

AN EDUCATIONAL ANALYSIS OF SOCIAL-EMOTIONAL LEARNING (SEL) PORTRAYED IN *TURNING RED* MOVIE

THESIS

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THESIS

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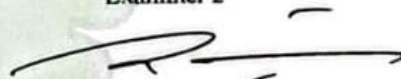
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An Educational Analysis of Social-Emotional Learning (SEL) Portrayed in *Turning Red* Movie

Adalah benar-benar saya, kecuali semua kutipan dan referensi yang di sebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruannya didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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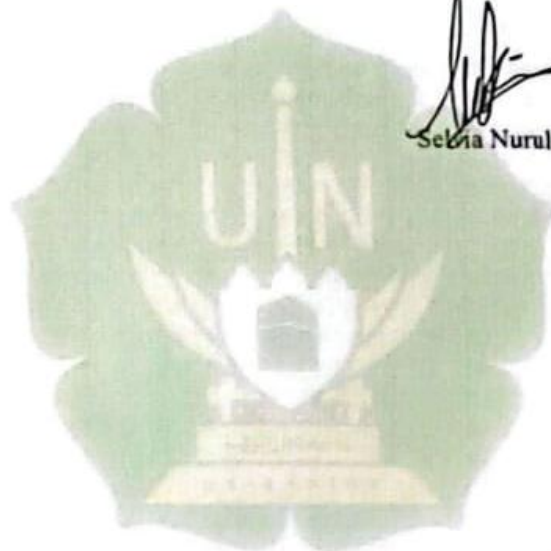
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Banda Aceh, August 05, 2026



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ABSTRACT

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Turning Red (2022) is an animated movie directed by Domee Shi that portrays the emotional and social development of adolescents through the experiences of its main character, Mei Lee. The movie presents various situations that reflect the competencies of Social-Emotional Learning (SEL), making it a meaningful educational medium. This study aims to identify the SEL competencies portrayed in *Turning Red* based on the CASEL framework and to examine how peer relationships contribute to the development of these competencies. This study employed a descriptive qualitative research design using documentation as the data collection technique. The data consisted of scenes, dialogues, actions, and emotional expressions collected by repeatedly watching the movie and recording relevant information using a documentation sheet. The data were analyzed through data reduction, data display, and conclusion drawing. The findings identified 25 data representing the five core SEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The results show that all five competencies are portrayed through Mei Lee's emotional and social development. Furthermore, peer relationships play an important role in strengthening these competencies by providing emotional support, cooperation, empathy, and opportunities for positive communication. Therefore, *Turning Red* can be considered an educational movie that effectively promotes Social-Emotional Learning among adolescents.

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CHAPTER I

INTRODUCTION

The background of the study, research questions, research aims, significant of the study and terminologies are all covered in this chapter. This part serves as a synopsis of the research that will be carried out in the future.

A. Background of Study

Education is essentially a conscious and planned process to develop the full potential of human beings, including intellectual, emotional, social and moral aspects. Education is not only oriented towards the transfer of knowledge, but also towards character development and life values that shape individuals' behavior and personality in society (Durlak et al., 2011; Weissberg et al., 2015). In the context of modern education, the role of education has expanded significantly, as learners are expected to develop not only cognitive abilities but also social and emotional competencies that support lifelong learning and personal well-being (Taylor et al., 2017; Mahoney et al., 2018).

Social-Emotional Learning has become an important framework in education. SEL is defined as the process through which individuals acquire and apply knowledge, skills and attitudes to understand and manage emotions, show empathy toward others, build positive relationships and make responsible decisions (Weissberg et al., 2015). The SEL framework consists of five core competencies, namely self-awareness, self-management, social awareness, relationship skills and responsible decision-making, which are essential in supporting students' academic achievement, emotional regulation and social adaptation (Durlak et al., 2011; Mahoney et al., 2018; Taylor et al., 2017).

SEL is considered highly relevant in addressing the challenges of 21st-century education, where students are exposed to complex social interactions, emotional pressures and rapid technological changes (Berkowitz & Bier, 2014). Therefore, integrating SEL into learning processes is essential to help students develop emotional resilience, interpersonal competence and ethical decision-making skills that are necessary in both academic and real-life contexts (Weissberg et al., 2015; Mahoney et al., 2018).

SEL also plays an important role in preventing negative behaviors and helping individuals respond appropriately to emotional and social challenges. By developing SEL competencies, students can better regulate their emotions, understand others, build healthy relationships, and make responsible decisions.

In educational practice, various instructional media are used to support the development of SEL competencies, one of which is movie. Movie as a visual narrative medium plays an important role not only in providing entertainment, but also in delivering moral, social and educational messages through structured storytelling, character development and emotional representation (Champoux, 1999; Blasco et al., 2015; Mariyani, 2021). Through movie, audiences are able to observe human behavior, emotional experiences and interpersonal conflicts in a more realistic and engaging way, which allows deeper reflection on social and emotional issues.

Movie has been widely recognized as an effective educational tool because it can integrate cognitive, affective and reflective learning experiences. Research indicates that movies can enhance moral understanding and support character development by presenting real-life situations that are relevant to learners' experiences (Halim and Syamsudin, 2020; Yuniar and Dewi, 2022; Afni and Taja, 2022). Furthermore, movie allows learners to develop empathy and emotional awareness by observing characters' decisions and consequences in different social contexts (Blasco et al., 2015; Champoux, 1999).

A contemporary animated movie highly relevant for analyzing Social-Emotional Learning is *Turning Red*. The movie depicts the life of Meilin “Mei” Lee, a teenage girl undergoing significant emotional, psychological and social changes during adolescence. The movie’s narrative highlights her struggles with identity formation, emotional regulation, family expectations and relationships with peers, all of which are closely linked to SEL competencies (Durlak et al., 2011). Through the storyline, Mei demonstrates the process of self-awareness as she begins to understand her emotions, self-management as she attempts to manage emotional changes, social awareness in understanding others’ feelings, relationship skills in interacting with friends and family and responsible decision-making in resolving personal conflicts (Mahoney et al., 2018; Taylor et al., 2017).

Turning Red has been examined in previous studies, most of which have focused on adolescent development, cultural identity and family relationships. Studies that specifically analyze the movie using a Social-Emotional Learning framework remain limited (Berkowitz & Bier, 2014; Yuniar & Dewi, 2022). In particular, the depiction of the five SEL competencies through character behavior, emotional development and peer relationships has not been deeply explored from an educational perspective. This indicates a research gap that warrants further investigation to understand how SEL is represented in popular media and how it can be utilized as a learning resource.

This study focuses on analyzing the portrayal of Social-Emotional Learning in *Turning Red* movie based on the CASEL framework. This study is expected to contribute to educational research by providing insights into how SEL competencies are depicted in animated movies, particularly in relation to students’ emotional and social development (Durlak et al., 2011; Mahoney et al., 2018). Additionally, this study highlights the use of audiovisual media as an alternative learning resource that can support students’ holistic development in education (Weissberg et al., 2015; Taylor et al., 2017). These findings are also expected to demonstrate how SEL values are represented through the characters and plot of

Turning Red, as well as how this can be interpreted for educational purposes (Blasco et al., 2015; Champoux, 1999).

This study is limited to an analysis of the portrayal of Social-Emotional Learning competencies in *Turning Red* based on the CASEL framework. Specifically, this analysis focuses on the five core SEL competencies, self-awareness, self-management, social awareness, relationship skills and responsible decision-making, as reflected through the main character's emotional and behavioral development, as well as her interactions with family and peers throughout the movie. Supporting characters are discussed only to the extent that their interactions contribute to the main character's SEL competency development. Furthermore, this study is limited to examining the representation of SEL in the movie and does not investigate audience responses, the movie's effectiveness as an educational medium, psychological impacts, or broader cultural interpretations. By establishing these limitations, this study aims to provide a focused and in-depth analysis of how Social-Emotional Learning is depicted in *Turning Red* from an educational perspective.

B. Research Questions

1. What Social-Emotional Learning (SEL) competencies of the CASEL Framework are portrayed in *Turning Red* movie?
2. How do peer relationships in *Turning Red* movie contribute to the development of Social-Emotional Learning (SEL) competencies in the main character?

C. Research Aims

1. To identify and analyze the Social-Emotional Learning (SEL) competencies of the CASEL Framework portrayed in *Turning Red* movie.
2. To examine how peer relationships contribute to the development of Social-Emotional Learning (SEL) competencies in the main character in *Turning Red* movie.

D. Significance

This research is expected to provide several benefits for students, lecturers and readers.

1. Students

This study is expected to help students understand the aspects of Social-Emotional Learning depicted in *Turning Red* movie. Through this study, students can gain a better understanding of the importance of self-awareness, self-management, social awareness, relationship skills and responsible decision-making in daily life. Additionally, this study is expected to enhance students' ability to analyze movies as an educational medium and increase their awareness of the importance of social-emotional competencies in personal and social development.

2. Lecturers

Educators play a crucial role not only in imparting knowledge but also in supporting students' social and emotional development. This study is expected to serve as an academic reference and learning resource in the field of education, particularly in Social-Emotional Learning. Additionally, this study can provide alternative teaching materials for instructors by utilizing movies to introduce social-emotional competencies and character development in a more engaging and contextual manner.

3. Readers

This study is intended to serve as a reference and source of information for readers interested in Social-Emotional Learning, emotional development, peer relationships and the educational values depicted in movies. Additionally, this study is expected to provide useful insights for future researchers who wish to conduct similar research using different theories, methods, or research subjects.

E. Terminology

To help readers better understand the terms used in this study, several key terms are explained below:

1. Social-Emotional Learning

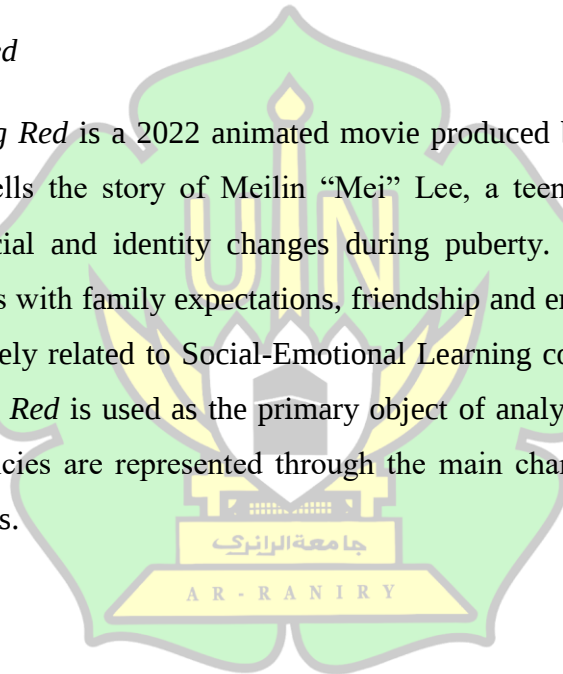
In this study, Social-Emotional Learning refers to the process by which individuals acquire and apply knowledge, skills and attitudes to understand and manage emotions, demonstrate empathy toward others, build and maintain positive relationships and make responsible decisions. SEL is generally used in educational contexts to support students' emotional and social development through five core competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision-making (Durlak et al., 2011; Mahoney et al., 2018). In this study, SEL is analyzed based on how these competencies are depicted through the characters and events in *Turning Red* movie.

2. Movie

Movie is defined as a visual narrative medium that combines moving images, dialogue, sound and dramatic elements to present stories, messages and values to the audience (Champoux, 1999; Blasco et al., 2015). In this study, movie is used as the primary data source because it provides insights into human behavior, emotional expression and social interaction that can be analyzed from an educational perspective. Through movie, educational values and social-emotional aspects can be observed through character development, conflict and narrative structure.

3. *Turning Red*

Turning Red is a 2022 animated movie produced by Pixar Animation Studios that tells the story of Meilin “Mei” Lee, a teenage girl navigating emotional, social and identity changes during puberty. The movie depicts Mei’s struggles with family expectations, friendship and emotional regulation, which are closely related to Social-Emotional Learning competencies. In this study, *Turning Red* is used as the primary object of analysis to examine how SEL competencies are represented through the main character’s experiences and interactions.



CHAPTER II

LITERATURE RIVIEW

A. Social-Emotional Learning

Social-Emotional Learning is an educational framework that focuses on developing the emotional, social and behavioral competencies that are essential for individual success in academic and life contexts. SEL is defined as the process through which individuals acquire and apply knowledge, skills and attitudes to understand and manage emotions, demonstrate empathy, build positive relationships and make responsible decisions (Weissberg et al., 2015). In modern education, SEL is considered an integral component of learning because it supports a balance between cognitive development and social-emotional growth (Durlak et al., 2011; Mahoney et al., 2018).

The importance of SEL is supported by empirical studies showing that students participating in SEL programs tend to demonstrate improvements in academic achievement, behavior and attitudes toward learning. Durlak et al. (2011) state that the implementation of SEL has a significant positive impact on students' social behavior and academic outcomes. Similarly, Weissberg et al. (2015) emphasize that SEL contributes to the creation of a positive learning environment by improving students' emotional regulation, motivation, and interpersonal relationships.

Similarly, Weissberg et al. (2015) define Social-Emotional Learning as a developmental process in which individuals learn to recognize and regulate emotions, build healthy relationships, resolve interpersonal conflicts and make SEL is closely linked to the concept of emotional intelligence, which refers to the ability to recognize, understand and regulate one's own emotions as well as those of others. Emotional intelligence is crucial in determining how a person responds to social situations and manages interpersonal interactions (Goleman, 1995;

Mayer et al., 2004). Through SEL, individuals develop self-awareness, self-management and empathy, which are essential for maintaining emotional stability and social functioning (Mahoney et al., 2018).

Additionally, SEL contributes to improved psychological well-being and behavioral development in students. Research indicates that SEL programs can reduce emotional distress and behavioral problems while enhancing prosocial behaviors such as cooperation, empathy and responsibility (Taylor et al., 2017; Durlak et al., 2011). Thus, SEL functions not only as a teaching approach but also as a developmental process that supports the formation of positive behaviors.

Another important aspect of SEL is its role in developing resilience the ability to cope with stress, challenges and setbacks in both academic and social life. Individuals with strong SEL competencies are better able to adapt to difficult situations, maintain emotional stability and recover from negative experiences in constructive ways (Masten, 2014). Mental resilience is not merely an innate ability but can also be developed through continuous learning and emotional experiences. This ability is closely linked to self-management skills, which allow individuals to control impulses, regulate emotions and maintain positive behavior even under pressure (Mahoney et al., 2018; Weissberg et al., 2015). Therefore, mental resilience is a key outcome of the effective implementation of SEL in educational settings.

SEL is crucial for developing relationship skills such as communication, cooperation, empathy and conflict resolution, which form the foundation for building healthy social relationships. These skills are essential for students to interact effectively in group learning settings, family environments and the broader social community (Weissberg et al., 2015; Mahoney et al., 2018). In an educational context, strong relationship skills enable individuals to express ideas clearly, listen actively and respond appropriately to others' perspectives. Additionally, the ability to manage conflict constructively helps reduce

misunderstandings and fosters a more positive social environment. Thus, SEL plays a vital role in enhancing the quality of social interactions among individuals.

From a developmental perspective, SEL is viewed as an ongoing and dynamic process that must be cultivated from childhood through adolescence and into adulthood. Taylor et al. (2017) state that the early development of SEL competencies has long-term effects on emotional regulation, social adjustment, and academic success. This indicates that SEL is not a short-term intervention but rather a long-term developmental process that shapes an individual's behavior and attitudes over time. Therefore, educational institutions, particularly schools, play a crucial role in systematically integrating SEL into the curriculum, teaching strategies and classroom interactions (Durlak et al., 2011). Sustained exposure to SEL practices helps reinforce positive habits and emotional maturity.

SEL is closely linked to ethical behavior and responsible decision-making in daily life. Individuals with strong SEL competencies are able to carefully evaluate situations, consider potential consequences and choose actions that are socially, morally and ethically appropriate (Durlak et al., 2011). This decision-making process involves both cognitive and emotional considerations, ensuring that actions taken are not impulsive but rather grounded in reflection. In this regard, SEL contributes not only to emotional regulation but also to the development of moral awareness and responsibility. Therefore, SEL is closely linked to character development and responsible citizenship (Mahoney et al., 2018; Weissberg et al., 2015).

SEL increasingly promotes inclusivity and respect for diversity by encouraging each individual to understand, value and respect differences in culture, background and perspective. Social awareness, as one of the core components of SEL, enables individuals to develop empathy and reduce prejudice in social interactions (Weissberg et al., 2015). In a multicultural educational environment, this competency is crucial because it fosters tolerance and harmonious relationships among students from diverse backgrounds.

Additionally, SEL helps individuals become more open and sensitive to social differences, which is essential in a global society. Thus, SEL contributes to the creation of an inclusive and mutually respectful learning environment.

SEL strengthens self-management skills, which are essential for managing emotions, controlling behavior and effectively coping with stress in various situations. self-management is closely linked to academic achievement, emotional stability and positive behavioral outcomes both in school settings and in social life (Baumeister & Vohs, 2007; Durlak et al., 2011). Through SEL practices, individuals are trained to pause, reflect and respond thoughtfully rather than reacting impulsively to emotional triggers. This ability allows students to maintain focus, discipline and consistency in achieving their goals. Consequently, self-management is a key predictor of success in academic and personal development (Mahoney et al., 2018; Weissberg et al., 2015).

Social-Emotional Learning is a comprehensive educational framework that integrates emotional, social and behavioral development into a unified learning process. SEL equips individuals with essential life skills, such as emotional regulation, empathy, communication, resilience and responsible decision-making, which are crucial for both academic success and social life (Durlak et al., 2011; Mahoney et al., 2018). In today's educational landscape, SEL is widely recognized as a fundamental foundation that supports holistic human development and prepares individuals to face complex social and emotional challenges in real life.

B. Character Development

Character development refers to the process of developing positive values, attitudes and behaviors through continuous learning and life experiences. This process is influenced by interactions with family, school, peers and the surrounding environment. According to Mahoney et al. (2018), character development is closely related to students' social, emotional and ethical growth, enabling them to become responsible, respectful and caring individuals. Therefore, character development is considered an important aspect of education because it supports students' personal growth and positive social interactions.

Character development is closely connected to Social-Emotional Learning (SEL), as SEL provides the knowledge, attitudes and skills needed to foster positive character. Through the development of social-emotional competencies, individuals learn to understand themselves, manage emotions, build healthy relationships and make responsible decisions. Therefore, this study examines the character development of the main character in the movie *Turning Red* through the CASEL Framework, which consists of five core Social-Emotional Learning competencies.

C. CASEL Framework

The Collaborative for Academic, Social and Emotional Learning framework provides a structured approach to understanding Social-Emotional Learning and its role in individual development. The framework explains SEL through five interconnected competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies describe how individuals understand themselves, regulate their emotions and behavior, understand others, develop positive relationships, and make appropriate choices in different situations.

The five competencies are closely related to one another rather than functioning as separate abilities. For example, understanding one's emotions can

help an individual regulate emotional responses, while understanding other people's perspectives can support positive communication and relationships. In educational contexts, these competencies are important because students need both personal and relationship skills to respond appropriately to academic, social, and emotional challenges (Durlak et al., 2011; Mahoney et al., 2018; Taylor et al., 2017). In this study, the CASEL framework is used as the main framework for identifying and interpreting the representation of SEL in *Turning Red*. The five competencies are used as categories for organizing the data found in the movie. The explanation of each competency is presented below.

1. Self-Awareness

Self-awareness concerns how individuals recognize and understand their own emotions, thoughts, values, and identity. According to CASEL, this competency also involves recognizing personal strengths and limitations and developing an accurate understanding of oneself. In other words, self-awareness allows individuals to notice what they feel, what they think, and how these internal experiences may influence their behavior. Durlak et al. (2011) describe self-awareness as an important foundation for social and emotional development because individuals need to recognize their internal states before they can respond appropriately to different situations. This idea is also related to Goleman's (1995) view of emotional intelligence, in which awareness of one's own emotions is an important starting point for managing emotions and responding effectively.

In an educational setting, self-awareness can help students reflect on their experiences, recognize their abilities and limitations, and understand the reasons behind their behavior. It can also support students in developing confidence and responding more appropriately to social situations. Self-awareness is not limited to simply identifying emotions but also involves understanding how personal feelings, values, and identity influence actions. In this study, self-awareness refers to the representation of Mei Lee's ability to recognize her emotions, thoughts, values, identity, strengths, and limitations. The analysis focuses on how these

elements are shown through her dialogue, behavior, emotional expressions, and development throughout *Turning Red*.

2. Self-Management

Self-management refers to an individual's ability to regulate emotions, thoughts, and behavior when facing different situations. CASEL includes stress management, impulse control, self-discipline, goal setting, and self-motivation within this competency. Thus, self-management is related to how individuals respond to emotional or social challenges without allowing those situations to completely control their behavior. According to Mahoney et al. (2018), self-management supports individuals in maintaining emotional stability and adapting to academic and social demands. It also helps individuals remain focused on their goals when they encounter difficulties. Effective self-management does not mean avoiding emotions; rather, it involves recognizing emotional responses and managing them in ways that support appropriate behavior and personal goals.

For students, this competency is particularly relevant when they experience academic pressure, frustration, conflict, or other challenging situations. The ability to control impulsive reactions and maintain motivation can help students deal with difficulties more constructively (Mahoney et al., 2018). This competency is therefore closely connected with emotional regulation and persistence in achieving goals. In this research, self-management is understood as the ability of the characters, particularly Mei Lee, to regulate their emotions and behavior when dealing with challenges. The analysis examines scenes in *Turning Red* that show emotional control, coping with difficult situations, self-discipline, and efforts to achieve personal goals.

3. Social Awareness

Social awareness involves understanding the feelings, perspectives, and experiences of other people. CASEL explains that this competency includes empathy, perspective-taking, understanding social norms, and respect for people from different backgrounds and cultures. Through social awareness, individuals become better able to consider situations from another person's point of view rather than focusing only on their own experiences. Mahoney et al. (2018) explain that social awareness contributes to empathy and appropriate responses in social situations. When individuals can recognize the feelings and needs of others, they are more likely to communicate respectfully and develop positive interactions. This competency is also important in diverse environments because understanding differences can encourage respect and reduce misunderstandings.

In the context of education, social awareness helps students interact with classmates, teachers, family members, and other people in a respectful manner. Students who develop this competency can learn to appreciate different perspectives and respond to other people's emotions with greater understanding. Social awareness therefore supports both interpersonal relationships and the development of an inclusive social environment. Social awareness refers to the representation of characters' ability to understand and respond to other people's feelings, perspectives, and circumstances. The analysis focuses on examples of empathy, respect, perspective-taking, and awareness of other people's experiences as portrayed in *Turning Red*.

4. Relationship Skills

Relationship skills concern the ability to establish and maintain healthy relationships with other people. CASEL associates this competency with effective communication, active listening, cooperation, teamwork, conflict resolution, and seeking or providing support when necessary. These abilities are important because positive relationships require individuals to communicate their thoughts while also listening to and respecting others. According to Mahoney et al. (2018), relationship skills support positive social interactions and help individuals develop meaningful relationships in different areas of life. Effective relationship skills allow individuals to cooperate toward shared goals, express ideas respectfully, respond to different opinions, and address disagreements constructively.

The development of relationship skills is especially relevant during adolescence because young people increasingly depend on interactions with peers while continuing to develop their social identities. Positive communication and supportive friendships can provide opportunities for adolescents to practice cooperation, empathy, and conflict resolution. Relationship skills refer to the ways in which Mei Lee and the other characters communicate, cooperate, provide support, and respond to conflict. The analysis examines how interactions in *Turning Red* illustrate the development and maintenance of positive relationships, particularly among Mei and her friends.

5. Responsible Decision-Making

Responsible decision-making refers to the ability to make choices that are appropriate, constructive, and considerate of their possible consequences. According to CASEL, this competency involves making decisions about personal behavior and social interactions while considering ethical standards, safety, and social norms. It requires individuals to examine a situation, consider available choices, and think about how their decisions may affect themselves and others. Taylor et al. (2017) emphasize that responsible decision-making is related to problem-solving and informed choices. Individuals who develop this competency are better prepared to consider different alternatives rather than making decisions based only on immediate emotions or impulses. The competency therefore combines personal judgment with awareness of social and ethical consequences.

In everyday and educational situations, responsible decision-making can help students evaluate problems, consider the possible results of their actions, and take responsibility for their choices. It is particularly important when a decision affects other people because individuals need to balance their own needs with the well-being of others. Responsible decision-making refers to the ways in which characters in *Turning Red* consider situations, evaluate choices, and respond to the consequences of their decisions. The analysis focuses particularly on Mei Lee's decisions and actions when she faces conflicts involving her identity, family, friends, and personal values.

D. Movie as Media

A movie is an audiovisual medium that combines images, sound, dialogue, characters, and narrative to communicate ideas and represent human experiences. Champoux (1999) explains that movies can function as more than entertainment because they can present social situations, human behavior, and cultural values in a form that audiences can observe and interpret. The combination of visual and auditory elements allows viewers to understand situations through both what characters say and what they do.

In education, movies can be used as learning media because they provide concrete examples of situations that may otherwise be difficult to explain only through written material. Blasco et al. (2015) explain that movies can encourage reflection, discussion, and critical thinking by presenting situations that allow learners to examine characters' experiences and responses. Through this process, students can connect theoretical concepts with situations represented in a narrative.

Movies can also provide opportunities for learners to observe emotions, relationships, conflicts, and decision-making. These elements are relevant to social and emotional development because viewers can examine how characters respond to challenges and how their actions affect other people. In this way, movies can support learning related to empathy, emotional awareness, communication, and social understanding (Champoux, 1999; Blasco et al., 2015).

For this research, *Turning Red* is viewed as an audiovisual medium that provides representations of adolescent emotional and social experiences. The movie presents situations involving identity, family expectations, friendship, emotional regulation, and personal choices. These elements make the movie relevant to the analysis of the five SEL competencies in the CASEL framework.

E. Adolescent Development

Adolescence is a developmental stage that occurs between childhood and adulthood, typically characterized by significant physical, cognitive, emotional, and social changes. According to Santrock (2019), adolescence is a critical period in human development in which individuals experience rapid growth in identity formation, emotional regulation and social relationships. During this stage, individuals begin to develop greater independence while still undergoing processes of emotional and psychological maturation.

One of the key characteristics of adolescent development is identity formation. Adolescents begin to explore and define their personal values, beliefs, and goals in life. Erikson (1968) explains that this stage is dominated by the psychosocial conflict of identity versus role confusion, where individuals attempt to establish a clear sense of self. This process is influenced by social interactions, family environment and peer relationships, which play a significant role in shaping adolescent behavior and decision-making.

Emotionally, adolescence is marked by heightened emotional sensitivity and variability. Hormonal changes and social pressures often contribute to emotional instability, making adolescents more vulnerable to stress and mood fluctuations (Steinberg, 2014; Santrock, 2019). As a result, emotional regulation becomes an important developmental task that adolescents must learn in order to manage their feelings effectively in different situations.

In addition to emotional development, social relationships also play a crucial role during adolescence. Peer influence becomes increasingly important as adolescents tend to spend more time with friends and seek acceptance from their social group. According to Brown and Larson (2009), peer relationships significantly affect adolescents' attitudes, behaviors and self-concept. These interactions contribute to the development of social skills such as communication, cooperation and empathy.

Cognitive development during adolescence also progresses toward more advanced thinking abilities. Piaget (1972) states that adolescents enter the formal operational stage, where they are capable of abstract thinking, logical reasoning, and hypothetical problem-solving. This cognitive advancement enables adolescents to evaluate complex situations and consider multiple perspectives before making decisions.

Adolescence is a period in which individuals begin to develop decision-making skills, although these skills are still influenced by emotional and social factors. Steinberg (2014) notes that adolescent decision-making is often affected by peer pressure and emotional responses, which may lead to risk-taking behavior. Therefore, guidance and supportive environments are important to help adolescents develop responsible decision-making abilities. In relation to emotional and social development, adolescents gradually learn how to regulate their emotions and build healthy interpersonal relationships. This process is closely related to Social-Emotional Learning (SEL), as SEL competencies such as self-awareness, self-management and social awareness are highly relevant to adolescent developmental needs (CASEL; Mahoney et al., 2018).

Adolescent development is a complex and multidimensional process involving continuous changes in emotional, social and cognitive aspects. Understanding this developmental stage is important in educational research because it provides insight into how individuals think, feel and behave in social contexts. Therefore, adolescent development serves as an important theoretical foundation in analyzing social and emotional competencies in educational studies (Santrock, 2019; Steinberg, 2014).

CHAPTER III

RESEARCH METODOLOGY

To conduct this study, the researches methodology in this chapter including the research design, research object, data collection method and data analysis. Each of these must be explained in great detail to indicate how the researcher approaches this topic.

A. Research Design

This study employs a descriptive qualitative research design to analyze the portrayal of Social-Emotional Learning in the animated movie *Turning Red*. A descriptive qualitative design is considered appropriate because this study aims to describe and interpret the portrayal of SEL as depicted through the characters' dialogue, behavior, emotional expressions and interactions throughout the movie. Since the focus of this study is to understand and interpret the meaning of the phenomena presented in the movie, rather than to measure them quantitatively, a qualitative approach is considered appropriate to achieve the research objectives.

According to Creswell and Creswell (2023), qualitative research is an approach used to explore and understand the meanings that individuals or groups ascribe to social or human phenomena. This approach allows researchers to collect and interpret data in its natural context in order to gain a comprehensive understanding of the phenomenon under study. In this study, the movie *Turning Red* serves as the primary data source, allowing the researcher to examine how the main character's experiences, emotions and interactions illustrate aspects of Social-Emotional Learning. The findings are presented descriptively based on the interpretation of the collected data.

The analysis in this study is based on the Social-Emotional Learning framework developed by the Collaborative for Academic, Social and Emotional Learning. This framework consists of five core competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. These competencies are used to identify and interpret the depiction of SEL in the movie *Turning Red*. Through this approach, the researcher hopes to provide a clear picture of how SEL is represented in the movie.

B. Research Object

The subject of this study is the animated movie *Turning Red*, directed by Domee Shi and produced by Pixar Animation Studios. The movie tells the story of Meilin “Mei” Lee, a thirteen-year-old girl experiencing emotional changes, identity development and social challenges during adolescence. This study focuses on analyzing the representation of Social-Emotional Learning as depicted through the characters' dialogue, behavior, emotional expressions and interactions. Primary data are obtained directly from the movie itself, including visual and textual elements related to the five core competencies of the CASEL framework. Meanwhile, secondary data were collected from books, journal articles, previous studies and other academic sources related to SEL, adolescent development, movie as an educational medium and qualitative research methodologies to support the analysis and interpretation of the findings.

C. Techniques of Collecting Data

The data in this study were collected using the documentation technique. Documentation is considered appropriate because the primary data source is an audiovisual document, namely the animated movie *Turning Red*. Through this technique, the researcher collected relevant data by observing the movie carefully and recording the textual and behavioral elements related to the representation of Social-Emotional Learning. In addition, books, journal articles and other

academic sources were used to support the analysis and strengthen the theoretical foundation of the study.

The data collection process was carried out through several steps. First, the researcher watched *Turning Red* repeatedly to gain a comprehensive understanding of the storyline, characters and emotional development presented in the movie. Second, the researcher identified dialogues, behaviors, emotional expressions and scenes that reflected the five core competencies of SEL. Third, the relevant dialogues and scenes were transcribed and documented for further analysis. Finally, the collected data were organized and classified based on the five SEL competencies proposed by CASEL: self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

D. Techniques of Data Analysis

The data in this study were analyzed using descriptive qualitative analysis. The analysis focused on the dialogues, actions, emotional expressions, and interactions in *Turning Red* that were related to the five Social-Emotional Learning competencies in the CASEL framework. The data analysis followed three steps: data reduction, data display, and conclusion drawing (Miles, Huberman, & Saldaña, 2014). First, the researcher watched *Turning Red* several times to understand the story and the characters. During the process, scenes, dialogues, actions, and emotional expressions related to the research questions were identified and recorded in the documentation sheet.

Second, the researcher selected the data that were related to the research focus. The selected data were grouped into five categories based on the CASEL framework: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The classification was based on the characteristics of each competency. Scenes showing Mei recognizing her own emotions, thoughts, or identity were classified as self-awareness. Scenes showing her managing her emotions or behavior were classified as self-management.

Scenes showing her understanding other people's feelings or perspectives were classified as social awareness. Scenes involving communication, cooperation, or relationships with others were classified as relationship skills. Scenes showing Mei considering her choices and their consequences were classified as responsible decision-making.

Third, the selected data were arranged in tables based on the five SEL competencies. The researcher then described and interpreted each data by referring to the CASEL framework and related theories and previous studies. Finally, conclusions were drawn from the findings to answer the two research questions.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the analysis of the animated movie *Turning Red*. The discussion is organized around the two research questions guiding this study: (1) which Social-Emotional Learning competencies of the CASEL framework are portrayed through the experiences and emotional development of Mei Lee, and (2) how peer relationships in the movie contribute to the development of these SEL competencies in the main character.

A. Research Findings

This study examined the animated movie *Turning Red* using the documentation sheet developed from the CASEL framework, focusing on the five core Social-Emotional Learning competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. The movie was selected because it portrays the emotional and social development of the main character, Mei Lee, throughout various situations involving family relationships, friendships and personal identity. By applying the CASEL framework, the researcher was able to identify how each competency was represented through the character's experiences and interactions in the movie. The analysis aimed to answer the research questions by providing a systematic description of the portrayal of SEL competencies in *Turning Red*.

The data were collected through a documentation technique, as explained in Chapter III. The researcher repeatedly watched the movie to obtain a comprehensive understanding of the storyline, characters and emotional development presented throughout the narrative. During the observation process, scenes, dialogues, character actions, facial expressions and interactions that reflected one or more of the five SEL competencies were identified and recorded using the documentation sheet. Each piece of data was then classified according to

the indicators of the CASEL framework to ensure that the analysis was conducted systematically and consistently.

After all relevant data had been collected, the researcher analyzed each scene by interpreting the relationship between the characters' behaviors and the corresponding Social-Emotional Learning competency. The analysis was based not only on the spoken dialogues but also on the characters' emotional expressions, body language and responses to different situations, as these elements contributed to the representation of SEL in the movie. Furthermore, each finding was interpreted by referring to the indicators of the CASEL framework to explain why a particular scene represented a specific competency.

The analysis identified a total of 25 data points, which were classified into the five core SEL competencies. Each competency appeared with a different frequency, indicating that the movie emphasizes certain aspects of Mei Lee's emotional and social development more prominently than others. The findings demonstrate that *Turning Red* portrays all five competencies throughout the storyline, although some competencies are represented more extensively due to the narrative's focus on adolescence, family relationships, friendship and identity development. The overall distribution of the identified data is presented in Appendix 2, which provides an overview of the frequency of each SEL competency found in the movie.

As shown in Appendix 2, self-awareness and self-management are the two most frequently portrayed competencies, each accounting for 24.0% of the identified data, followed by social awareness and relationship skills, each at 20.0%, while responsible decision-making appears least frequently at 12.0%. This distribution suggests that the movie's narrative is centered primarily on Mei's internal emotional negotiation and her efforts to regulate that emotional experience, while interpersonal and ethical dimensions of SEL are portrayed somewhat less frequently, though no less significantly, throughout the story.

1. SEL Competencies of the CASEL Framework Portrayed in *Turning Red* Movie

In response to the first research question, the analysis revealed that all five core competencies of the CASEL framework are portrayed in *Turning Red* through the experiences, emotional responses, and behavior of the main character, Mei Lee.

a) Self-Awareness

Self-awareness refers to the ability to recognize one's own emotions, thoughts, values, and identity, and to understand how these factors influence behavior. Six instances of self-awareness were identified in *Turning Red*, the highest frequency among the five competencies alongside self-management.

Data 1 | Time 00:01:15-00:02:40

In the opening narration, Mei introduces herself to the audience, confidently listing her personal qualities, talents, and achievements as a top student and devoted daughter, while at the same time hinting that beneath this confident exterior she also feels pressure to live up to her mother's expectations.

This scene reflects self-awareness because Mei is able to recognize and articulate her own strengths, identity, and values while also acknowledging the internal tension between her authentic self and the expectations imposed upon her. This corresponds to the CASEL indicators of accurate self-perception and identity recognition and supports the argument that self-awareness forms the foundation of emotional intelligence.

Data 2 | Time 00:19:05-00:19:50

After waking up transformed into a giant red panda, Mei stares at her reflection in a state of panic before gradually connecting the transformation to the overwhelming embarrassment she experienced the previous night.

This moment shows Mei's growing awareness of how her emotions affect her physical reactions and behavior. She begins to realize what she is feeling and how those feelings influence the way she responds to the situation.

Data 3 | Time 00:47:10-00:48:05

In a quiet conversation with her friends, Mei admits that she sometimes feels suffocated by always having to be the "perfect daughter," and confesses that part of her secretly enjoys being the panda because it allows her to be loud, messy, and imperfect.

This utterance reflects a deepening self-awareness in the form of a recognized values conflict between obedience and authenticity. Mei's ability to name this internal conflict aligns with CASEL's indicator of understanding personal values and how they influence behavior.

Data 4 | Time 01:12:20-01:13:15

Inside the ancestral realm during the sealing ritual, Mei encounters a younger version of herself in panda form and, instead of rejecting or fearing it, embraces it as an inseparable part of who she is.

This is a pivotal self-awareness moment in which Mei moves from suppression toward self-acceptance, recognizing the panda not as a flaw to be eliminated but as an authentic extension of her identity, strengths, and limitations, which is consistent with CASEL's description of self-awareness as encompassing accurate self-perception and self-acceptance.

Data 5 | Time 01:24:40-01:25:50

Mei tells her mother directly that she is not perfect and never will be, and that she is still in the process of figuring out who she wants to become.

This scene shows Mei's self-awareness as she starts to understand her own identity apart from her parents' expectations. She realizes that she has her own wishes and values, which may be different from what her parents expect from her.

Data 6 | Time 01:35:40-01:36:20

In the closing narration, Mei reflects that everyone carries an inner "panda," a messy and complicated side of themselves, and states that she has chosen to keep hers rather than hide it away.

This reflection shows Mei's emotional growth throughout the movie. She becomes more aware of her feelings and how her experiences have changed the way she understands herself.

b) Self-Management

Self-management refers to the ability to regulate emotions, thoughts, and behaviors across different situations, including managing stress, controlling impulses, and pursuing goals (Mahoney et al., 2018). Six instances of self-management that is, moments in which Mei attempts, succeeds, or struggles to regulate her emotional responses were identified in the movie.

Data 7 | Time 00:24:15-00:25:20

Mei's mother teaches her a breathing and visualization technique intended to suppress the panda transformation, and Mei is shown visibly struggling to calm herself down after being startled by a classmate.

This scene depicts an early, imperfect attempt at emotion-regulation strategy use. Although Mei is not yet fully successful, the scene reflects the effortful and developmental nature of self-management, which CASEL defines as the ability to regulate emotions, thoughts, and behaviors across different situations.

Data 8 | Time 00:33:50-00:34:40

While being teased by classmates, Mei feels her anger rising, closes her eyes, grips her desk tightly, and successfully manages to avoid transforming in front of the class.

This scene shows Mei's ability to control her impulses and manage her stress when facing social pressure. Even though she is in a difficult situation, she tries to stay calm and control her reaction.

Data 9 | Time 00:52:30-00:53:35

Mei and her friends set a concrete plan to earn money through panda photo sessions at school, dividing tasks, setting a pricing structure, and organizing a schedule to reach their concert-ticket savings goal.

This behavior shows Mei's ability to plan and stay motivated while working toward a goal. She is able to focus on what needs to be done and take part in the group's efforts to achieve the goal.

Data 10 | Time 01:05:00-01:06:10

When her mother confronts her publicly outside the school gates, Mei becomes emotionally overwhelmed and transforms uncontrollably in front of her classmates, unable to apply the regulation techniques she had previously practiced.

This scene shows that Mei sometimes struggles to manage her emotions, especially when she feels stressed and embarrassed in front of others. Her reaction shows that staying in control can be difficult when emotions become too strong.

Data 11 | Time 01:18:50-01:19:45

During the sealing ritual, Mei deliberately decides to step away from the ceremony in order to keep her promise to meet her friends, weighing her emotional impulses against a considered course of action.

Rather than reacting impulsively, Mei pauses to weigh competing priorities before acting, reflecting the deliberate, reflective quality of self-management emphasized by CASEL, which distinguishes regulated behavior from impulsive reaction.

Data 12 | Time 01:28:10-01:29:20

In the climactic confrontation, Mei calms her enormous, rampaging mother by speaking gently and embracing her, managing her own fear in order to help stabilize an extremely tense situation.

This scene shows Mei's ability to manage her own emotions while also helping someone else deal with their feelings. It shows that Mei has become more emotionally mature and is better able to stay calm and support others.

c) Social Awareness

Social awareness refers to the ability to understand and empathize with others, including perspective-taking and recognizing others' emotions. Five instances of social awareness were identified in the movie.

Data 13 | Time 00:44:10-00:45:00

Mei notices the exhaustion and hidden sadness behind her mother's strict demeanor while helping prepare offerings at the family temple, and quietly asks whether her mother is truly all right.

This demonstrates perspective-taking and the recognition of another person's internal emotional state despite outward appearances, which CASEL identifies as a central indicator of social awareness.

Data 14 | Time 01:10:35-01:11:30

During the shared ancestral-realm sequence, Mei witnesses her mother's own suppressed inner pain and unresolved childhood pain, and responds with visible compassion rather than judgment.

This scene shows Mei trying to understand her mother's feelings and behavior. She realizes that her mother's strict behavior may come from her own past experiences and struggles. This shows Mei's ability to see the situation from her mother's point of view.

Data 15 | Time 01:20:15-01:21:05

Mei apologizes to her friends for keeping secrets from them and acknowledges that her actions may have made them feel excluded and hurt.

Recognizing the emotional impact of one's own behavior on others reflects the empathetic and relational understanding at the core of social awareness, consistent with CASEL's emphasis on recognizing others' emotions and responding appropriately.

Data 16 | Time 01:27:35-01:28:15

When confronted by her enraged, giant-sized mother, Mei does not respond with anger but instead tries to understand the fear and disappointment underlying her mother's outburst.

This scene shows Mei trying to understand the other person's point of view during a conflict. Instead of making the situation worse, she chooses to respond with empathy and tries to understand the other person's feelings.

Data 17 | Time 01:33:10-01:33:50

In the closing scenes, Mei is shown offering quiet support to her grandmother and aunts as they each process their own decisions about whether to keep or seal their panda selves.

This extends Mei's empathy to the broader family system, recognizing that each family member experiences the same underlying issue differently, which reflects the respect-for-diversity-of-experience dimension of social awareness described by CASEL.

d) Relationship Skills

Relationship skills refer to the ability to establish and maintain healthy relationships through effective communication, cooperation, and constructive conflict resolution. Five instances of relationship skills were identified in the movie, primarily emerging through Mei's interactions with her peer group.

Data 18 | Time 00:40:05-00:41:10

The moment Mei's three closest friends, Miriam, Priya, and Abby, learn about her panda transformation, they immediately gather around her in support and begin brainstorming ways to help her cope, rather than reacting with fear or rejection.

This scene shows Mei building trust and working together with others to solve a problem. Even though the situation is unusual, she is able to cooperate with others and maintain a good relationship with them.

Data 19 | Time 00:58:25-00:59:30

The four friends coordinate a detailed plan for the panda-photo fundraiser, dividing responsibilities and communicating openly about scheduling and logistics.

This demonstrates teamwork and effective communication in pursuit of a shared goal, reflecting CASEL's description of relationship skills as involving cooperation, active listening, and coordinated effort toward common objectives.

Data 20 | Time 01:15:45-01:16:50

After a heated disagreement in which Mei initially prioritizes the sealing ritual over their concert plans, the friend group briefly falls out, but reconciles once Mei explains her feelings honestly.

This scene shows how Mei handles conflict through honest communication. Instead of avoiding the problem or making the situation worse, she talks openly and tries to resolve the conflict with the other person.

Data 21 | Time 01:22:00-01:22:45

Mei's father offers quiet, steady support to both Mei and her mother during the height of the family crisis, modeling calm and non-confrontational communication without taking sides.

Although centered on a secondary character, this interaction shapes the relational environment surrounding Mei and reinforces, through observational learning, the value of calm and supportive communication as a relationship-skills model, consistent with CASEL's framework.

Data 22 | Time 01:34:20-01:35:10

In the movie's resolution, Mei maintains her close friendship group while also rebuilding a more open and communicative relationship with her mother, symbolized by the two of them supporting one another's individual interests.

This scene shows that Mei is able to maintain good relationships with both her friends and her family. She uses what she has learned from her experiences to communicate and interact better with the people around her.

e) Responsible Decision-Making

Responsible decision-making refers to the ability to make caring and constructive choices about personal behavior based on ethical standards and consideration of consequences. Three instances of responsible decision-making were identified in the movie, the lowest frequency among the five competencies, reflecting its position as the most cognitively integrative competency, one that typically builds upon and synthesizes the other four (Taylor et al., 2017).

Data 23 | Time 00:55:05-00:56:15

Mei decides to use her panda ability to earn money for concert tickets, weighing the ethical implications of monetizing a private family matter against her desire to help her friends achieve a shared goal.

This reflects an evaluative process of weighing personal, social, and ethical considerations, aligned with CASEL's indicator for responsible decision-making. However, because this choice later leads to complications with her family, it also illustrates Taylor et al.'s (2017) observation that responsible decision-making is a developmental and sometimes imperfect process rather than a fixed skill.

Data 24 | Time 01:17:05-01:18:20

Faced with the choice between completing the ritual to permanently seal her panda or preserving her authentic self, Mei consciously chooses to embrace her full identity while understanding the likely consequences for her family relationships.

This demonstrates a considered decision grounded in self-knowledge and awareness of consequences rather than impulsive action, which reflects CASEL's definition of responsible decision-making as evaluating situations and considering the impact of one's choices on oneself and others.

Data 25 | Time 01:29:45-01:30:35

After the crisis subsides, Mei chooses to apologize to her mother and explain her reasoning honestly instead of avoiding the conversation, taking responsibility for the friction caused by her earlier choices.

This scene shows Mei taking responsibility for her decision and thinking about its consequences. She does not simply move on after making the choice, but reflects on what happened and learns from the experience.

2. Peer Relationships' Contribution to the Development of SEL Competencies in the Main Character

In response to the second research question, the analysis shows that peer relationships, particularly Mei's friendships with Miriam, Priya, and Abby, function as a significant relational context that actively contributes to the development of her Social-Emotional Learning competencies. Rather than operating as a background element of the plot, the peer group repeatedly serves as the setting in which Mei tests, expresses, and refines her emerging self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Five interrelated functions of peer relationships were identified in this regard.

a) Emotional Validation and a Sense of Belonging

Time 00:39:10-00:40:20

When Mei's transformation is accidentally revealed to Miriam, Priya, and Abby, the three friends respond with delight and immediate acceptance rather than fear, treating the panda as an exciting extension of Mei rather than something shameful.

This unconditional acceptance provides Mei with emotional validation that she does not initially receive at home, where the panda is framed as a problem to be controlled. Brown and Larson (2009) explain that peer acceptance during adolescence functions as a powerful source of emotional security, and in this case, it directly supports the development of Mei's self-awareness by allowing her to begin viewing the panda as a legitimate part of her identity rather than purely a source of shame.

b) A Safe Space for Authentic Self-Expression

Time 01:00:40-01:01:30

In a lighthearted scene at school, Mei and her friends dance, sing, and behave loudly and playfully together, with Mei fully embracing her unfiltered, enthusiastic personality without needing to perform the composed, obedient persona she maintains at home.

The peer group functions as a psychologically safe space in which Mei can explore and express facets of her identity that are otherwise suppressed under parental expectations. This is consistent with Erikson's (1968) theory of identity versus role confusion, which positions peer relationships as a critical context for adolescent identity exploration, and with Steinberg's (2014) observation that peer environments often permit forms of self-expression that family environments constrain.

c) Collaborative Problem-Solving Strengthening Self-Management

Time 00:52:30-00:53:35

As previously discussed in the self-management findings, Mei and her friends organize a coordinated fundraising plan, requiring each member of the group to manage impatience, divide responsibilities fairly, and stay focused on a shared long-term goal.

Working toward a common objective within a peer group requires Mei to practice regulation of impulses and emotions in a cooperative, socially accountable setting. Mahoney et al. (2018) note that self-management is often strengthened through group-based goal pursuit, where social accountability to peers reinforces individual discipline more effectively than isolated practice.

d) Conflict and Repair as a Model for Relationship Skills

Time 01:15:45-01:16:50

The temporary falling-out between Mei and her friends, followed by an honest conversation and reconciliation, gives Mei direct experience in resolving interpersonal conflict rather than avoiding it.

This episode of rupture and repair functions as an experiential lesson in relationship skills, providing Mei with a low-stakes opportunity to practice honest communication and conflict resolution before applying similar skills in her higher-stakes relationship with her mother. Brown and Larson (2009) argue that peer conflict, when successfully resolved, builds relational competencies that transfer to other relationships across an adolescent's life.

e) Peer Encouragement Catalyzing Responsible Decision-Making

Time 01:18:50-01:19:45

Knowing that her friends are counting on her to attend the concert, Mei draws on her loyalty to them as part of her motivation to step away from the sealing ritual and make an autonomous decision about her own identity.

The emotional investment Mei has in her friendships provides her with the courage to make a difficult, values-based decision that diverges from her family's wishes. This supports Steinberg's (2014) observation that peer relationships are a significant factor shaping adolescent decision-making, and illustrates how peer-

derived motivation can catalyze, rather than undermine, a more mature and self-directed form of responsible decision-making.

A complete summary of all 25 data points is provided in Appendix 3, and the corresponding peer-relationship functions are summarized in Appendix 4.

Taken together, Appendices 3 and 4 illustrate that the five SEL competencies are not portrayed as isolated events, but as an interconnected developmental process. In this process, Mei's internal emotional negotiation (self-awareness and self-management) is consistently supported, tested, and reinforced by her relational environment particularly her peer group (social awareness, relationship skills, and responsible decision-making).

The findings indicate that the development of these competencies follows a progressive pattern throughout the movie. Mei's journey begins with recognizing and understanding her emotions and identity, followed by learning to regulate her responses to personal and social challenges. As the story progresses, her interactions with family and friends encourage her to develop greater empathy, communicate effectively, resolve conflicts, and make decisions that reflect both personal values and consideration for others. This progression demonstrates that the five competencies are mutually reinforcing rather than developing independently.

The findings suggest that *Turning Red* presents Social-Emotional Learning as a continuous developmental process during adolescence. The movie emphasizes that emotional growth is shaped not only by individual self-reflection, but also by meaningful social interactions and supportive relationships. Through Mei Lee, the movie illustrates how adolescents build emotional competence by balancing personal identity, family expectations, and peer relationships. Consequently, *Turning Red* offers a valuable representation of the CASEL framework and highlights its potential as an educational resource for promoting SEL among young audiences.

B. Discussion

The findings of this study affirm the relevance of the CASEL framework as a lens for understanding how animated movies can portray the multidimensional process of Social-Emotional Learning. The 25 instances of SEL competency portrayal identified in *Turning Red* demonstrate that the movie does not merely depict adolescent emotional turbulence as a narrative device, but constructs a coherent developmental arc in which each of the five core competencies plays a distinct and interconnected role.

The high frequency of self-awareness and self-management portrayal is particularly noteworthy. In many scenes, Mei's central struggle is not simply the existence of the panda itself, but her evolving relationship with her own emotions, moving from suppression and panic toward recognition, regulation, and eventual acceptance. This supports Durlak et al.'s (2011) argument that self-awareness functions as a foundational competency upon which other social-emotional skills are built, and aligns with Goleman's (1995) assertion that emotional intelligence begins with the accurate recognition of one's own emotional states.

The relatively frequent portrayal of social awareness and relationship skills, largely emerging through Mei's interactions with her friends and family, reflects Mahoney et al.'s (2018) observation that SEL competencies are rarely developed in isolation but are shaped through relational context. In particular, the moments in which Mei extends empathy toward her mother, despite ongoing conflict, illustrate how social awareness can develop even within strained relationships, supporting Weissberg et al.'s (2015) claim that SEL fosters more constructive responses to interpersonal tension.

The comparatively lower frequency of responsible decision-making is consistent with CASEL's characterization of this competency as the most cognitively integrative of the five, typically requiring the prior development of self-awareness, self-management, and social awareness before it can be meaningfully exercised. This is reflected in the movie's narrative structure, in which Mei's most significant responsible decisions occur toward the movie's

climax, after substantial development in the other four competencies has already taken place, a pattern consistent with Taylor et al.'s (2017) longitudinal findings that responsible decision-making tends to mature later than the other SEL competencies.

With regard to the second research question, the findings indicate that peer relationships function as more than a source of emotional comfort; they serve as an active developmental mechanism through which Mei's SEL competencies are practiced, tested, and reinforced. This finding is consistent with Brown and Larson's (2009) argument that peer relationships during adolescence significantly shape attitudes, behaviors, and self-concept, and with Erikson's (1968) theory of identity versus role confusion, which positions peer interaction as a critical context for identity exploration during this developmental stage. In *Turning Red*, the peer group provides Mei with unconditional emotional validation, a psychologically safe space for authentic self-expression, a cooperative setting in which to practice self-management, an experiential model for resolving interpersonal conflict, and, ultimately, the emotional courage needed to make an autonomous and responsible decision about her own identity.

These findings are broadly consistent with Yuniar and Dewi's (2022) study on the character-education values portrayed in *Turning Red*, which similarly identified the movie as rich in themes of identity, family, and peer support. However, the present study extends this line of inquiry by applying the CASEL framework's five specific competencies, allowing for a more granular and structured account of how each competency is portrayed and how peer relationships specifically function as a catalyst for their development, an aspect not explicitly addressed in prior studies. This also supports Berkowitz and Bier's (2004) broader claim that research-based character and social-emotional education benefits from specific, theory-grounded frameworks rather than general thematic observation.

Overall, the findings demonstrate that *Turning Red* portrays Social-Emotional Learning not as a static trait possessed by the main character, but as a dynamic, relationally embedded process. Mei's development across all five CASEL competencies is consistently shaped by her interactions with peers, suggesting that the movie holds considerable potential as an educational resource for illustrating both the internal and relational dimensions of adolescent social-emotional development (Durlak et al., 2011; Weissberg et al., 2015).



CHAPTER V

CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the study, drawn from the findings and discussion presented in the previous chapter, followed by suggestions addressed to students, lecturers and future researchers who wish to explore Social-Emotional Learning through movie as an educational medium.

A. Conclusion

This study aimed to analyze the portrayal of Social-Emotional Learning competencies based on the CASEL framework in the animated movie *Turning Red* and to examine how peer relationships contribute to the development of these competencies in the main character, Mei Lee. Based on the findings and discussion presented in Chapter IV, several conclusions can be drawn in relation to the two research questions guiding this study.

With regard to the first research question, the analysis found that all five core SEL competencies proposed by CASEL, namely self-awareness, self-management, social awareness, relationship skills and responsible decision-making, are portrayed in *Turning Red* through the emotional experiences, dialogue and behavior of the main character. Of the 25 instances identified, self-awareness and self-management emerged as the most frequently portrayed competencies, each accounting for 24.0% of the data, followed by social awareness and relationship skills at 20.0% each, while responsible decision-making appeared least frequently at 12.0%. This distribution indicates that the movie's narrative centers primarily on Mei's internal emotional negotiation, while her interpersonal and ethical growth is depicted more gradually and toward the later part of the story. Taken together, the five competencies are not portrayed as isolated events but as an interconnected and progressive developmental process, in which Mei's growing self-awareness and self-management provide the foundation for the social awareness, relationship skills and responsible decision-making that follow.

With regard to the second research question, the findings show that peer relationships function as more than a source of emotional comfort for the main character. Peer relationships in *Turning Red* serve as an active developmental mechanism through which Mei's SEL competencies are practiced, tested and reinforced. Specifically, Mei's friendships provide emotional validation and a sense of belonging that support her self-awareness, offer a psychologically safe space for authentic self-expression, strengthen her self-management through collaborative problem-solving, model constructive relationship skills through conflict and repair and ultimately provide the emotional courage that catalyzes her most significant act of responsible decision-making. These findings confirm that peer relationships play a central and catalytic role in adolescent social-emotional development, consistent with Erikson's (1968) theory of identity versus role confusion and Brown and Larson's (2009) account of the significance of peer relationships during adolescence.

This study concludes that *Turning Red* portrays Social-Emotional Learning not as a fixed trait possessed by the main character, but as a dynamic and relationally embedded process that develops through the interplay between personal identity, family expectations and peer relationships. These findings extend previous research on *Turning Red* (Yuniar & Dewi, 2022) by applying the CASEL framework's five specific competencies, providing a more structured and detailed account of how each competency is portrayed and how peer relationships specifically function as a catalyst for their development. Consequently, this study confirms that *Turning Red* holds considerable potential as an educational resource for illustrating both the internal and relational dimensions of adolescent social-emotional development.

B. Suggestions

The researcher would like to offer several suggestions for students, lecturers, and future researchers.

1. Students

Students are encouraged to use *Turning Red* and similar movies as a medium for reflecting on their own social-emotional development, particularly in recognizing their emotions, managing personal challenges, understanding others' feelings and building healthy peer relationships. By observing how Mei negotiates her identity, family expectations and friendships, students may gain practical insight into applying self-awareness, self-management, social awareness, relationship skills and responsible decision-making in their own daily lives.

2. Lecturers

Lecturers and educators are encouraged to utilize animated movies such as *Turning Red* as supplementary teaching material in courses related to character education, psychology or media literacy. Movie-based discussion activities can provide students with a more engaging and contextual way to understand SEL competencies compared to purely theoretical instruction. Lecturers may design discussion questions or reflective tasks around specific scenes to help students connect the CASEL framework to real-life social and emotional situations.

3. Future Researchers

Future researchers are recommended to conduct similar studies using other animated or live-action movies to enrich academic understanding of how SEL competencies are represented in popular media. Since this study is limited to a content analysis of the movie itself and does not investigate audience responses, future studies could examine how students or viewers

interpret and internalize the SEL messages conveyed in *Turning Red* or comparable movies, using interview-based, survey-based or mixed-method approaches. Future researchers may also apply other theoretical frameworks, such as emotional intelligence or character education theories, to provide alternative perspectives on the social-emotional and moral dimensions portrayed in movie.

It is hoped that the findings of this study can contribute to the academic literature on Social-Emotional Learning and encourage further exploration of movie as a meaningful and accessible educational resource for supporting the emotional and social development of students.



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**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 768 TAHUN 2026**

**TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA**

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :

- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
- bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
- bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat :

- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
- Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
- Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
- Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
- Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
- Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
- Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
- Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU : Menunjuk Saudara:
Rita Hermida, S.Pd.I., M.Pd

Untuk membimbing Skripsi

Nama : **Selvia Nurul Aini**
NIM : **220203025**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **An Educational Analysis of Social-Emotional Learning (SEL) in the Film Turning Red**

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2026 Tanggal 01 Desember 2025 Tahun Anggaran 2026;

KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : **Banda Aceh**
Pada tanggal : **01 Juli 2026**
Dekan.


Safrul Muluk

Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Ditjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip



APPENDICES

Appendix 1: Distribution of SEL Competencies Portrayed in *Turning Red* Movie

SEL Competency	Frequency	Percentage
Self-Awareness	6	24.0%
Self-Management	6	24.0%
Social Awareness	5	20.0%
Relationship Skills	5	20.0%
Responsible Decision-Making	3	12.0%
Total	25	100.0%

Appendix 2: Summary of SEL Competencies Identified in *Turning Red* Movie

No	Timestamp	SEL Competency	Interpretation/Implication
1	00:01:15-00:02:40	Self-Awareness	Recognition of identity and internal conflict between authenticity and expectation
2	00:19:05-00:19:50	Self-Awareness	Emerging awareness of the link between emotion and behavioral consequence
3	00:47:10-00:48:05	Self-Awareness	Recognition of a values conflict between obedience and authenticity
4	01:12:20-01:13:15	Self-Awareness	Self-acceptance of the panda as part of personal identity
5	01:24:40-01:25:50	Self-Awareness	Articulation of an identity distinct from parental expectation
6	01:35:40-01:36:20	Self-Awareness	Consolidated self-reflection on emotional growth as an

			ongoing process
7	00:24:15-00:25:20	Self-Management	Early, imperfect attempt at an emotion-regulation strategy
8	00:33:50-00:34:40	Self-Management	Successful impulse control under social pressure
9	00:52:30-00:53:35	Self-Management	Goal-directed planning and self-motivation within a group task
10	01:05:00-01:06:10	Self-Management	Temporary lapse in self-management under acute emotional strain
11	01:18:50-01:19:45	Self-Management	Deliberate, reflective choice over impulsive emotional reaction
12	01:28:10-01:29:20	Self-Management	Advanced self-management extended into co-regulating another's emotion
13	00:44:10-00:45:00	Social Awareness	Perspective-taking; recognizing a hidden emotional state in another
14	01:10:35-01:11:30	Social Awareness	Empathy extended across a generational and experiential divide
15	01:20:15-01:21:05	Social Awareness	Recognizing the emotional impact of one's own behavior on others
16	01:27:35-01:28:15	Social Awareness	Choosing empathy over confrontation during interpersonal conflict
17	01:33:10-01:33:50	Social Awareness	Empathy extended to the broader family system
18	00:40:05-00:41:10	Relationship Skills	Trust-building and

			collaborative support upon self-disclosure
19	00:58:25-00:59:30	Relationship Skills	Teamwork and communication toward a shared goal
20	01:15:45-01:16:50	Relationship Skills	Constructive conflict resolution through honest communication
21	01:22:00-01:22:45	Relationship Skills	Modeling of calm, supportive communication within the family
22	01:34:20-01:35:10	Relationship Skills	Sustained relational competence across peer and family domains
23	00:55:05-00:56:15	Responsible Decision-Making	Weighing personal, social, and ethical considerations in a choice
24	01:17:05-01:18:20	Responsible Decision-Making	Considered decision grounded in self-knowledge and awareness of consequences
25	01:29:45-01:30:35	Responsible Decision-Making	Accountability and ethical reflection following a decision

Appendix 3: Summary of Peer-Relationship Functions Contributing to SEL Development

Peer-Relationship Function	Representative Scene	Contribution to SEL Development
Emotional Validation and a Sense of Belonging	Time 00:39:10-00:40:20	Provides emotional validation that supports the development of self-acceptance and self-awareness
A Safe Space for Authentic Self-Expression	Time 01:00:40-01:01:30	Offers a psychologically safe space for identity exploration and authentic self-expression
Collaborative Problem-Solving Strengthening Self-Management	Time 00:52:30-00:53:35	Strengthens self-management through cooperative, socially accountable goal pursuit
Conflict and Repair as a Model for Relationship Skills	Time 01:15:45-01:16:50	Builds relationship skills through direct experience of conflict and honest repair
Peer Encouragement Catalyzing Responsible Decision-Making	Time 01:18:50-01:19:45	Provides the emotional motivation and courage for autonomous, responsible decision-making

