

Development of Sirah Socio-Emotional Module for Primary School: A Needs Analysis Study

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Abstract

This needs analysis was conducted to fulfil the first phase of the ASSURE Model, an analyse phase. The needs analysis was performed in this study to ensure that the developed module meets user requirements. Therefore, this study aims to assess the need to develop the Socio-emotional Learning Sirah Module for Year 5 students. The approach used in this study is a quantitative approach using a survey method. A total of 118 Islamic Education teachers participated in this study. The instrument used in this study is the Socio-emotional Module Development Needs Analysis Questionnaire, which contains three constructs: the level of knowledge about socio-emotional learning, the level of implementation, and the need for the module. Data were analysed using descriptive statistics to determine each construct's mean and standard deviation values. The findings show that the level of knowledge of socio-emotional learning ($M=4.10$, $SD=0.37$) and the level of implementation of socio-emotional learning ($M=4.09$, $SD=0.43$) are high. Meanwhile, the mean score obtained for the need for the module is very high ($M=4.21$, $SD=0.42$). The results of this need analysis indicate that the socio-emotional learning module in the field of Sirah has the potential to be developed. The researcher also suggests that this study be continued by exploring the need to develop socio-emotional learning modules for other areas of Islamic Education, such as al-Quran and Jawi.

Keywords: Needs Analysis, Socio-Emotional Learning Module, Sirah, Primary School.

Introduction

The teaching and learning process incorporating social and emotional competencies is known as socio-emotional learning (SEL). Socio-emotional learning focuses on five socio-emotional competencies (SEC): self-awareness, social awareness, self-management, relationship skills, and responsible decision-making (CASEL, 2013). Individuals with high socio-emotional competencies can manage daily challenges, build positive relationships, and make rational decisions (Muhammad & Ahmad, 2021). Conversely, individuals with low socio-emotional competencies risk facing problems in formal learning (Mohammad & Mohamed, 2020). Therefore, socio-emotional competencies must be developed in teaching and learning to produce balanced physical, emotional, spiritual, and intellectual aspects that align with the National Education Philosophy (NEP) aspirations.

According to the World Economic Forum (2016), students can no longer rely solely on academic learning in this era of the fourth industrial revolution (IR4.0). This is because socio-emotional competencies are expected to be given more priority and hold more value in the future regarding job opportunities compared to intellectual intelligence (IQ) (Jones, Karoly et al., 2015). Moreover, it is also said that socio-emotional competencies are essential developmental elements that help students interact and build positive relationships with peers and teachers (Zakaria et al., 2020).

In Malaysia, socio-emotional learning has been taught in several subjects. According to the Physical Education and Health Education Standard Curriculum Document for Primary Schools (Curriculum Development Division, 2019a), elements of socio-emotional learning have been integrated into the Health Education subject for mainstream students. For special education students, socio-emotional learning is taught in life management (Curriculum Development Division, 2019b). At the preschool level, socio-emotional learning is introduced through the Self-Skills Strand, which emphasizes socio-emotional development among preschool students (Curriculum Development Division, 2017). However, it has been found that teachers' perspectives and acceptance of socio-emotional learning are still unclear (Mohamed, 2021). This issue cannot be taken lightly because teachers are responsible for implementing and achieving socio-emotional learning in the classroom. Factors contributing to this problem include the fact that socio-emotional learning practices in the classroom are not noticeable due to the design of SEL in the curriculum needed to be prioritized and given due attention (Ching et al., 2015). Furthermore, the lack of exposure and training on socio-emotional learning has limited teachers' knowledge (Imaduddin, 2021). Consequently, teachers have already implemented SEL in the classroom without realizing it. This has the potential to cause inconsistency in the delivery of socio-emotional learning in schools. Therefore, teachers need a practical approach to implement socio-emotional learning in the classroom. For this purpose, a socio-emotional learning module should be developed as a guide and reference for teachers (Muhammad & Che Ahmad, 2021).

The study of the "Development of a Sirah Socio-Emotional Module for Primary School" is crucial as it is in line with national aspiration to produce the students with holistic development. Malaysian education, guided by the National Education Philosophy, emphasizes the development of well-rounded individuals who are intellectually, emotionally, spiritually, and physically balanced. The integration of socio-emotional learning (SEL) within the Sirah curriculum aligns perfectly with this philosophy, ensuring that students are not only academically proficient but also emotionally and socially competent. While SEL is recognized as an essential component of education, its implementation in Malaysian schools, especially within the Islamic Education curriculum, has been limited. Teachers often lack structured resources and training to effectively integrate SEL into their lessons. This study is significant because it directly addresses this gap by proposing the development of a specific module tailored to the needs of Sirah education, ensuring that SEL is systematically and meaningfully incorporated into students' learning experiences. Furthermore, the Sirah, which comprises the life and teachings of the Prophet Muhammad, provides a rich context for discussing values, ethics, and emotional intelligence. By developing a Sirah-focused SEL module, educators can teach socio-emotional skills in a way that resonates deeply with the students' cultural and religious backgrounds. This relevance increases the likelihood of student

engagement and the internalization of these crucial life skills (Muhammad & Che Ahmad, 2021; Ahmed, Hamzah & Yen, 2020).

In an increasingly complex and interconnected world, students need more than academic knowledge to succeed. They must also develop strong emotional and social competencies, such as empathy, resilience, and effective communication. By incorporating SEL into Sirah education, this study aims to equip Malaysian students with the tools they need to navigate life's challenges and contribute positively to society. Malaysia's education system is continuously evolving to meet the demands of the 21st century. This study supports national educational goals by promoting an education system that produces not only knowledgeable individuals but also emotionally intelligent and socially responsible citizens. The significance of this research lies in its potential to contribute to the overall improvement of the Malaysian education system, making it more comprehensive and aligned with contemporary educational needs (Halim et al., 2020; Muhammad & Che Ahmad, 2021; Harun, 2019). In summary, studying this topic is essential because it addresses a critical need within the Malaysian education system—providing structured, culturally relevant resources to teach socio-emotional skills through Sirah. The potential impact on students' overall development, teacher effectiveness, and the broader educational landscape makes this research highly significant.

Literature Review

Socio-emotional learning has been implemented for a long time in other countries and has shown a positive impact on students. A four-decade-long longitudinal study conducted at Perry Preschool found that the implementation of socio-emotional learning had reduced negative behaviors, which in turn had a significant impact on health, job markets, and social outcomes up to the age of 40 (Heckman et al., 2013; Schweinhart et al., 2005). Similar findings were obtained by Santamaría-Villar et al (2021), who conducted a quasi-experimental study on Grade 3 students. The results showed that SEL is beneficial in preventing violent behaviour in the educational field and promoting the development of socio-emotional skills among Grade 3 students.

Durlak et al (2011), conducted a meta-analysis study on 213 types of socio-emotional learning intervention programs involving 270,034 students from preschool to high school. One of the research questions focused on was 'What outcomes will be achieved through interventions aimed at the socio-emotional development of students?' The findings of the meta-analysis study proved that socio-emotional learning has a significant positive impact on socio-emotional skills, attitudes, and academic achievement by up to 11% compared to students who did not participate in socio-emotional learning. These findings are also supported by a study by Dobia et al. (2018), who conducted a socio-emotional learning intervention program called Circle Solutions. The program successfully enhanced camaraderie and appreciation among students, developed students' emotional awareness, increased self-esteem, and stimulated student engagement in the classroom.

Jones, Greenberg, et al (2015), reported the long-term impact of socio-emotional learning interventions through the Fast Track Project. This project was conducted on preschool students identified as at risk for disruptive behavior. A 20-year study starting in 1991 involving 753 samples found significant effects of socio-emotional learning on future well-being,

including education, employment, criminal activity, substance abuse, and mental health. These findings are consistent with those of (Duncan et al., 2017; Greenberg et al., 2017; and Mahoney et al., 2018).

Additionally, a study conducted by Ahmed et al (2020), aimed to determine the effects of socio-emotional learning on students' socio-emotional competencies. The study used a quasi-experimental quantitative method through the integration of the Recognizing, Understanding, Labeling, Expressing, and Regulating Emotions (RULER) approach. RULER is a socio-emotional learning intervention aimed at enhancing students' socio-emotional competencies from preschool to high school through the use of tools such as The Charter, Mood Meter, Meta Moment, and Blueprint. The study found that students who participated in socio-emotional learning using the RULER method showed higher socio-emotional competencies compared to students who did not use the RULER method.

However, in a needs analysis study by Imaduddin (2021), related to the need for a mathematics teaching module based on a socio-emotional learning approach, it was found that there is no integration of socio-emotional learning in the practice of mathematics education in schools in Malaysia. Additionally, it was found that there are no socio-emotional learning resources and professional support to improve the implementation of socio-emotional learning in the classroom. Similar findings were obtained by Ljubetic and Maglica (2020) that there is no systematic approach in the implementation of socio-emotional learning in Croatia, and its practice is still unstructured and not comprehensive. Based on past studies, the effectiveness of implementing socio-emotional learning is also driven by teachers' knowledge of socio-emotional learning. Mohamed (2021), conducted a study to examine the level of knowledge and practices of teachers regarding SEL. The study showed that teachers' understanding of students' socio-emotional development is moderate, and teachers' practices in implementing SEL could be stronger. These findings align with Kamala (2021), who found that teachers still need extensive guidance and exposure to integrate SEL into morning conversation activities in the classroom.

Therefore, to acquire clear information regarding its necessity, an initial understanding of the need to develop a socio-emotional learning module in the field of Sirah in primary schools should be obtained first. This study examines the level of knowledge and implementation of socio-emotional learning and the need for a Socio-Emotional Learning Sirah Module among primary school Islamic Education teachers.

Research Objectives

1. To identify the level of knowledge about socio-emotional learning among Islamic Education teachers.
2. To assess the level of implementation of socio-emotional learning in the classroom.
3. To determine the need for a socio- emotional learning module in Sirah.

Research Methodology

This study employs a quantitative approach using a survey method. The study population consists of Islamic Education teachers in primary schools. A total of 118 teachers participated in this study. The instrument used is the Needs Analysis Survey for the Development of Socioemotional Modules, which comprises three constructs: the level of knowledge about

socioemotional learning, the level of implementation of socioemotional learning, and the need for socioemotional learning modules. The data were analysed using descriptive statistics to determine each construct's mean and standard deviation values.

Study Sample

The population of this study consists of primary school Islamic Education teachers in the state of Kedah, totalling 2914 individuals (Kedah State Education Department, 2024). The study sample was selected using simple random sampling, meaning that the sample was chosen randomly, and everyone had an equal chance of being selected (Awang, 2012). The researcher also referred to Borg and Gall (1979), who stated that the sample should be at least 100 individuals in the survey research. In this case, a sample of 118 Islamic Education teachers is sufficient. The survey instrument, a Google Form, was widely distributed via WhatsApp and Telegram applications, which primary school Islamic Education teachers use. The provided Google Form briefed the respondents on socio-emotional learning to give them an initial understanding of the study. As a token of appreciation, each respondent who completed the questionnaire received an online shopping voucher.

Instrument

This study uses a questionnaire as the instrument for data collection. The needs analysis questionnaire for developing the socioemotional module was adapted from the survey by (Mohammad and Mohamed, 2020). The questionnaire consists of two sections: Section A and Section B. Section A covers the demographic information of the respondents, such as gender, teaching experience, education level, and school location. Section B relates to the respondents' understanding of socio-emotional learning, the implementation of socio-emotional learning in the classroom, and the respondents' views on the necessity of having a socio-emotional learning module to assist teachers in implementing it in the field of Sirah. This questionnaire uses a five-point Likert scale, as shown in Table 1.

Table 1

Interpretation of 5-Point Likert Scale

Score	Interpretation
1	Strongly Disagree
2	Disagree
3	Not Sure
4	Agree
5	Strongly Agree

(Sullivan & Artino, 2013)

The data from this study were analysed using SPSS 25.0 software. Descriptive statistical analysis was used to obtain the mean scores and standard deviations. The interpretation of the mean scores of the questionnaire items was analysed by referring to Hadiyanto (2019), as shown in Table 2.

Table 2

Interpretation of Mean Score

Mean score	Interpretation
1.00 to 1.80	Very low
1.81 to 2.60	Low
2.61 to 3.40	Moderate
3.41 to 4.20	Higher
4.21 to 5.00	Very higher

(Hadiyanto, 2019)

Validity and Reliability

Five experts in Educational Psychology, Islamic Education, and language experts first reviewed the adapted instrument to determine content validity. Since the instrument was adapted from previous researchers, few suggestions and corrections were needed. The appointed experts evaluated the suitability of each questionnaire item based on four levels of suitability: 1 = this item is relevant to measure the construct, 2 = this item is moderately pertinent to measure the construct, 3 = this item is somewhat relevant to measure the construct, and 4 = this item is very relevant to measure the construct. Table 3 shows the results of the I-CVI and S-CVI analyses.

Table 3

I-CVI and S-CVI Analysis Results

Item	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Agreed	CVI	Conclusion
1	1	1	1	1	1	5	1.0	Accepted
2	1	1	1	1	1	5	1.0	Accepted
3	1	1	1	1	1	5	1.0	Accepted
4	1	1	1	1	1	5	1.0	Accepted
5	1	1	1	1	1	5	1.0	Accepted
6	1	1	1	1	1	5	1.0	Accepted
7	1	1	1	1	1	5	1.0	Accepted
8	1	1	0	1	1	4	0.8	Accepted
9	1	1	1	1	1	5	1.0	Accepted
10	1	1	1	1	1	5	1.0	Accepted
11	1	1	1	1	1	5	1.0	Accepted
12	1	1	1	1	1	5	1.0	Accepted
13	1	1	1	1	1	5	1.0	Accepted
14	1	0	0	1	1	3	0.6	Not-Accepted
15	1	1	1	1	1	5	1.0	Accepted
16	1	1	1	1	1	5	1.0	Accepted
17	1	0	1	1	1	4	0.8	Accepted
18	1	1	1	1	1	5	1.0	Accepted
						S-CVI	0.95	Excellent

All items obtained an I-CVI value of 0.80 and above, which exceeds the acceptable value of 0.79 (Zamanzadeh et al., 2015), except for item 14. The I-CVI value obtained for item 14 is 0.6,

indicating that this item needs to be dropped (Zamanzadeh et al., 2015). Therefore, only 17 items were accepted in this questionnaire. The S-CVI value obtained is 0.95, which is excellent (Polit et al., 2007). Thus, the expert consensus on the content validity of this questionnaire is high. Table 4 shows the experts' comments and suggestions on this questionnaire's content.

Table 4

Comments and Suggestions from Experts

Bil	Experts	Reviews	Action
1	Language - Expert	The expert suggests replacing items starting with 'if' with declarative sentences, as they are more appropriate.	The researcher replaced question sentences with declarative sentences for items 9, 10, 12, 13, 15, and 16.
2	Educational Psychology - Expert 1	The expert suggests replacing the term 'learning program' with 'learning activities'.	The researcher replaced the term 'learning program' with 'learning activities' for items 4, 5, 6, and 7.
3	Educational Psychology - Expert 2	Items 14, 'Socioemotional learning in Sirah education is insufficient,' and 15, 'Socioemotional learning activities need to be increased in Sirah education,' carry the same meaning.	Only the item 'Socio-emotional learning activities need to be increased in Sirah education' was used.

Next, the reliability of the items in the questionnaire instrument was determined to test the consistency of the instrument to ensure it measures what it is supposed to measure (Gay et al., 2012). In this regard, the researcher referred to Cronbach's alpha value by Cohen et al. (2018), stating that the satisfactory reliability value of the instrument and its acceptable items is 0.7 and above. The interpretation of Cronbach's alpha values is detailed in Table 5.

Table 5

Interpretation of Cronbach's Alpha Values

Cronbach's Alpha (α)	Interpretation
$\alpha > 0.90$	Very high reliability
$\alpha > 0.80 - 0.90$	High reliability
$\alpha > 0.70 - 0.80$	Reliable
$\alpha > 0.60 - 0.70$	Weak
$\alpha < 0.60$	Not accepted

(Cohen et al., 2018)

A total of 30 samples, consisting of Islamic Education teachers, participated in a pilot study to identify the questionnaire's weaknesses before it was tested in the actual study (Awang, 2012). The analysis results using SPSS 25.0 found that Cronbach's alpha value for this instrument is 0.76, which is interpreted as reliable.

Research Findings and Discussion

Background Information of Respondents

Table 6 refers to the background information of the study respondents, encompassing gender, teaching experience, educational background, and school location. The findings indicate that 74.6% of the respondents are female teachers, and the remaining 25.4% are male teachers. Regarding teaching experience, 40.6% of the respondents have been teaching for 6 to 9 years, making them the largest group in this study. Regarding educational background, the majority hold a bachelor's degree (72.9%), and 24.8% have a master's degree. These findings suggest that the respondents have an appropriate educational background for this study. The schools of the respondents involved in this study are in urban areas (55.1%), rural areas (41.5%), and remote areas (3.4%).

Table 6

Background Information of Respondents

No	Demographics	Factors	Number (40)
1	Gender	Male	30 (25.4%)
		Female	88 (74.6%)
2	Teaching Experience	1 to 5 years	33 (27.9%)
		6 to 9 years	48 (40.6%)
		Over 10 years	37 (31.5%)
3	Educational Background	Certificate	0
		Diploma	3 (2.5%)
		Bachelor's	86 (72.9%)
		Master's	29 (24.6%)
		Doctorate	0
4	School Location	Urban	65 (55.1%)
		Rural	49 (41.5%)
		Remote	4 (3.4%)

Descriptive analysis for this study involves using mean, standard deviation, and Cronbach's alpha values. Referring to the findings in Table 7, the mean scores for the SEL understanding and implementation constructs are high at 4.10 and 4.09, respectively. Meanwhile, the mean score for the module requirement construct is interpreted as very high at 4.21. The standard deviations for all three constructs are low: 0.37 for SEL understanding, 0.43 for SEL implementation, and 0.42 for module requirements. These low standard deviations indicate that the respondents' experience levels, implementation, and module requirements for SEL are similar. Based on the interpretation in Table 4, Cronbach's alpha coefficients obtained for the constructs of understanding (0.78), implementation (0.71), and module requirements (0.77) are reliable.

Table 7

Detailed Mean Scores, Standard Deviation, and Cronbach's Alpha

Construct	Mean	Standard Deviation	Cronbach's Alpha
Level of Understanding	4.10	0.37	0.78
Level of Implementation	4.09	0.43	0.71
Module Requirements	4.21	0.42	0.77

Level of Understanding About PSE

Eight items were used to explore respondents' understanding of PSE. Referring to Table 8, 66.9% of respondents agree, and 30.5% strongly agree on the importance of SEL for primary school students. For the following item about SEL being included in the standard primary school curriculum, 48.3% of respondents were unsure, while 46.6% agreed that SEL is included. Respondents also agreed (59.3%) and strongly agreed (40.7%) that socio-emotional learning is necessary for all students regardless of background. Additionally, 53.4% of respondents believed that activities emphasizing socio-emotional learning could encourage student attendance in school, though 31.4% were unsure. Furthermore, 60.2% of respondents agreed that activities emphasizing socio-emotional learning can attract students to participate in classroom activities. The analysis also found that 51.7% of respondents strongly agreed that programs emphasizing socio-emotional learning could help students exhibit positive social behaviour. 56.8% of respondents also agreed that programs emphasizing socio-emotional learning can improve the academic performance of primary school students, although 30.5% were unsure if socio-emotional learning can boost academic performance. Finally, 62.5% of respondents were confident that students with good socio-emotional skills will be better prepared to face the real world. Table 8 details the analysis of respondents' understanding of socio-emotional learning.

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Table 8

Level of Understanding About PSE

Item	1 (STS)	2 (TS)	3 (TP)	4 (S)	5 (SS)
1. I understand that socio-emotional learning is important for primary school students.				79 (66.9%)	36 (30.5%)
2. I understand that socio-emotional learning is included in the standard primary school curriculum.		57 (48.3%)	55 (46.6%)		6 (5.1%)
3. I understand that socio-emotional learning is necessary for all students regardless of background.				70 (59.3%)	48 (40.7%)
4. I understand that activities emphasizing socio-emotional learning can encourage student attendance in school.		37 (31.4%)	63 (53.4%)		18 (15.3%)
5. I understand that activities emphasizing socio-emotional learning can attract students to participate in classroom activities.		5 (4.2%)	71 (60.2%)		42 (35.6%)
6. I understand that activities emphasizing socio-emotional learning can help students exhibit positive social behaviour.		12 (10.2%)	45 (38.1%)		61 (51.7%)
7. I understand that activities emphasizing socio-emotional learning		36 (30.5%)	67 (56.8%)		15 (12.7%)

can improve the academic performance of primary school students.					
8. I understand that students with good socio-emotional skills will be better prepared to face the real world.		12 (10.2%)	73 (61.9%)		33 (28.0%)

Note: STS = Strongly Disagree, TS = Disagree, TP = Not Sure, S = Agree, SS = Strongly Agree

Overall, respondents have a high understanding of PSE. This shows respondents know the importance of socio-emotional learning for primary school students. According to a survey by Halim et al. (2020), primary school teachers in Sabah agreed that socio-emotional learning is essential for primary school students. According to Sunar and Abd Rahman (2022), teachers must have knowledge and skills related to socio-emotional learning to implement it in the classroom effectively. However, there is concern that respondents may only have a superficial understanding of socio-emotional learning (Aygun & Taskin, 2017). This can lead to ineffective implementation of socio-emotional learning in primary schools. Therefore, teachers need to equip themselves with knowledge related to socio-emotional learning to ensure its effective implementation in the classroom.

Level of Implementation of Socio-Emotional Learning (SEL)

Next, the analysis continued to examine the respondents' SEL implementation level. It was found that 65.3% of respondents agreed that students are very interested in participating in Sirah learning activities in the classroom. 52.5% of respondents also strongly agreed that students can interact well with their classmates. The analysis also found that 55.1% of respondents agreed they often implement socio-emotional learning in the classroom. However, 34.7% of respondents needed clarification on whether socio-emotional learning is being implemented in the school. 56.8% of respondents needed clarification about the implementation of socio-emotional learning by other teachers in the school.

Additionally, 9.3% of respondents disagreed that Islamic Education teachers at their school implement socio-emotional learning. Respondents also strongly agreed (60.2%) that the learning environment in their classrooms is enjoyable for students. However, a few respondents were unsure (8.5%) and disagreed (6.8%) that the learning environment in their Sirah classes was enjoyable. Below is a detailed analysis of the level of SEL implementation among respondents, as shown in Table 9.

Table 9

Level of SEL Implementation

Item	1 (STS)	2 (TS)	3 (TP)	4 (S)	5 (SS)
9. I find that students are very interested in participating in Sirah learning activities in the classroom	6 (5.1%)	77 (65.3%)	35 (29.7%)		
10. I find that students interact well with their peers in the classroom	62 (52.5%)	56 (47.5%)			
11. I always implement socio-emotional learning in Sirah learning	41 (34.7%)	65 (55.1%)	12 (10.2%)		
12. I find that all Islamic Education teachers in my school integrate socio-emotional learning in the classroom	11 (9.3%)	67 (56.8%)	40 (33.9%)		
13. I find that the learning atmosphere of Sirah in the classroom is enjoyable	8 (6.8%)	10 (8.5%)	71 (60.2%)	29 (24.6%)	

Indicator: STS = Strongly Disagree, TS = Disagree, TP = Not Sure, S = Agree, SS = Strongly Agree

Overall, the level of SEL implementation among respondents is high. However, some respondents need clarification about implementing socio-emotional learning in the classroom, whether by themselves or by other Islamic Education teachers. This inconsistency may be due to the need for clear guidelines regarding implementing socio-emotional learning in schools. Imaduddin (2021) also found suitable learning or teaching modules for teachers to use to instil socio-emotional competencies in students in the classroom.

To successfully implement socio-emotional learning, high commitment from teachers is required. However, Niles (2021) found that teachers need more teaching time to implement socio-emotional learning because socio-emotional learning is abstract and challenging to convey to students in a short period. Therefore, Atkinson (2015) suggests two essential things to ensure the effectiveness of socio-emotional learning: integrating socio-emotional learning into subjects and targeting specific socio-emotional competencies in learning activities. Teachers' creativity in combining teaching techniques and approaches can create a fun, harmonious, and meaningful learning atmosphere for students (Mohamed, 2021).

Need for SEL Module

Referring to Table 10, the need for a SEL module is at a high level with a mean of 4.21 and a standard deviation of 0.42. The evidence is that 67.8% strongly agree that teachers must be helped to instil socio-emotional learning in the classroom. Additionally, 44.9% of respondents agree and strongly agree that socio-emotional learning programs must be increased in classroom learning activities. For this purpose, 61.0% of respondents strongly agree that teachers require a module emphasizing socio-emotional learning to guide them in implementing socio-emotional learning. Besides, 58.5% of respondents also agree that the evaluation of students' socio-emotional development should be conducted for primary school students in line with the socio-emotional learning they receive.

Table 10

Need for SEL Module

Item	1 (STS)	2 (TS)	3 (TP)	4 (S)	5 (SS)
14. Socio-emotional learning activities need to be increased in Sirah learning activities	3 (2.5%)	9 (7.6%)	53 (44.9%)	53 (44.9%)	
15. Teachers need to be helped to instil socio-emotional learning in the classroom	5 (4.2%)	33 (28.0%)	80 (67.8%)		
16. Evaluation of socio-emotional development needs to be conducted for primary school students	7 (5.9%)	69 (58.5%)	42 (35.6%)		
17. The provision of a module emphasizing socio-emotional learning is needed as a teacher's guide	2 (1.7%)	44 (37.3%)	72 (61.0%)		

Indicator: STS = Strongly Disagree, TS = Disagree, TP = Not Sure, S = Agree, SS = Strongly Agree

Based on the results, the need to develop a socio-emotional learning module is very high. These findings are consistent with Muhammad and Che Ahmad (2021), study, which found that a socio-emotional learning module is highly needed as a teaching reference source. Mohammad and Mohamed (2020), also added that the most effective socio-emotional teaching method is to provide a complete learning module with socio-emotional learning activities tailored to the student's level. The guidance provided in the learning module allows teachers always to be ready to implement socio-emotional learning in the classroom at any time.

Therefore, socio-emotional learning is not something unfamiliar among the respondents. Most respondents have basic knowledge of socio-emotional learning and understand the positive effects of socio-emotional learning on primary school students. Respondents are also aware and sensitive to their classroom climate. However, there is concern when a significant portion of respondents need clarification about the existence of socio-emotional learning in the Primary School Standard Curriculum (KSSR). It is feared that if there is no clear statement regarding socio-emotional learning in the Islamic Education Standard Curriculum and Assessment Document (DSKP), teachers will regard socio-emotional learning as unimportant in the classroom. The DSKP is the primary document referenced by teachers for planning to teach, and indeed, with clear guidelines, teachers may address socio-emotional learning. Hence, the initial findings on the level of knowledge, implementation, and the need for a socio-emotional learning module can be used to develop an aid that can help respondents implement socio-emotional learning in a more planned, directed, and effective manner.

Conclusion

This study examined the need to develop a socio-emotional learning module in the Sirah field from the perspective of Islamic Education teachers. In this study, information related to the level of SEL knowledge, the level of SEL implementation, and the need to develop a SEL module was obtained from Islamic Education teachers. The preliminary information obtained through the survey led to the development of a socio-emotional learning module in Sirah.

According to the findings, many teachers strongly agree that they must be helped to instil socio-emotional learning in the classroom. These findings are consistent with Muhammad and Che Ahmad's (2021) findings that a socio-emotional learning module is highly needed as a teaching reference source. Additionally, the 'not sure' statement about the existence of socio-emotional learning in the *Dokumen Standard Kementerian Pendidikan* (DSKP) indicates that there currently needs to be a clear guideline regarding SEL in schools. It is also possible that Islamic Education teachers need to discuss the implementation of socio-emotional learning at the panel or school level. If teachers are not aware of the importance of socio-emotional learning, it is feared that students will not receive its positive benefits (Muhammad & Che Ahmad, 2021).

Therefore, this study is very significant because its findings can draw the attention of the Curriculum Development Division (BPK) to the need to state the elements of socio-emotional learning in the Islamic Education DSKP. Imaduddin (2021), has highlighted that socio-emotional learning often needs more attention in curriculum design, leading to more support materials for socio-emotional learning. Moreover, developing this module will benefit Islamic education teachers by helping them better understand teaching approaches that can improve students' socio-emotional competencies. Furthermore, many of the socio-emotional learning modules available today, such as RULER (Brackett et al., 2019), Mindfulness (Maloney et al., 2016), and Promoting Alternative Thinking Strategies (PATHS) (Greenberg & Kusche, 2006), are pioneered by Western researchers. According to Harun (2019), the continuous importation of educational materials from the West is one of the reasons for the persistent behavioural problems among students, as their content is based on something other than religious values and spiritual elements. In this regard, developing a socio-emotional module in the field of Sirah is very significant to be implemented.

However, this study has limitations, such as not involving all Islamic Education teachers throughout Malaysia. Nonetheless, the researcher is confident that Islamic Education teachers possess similar qualities as they obtain professional qualifications from the Malaysian Teacher Education Institute and have at least a teaching degree or diploma. Thus, the respondents have equivalent qualifications. Finally, the researcher suggests that this study be continued by exploring the need to develop socio-emotional learning modules for other fields of Islamic Education, such as the Quranic and Jawi fields. Future studies can also consider using qualitative methods to explore the need to develop socio-emotional learning modules by expanding the study respondents to school administrators and parents. In conclusion, the results of this need analysis indicate that the Sirah socio-emotional learning module has the potential to be developed and used by Islamic Education teachers.

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