

ABSTRACT

Wuryaningtyas, Galuh (2025). *Utilizing Social and Emotional Learning to Operationalize Jesuit Graduate Profiles into Formative Assessment*. Yogyakarta: English Education Master's Program, Department of Language and Art Language Education, Faculty of Teachers Training and Education, Sanata Dharma University.

Drawing from the Ignatian Pedagogy tradition, ASJI has formulated a graduate competency standard on Competence, Conscience, Compassion, Commitment, and Leadership in Service. Building on this mandate, SMA Kolese De Britto expanded the framework by incorporating Consistency as an additional value. These values have deep philosophical meaning and have been supported by various character development activities. In reality, regular philosophical reflections may become a burden rather than an engaging activity for both students and teachers. Preliminary data suggests that younger teachers with limited training in Jesuit reflective practices tend to lose sight of the deeper meanings behind the routine. It is not unsurprising that regular reflections get trapped in task completion, not inducing intrinsic motivation to proceed.

This study addresses the question: To what extent can Social and Emotional Learning be used to operationalize Jesuit graduate profiles into formative assessment? It explores how the SEL framework can bridge the gap between the philosophical values of Jesuit character development and class-room-based assessment practice.

This study employed a qualitative research method. The researcher first examined ASJI documents and problematized the relationship between Jesuit values and SEL competencies as the foundation for instrument development. Drawing from construct-based assessment principles and design-oriented instrument development, the researcher developed a single self-reflective formative assessment instrument. The instrument is structured across three academic years, with behavioral indicators that grow more complex across the school's formation programs. The study was conducted at SMA Kolese De Britto Yogyakarta from March to May 2026. Due to time constraints, the instrument was validated by eight homeroom teachers through open-ended questionnaires, followed by semi-structured interviews with four of them. Data were analyzed using thematic analysis.

The findings indicate that SEL effectively operationalize the Jesuit graduate profiles into observable behavioral indicators. The teachers perceived the instrument as valid, systematic, and contextually relevant to the school's formation programs. However, its effectiveness depends on adequate teacher facilitation. Limitations were noted, including the excessive number of items, time constraints, and the risk of superficial responses, suggesting the need to reduce items, simplify language, and incorporate open-ended questions. Future research should include student perspectives and conduct psychometric validation of the instrument.

Keywords: Social and Emotional Learning, Jesuit Graduate Profiles, Formative Assessment, Character Development

ABSTRAK

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Bertolak dari tradisi Pedagogi Ignasian, ASJI telah menetapkan standar kompetensi lulusan yang mencakup *Competence, Conscience, Compassion, Commitment*, dan *Leadership in Service*. Berlandaskan mandat tersebut, SMA Kolese De Britto menambahkan Consistency sebagai nilai tambahan. Nilai-nilai tersebut diwujudkan melalui berbagai kegiatan pembentukan karakter. Namun, refleksi rutin sering kali menjadi beban daripada kegiatan yang bermakna bagi guru dan siswa. Data awal menunjukkan bahwa guru muda yang kurang terlatih dalam refleksi Jesuit cenderung kehilangan makna di balik rutinitas, sehingga refleksi dipandang sebagai tugas semata.

Penelitian ini menjawab pertanyaan: Sejauh mana *Social and Emotional Learning* (SEL) dapat digunakan untuk menerjemahkan profil lulusan Jesuit ke dalam penilaian formatif? Penelitian ini mengeksplorasi bagaimana kerangka SEL dapat menjembatani kesenjangan antara nilai-nilai filosofis pendidikan karakter Jesuit dan praktik penilaian formatif di kelas.

Penelitian ini menggunakan metode kualitatif. Peneliti mengkaji dokumen ASJI dan mengaitkannya dengan kompetensi SEL sebagai landasan pengembangan instrumen. Berdasarkan prinsip *construct-based assessment* dan *design-oriented instrument development*, peneliti mengembangkan satu instrumen penilaian formatif berbasis refleksi diri untuk tiga tahun pembelajaran dengan indikator perilaku yang berkembang sesuai program pembinaan sekolah. Penelitian dilaksanakan di SMA Kolese De Britto Yogyakarta pada bulan Maret hingga Mei 2026. Karena keterbatasan waktu, validasi instrumen dilakukan oleh delapan guru wali kelas melalui kuesioner terbuka dan dilanjutkan dengan wawancara semi-terstruktur terhadap empat guru. Data dianalisis menggunakan analisis tematik.

Hasil penelitian menunjukkan bahwa SEL efektif mengoperasionalkan profil lulusan Jesuit ke dalam indikator perilaku yang dapat diamati. Guru menilai instrumen valid, sistematis, dan sesuai dengan program pembinaan sekolah, meskipun efektivitasnya bergantung pada kemampuan guru dalam memfasilitasi refleksi. Keterbatasan penelitian yang ditemukan meliputi jumlah butir yang berlebihan, keterbatasan waktu, dan potensi jawaban yang kurang mendalam, sehingga disarankan untuk mengurangi jumlah butir, menggunakan bahasa yang lebih sederhana, menambahkan pertanyaan terbuka. Penelitian selanjutnya disarankan untuk melibatkan perspektif siswa dan melakukan uji psikometrik.

Kata kunci: *Social and Emotional Learning, Jesuit Graduate Profiles, Formative Assessment, Character Development*