. *Teaching and Teacher Education*, 55, 57–67. <https://doi.org/10.1016/j.tate.2015.12.008>
- Wahyuni, L., & Rahayu, Y. S. (2021). Pengembangan e-book berbasis project based learning (PjBL) untuk melatih kemampuan berpikir kreatif. *Berkala Ilmiah Pendidikan Biologi (BioEdu)*, 10(2), 314–325. <https://doi.org/10.26740/bioedu.v10n2.p314-325>
- Wau, M. P., Endu, E., Lulu, M. J., Odje, M. S., Itu, M. A., Soro, V. M., Ngadha, C., & Tonda, F. (2025). Application of technology in the social studies learning process at the elementary school level: Opportunities and challenges. *Electronic Journal of Education, Social Economics and Technology*, 6(1), Article 1. <https://doi.org/10.33122/ejeset.v6i1.415>