Impact Analysis of the Introduction of Glide Apps as Thematic Learning Media on Social Emotional Behavior of Elementary School Teachers

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Abstract: The development of the times has become a separate demand for teachers in terms of varying learning media according to curriculum developments and integrating technology to facilitate teachers in fulfilling their duties as one of the important components of the advancement in Indonesia's education sector. In this case, it is also necessary to know that the development of the teacher's social-emotional behavior also influences the quality of education. The purpose of this study is to determine the impact of introducing thematic learning media based on the Glide Apps startup on the social-emotional behavior of teachers. This research is a type of descriptive qualitative research. The sampling technique uses purposive sampling. Data collection methods used in this study were participatory passive observation. Data analysis techniques use Miles and Huberman model. Based on the results of the study it was found that there was an impact on the training as indicated by the achievement of social-emotional aspects such as affection, participation, communication, and interaction, adaptation, confidence, high curiosity, and expressing appropriate emotions. Calculation of the results from observation sheet score shows a very good category with a percentage score of 90.4% and a Likert scale score of 4.52. These results indicate that the introduction of Glide Apps-based learning media has a positive impact on the development of social-emotional behavior of elementary school teachers. Suggestions that can be given based on the results of the research are the need for a good preparation for unexpected things such as variations in questions and building positive energy to support good social-emotional behavior.

Keywords: Learning Media; Thematic Learning; Glide Apps; Social-Emotional.

Abstrak: Perkembangan zaman menjadi tuntutan tersendiri bagi guru dalam hal memvariasikan media pembelajaran sesuai dengan perkembangan kurikulum serta pengintegrasian teknologi untuk memudahkan guru dalam memenuhi tugasnya sebagai salah satu komponen penting kemajuan sektor pendidikan di Indonesia. Dalam hal ini perlu juga diketahui bahwa perkembangan perilaku sosial-emosional guru ternyata juga berpengaruh kepada kualitas pendidikan. Tujuan dari penelitian ini ialah untuk mengetahui dampak pengenalan media pembelajaran tematik berbasis startup Glide Apps terhadap perilaku sosial-emosional guru. Penelitian ini termasuk jenis penelitian kualitatif deskriptif. Teknik pengambilan sampel menggunakan jenis purposive sampling. Metode pengumpulan data yang digunakan dalam penelitian adalah observasi partisipan pasif. Teknik analisis data menggunakan model Miles dan Huberman. Berdasarkan hasil penelitian didapatkan bahwa terdapat dampak terhadap pelatihan yang ditunjukkan dengan tercapainya aspek-aspek sosial-emosional seperti kasih sayang, partisipasi, komunikasi dan interaksi, adaptasi, percaya diri, rasa ingin tahu yang tinggi, dan mengekspresikan emosi yang sesuai. Penghitungan hasil skor dari lembar observasi menunjukkan kategori sangat baik dengan perolehan skor persentase sebesar 90,4% dan skor skala likert sebesar 4,52. Hasil tersebut menunjukkan bahwa pengenalan media pembelajaran berbasis Glide Apps berdampak positif bagi perkembangan perilaku sosial-emosional guru sekolah dasar. Saran yang dapat diberikan berdasarkan hasil penelitian adalah diperlukannya persiapan yang baik terhadap hal-hal tidak terduga seperti variasi pertanyaan serta pembangunan energi positif untuk menunjang perilaku sosial-emosional yang baik.

Kata kunci: Media Pembelajaran; Pembelajaran Tematik; Glide Apps; Sosial-Emosional.

INTRODUCTION

The quality level of progress of a nation is determined through many factors, one of them comes from the good quality of the education sector. Of the various components involved in advancing the education sector, the existence of the teacher plays a very important role because the teacher is the executor and the main control holder for achieving success in conveying knowledge in the education sector (Buchari, 2018). However, of course it is very necessary to realize that to improve the quality of the education sector one cannot rely solely on the existence of teachers in the provision of education itself. In this case, it is necessary to have other components to support success in developing the education sector, especially in teacher employment, namely learning in the classroom. One important component that is primarily needed by the teacher so that it is easier for him to carry out his duties in conveying learning is the existence of learning media as a tool to convey the knowledge possessed by the teacher (Abi Hamid et al., 2020; Mukarromah & Andriana, 2022; Rozie, 2018). With the existence of the media, the process of increasing the components of the education sector will be carried out in a better and systematic manner.

The teacher's need in conveying his knowledge requires a lot of consideration because they must pay attention to the ease and effectiveness of conveying the information that they provide. One of them is in the form of developing learning media according to the teacher's style in delivering learning (Abdullah, 2017; Yulinda et al., 2021). For this reason, the learning media used requires adjustments on various sides. One of the adjustments to the most up-to-date learning media today is to integrate technology into the making of these learning media(Hasibuan et al., 2022). The contribution of the latest technology due to the sophistication of digital devices is a bridge that makes it easier for teachers to achieve the goal of holding a lesson(Andri & SP, 2017; Sukitman et al., 2020).Thus, it can be concluded that the current integration of digital technology with learning media is very helpful for the sustainability of the education sector. As a result of this, teachers are required to have high creativity to develop various integrations of digital technology in learning.

There are various types and forms of digital technology that can be integrated with learning media to assist teachers in conveying their knowledge. But before that, the teacher as the creator of learning media is required to adapt the media that they make to various learning needs so that the teacher is required to understand deeply about the various characteristics needed in the learning process in the classroom (Ahmadi, 2017; Balik, 2021). In today's era, the use of gadgets is common to operate because they provide a variety of attractive and practical features (Hidayah, 2019; Nurzaelani et al., 2018; Mudlofir, 2021). This can be used by teachers as a tool to integrate technological sophistication in learning media. One form of using gadgets as a form of redesigning learning media is to create learning-based applications.

It is noted that various learning applications have been busy being created and continue to be developed by teachers to assist teaching and learning activities through various types of platforms, such as the use of the YouTube application as a provider of various videos that can be used as a means of learning information, the use of the chrome application as a container for many learning material websites accompanied by various supporting elements such as images, audio, and so on, as well as the use of the WhatsApp application as a medium for communicating and exchanging information (Cahyana & Kosasih, 2021; Tanduklangi & Amri, 2019; Zakirman & Rahayu, 2018). The use of these various applications continues to experience development on various sides to obtain ease of delivery of learning which is also felt to be most in line with the ideal competencies of a good teacher. The form of development is by continuing to learn from teachers as creators of learning media regarding various new platforms that can be used to continue to optimize their learning media according to the needs of learning in the classroom. Integrating various learning needs such as learning videos, learning materials, and communication vehicles into one concise platform is one of the goals of efforts to fulfill the needs that are eagerly

sought by creators of learning media(Marjuni & Harun, 2019). Therefore, an effective solution is needed to be implemented in the form of a complete platform.

One form of solution that can be applied to this problem is to utilize the Glide Apps platform which can integrate the various needs that have been mentioned above. Glide Apps is known as an application startup based on filling out material via Google spreadsheets(Litt & Jackson, 2020). Of course, the application that will be made can be designed according to the creator's needs by utilizing various features in the Glide Apps startup, either by adding video, image, audio, text elements, and many other features that can be explored further. The existence of this startup can assist teachers in creating learning media that are easier to operate and concise so that teachers will be more enthusiastic in carrying out their obligations as a teacher.

The development of learning media is in line with the continuing development of learning which also adjusts to the changing of the times. One form of development in learning is the enactment of the 2013 curriculum by implementing thematic-based learning in its implementation. Thematic learning is learning that originates from a particular theme or topic which then contains material reviewed from various aspects or perspectives of the subjects taught in schools (Kadir & Asrohah, 2015). The existence of thematic learning with its relatively a new mechanism triggers its own challenges for the delivery of material by teachers in the classroom. This is because in conveying thematic learning, one material delivered by the teacher needs to have continuity with the next material on the same topic of discussion so that a high level of creativity is needed to be able to convey thematic learning smoothly without visible movement between learning subjects (Ananda & Fadhilaturrahmi, 2018). In addition, there are also other challenges such as increasing the number of learning materials and books that need to be taught every day where this is quite difficult for the teacher's daily teaching, because many students complain about this to the teacher (Jelita & Putra, 2021). For this reason, the existence of Glide Apps as a learning medium is expected to be the latest solution to this problem with the various interesting features it offers.

Balance in fulfilling obligations as a teacher is indeed needed by a teacher in carrying out his duties, but it is still necessary to realize that the development of the teacher's self-competence as a learning facilitator also needs to be considered because teachers have a social-emotional side which can be a benchmark for the success of implementing learning which will have an impact on success in achieving the vision and mission of the education sector(Hambali & Luthfi, 2017; Muspiroh, 2016). Theories regarding social and emotional are always related to one another which means that when discussing the emotional side it must intersect with the social side, especially in terms of one's self-development that occurs from a young age, in other words social and emotional are integrated in a single mental frame. Intact (Suyadi, 2010). During the period of social-emotional development, a person becomes more sensitive to the circumstances and feelings of other people, so that person will be better at managing his emotional expression in undergoing social situations and he will be able to react to other people's emotional pressure when it occurs (Ndari et al., 2019). This has quite an impact on teacher performance in the world of work, because teachers are also social beings who need to interact with their co-workers both from fellow teachers and from the students they teach, so it can be concluded that good mastery of social-emotional competencies is necessary for self-development for the teacher personally and his behavior towards other people, especially in the school environment.

As for there have been previous studies that raised the importance of teacher competence so that it can contain comparisons related to this research, one of them is like the research conducted by Werdayanti (2008) in her research entitled "The Influence of Teacher Competence in the Teaching and Learning Process in the Classroom and Teacher Facilities on Student Learning Motivation" which resulted in the conclusion that there is an influence between teacher competence in the teaching and learning process in the classroom and learning facilities on students' learning motivation. However, in this study only partial influence analysis was carried out, so that the element of assessing the competence of the teacher's social-emotional behavior

did not appear, especially in terms of providing appropriate facilities such as learning media by the teacher.

Based on the various descriptions of the problems mentioned above, this research was conducted to analyze the impact of the introduction of Glide Apps as a thematic learning media on the social emotional behavior of elementary school teachers in one of the Madrasah Ibtidaiah (MI) schools in Sidoarjo City, East Java, namely MI Ma 'Arif Sambiroto. The aim is to see how the social-emotional impact experienced by teachers at the school was introduced when the creation of learning media by utilizing the application from the Glide Apps startup is to support teaching and learning activities in the classroom that integrate technology.

METHOD

This research is a descriptive qualitative type research. The aim is to describe the study of information regarding the impact of introducing Glide Apps as a thematic learning medium on the social-emotional behavior of elementary school teachers. Thus, appropriate recommendations will be obtained for the development of social-emotional behavior in the school environment, especially for teachers as well.

In the research process, researchers provided training for teachers with the hope of empowering teachers to be able to create their own learning media based on the Glide Apps platform. In the training process the researchers did not only focus on the results of the training, but in accordance with the main objective of researching the development of teachers' social-emotional behavior so that it can be said that researchers examined these developments while the training was in progress.

The process of providing the training carried out by this researcher was based on the curriculum that was currently being held at that time, namely the 2013 curriculum which used thematic learning in it. As for the underlying reason for this, it is because teachers especially those who have teaching locations that are quite remote find it difficult to develop thematic learning, especially if it is only based on traditional learning media without the intervention of technology in it. Whereas in the current era the use of technology can no longer be avoided. With this possibility, the researchers hope that by providing training in the form of how to produce applications that can later be used in class, the teacher's work will be further assisted. When teachers are satisfied with the ease they feel when they get to know the training on making learning applications based on Glide Apps, research will be carried out on what happens to the social and emotional sides of the teachers when the training takes place such as how they behave with one another, how their emotional development, and how to balance the social and emotional sides of a teacher. In this way, references will be obtained for teachers in carrying out their world of work properly and optimally.

The researchers targeted training materials originating from high grades, namely thematic learning for grade 6 theme 1 sub-theme 1 as an example of an application that was introduced to teachers on the grounds that delivering information by teachers is easier if using information that has been processed in high grades rather than in low grades. Thus, teachers will find it easier to learn and motivated to be more creative. This relates to how the social and emotional side develops which can be seen from the teacher who feels comfortable during the training. What's more, with the emergence of tolerance to help each other among training partners because the training is carried out in groups.

The implementation of this research was carried out at MI Ma'arif Sambiroto, Sidoarjo, East Java in June-July 2021 with data sources coming from 14 class teachers at the elementary school. Determination of the sample from this study used a type of purposive sampling technique by selecting the 14 teachers based on their respective class levels with details for each grade level starting from grades 1st-6th having two study groups so that two teachers teach at the same grade level. This was in line with the implementation of the training which focused on observing the

social-emotional side of teachers based on the thematic learning development innovations that were being implemented at that time. In addition, two teachers who are usually become the backup to teach thematic learning are also added as data sources to further increase the accuracy of information in the event of data quirks. This aims to determine the impact of introducing Glide Apps as a thematic learning media on the social-emotional behavior of teachers involved during the training.

The data collection technique used is participatory observation with the type of passive participation assisted by observation sheets that allows researcher to observe directly about how the teacher's social-emotional behavior develops by becoming a trainer in training activities but not too involved when social-emotional related activities occur when the teachers are introduced with thematic learning media based on startup Glide Apps so that the recorded data will take place naturally. Through such observational activities, the researcher still has involvement with the teacher so that the researcher can also interpret the feelings that felt by the data source at that time so that the researcher can then record it into the points on the observation sheet answers in accordance with the desired data needs.

The data analysis to analyze the observation activities that used in this research is using data analysis techniques developed by Miles and Huberman (1992) which consists of 4 stages in the form of data collection, data reduction, data presentation, and drawing conclusions. The presentation of the data analysis techniques used in this study are as follows:

a. Data collection, at this stage observation distribution are carried out in training activities to introduce thematic learning media based on Glide Apps and the researcher is participatory involved but in passive way, so the researcher can interact by observing the activities that the teachers do, listening to what are the teachers talking about, and asking simple questions to make sure about the data. This is done to find out how the impact of the training on the teacher's social-emotional behavior.

b. Data reduction, in this stage the process of selecting data by researchers and summarizing the data taken or discarded is related to the analysis of the teacher's social-emotional behavior.

c. Presentation of data, at this stage structured information is presented which leads to drawing conclusions and providing feedback related to the development of teacher social-emotional behavior.

d. Drawing conclusions, the stage which is the last stage of analysis is carried out to make conclusions from the stages of data collection, data reduction, and data presentation.

The instruments that contain aspects to be observed in the observation sheet are guided by the results of research that has been successfully carried out by Tusyana & Trengginas (2019) in his research entitled "Analysis of Social-Emotional Development Achieved by Elementary School Students". The explanation is more complete as shown in the following table:

Table 1. Aspects Shown in the Development of a Person's Social-Emotional Behavior.

No	Aspects of the Development of Social-Emotional Behavior	Description
1	Affection	Able to show compassion to fellow trainees by helping colleagues when they experience difficulties.
2	Participation	Able to show an attitude of participation when the trainer divides into groups do a task
3	Communication and interaction	Able to show attitude Good communication is shown by being able communicate with fellow trainees
4	Adaptation	Able to adapt with study groups

No	Aspects of the Development of Social-Emotional Behavior	Description
5	Self-confident	Able to show taste confident when during the training process that is daring to ask questions directly to the trainer
6	High curiosity	Shows curiosity when the trainer has not explained a material
7	Express appropriate emotions	Able to show appropriate expressions such as not easily angry and offended towards fellow trainees

The aspects in the table above are then developed into an observation sheet which will be evaluated directly by the researcher using a Likert scale with the following score ranges:

Not Good (NG)	given a score of 1
Less Good (LG)	given a score of 2
Enough (E)	given a score of 3
Good (G)	given a score of 4
Very Good (VG)	given a score of 5

To see the feasibility value of the product, it will later be analyzed through the conversion reference of the Benchmark Reference Approach (BRA) put forward byWidoyoko (2009)as follows :

Table 2. Value Conversion Based on Benchmark Reference Approach.

Quantiative Data	Score		Criteria
	Formula	Score Average	
5	$X > \overline{X}_i + 1{,}8\ \mathrm{S}b_i$	$X > 4{,}2$	Very Good
4	$\overline{X}_i + 0{,}6\ \mathrm{S}b_i < X \leq \overline{X}_i + 1{,}8\ \mathrm{S}b_i$	$3{,}4 < X \leq 4{,}2$	Good
3	$\overline{X}_i - 0{,}6\ \mathrm{S}b_i < X \leq \overline{X}_i + 0{,}6\ \mathrm{S}b_i$	$2{,}6 < X \leq 3{,}4$	Enough
2	$\overline{X}_i - 1{,}8\ \mathrm{S}b_i < X \leq \overline{X}_i - 0{,}6\ \mathrm{S}b_i$	$1{,}8 < X \leq 2{,}6$	Less Good
1	$X \leq \overline{X}_i - 1{,}8\ \mathrm{S}b_i$	$X \leq 1{,}8$	Not Good

Source: Widoyoko, EP (2009). Evaluation of learning programs. Yogyakarta: student library, 238.

RESULT AND DISCUSSION

After carrying out various series of training activities during the introduction of Glide Apps startup-based thematic learning media at MI Ma'arif Sambiroto with 14 teachers to analyze how their social-emotional behavior developed, the following data were obtained:

Analysis of the data collection stage

Observation activities during training are carried out directly by researcher by interacting in passive way with training participants as trainers for making Glide Apps-based learning media and assisted by observation sheets that have been made before the training. The researcher collect data by observing what the teachers do, listening to what they say, and asking simple questions to confirm the data. After going through this method, the researcher then wrote down the results in the form of a number size and a brief explanation onto the observation sheet.

For more details regarding data collection activities, the researcher will describe through each aspect which is representing the indicators of the development of social-emotional behavior as a result of data acquisition in the field, namely as follows:

1. Affection

During the introduction of Glide Apps training, the training participants, which consisted of 14 class teachers, showed affection for each other. This is shown by the existence of tolerance to help each other for teachers who experience difficulties. It was noted that the teachers who participated in the training were not only young teachers, but also many who were elderly, so they experienced many difficulties when operating computer equipment.

For example, what happened to a teacher from grade 4, namely Mrs. Suminah, who was over 50 years old. In the activity, the researcher heard her say that :

Suminah : "I also bought a laptop for my child and my child often uses it. So if there is a need with a computer, I usually ask the young teacher here or my child to help. "

It is known, she has a computer device with qualified features to easily operate the Glide Apps startup. However, due to operating limitations, she needed help from colleagues who were also carrying out the training procession at that time. According to observations obtained by researchers, she has been helped patiently and happily by a young teacher who teaches grade 6, namely Ms. Olivia, because Ms. Olivia has sufficiently mastered making Glide Apps-based learning media with guidance from the trainer. Thus, it can be concluded that the aspect of affection has been sufficiently fulfilled.

2. Participation

In the joint training activities, Mr. and Mrs. Teachers of MI Ma'arif Sambiroto who were involved as training participants had shown full participation and appreciated the material provided by the trainers. This is shown by the number of questions asked during the presentation of the material and the active participation of the training participants in providing feedback such as how the group should be divided and so on.

In a conversation it was also heard that constructive input was also obtained from the training participants for the self-development of the researcher, such as motivation so that in the future they would not be nervous, the voice for delivery should be amplified, and so that the delivery was not too fast. This proves that the teachers who were involved in the training have focused their attention and given full participation in the training.

3. Communication and interaction

In the training activities, Mr. and Mrs. MI Teachers Ma'arif Sambiroto have shown good communication and interaction between fellow trainees. This is shown by when the teachers was talking about what difficulties were experienced during the training and one of the teachers, Mrs. Demi Indra Swari, said that the trainer's explanation seemed complicated. When this was re-investigated by the researcher by asking for solutions to these problems through simple questions, she said that she resolved them by discussing the problems she experienced during the training with colleagues who had a better understanding of the information provided. This situation shows that there has been good communication and interaction between the trainees by helping each other.

4. Adaptation

This aspect has been seen in the training activities as evidenced by the ability of the trainee teachers to adjust to the group of colleagues that the trainer has divided without worrying about their own ego, bringing personal problems, or choosing which group will be their study group. The training team divided into groups according to the class level taught by each teacher and the absence of protests or objections proved that the teachers at MI Ma'arif Sambiroto were quite professional in terms of adaptation. This was also recorded in the moment which showed that all groups had succeeded in making application projects which were carried out in group discussions as evidenced by the complete application product data links from each class level totaling 7 application links. Thus, it can be concluded that the adaptation aspect has been carried out well during the training.

5. Self-confident

In terms of self-confidence, the training participants showed a lot in the form of input or feedback which was given along with giving a question session to the training team. One of them as given by Mr. Alif is related to his understanding of the following learning videos:

Alif: "In my opinion, because I also manage the school YouTube account and several of my learning videos have been included there, it would be better if the learning videos included in Glide Apps were made by the teacher himself so that our creativity and our needs can be well adapted."

Thus, the matter of self-confidence was sufficiently well displayed by the trainees.

6. High curiosity.

In line with the self-confidence aspect, the high curiosity aspect was also shown by many of the training participants through the many questions asked by the participants when the question session was opened by the trainer. This indicates that the trainees are curious and have the desire to develop the knowledge they have. One of them, as proposed by Ms. Olivia who holds a grade 6 level, is:

Olivia: "I'm actually curious, apart from making thematic learning media, can this startup Glide Apps still be developed for other things? "

This question was answered by the trainers that apart from thematic learning media, this Glide Apps startup can also be developed for other things such as trading, creating online libraries, and so on according to needs. Thus, it can be concluded that an interest and desire has emerged to develop what is learned so that high curiosity arises in the teacher.

7. Express appropriate emotions

Expressing emotions according to the place is also an important thing to assess the teacher's social emotional development. In this case, the teacher has been able to express their emotions properly as evidenced by the absence of anger or feelings of disengagement during the training session even though there were various technical obstacles such as device errors and so on.

On the other hand, in response to these incidents the teachers were patient and joked with each other to lighten the mood. One form of joke was expressed by Mr. Achmad Mustofa Cholil as follows:

Cholil : "So this is how it is if the laptop you have is as old as the one who owns it, it will take a long time."

With a comfortable atmosphere like this, the training becomes more lively and the teacher is more enthusiastic about learning the new learning media taught by the trainer.

Data reduction stage analysis

Based on the description of the data collection analysis activities, it can be concluded that all aspects of the development of social-emotional behavior have been achieved by the teachers so that in the data reduction stage there is no data elimination. This is because the seven aspects are involved and are needed to obtain a final conclusion regarding the social-emotional impact that the teacher receives during the training.

Analysis of the data presentation stage

Based on the description regarding the analysis of data collection and data reduction, to further ensure the validity of the data, an analysis was carried out on the number of percentage

calculations and the average Likert scale score from the observation sheet carried out by the researcher.

The following is a table of the results of presenting the data which can be seen in tables 2 and 3:

Table 3. Percentage Results of Observation Sheets for Each Aspect

Assessment Aspects	Max. Score	∑ Score	Score average	Percent tage
Affection	5	63	4,5	90%
Participation	5	61	4.36	87.2%
Communication and interaction	5	64	4.57	91.4%
Adaptation	5	62	4,43	88.6%
Self-confident	5	62	4,43	88.6%
High curiosity	5	64	4.57	91.4%
Express appropriate emotions	5	67	4.78	95.6%
Total score	**35**		**31.64**	**632.8%**
Average Score	**5**		**4.52**	**90.4%**

Table 4. Summary of Observation Sheet Percentage Results

Score average	∑ Score Result	∑ Max Score	Percentage
4.52	31.64	35	90.4%

Based on the two tables, it appears that the aspect of affection on the observation sheet of the 14 teachers obtained an implementation percentage of 90% with an average Likert scale of 4.5. Then the participation aspect was 87.2% with an average Likert scale of 4.36, communication and interaction aspects of 91.4% with an average Likert scale of 4.57, adaptation aspect of 88.6% with an average Likert scale 4.43, the aspect of self-confidence is 88.6% with an average Likert scale of 4.43, the aspect of high curiosity is 91.4% with an average Likert scale of 4.57, and the last aspect that expresses strong emotions corresponds to 95.6% with an average Likert scale of 4.78. Meanwhile, after processing the average score, the final percentage obtained from the accumulation of successful implementation of these aspects is 90.4%.

Based on the table it can also be seen that there is significance in the percentage results obtained from the social-emotional aspects of the teacher after being introduced to the creation of Glide Apps learning media. The most visible social-emotional aspect because it has the highest percentage is the aspect of 'expressing appropriate emotions' with a score of 95.6% and a Likert scale of 4.78. This achievement was obtained due to the closeness of Mr. and Mrs. Teachers at MI Ma'arif Sambiroto who were already familiar so that the training atmosphere could be more conducive with lots of jokes to break up the training procession which lasted a long time and was classified as difficult because it had just been learned. Besides that, also because there is good self-control of the trainees so they don't quickly sweat over small things which results in a more relaxed and less tense training atmosphere. This needs to be maintained to form good social-emotional behavior by continuing to build positive energy such as praying before starting something and cultivating a smile so that the condition of feeling yourself and others can be maintained.

The lowest percentage score was obtained by the 'participation' aspect, which was 87.2% and the Likert scale was 4.36. Even though it appears that there was a lot of feedback and enthusiastic questions during the training procession, in fact the 'participation' aspect still received a low

percentage score because the training participants who were willing to provide participation were only the same people and not all of the training participants. This is also due to the fact that there are only two trainers who really master the Glide Apps tool so that unexpected questions are not properly accommodated. To address this, it is necessary to make more thorough preparations, limiting questions to people who have asked questions, building better chemistry.

Even though there are varying scores, all scores are in the Very Good category according to the Benchmark Reference Approach (BRA) so it can be concluded that the introduction of thematic learning media based on Glide Apps has a positive impact on the development of teacher social-emotional behavior.

Analysis of the conclusion stage

Based on the description of the analysis of data collection, data reduction, and data presentation that has been carried out, it was found that the teachers who were participants in the Glide Apps based thematic learning media introduction training had shown a positive impact on the development of social-emotional behavior. This can be seen from the responses given in the observation data as explained above which shows that teachers have carried out the aspects needed for social-emotional development such as affection, participation, communication and interaction, adaptation, self-confidence, high curiosity, as well as expressing appropriate emotions and obtaining a successful implementation percentage of 90, 4% which is included in the Very Good category because of its high value and is in the Likert scale range of an average of 4.52 conversion values according to the Benchmark Reference Approach (BRA). Even so, because there are still significant scores of the highest and lowest, the implementation of developing social-emotional behavior still requires improvement in every aspect such as preparation, maintenance of self-control, building positive energy, building chemistry, limiting repeated participation, and so on.

In line with opinionLatifah (2017)in her research entitled "Developmental Aspects of Elementary School Children's Problems and Development" that individual social-emotional development can be identified from good social interaction, easy friendship, adaptability, and being able to place emotional expression well. These aspects have been carried out in this study very well with various modifications such as adding aspects of affection, confidence, and high curiosity. The fulfillment of these aspects proves that a positive impact related to the development of teacher's social-emotional behavior has been achieved as a provision for competence mastered to deal with students in the classroom through the introduction of thematic learning media based on the Glide Apps startup.

CONCLUSION AND SUGGESTIONS

Based on the data obtained by the researchers and the processing and presentation of research data regarding the impact analysis of the introduction of thematic learning media based on Glide Apps on the emotional social behavior of elementary school teachers, it was concluded that there was a positive impact with this training. This is indicated by the achievement of aspects that refer to teacher social-emotional development such as affection, participation, communication and interaction, adaptation, self-confidence, high curiosity, and expressing appropriate emotions. In addition, the achievement of these aspects can also be proven through calculating the results of the observation sheet scores which are assessed directly by the researcher where the score results show a very good category with a percentage score of 90. 4% and a Likert scale score of 4.52. Together with the fulfillment of these aspects, it indicates that the Glide Apps startup-based thematic learning media introduction training has been successful and properly has a positive impact on the development of teacher social-emotional behavior as a provision for competence mastered to deal with students in the classroom. From this study, the researcher can provide several recommendations, namely as follows: (1) To maintain appropriate emotional expression

in an activity, it is necessary to maintain good self-control and develop positive energy so that the activity can take place in a conducive manner, (2) To increase the aspect of participation in an activity, it is necessary to do more thorough preparation, limit questions to people who have asked questions, develop better chemistry, and induce more variety of participation.

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