RESPONSIBLE MAKING-DECISION COMPETENCY BASED ON THE SOCIAL EMOTIONAL LEARNING MODEL FOR VIETNAMESE HIGH SCHOOL STUDENTS

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ABSTRACT

Purpose: Social Emotional Learning (SEL) is a model that positively affects adolescents, particularly high school students. Adolescents experience physical and psychological changes that result in emotional and social-behavior difficulties. SEL improves academic performance, mental health problems, peer relationships, and family relationships. Responsible decision-making is one of the six fundamental skills of the SEL model and plays a crucial role.

Methods: This study was founded on a literature review to examine the significance of responsible decision-making.

Results: The study then provides a model of activities based on identifying and solving problems to assist students in developing their decision-making skills.

Conclusion: The approach presented in this study is comprised of two primary activities: basic activity and practical activity; the study is also providing a seven-step procedure for problem-solving. Students are required to perform the content of the exercises following the instructions, and the implementation of these activities should be performed regularly to increase their effectiveness and competence in making decisions.

Keywords: high school students, monologue, responsible decision making, social emotional learning, solving-problem.

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COMPETÊNCIA RESPONSÁVEL PARA TOMAR DECISÕES COM BASE NO MODELO DE APRENDIZAGEM EMOCIONAL SOCIAL PARA ESTUDANTES DO ENSINO MÉDIO VIETNAMITAS

RESUMO

Propósito: A Aprendizagem Emocional Social (SEL) é um modelo que afeta positivamente os adolescentes, particularmente os estudantes do ensino médio. Os adolescentes experimentam mudanças físicas e psicológicas que resultam em dificuldades emocionais e de comportamento social. O SEL melhora o desempenho acadêmico, os problemas de saúde mental, as relações entre pares e as relações familiares. A tomada responsável de decisões é uma das seis competências fundamentais do modelo SEL e desempenha um papel crucial.

Métodos: Este estudo foi baseado em uma revisão da literatura para examinar o significado da tomada de decisão responsável.

Resultados: O estudo então fornece um modelo de atividades com base na identificação e resolução de problemas para ajudar os alunos a desenvolver suas habilidades de tomada de decisão.

Conclusão: A abordagem apresentada neste estudo é composta por duas atividades principais: atividade básica e atividade prática; o estudo também está fornecendo um procedimento de sete etapas para a resolução de problemas. Os alunos são obrigados a realizar o conteúdo dos exercícios seguindo as instruções, e a implementação dessas atividades deve ser realizada regularmente para aumentar a sua eficácia e competência na tomada de decisões.

Palavras-chave: estudantes do ensino médio, monólogo, tomada de decisão responsável, aprendizagem emocional social, resolução de problemas.

1 INTRODUCTION

The last few decades have shown an expansion in the understanding of social and emotional competencies, which are abilities that are recognized as vital to enhancing the mental health and well-being of students. After the 1980s, social and emotional learning (SEL) rapidly became essential due to the development of psychology and emotional education as well as the rising challenges faced by children and adolescents. The importance of society has grown over time. According to Denham and Brown (2010), socio-emotional competencies are a prerequisite for positive development in academic success, problem behavior, social functioning, and mental health. Along with implementing appropriate educational policy and curriculum changes, society is investing in and providing opportunities to develop students’ social-emotional competencies on a global scale. Therefore, to promote healthier and safer behaviors among young people, it is important to foster the development of new information, attitudes, and abilities in an environment that is always changing. Regarding education, social and emotional learning (SEL) is usually provided by school support personnel. SEL can be included in subjects
and other activities targeted at growing students' capacity to socialize and regulate their emotions for success in work and life (Weissberg et al., 2015). The growth of a student's ability to socialize and manage their emotions is essential for their success in work and life. An individual's feelings can encourage or discourage their participation in school activities. According to Elias (1997), it is vital that schools and families properly handle emotional and social learning in order to benefit all students. Because students' emotions greatly affect them. When it comes to a student's ability to attain success, the absence of fundamental abilities like self-esteem, assertiveness, decision-making ability, and communication can be a significant barrier. According to research conducted by Durlak et al. (2011), these competencies not only have a direct impact on academic achievement but they are also related to a lower occurrence of high-risk behaviors and conditions, as well as improved academic performance. Because fundamental physical, psychological, and neurodevelopmental changes occur during this age, adolescence is a period of sensitivity to emotional and behavioral disorders (Steinberg, 2012). Hence, adolescence is a period of vulnerability to emotional and behavioral problems. Concurrently, this is the most dynamic period of personal development when adolescents display increased potential and an intense motivation to experiment with new things. Adolescence is characterized by increasing potential and a strong desire to try new things. They want more freedom and independence to make their own decisions on a personal level. According to Denham and Zinsser (2014), the term "social and emotional learning" describes a child's capacity to gain an understanding of their feelings, the ability to control those feelings, and the ability to interact positively with other children. According to Zins et al. (2007), it is also a process by which youths learn to make responsible decisions and act responsibly. According to Jacobson et al. (2012), it can also offer possibilities to better educate youngsters not only in the academic field but also in the manner in which they make decisions on a day-to-day basis. According to Taylor et al. (2017), social and emotional learning (SEL) is a strategy that helps children and young people avoid unfavorable outcomes by assisting them in achieving mastery of their cognitive and behavioral capabilities. Adolescents with these skills have an easier time adjusting to life at school and interacting with their teachers when they begin formal education. Huynh et al. (2018) discovered significant differences in Barriers to the Implementation of Social-Emotional Learning Programs between Vietnamese teachers with varying years of
teaching experience. For this reason, teenagers should work on developing their social and emotional abilities, particularly their ability to make responsible decisions.

Educators in Vietnam also investigate Social Emotional Learning and pay close attention to these studies. Giang et al. (2023) identified factors that negatively impact adolescents’ socio-emotional health, with religion being the strongest predictor of such a negative impact. According to Van Huynh (2018), students attained above-average cognitive abilities and decision-making maturity. There are regional and gender differences in social awareness and responsible decision-making. There is a strong correlation between cognitive ability and responsible decision-making, such that the greater students’ awareness of others, the more responsible their decisions are. In addition, Nguyen-Thi et al. (2020) found in the investigation of high school students that students' communication issues originate from poor emotional management and excessive ego expression. However, research on the status of decision-making skills based on the SEL model is still limited. Consequently, this research conducts a literature review to investigate the significance of SEL-based decision-making skills. Through problem-solving exercises, the study provides high school students with exercises to enhance their decision-making abilities.

2 LITERATURE REVIEW
2.1 SOCIAL AND EMOTIONAL LEARNING (SEL)

Social and Emotional Learning (SEL) is defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as the process through which all young people and adults gain and utilize the knowledge, skills, and attitudes necessary for developing a healthy identity, manage emotions and achieve individual and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and thoughtful decisions (Collaborative for Academic Social and Emotional Learning, 2022). Social and Emotional Learning (SEL) is a broad concept that refers to a systematic process of educating competencies. Personal awareness attempts to help students direct their feelings, thoughts, and behaviors to thrive in school, work, and life (Jones et al., 2019), in addition to several other definitions of SEL that researchers have explored. According to Schoon (2021), social-emotional competence is a collection of abilities that enables individuals to express, manage, and comprehend their ideas, feelings, and actions in everyday experiences with other people, while time enables
people to adapt to changing conditions. SEL emphasized the development of the following five core competencies: self-awareness (the ability to recognize one's own emotions, strengths, limitations, and values); self-management (the ability to regulate the thoughts, emotions, and behaviors); social awareness (the ability to feel empathy for other people); relationship skills (the ability to establish and maintain healthy relationships); and responsible decision making (the ability to make healthy choices in a variety of situations). According to Main and O’Neil (2018), SEL encompasses a wide variety of competencies, such as resiliency, the ability to cooperate and negotiate, a positive identity, a sense of self-worth, empathy with others, the ability to make decisions and solve problems, impulse control, anger management, stress management, and self-regulation.

These social and emotional learning are key to developing desirable behaviors in schools and communities, helping to set and achieve positive goals, understanding and managing emotions, maintaining interpersonal relationships and interactions, and responsible decision-making (Gómez-Ortiz et al., 2017). Developing SEL skills in children is of particular importance because SEL interventions in schools have resulted in positive outcomes for mental health problems, peer relationships, and family, safe sex behavior (Taylor et al., 2017), building good interpersonal relationships (Doikou-Avlidou & Dadatsi, 2013). Social-emotional competence is malleable and developed in students, leading to improved developmental outcomes (Durlak et al., 2011). Therefore, when SEL is integrated into the curricula of schools to promote social and emotional competencies that allow children to participate more actively in the learning process and develop the necessary skills (Weissberg et al., 2015). Programs based on the SEL approach include systematic lessons for personal development, recognition and management of emotions, empathy, goal setting, positive problem solving, as well as such as developing interpersonal skills, including ethical decision-making (Weissberg et al., 2015). Research has shown that SEL programs in educational settings facilitate youth interpersonal skills and competencies: collaboration, critical thinking, decision-making, and social awareness (Durlak et al., 2011). SEL is considered an important factor for success in school and work and for maintaining positive relationships with family and friends (Elias & Weissberg, 2000). Positive outcomes of SEL programs have been linked to violence, bullying, substance use, social isolation, health, disruptive behavior, and academic achievement (Durlak et al., 2011).
2.2 RESPONSIBLE MAKING-DECISION

Individuals, particularly adolescents, need to be able to make responsible decisions to succeed. Higher-order thinking skills, such as critical thinking and problem-solving, require that individuals possess the capacity for self-management and the ability to make responsible decisions. CASEL defines the feature of responsible decision-making as the capacity to make decisions about one's own personal or social interactions based on ethical, safety, and social normative considerations, as well as an analysis of the potential implications of those choices—performance (Collaborative for Academic Social and Emotional Learning, 2017). According to Collaborative for Academic Social Emotional Learning (2015), making responsible decisions requires taking into account a number of different possibilities that are connected to one's own and other people's health and happiness. Making responsible decisions requires recognizing when individuals have made the correct or incorrect choice and taking ownership of the consequences of those choices. Responsible decision-making is supposed to be deciding how to behave ethically at both the individual level and towards others, taking into consideration ethical and safety guidelines, social norms, the potential impact of actions, as well as the happiness of others (Durlak et al., 2011; Slovák & Fitzpatrick, 2015). According to Landsbergen and Raadschelders (2018), decision-making is a process that involves giving thorough consideration to problems, resources, and the practicability of potential solutions to a problem. According to Weissberg et al. (2015), responsible decision-making involves thinking about potential outcomes, accepting personal responsibility for one's actions, and basing decisions on fundamental principles such as kindness, justice, and respect for the dignity of the individual. Bandura (1977) theorized that most of the human behavior is picked up by observing other people, coming up with ideas about how to carry out a new behavior, and finally making decisions based on the knowledge that was picked up via observation. According to Weller et al. (2015), responsible decision-making has been associated with both prosocial behavior and less self-reported symptoms of internalization and externalization difficulties. According to the cognitive dissonance hypothesis, when people feel responsible for the outcomes of their actions, they experience cognitive dissonance because there is a conflict between what they are driven to do and what they feel responsible for accomplishing (Sogin & Pallak, 1976). Additionally, responsible decision-making was found to have a negative association with symptoms of internalization difficulties (Weller et al., 2015). To be able to make
responsible decisions about personal behavior and social interactions, one must learn to make constructive choices, have the capacity to take into consideration ethical standards, safety concerns, and standards, and be able to making-decision that are based on a realistic understanding of the effects of various behavior. According to Müller et al. (2019), the process of making responsible decisions has two sub-themes: detecting and fixing difficulties and following directions. On the other hand, several authors reject the concept that decision-making should always be done in a completely rational manner. Simon (1957) holds the belief that when people make decisions, they may not want to arrive at the greatest answer but rather want to feel content. As a result, they do not choose the option that is best for them but rather the decision that brings them the most happiness. According to (Kohlberg, 1981), a responsible decision is one that eliminates the conflict between one's significant and influential values in order to shape their behavior. As adolescents negotiate new contexts that are independent of their parents, the importance of these competencies only grows. According to Steinberg (2012), the ability to reason systematically, abstractly, and counterfactualy is essential to the decision-making process.

The capacity for making decisions is a latent concept that represents individual differences in thinking and has the potential to predict outcomes for practical decisions at different stages of life. Moreover, this capacity may change throughout a person's life. In addition, the program focuses on strengthening students' competencies, such as those associated with their ability to determine their course of action, navigate power dynamics, and make sound decisions. Responsibly making decisions also necessitates instruction, which emphasizes developing social responsibility towards others. Learning based on SEL can widen students' perspectives on how adolescents experience discovering their identities, and SEL emphasizes the significance of decision-making in the context of interpersonal interactions (Araúz Ledezma et al., 2020). When students received the SEL program, they demonstrated a considerable increase in their understanding of the concepts and principles of the curriculum; communication, decision-making, and problem-solving abilities; emotional regulation; and resilience compared with children under equivalent conditions (Green et al., 2021). Decision-making is likelier to utilize these abilities to identify adaptive objectives that maximize long-term value and continue their pursuit in decision areas. Because competent decision-makers are more likely to be competent in making decisions. According to Weller et al. (2015), the findings that have been presented
 imply that individual variations in decision-making capacity in children are related to decreased morbidity. According to Payton et al. (2000), one of the fundamental foundations for making responsible decisions is awareness of one's sentiments and beliefs, respect and care for others, and creating adaptive objectives. Following Rest (1979), there were four-step model for ethical decision-making that individuals were required to (1) recognize an ethical problem; (2) evaluate the options; (3) make decisions; and (4) act upon the decision. This will call for moral reasoning, ethical decision-making, and ethical behavior on the part of individuals. General cognitive competence has assumed that proper decision-making must conform to two criteria, which are accurate decisions or choices and consistency between decisions or choices. Decision-making competence is founded on the concept that general cognitive competence supposed that correct decision-making must adhere to these two criteria (Hastie & Dawes, 2009).

According to Jacob and Philip (2022), adolescents claimed that it was simple for them to take chances and make independent decisions at any moment, and students reported having emotional control when making responsible decisions. High school students develop greater autonomy, independence, and independent decision-making in middle and late adolescence than middle school students or adolescents (Levpušček, 2006). The percentage of students who completely agreed that decision-making skills were essential; students considered the need to develop the ability to make responsible decisions concerning their own and others' well-being. More than sixty percent of students believe making informed decisions is essential, while eleven percent disagree (Jacob & Philip, 2022). The findings of Kurniawan and Farozin (2019) indicated that the development of social and emotional learning competencies is essential for tenth-grade high school students; students demonstrate high needs for acquiring social and emotional learning competencies in five core content areas, with responsible decision-making skills assessed the highest (82.5%). According to research by Van Huynh (2018), more than 1,004 fourth- and fifth-graders reported above-average cognitive abilities and responsible decision-making skills. There are gender and geographic differences in social awareness and responsible decision-making. There is a strong correlation between cognitive aptitude and responsible decision-making, which means that the more aware other students are, the more responsible their decisions have (Van Huynh, 2018). The studies of 364 Turkish students between the ages of 14 and 18 found that adolescents scored highest in decision-making and ethical determination and lowest in self-disclosure and loyalty (DEMİRCİ et
According to the Wisconsin Department of Public Instruction (2020), students are expected to generate various solutions and outcomes to a problem while considering their own and others' well-being. In addition, there is an important relationship between emotional competence and responsible decision-making among adolescents.

2.3 THE RELATIONSHIP BETWEEN RESPONSIBLE DECISION MAKING AND OTHER FACTORS

According to Parker and Fischhoff (2005) and Weller et al. (2012), the capacity for decision-making reflects individual differences in rational thinking, can be determined systematically, and can be partially disconnected from common measures of intelligence. Evidence suggested a connection between fundamental social and emotional learning skills (self-management, self-awareness, and social awareness) and applied social and emotional learning skills (behavioral orientation), personal responsibility, communication skills, and decision-making. Miller and Byrnes (2001) found that regarding decision-making competence, students use the skills necessary to make logical decisions and that subjective appraisals of social objectives positively predict social behavior. In addition, Miller and Byrnes found that when it comes to decision-making competence, students use the skills necessary to make ethical decisions. The protective function of responsible decision-making has been explained by previous research in terms of ethical competence, ethical reasoning (Müller et al., 2014), and risky behavior (Cohen-Almagor, 2018). Skills such as properly appraising circumstances, responding positively to difficulties, identifying and explaining problems, problem-solving skills, and compliance with regulatory, social, and ethical standards are directly tied to decision-making skills (Kress & Elias, 2007). Students who report having better social decision-making skills, self-management, relationships, and social awareness have higher overall academic achievement and fewer suspensions or expulsions (Mantz et al., 2018). Students more engaged in school have more effective social, relational, self-management, and socially aware decision-making skills. During the same period, it was discovered that there was an important correlation between meta-cognition, decision-making style, and performance on a task requiring decision-making (Ormond et al., 1991). Students must demonstrate critical thinking abilities whenever they are in a position where they must make decisions on any topic. This implies that students must think responsibly. Researchers have established that an individual’s internal performance across several
decision-making tasks represents the individual's internally consistent, systematic distinctions in decision-making behavior and logical management (Parker & Fischhoff, 2005; Weller et al., 2012). In a similar vein, it is considered that responsible decision-making can safeguard teenagers from engaging in sexually risky behavior as well as the use of substances (Tibbits et al., 2011). According to Humphrey et al. (2007), there is a connection between children's responsible decision-making, children's healthy emotions, and excellent behavior and children's future physical health (Jones et al., 2015). It has been demonstrated that a lower decision-making capacity, previously predicted to relate to greater issue behavior, can be an early predictor of a more serious health condition known as dangerous behavior. According to Cojuharenco and Sguera (2015), perspective and empathy are connected with making responsible decisions. Students who can make more responsible decisions have been shown to exhibit higher levels of empathy and compassion (Eisenberg et al., 2001), improved social behavior (Eisenberg, 2006), and improved critical comprehension abilities (Eisenberg et al., 2001). Research has demonstrated that an individual's decision-making ability may accurately predict their physical and mental health and social and financial risk behavior. In the early stages of adolescence, a person's life is a work of art (Parker & Fischhoff, 2005). According to Ji et al. (2005), teachers should help students recognize and practice good behavior in their life's physical, intellectual, social, and emotional aspects. Additionally, teachers should allow students to experience how they feel about their self-esteem while making positive choices. Self-determination is an important factor in pursuing meaningful objectives or changes (Comim et al., 2008), increasing students' intrinsic motivation toward program goals and decreasing their resistance to change. According to Pettit et al. (1988), students also tended to demonstrate better levels of decision-making ability in interactions with their classmates. According to Kwon et al. (2012), a positive correlation may be seen between a student's social-emotional competence degree and their school involvement. Engle (2003) emphasized the importance of decision-making as a major component of education in social studies. According to Bond (2009), a person who has trouble managing oneself may also have trouble making decisions, which is a possibility for someone who struggles with self-management. It is possible to gain first insights into protective variables that may prevent the onset of major issue behavior by determining how decision-making capacity corresponds to subsequent problem reports. It is believed that more dangerous behavior, such as abusing substances, engaging in criminal activity,
and engaging in risky sexual behavior, reach their peak later in adolescence. According to Weller et al. (2012), the ability for decision-making explains the behavioral variations in adolescents. Miller and Byrnes (2001) evidenced a connection between an individual's decision-making ability and social behavior. Parker and Fischhoff (2005) provided evidence that poor decision-making abilities were related to substance abuse and sexual behavior that poses a risk to a person's health. It is encouraged to engage in effective self-reflection, evaluation, and action to increase the likelihood of making well-informed decisions that resist the influence of peers and reject abusive behavior in intimate relationships.

Nasaescu et al. (2021) discovered a correlation between making responsible decisions and being a victim of bullying. They reported social and emotional competencies, such as the capacity for responsible decision-making, that serve as protective factors against elevated victimization and antisocial stereotypes. In addition, students who did not engage in bullying had higher levels of self-esteem than students who engaged in bullying in any role (victim, perpetrator, or victim of bullying), as well as higher levels of social awareness, self-control, and responsible decision-making than victims of bullying Coelho and Sousa (2021). Particularly, students with more responsible decision-making skills were more conscientious and ethical in their online behavior (Cohen-Almagor, 2018) and less likely to be cyberbullied by other students. According to Yang et al. (2021), cyberbullying victimization is negatively associated with responsible self-management and decision-making and positively associated with social awareness. High school students had higher rates of cyberbullying victimization and responsible decision-making than middle school students. The relationship between other SEL competencies and cyberbullying victimization was not significantly affected by grade level Yang et al. (2021). Similarly, cyberbullying victimization is negatively related to responsible decision-making and self-management and positively related to social perception. Lower levels of cyberbullying victimization were associated with more responsible decision-making. In prior studies Zych et al. (2018), the protective effect of responsible decision-making against cyberbullying victimization was also observed. Students who were victims of less cyberbullying engaged in more peer interactions, which provided a platform for learning and refining their responsible decision-making and self-management (Mesch, 2009).
In addition, various programs have been investigated to increase the student's ability to make responsible decisions. According to the findings of Ahn et al. (2016), immersive virtual environments have the potential to promote responsible decision-making by simulating scenarios that are impossible to view directly or directly. Immersive virtual environments can boost the empathy and sense of personal responsibility that users feel for these situations, enabling them to make a dedication to making more positive behavior changes in their day-to-day life (Ahn, 2015). Subsequently, various research has indicated that immersive virtual worlds are relatively helpful in fostering ethical decision-making about several concerns, including but not limited to environmental conservation, school, and financial planning (Ahn et al., 2013). According to the research of Tan et al. (2022), the findings indicated that mental simulation exercises using pen and paper and immersive virtual environments may be useful in helping various facets of responsible decision-making. According to the findings of Cojuharenco and Sguera (2015), the pen-and-paper mental simulation exercise helped participants acquire higher-level perspectives, which in turn promoted more responsible decision-making. Within the context of an educational institution, the teaching staff has received support to cultivate students' emotional awareness and encourage responsible decision-making. To accomplish this goal, teachers will implement instructional approaches that enhance decision-making abilities. These methods are a component of the evidence based SEL program that the state publishes on its website. Jacobson et al. (2012) discovered that incorporating rational decision-making abilities into the American history curriculum resulted in better levels of decision-making skills among high school students in a randomized trial that demonstrated the potential of decision-making training. The study was conducted on high school students. Mantz et al. (2018) examined the connection between emotional competence and responsible decision-making in adolescents and found that having the support of teachers and parents throughout this process can assist students with their difficulties and help them face them more positively. In addition, Dos Santos et al. (2022) argued that implementing online, face-to-face and mixed teaching methods has brought positive outcomes for SEL activities and that there is a significant difference between face-to-face and online instruction regarding self-awareness, relational skills, and responsible decision-making. Robinson and Zajicek (2005) investigated changes in the development of life skills among third- to fifth graders who participated in participating programs at 12 Texas schools. The researchers focus on
life skills constructs such as working group participation, self-understanding, decision-making skills, leadership, communication skills, and helping as indicators of life skills development.

3 RECOMMENDATIONS

Developing problem-solving abilities is one of the main qualities the curriculum for SEL programs focuses on developing in the students. According to Durlak et al. (2011), the capabilities of setting and accomplishing objectives, making positive decisions, and being able to manage interpersonal problems constructively are all aspects of problem-solving skills. Students must develop the ability to assess situations, analyze their options, and consider the potential consequences of each choice for themselves and others to make the best decisions in every circumstance. Therefore, this study suggests some practical activities based on problem-solving in specific situations to enhance high school students’ ability to make responsible decisions. These exercises help students make responsible, correct, and timely decisions in specific life situations, recognize study and life problem situations, and solve some common study and life problems. The research suggests two distinct activities: basic activity and practical activity.

Figure 1. Identify the problem.

Source: Authors’ preparation (2023)
Basic activities include monologue and identifying the steps to solve problems.

3.1 MONOLOGUE ACTIVITY

In the Monologue activity, the students were required to respond to queries regarding identifying problems and determining solutions to their difficulties. This is an essential activity for students to identify their problems and make responsible decisions to solve problems. Students must first identify the problem; they must be able to recognize it correctly when they are faced with a problem. It is essential that students are able to recognize when they encounter a problem. Difficulty achieving the classroom requirements, determining whether or not to complete assignments, and even deciding to participate in hazardous behavior, such as lying or using illegal substances, are all potential issues. In this activity, the study provided students with specific steps for determining where their problem is in the problem-solving process. The students will then analyze the situation, which means that once they have successfully identified the problem, they will learn to analyze the situation from various perspectives, including determining how and why the problem originated. To develop this skill, students may benefit from guidance from educators to completely comprehend their function in the growing situation. The final step in problem-solving is for students to make decisions that they deem appropriate. Or, more precisely, they choose to confront or abandon (Figure 1).

3.2 THE STEPS TO SOLVE THE PROBLEMS

After properly identifying, analyzing, and considering the problem, students must develop and practice methods for problem-solving. Students must identify viable options and investigate the potential repercussions of each. Educators can play an essential role in facilitating the application and practice of these strategies. Individual students may even be required to be inventive to adapt their solutions to their unique profiles. In this activity, we provide a seven-step strategy to help students effectively follow up and address problems. Students will follow the seven procedures below to solve their problems. (1) List all student problems; (2) Identify the main problem to be solved; (3) Convert those problems into actionable lists; (4) Plan and solve problems according to the goal; (5) Review the problems and learn from them; (6) Recheck the problem; and (7) Solve each problem in decreasing order of importance (Figure 2).
Ethical responsibility should be considered in the process of problem-solving. Students must consider not only the natural or predetermined consequences of a decision but also any moral or ethical obligations they may experience or be subject to. Additionally, it is essential to evaluate and reflect on what transpired, which is equally as important as the decision-making process. When students evaluate their capacity to identify, analyze, and solve a problem, they are more likely to meditate on what went well and what could be improved. This reflection enables students to reconsider and alter their next course of action or decision.

3.3 PRACTICAL ACTIVITY

Based on the content of the fundamental activity, this study has provided high school students with practical content. Engages in activities include (1) selecting expressions that are not problem-solving, (2) completing an effective problem-solving process, and (3) allowing students to choose whether to continue striving to complete a difficult question or to yield up (Figure 3).

Figure 3. Practical activity

Practical activity

1. Which of the following expressions cannot be used to solve the problem?
   - It is necessary to have a comprehensive understanding of the issues.
   - Always put things off and wait.
   - Make a list and complete the tasks without looking back.
   - Reviewing problems not only aids in monitoring results but also provides a performance evaluation.

2. Complete the standard problem-solving procedures:
   - a. Select tools.
   - b. Check answers.
   - c. Identify important ideas.
   - d. Read subject information.
   - e. Do the maths.
   - f. Explain how to do the math.
   - g. Read the question.

   Formulas, charts, pictures.
   - Is it consistent with the provided data?
   - Focus on what you require; what does the topic remind you of?
   - Circle the important point.
   - Link tools, keywords, focus.
   - In your own language.
   - Underline keywords.

   How does the splitting of problem-solving steps assist?

3. Quick answer.

   What will you do if there is an exceptionally complex question on the exam?
   - Try to do it.
   - Switch to making sentences easier

Source: Authors' preparation (2023)
4 CONCLUSION

Based on the SEL framework, this study conducted a literature review on the responsible decision-making skills of adolescents, specifically high school students. In addition, the study proposes two primary activities (the basic and the practical activity) to enhance students' capacity for responsible decision-making in a school environment by solving specific problems. In addition to providing students with problem-solving procedures, research provides students with process steps. Based on the SEL model, this study has significantly contributed to the data source for responsible decision-making. Research demonstrates the significance of responsible decision-making skills for student learning, emotional and social development, and school performance. Therefore, researchers and educators must pay attention to and provide appropriate development programs for each student in each school. Future research can analyze the relationship between responsible decision-making capacity and other SEL competencies and the environmental and personal factors that influence students' decision-making competence.

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