

# Research on Social-Emotional Learning Practices in School Education Based on Cultural Psychology and Organizational Aesthetics

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**Abstract**—This research aimed to apply S. M. Jones’ perspectives on Social-Emotional Learning (SEL), J. S. Bruner’s cultural psychology, and A. Strati’s organizational aesthetics to address the following research questions: “How can school organizations integrate SEL with the practices of cultural psychology and aesthetic management?” “How can teachers incorporate SEL with cultural psychology and aesthetic leadership practices?” and “What positive impacts does the integration of SEL, cultural psychology, and organizational aesthetics in school education have on student learning?” The findings indicated that “the application of organizational aesthetics in schools helps manage a culturally-oriented learning environment that promotes SEL practices,” “the application of organizational aesthetics by teachers supports collaborative efforts to shape a school culture that fosters SEL practices,” and “students’ participation in school education that integrates cultural learning and organizational aesthetics contributes to the development of social-emotional skills.” Specific recommendations were proposed.

**Keywords**—cultural psychology, organizational aesthetics, social emotional learning

## I. INTRODUCTION

The application of previously acquired principles illustrates how learning concepts evolve over time, underscoring the significance of fostering meaningful learning intentions [1–8], and arguing that the interplay between cognitive abilities and cultural values influences what a particular culture deems as a good, useful, or meaningful way of life [9, 10]. In this context, Social-Emotional Learning (SEL) has emerged as a key framework that highlights the role of schools in supporting civic engagement [11–14]. At the forefront of educational practice and policy, SEL advocates for the integrated development of social, emotional, and academic competencies [15–17]. To review organizational studies, A. Strati challenged conventional notions of organizational boundaries by introducing an aesthetic perspective within dynamic organizational settings [18–20], supporting a deeper inquiry into the aesthetic dimensions of work, organizational life and

emotional and symbolic aspects of organizational interactions [21–23].

An increasing body of research supports the significant impact of SEL on important academic or life achievements. SEL emphasizes the integration of academic competencies, empathy for others, and the ability to resolve conflicts, thereby fostering social awareness through joint learning. SEL focuses on effective emotional management and social interaction [13]. However, if school education becomes overly simplified and limited to short-term learning contexts, it risks overlooking its long-term educational effects. Based on the educational principle of cultural psychology, which posits that “the mind is both constituted by human culture and realized within it,” educational theory must be situated at the intersection of the mind and culture [2]. Furthermore, traditional organizational research methods often overlook the material, sensory, and emotional aspects of work relationships within organizations [22].

The development of students’ Social-Emotions (SE) can enhance their learning [15]. Consequently, integrating SE with academic instruction forms the foundation of not only student success but also the advancement of the educational system and society as a whole [16]. Improving educational tasks is not merely a technical issue but also involves fundamental educational ideals and goals. Based on this, curriculum should be designed to cultivate intuition and gradually build upon increasingly formal and abstract trends. This provides an important source of insight into educational objectives and methods, highlighting the foundational principle of the “spiral curriculum”, where learning in one discipline leads to substantive effects in another [1, 2, 4]. Meanwhile, studying organizations from an aesthetic perspective indicates aspects of human behavior that are often overlooked by rational analysis. This helps researchers gain critical insights into meaningful social behavior and fosters a deeper understanding of interpersonal knowledge in the practice of organizational life [23].

Additionally, teachers’ own SE competencies and the quality of the classroom environment have a profound impact on students’ SEL development [12]. Harvard University professor S. M. Jones’ perspective on SEL

suggests that students' exposure to various cultural, contextual, and environmental influences within schools offers greater opportunities for the development of SEL skills [12]. This viewpoint synthesizes the unique combination of developmental and applied sciences that characterize SEL [11]. Professor J. S. Bruner's "cultural psychology" highlights the importance of improving elementary and secondary education by ensuring that school learning and teaching activities respond to social needs and are situated within cultural contexts, thus aiding students in developing a deep understanding and adaptive skills.

Professor Strati of the University of Trento adopts an aesthetic perspective to explore the tacit nature of organizational knowledge, emphasizing the aesthetic dimensions of organizational action in everyday work, management, and broader society, offering a reflective critique of the dominance of rationality in understanding human behavior, organizational environments, and the social world. This research applied Jones' SEL perspective, Bruner's cultural psychology, and Strati's organizational aesthetics to answer the following research questions:

- How can school organizations integrate SEL with the practices of cultural psychology and aesthetic management?
- How can teachers incorporate SEL with cultural psychology and aesthetic leadership practices?
- What positive impacts does the integration of SEL, cultural psychology, and organizational aesthetics in school education have on student learning?

## II. LITERATURE REVIEW

### A. *SEL Perspectives Proposed by S. M. Jones*

SEL has developed into a comprehensive and rigorous body of knowledge that documents the importance of social, emotional, and academic development for a range of positive outcomes, including academic achievement, psychological and physical health, and civic engagement, extending even to career and economic stability [11]. Research on the integration of SEL into classroom management strategies were reviewed, concluding that SEL improves teaching and learning [15]. This concept also actively addresses the role of schools in supporting academic learning and civic participation [13], with focus on the effects of school education that integrates SEL and academic development [17]. SEL originates from explorations into character education, personality development, 21st-century skills, and non-academic competencies, with each perspective following slightly different theoretical frameworks and research approaches, and each contributing to its related fields and disciplines, emphasizing learning and growth [12].

Jones and colleagues systematically investigated the development of students' SE skills, taking into account the influence of social contexts. Their research explored whether social behavior is inspired by specific contexts or persists across different situations [14]. Supported by the expertise and influence of the National Commission's

Council of Distinguished Scientists in the United States, SEL has favorable conditions for fostering meaningful and sustainable innovation, integrating the co-development of social, emotional, and academic skills at the forefront of educational practice and policy [16]. Certain students react more vulnerably to harsh or unresponsive social contexts, which negatively impacts learning [14]. Actionable programs and practices were proposed to effectively develop SEL-related skills, identifying the conditions necessary for their growth, with teachers playing a key role in this process, emphasizing that researchers, practitioners, and policymakers should work together to promote SEL development, expanding SEL's long-term benefits and integrating them into various learning contexts [11].

### B. *J. S. Bruner's Cultural Psychology*

As one of the key founders of the cognitive revolution, Bruner proposed a new framework for studying the mind, emphasizing the human capacity to give meaning to experiences, exploring how concepts of learning evolve over time, guiding the understanding of the structure of learning as central to education, and highlighting the importance of inspiring learning intentions [2, 4–8]. The theories put forth by Bruner are rooted in practices and derived from empirical research. The curriculum design—where “the materials to be mastered by students are structured and sequenced to facilitate and reinforce their developmental processes”—has been validated for practical application, concluding that active student participation fosters the development of intellectual potential, making it easier to apply acquired knowledge to problem-solving [3, 8].

Bruner reflected on the key historical moments when anthropology and psychology intersected, laying the foundation for modern cultural psychology. Drawing on insights from literary theory, linguistics, symbolic anthropology, and research in cognitive and developmental psychology; reviewed the mental activities involved in the creative process; and argued that these activities support the humanities, literature, philosophy, and even everyday thinking, including self-perception [10].

Bruner identified important learning characteristics such as “organization”, where new problems are recognized as applications of previously learned principles, using science education as an example: if the understanding of numbers, measurement, and probability is deemed important in science, the relevant teaching should begin early, building upon children's cognitive development and revisiting these concepts in later years [1–3]. In the later works, Bruner analyzed American culture as a reflection of the complex relationship between individuals and their environments, arguing that culture has a profound influence on individual psychological life, and the interaction between cognitive abilities and cultural values determines what a given culture views as a good, useful, or valuable way of life [9, 10]. This reflects the extent to which individuals adapt to the demands that influence their lives. Cultural studies, such as anthropology, play a role in “raising awareness”

of aspects of life that have become so routine that they are no longer consciously noticed, making implicit and unconscious elements more explicit and subject to reflection. This analysis aligns with Bruner's perspective on the intersection of "the mind in culture" and "culture in the mind", suggesting that cultural institutions profoundly shape psychological development [2, 5, 10]. This line of research emphasizes the conditions under which children are best able to grasp these psychological forms, helping them navigate life within a cultural framework.

Bruner also concluded that education is the means by which cultural tools and skills are transmitted, stressing that attention must be paid to the resources that culture provides. These resources are directly related to how society manages its educational systems, as education is not just preparation for life but also a primary embodiment of cultural life [8]. This highlights the importance of recognizing children as cultural members and participants, and of providing them with opportunities to create and recreate culture.

### *C. A. Strati's Organizational Aesthetics*

The aesthetic dimensions of work and organizational life began attracting the attention of organizational scholars in the 1980s and 1990s, and flourished in the new millennium [22]. Strati classified philosophy into three main "philosophical sensibilities": aesthetic, hermeneutic, and performative philosophical sensibilities; and synthesized the viewpoints of philosophers, art theorists, sociologists, and social scientists to guide the understanding of the diverse philosophical foundations that constitute organizational aesthetics. Additionally, Strati used the example of "Italian industrial design" to illustrate and discuss the intersection of the "beautiful" and the "good" in organizations [23].

Strati initially based his conceptual framework for the aesthetic approach to organizational studies on ethnographic research of European art photography conducted in the late 1980s, proposed the concept of "an organization without walls", challenging traditional interpretations of organizational boundaries, and argued that visual culture has a profound impact on the metaphorical conceptual level of organizational life and explored organizational metaphors derived from visual culture [18, 19]. From the perspective of the sociology of knowledge, Strati [20] described organizational symbolism and explored the theoretical foundations of the symbolic approach, and summarized the unique principles of the symbolic approach compared to other methods in organizational studies, explaining its underlying concepts and the critical insights it brings to organizational issues. According to Strati [23], various philosophical foundations underlie the study of organizational aesthetics, and there is no single unique philosophy supporting the study of the aesthetic dimensions of organizational life. Rather, this complex phenomenon is integrated by focusing on the philosophical foundations of aesthetics, art, and design research within organizations. The organizational

philosophy reflected in art encompasses civic values, the imagination of democracy, and the ideal organization, with the aim of influencing the world of historical and political life.

In summary, Strati [21] explored the commonalities and diversities between aesthetic approaches to organizational life and conceptual art photography, emphasizing the empathy-aesthetic understanding of action in interactive organizational environments.

### III. METHODOLOGY

The aesthetic dimensions of work and organizational life have become a cultural and social asset that connects different social and historical periods [22]. Bruner's perspectives reflect the dual nature of essential questions in exploring the learning process, such as "attitudes and emotions" and "cognition": "How do children learn?" and "How can we help them maximize their potential [4]?" Jones and colleagues also pointed out that a deep reflection on the concepts and methodological issues of SEL helps lay the groundwork for future research [14].

Based on the previously discussed perspectives from Jones' SEL, Bruner's cultural psychology, and Strati's organizational aesthetics, this research employs content analysis as its methodology by sampling Jones's SEL literature encompassing dimensions of "human development in context [11]", "learning [13, 14]", and "schooling [12, 15–17]"; sampling Bruner's cultural psychology literature including dimensions of "culture and mind [6, 7, 9, 10]", "learning, teaching, and thinking [1, 4, 5, 8]", "discovery learning [3]", and "process of education [2]"; as well as sampling Strati's organizational aesthetics literature covering dimensions of "organizational life [18, 22]", "philosophical framework [20, 23]", and "culture and art [19, 21]".

Data analysis follows the framework of "integrating SEL, cultural psychology, and organizational aesthetics in school management", covering aspects such as "school organizational leadership, school organizational management, school administrative operations, and teacher professional learning communities". Additionally, the research explores "teacher participation in integrating SEL, cultural psychology, and organizational aesthetics in school operations", which includes "collaborative curriculum development, sharing educational experiences, cooperative teaching, and constructing learning environments". Furthermore, it examines "student participation in the process of integrating SEL, cultural psychology, and organizational aesthetics in school education", covering dimensions such as "school environment support for student learning, school administration support for student learning, teacher-guided student learning, and peer learning among students".

From this framework, the research synthesizes its discussion and presents research conclusions and specific recommendations.

#### IV. DISCUSSION

##### *A. Integrating SEL, Cultural Psychology, and Organizational Aesthetics in School Management*

###### *1) School organizational leadership*

Fundamental principles for future educational work were summarized, emphasizing the implementation, research, promotion, and development of SEL [11]. Bruner's perspectives suggest that schools should create an environment that supports communication and acknowledges the cultural and social context's influence on learning. Education is not merely knowledge transmission but the co-construction of meaning [7, 9, 10]. Strati also proposed that organizational aesthetics is a dynamic and evolving social construct [20]. In this context, school leadership should drive learner-centered educational practices. School leaders play a critical role in promoting educational change, emphasizing the importance of cultural construction within schools to ensure that students not only gain knowledge but also reflect on their cultural backgrounds. Leaders should design a school vision that engages both teachers and students in the construction and development of culture, creating an environment that respects cultural diversity. Strati's integration of aesthetics and ethics also aligns with Bruner's view that schools should be rich cultural communities that foster cultural transmission and innovation [7, 9, 10, 23].

###### *2) School organizational management*

Aesthetic understanding challenges the traditional reliance on cognitive rationality by emphasizing the importance of knowledge gained through practice and sensory experience in organizational life. Schools should focus on cultivating students' SEL skills and creating deep SEL learning environments [12]. Bruner also highlighted the need for diverse learning environments [7, 9, 10].

Thus, school management should involve planning, organizing, and coordinating daily operations with a focus on students' holistic development. Culture is not just a background factor but a dynamic process of learning and development. School management should promote intercultural exchange and understanding by integrating multicultural elements into school activities and curriculum to enhance students' cultural sensitivity and reflective abilities.

###### *3) School administrative operations*

Organizational aesthetics focuses on the emotional aspects of organizational life, reflecting civic values and democratic dimensions within organizations [21, 22]. Similarly, SE development grows within supportive relationships and is influenced by experience and environment, much like academic skills [11]. Bruner also pointed out that teachers should create environments that encourage inquiry, experimentation, and exploration [5, 6, 8].

School administration plays a crucial role in ensuring the effective operation of the school. School

administrators should incorporate cultural sensitivity into policy formulation and regulation enforcement to ensure that the school fosters respect for cultural differences and promotes cultural interaction. According to Bruner [1], schools should focus on building a culture that supports innovation and provides necessary resources and training.

###### *4) Teacher professional learning communities*

The continuous implementation of SEL can inspire students' learning development [17]. Bruner also emphasized that schools should support and encourage teachers' professional development, creating a school culture that fosters diversity and innovative thinking [2, 7, 9, 10].

Teacher professional learning communities provide an important platform for teachers to enhance their professional skills and exchange experiences. Teachers should share and reflect on their own cultural backgrounds within these communities and discuss teaching strategies from a multicultural perspective. This can promote cultural understanding and teaching innovation among teachers, creating a more inclusive learning environment for students.

In line with Bruner's view that curriculum and instruction should be embedded in cultural contexts, schools should encourage teachers to reflect on cultural factors, improve teaching methods, and build partnerships with the community [1, 5, 9, 10]. Strati's organizational aesthetics suggests that teacher professional learning communities should foster interaction and collaboration through artistic and creative activities, achieving emotional and aesthetic experiences, and realizing the positive impact of integrating SEL and academic development in school education [17].

##### *B. Teacher Participation in the Integration of SEL, Cultural Psychology, and Organizational Aesthetics in School Operations*

###### *1) Collaborative curriculum development*

The importance of teacher practice at the classroom level should not be overlooked, as teachers' own SE competencies and the quality of the classroom environment greatly influence students' SEL [12]. Bruner [7] emphasized that curriculum design, when integrated with cultural and social contexts, can promote students' active construction of meaning. When teachers collaborate on curriculum development, they should emphasize cultural diversity and constructivism. Curriculum design should also reflect values and knowledge systems from various cultural backgrounds, allowing students to reflect on their own cultural identities and experiences. This can be achieved by designing learning activities that encourage cultural exploration, enabling students to understand different cultures and apply what they have learned to their everyday lives.

Strati pointed out that understanding organizational aesthetics goes beyond rationality and pays attention to the processes of organizational life [20, 22]. When teachers develop curriculum collaboratively, they should

consider the aesthetic value of the learning process. The curriculum should not only convey knowledge but also create a learning experience that evokes aesthetic and emotional resonance. By incorporating the presentations of learning contents, students can enjoy and derive satisfaction from their learning experience while acquiring knowledge. Bruner also pointed out that schools should design progressive curriculum and ensure that teaching prepares students both mentally and intellectually for new learning content [1–3, 5, 8, 9].

#### *2) Collaborative sharing of educational experiences*

Jones and Doolittle [13] emphasized the importance of SEL practices in schools and issues such as teacher professional development. According to Bruner, schools should create an atmosphere that encourages interaction [7, 9, 10]. Strati [18] also concluded that culture within organizations is vital for promoting interdisciplinary understanding and collaboration, not just for the sake of administrative efficiency. Therefore, in sharing educational experiences, teachers should emphasize the impact of cultural backgrounds on teaching and inspire each other through discussions of teaching methods and challenges from different cultural perspectives. Teachers should also reflect on their teaching experiences in multicultural environments and share strategies for addressing the impact of cultural differences on student learning, thereby enriching their teaching practice.

Sharing educational experiences should not merely be an exchange of information but a process rich in aesthetic and emotional value. This can enhance the enjoyment of sharing and foster emotional resonance and interaction. By creatively sharing teaching experiences, teachers can gain a deeper understanding of each other's teaching philosophies and practices and improve their capacity for teaching innovation.

#### *3) Collaborative teaching*

Effectively managing SEL in all teaching activities requires thorough planning and preparation [15]. School managers should recognize the dynamic role of organizational aesthetics. Bruner emphasized that schools should support innovation, encourage interaction, and create a culture of collaboration to improve overall educational quality [2, 7, 8]. Collaborative teaching is a crucial way for teachers to support each other and improve collectively. Teachers should incorporate different cultural perspectives into collaborative teaching, embedding cultural understanding into the curriculum design. By designing collaborative teaching activities that take into account students' cultural backgrounds, students can explore and understand different cultural values and beliefs through cooperation, enhancing their cultural sensitivity and social responsibility.

Strati's organizational aesthetics perspective, which focuses on the social construction and negotiation within organizations, can enhance promoting long-term and dynamic development strategies [20, 22]. Collaborative teaching should emphasize aesthetic experiences and emotional resonance. Teachers can also design creative and artistic collaborative teaching activities that allow

students to experience the joy and satisfaction of learning through interaction while also developing their social skills and forming stronger emotional connections.

#### *4) Collaborative construction of learning environments*

The importance of observing, promoting, recording, and developing SEL continuously across all classrooms and grade levels, were also emphasized, leading to transformative effects [15]. As a result, the learning environment should be an inclusive and diverse space that reflects the values and learning styles of different cultures. Teachers should work together to create aesthetically pleasing learning environments, which not only enhance students' interest in learning but also stimulate their creativity. Bruner's focus on cultural psychology highlights the importance of the "situated" nature of psychological life, guiding the psychological processes that operate within real-life contexts [9]. This aligns with Strati's assertion that culture has become an integral part of organizations [18]. Consequently, teachers should emphasize SE development within the learning environment, ensuring that students feel emotionally supported by their teachers and peers. Teachers should also encourage students to express their emotions in the classroom and foster SE skills through cooperation and interaction.

### *C. Student Participation in the Integration of SEL, Cultural Psychology, and Organizational Aesthetics*

#### *1) School environment supporting student learning*

SEL refers to the ability to learn and manage one's emotions and interactions, which contributes to success in school learning, social participation, interpersonal relationships, and citizenship. Therefore, all students should have the opportunity to develop the necessary skills to become engaged individuals and active citizens [13, 16]. From the perspective of cultural psychology, psychological life is greatly influenced by culture [9]. Both physical and social environment in a school should not only reflect cultural diversity but also provide students with a space where they can actively construct their cultural identities. Through daily learning, students should experience the richness and power of culture.

Responding to Bruner's view that culture defines human nature and the reasons behind human actions [7], as well as Strati's focus on integrating aesthetics into organizational life, schools should design their physical environments to inspire student learning and creativity [19]. Aesthetically pleasing learning environments can enhance students' engagement and emotional resonance, fostering a supportive atmosphere where students feel emotionally safe and encouraged to express their feelings. This emotional safety helps students manage their emotions more effectively, improving their learning outcomes.

#### *2) School administration supporting student learning*

SEL extends from the quality of interpersonal relationships in the classroom [15], while Bruner [2] emphasized the importance of fostering positive learning motivation by cultivating interest in the subject matter.

Administrative policies and planning should incorporate cultural sensitivity to ensure the school environment aligns with students' cultural backgrounds.

In addition to operational efficiency, school administrators should focus on the aesthetic value of administrative processes and consider the design of the school environment and activities. Administrators should create a balanced learning space that emphasizes both aesthetics and functionality. This includes designing a comprehensive system to support SE development, offering emotional education programs, counseling services, and initiatives that help students receive holistic emotional support. School administrators should also encourage teachers to receive professional SEL training to enhance their ability to support students' emotional development. Bruner [4] emphasized guiding children's learning while maintaining their engagement, reflecting the importance of emotional connection in organizational aesthetics as emphasized by Strati.

### *3) Teachers leading student learning*

Significant changes in students' SE development when teachers systematically promote SEL in the learning context were identified [14]. Teachers play a central role in student learning and should integrate cultural psychology, organizational aesthetics, and SEL perspectives into their teaching strategies.

Teachers should encourage students to reflect on their cultural backgrounds, helping them understand their place within their culture through reflection, thus enhancing their critical thinking abilities. Bruner's cultural psychology perspectives emphasize integrating cultural content into education. Teachers should promote understanding and respect for cultural values and traditions through discussion and reflection [3–5, 8, 9]. They should also prioritize students' emotional development, helping them learn how to manage emotions and build healthy relationships. In the classroom, teachers can design collaborative activities that teach students how to communicate, collaborate, and resolve conflicts, fostering a supportive learning environment where students feel safe expressing their emotions and receive the emotional support they need.

### *4) Peer learning among students*

Social, emotional, and academic development are interconnected in the brain and behavior, influencing academic and life outcomes [11]. Bruner [8] also emphasized that children are not passive but active participants, and the school's goal should be to create an "empowering culture" that allows children to rediscover, renew, and reshape culture. Peer learning is a crucial method for fostering student development and should integrate cultural, emotional, and aesthetic elements to enhance the effectiveness of learning among students.

Through cultural interaction, students can learn from each other and improve their cultural understanding, thus supporting SE development and the cultivation of social skills. Teachers should encourage students to support each other in peer learning and learn how to resolve

conflicts, communicate, and collaborate. Peer learning not only enhances students' academic abilities but also helps them develop emotional intelligence and social skills, contributing to their holistic development.

## V. CONCLUSION

If people aim to improve educational practices in response to scientific and societal challenges, more effort is needed in curriculum design, teacher training, and supportive research. Therefore, schools should actively create an integrated learning environment that combines cultural psychology, organizational aesthetics, and SEL. By showcasing and supporting multicultural understanding, schools can encourage students to reflect on and understand various cultural perspectives. Simultaneously, the design of both the physical and social environments in schools should prioritize aesthetic sensibility, providing students with a space that fosters creativity. In this regard, school administration should emphasize the establishment of systems that support SE development, combining internal and external resources to provide comprehensive emotional, social, and psychological support for students, thus promoting their holistic growth. In the teaching and cultivation of SEL in schools, students can integrate their thoughts, emotions, and behaviors, guiding them toward positive academic and life outcomes.

Teachers should incorporate cultural, emotional, and aesthetic elements into their teaching practices, helping students explore and understand their own cultural identities. By emphasizing the transmission of aesthetic values, creative teaching designs can stimulate students' interest and creativity in learning. Moreover, teachers should focus on students' emotional development, using collaborative learning and SEL support to help students build healthy relationships and emotional regulation skills, enabling them to achieve a balanced and successful life both academically and personally.

Based on the insights from Jones' SEL perspective, Bruner's cultural psychology, and Strati's organizational aesthetics in school education, students should actively engage in cultural exchanges and reflections, exploring values and worldviews from diverse cultural backgrounds. This approach enhances cultural sensitivity and inclusivity. Moreover, experiencing aesthetic values in the learning process enhances creativity and motivation, while fostering emotional intelligence. Students learn to manage their emotions and communicate and collaborate effectively with their peers, building healthy, supportive relationships that contribute to success in both learning and life.

In conclusion, teachers' teaching integrating cultural, emotional, and aesthetic elements promotes students' understanding, creativity, and emotional regulation. Students value cultural exchanges, aesthetic experiences, and SEL support, which enhance creativity, emotional intelligence, and collaborative skills, contributing to academic and personal success.

## VI. RECOMMENDATION

Schools should create a learning environment that promotes cultural inclusivity and supports the development of SEL. This can be achieved by integrating diverse cultures into the curriculum, activities, and the overall design of the school. The aesthetic design of the environment should foster creativity and learning, providing students with spaces that promote both academic and emotional growth. Schools should also offer comprehensive support services for SE development and mental health, ensuring that every student receives psychological and emotional care alongside their academic learning. SEL should be integrated into the school environment, encompassing all classrooms and grade levels.

Teachers should incorporate cultural diversity and emotional education into their teaching practices, encouraging students to explore their cultural identities through narrative and reflection. In curriculum design, teachers should include aesthetic elements and regularly offer SEL lessons that help students learn to manage their emotions, resolve conflicts, and build healthy relationships. This approach supports the overall development of SE skills. As the need for greater awareness and systematic focus on SEL concepts were emphasized, highlighting the importance of professional development for teachers, particularly in mathematics, to promote SEL integration.

Students should actively participate in the diverse cultural activities provided by the school, taking the initiative to learn about different cultural backgrounds. Through reflection, they can enhance their cultural sensitivity and inclusivity. Students should also focus on emotional development by learning to manage their emotions and interpersonal relationships. By working with peers to solve problems, students can improve their teamwork and collaboration skills, which ultimately contribute to their holistic development.

In summary, schools should integrate cultural inclusivity and SEL implementation into curriculum and learning environment design; and teachers should also develop cultural understanding and emotional growth through reflective practices, while students could engage in diverse activities to enhance teamwork, creativity, and emotional intelligence.

## CONFLICT OF INTEREST

The author declares no conflict of interest.

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