

## **Integration of Social Emotional Learning (SEL) in Elementary School Curriculum: Strategies, Implementation, and Impact on Learning**

### ***Integrasi Social Emotional Learning (SEL) dalam Kurikulum Sekolah Dasar: Strategi, Implementasi, dan Dampaknya terhadap Pembelajaran***

\*<sup>1)</sup> Inggi Nurfauzia, <sup>2)</sup> Habibah Noor Fitriya, <sup>3)</sup> Tri Wahyuni, <sup>4)</sup> Yeti Heryati, <sup>5)</sup> Dede Mardiah  
<sup>1,2,3,4)</sup> UIN Sunan Gunung Djati Bandung, Indonesia

<sup>5)</sup> Universitas Pendidikan Indonesia Bandung, Indonesia

\*Corresponding author: [ingginurf@gmail.com](mailto:ingginurf@gmail.com).

#### **ABSTRACT**

This study aims to examine the role of emotional approaches in learning, identify strategies that are effectively applied by teachers, and assess their influence on students' social-emotional development and academic achievement. The results show that the implementation of Social Emotional Learning (SEL) is effective when it is flexibly integrated through explicit and integrated approaches, with success strongly influenced by teacher training, parental involvement, and local cultural appropriateness. SEL has been shown to increase self-regulation, empathy, learning motivation, and indirectly support the improvement of academic achievement. This research offers novelty through a comprehensive SEL implementation model by emphasizing the importance of a combination of continuous teacher training, structured play methods, integration of psychological safety, and valid mixed evaluations. These findings contribute to the development of adaptive, contextual, and sustainable learning strategies for primary education.

**Key words** : Social Emotional Learning (SEL), Emotion Regulation, Primary Education, Teacher Training, Academic Achievement

#### **ABSTRAK**

*Penelitian ini bertujuan untuk mengkaji peran pendekatan emosional dalam pembelajaran, mengidentifikasi strategi yang efektif diterapkan guru, serta menilai pengaruhnya terhadap perkembangan sosial-emosional dan pencapaian akademik siswa. Hasil penelitian menunjukkan bahwa implementasi Social Emotional Learning (SEL) efektif ketika diintegrasikan secara fleksibel melalui pendekatan eksplisit maupun terpadu, dengan keberhasilan yang sangat dipengaruhi pelatihan guru, keterlibatan orang tua, dan kesesuaian budaya lokal. SEL terbukti meningkatkan regulasi diri, empati, motivasi belajar, dan secara tidak langsung mendukung peningkatan prestasi akademik. Penelitian ini menawarkan kebaruan melalui model implementasi SEL yang komprehensif dengan menekankan pentingnya kombinasi pelatihan guru berkelanjutan, metode bermain terstruktur, integrasi psychological safety, serta evaluasi campuran yang valid. Temuan ini berkontribusi pada pengembangan strategi pembelajaran yang adaptif, kontekstual, dan berkelanjutan bagi Pendidikan Dasar.*

**Keywords** : *Social Emotional Learning (SEL), Regulasi Emosi, Pendidikan Dasar, Pelatihan Guru, Preatasi Akademik*

## **INDUCTION**

Basic education is the initial stage that greatly determines the child's developmental process, both cognitively and social-emotionally. During this period, students begin to learn to understand and manage emotions, build social relationships, and develop their own character. However, many learning practices in schools still focus on academic achievement alone, so that the emotional needs of students do not receive optimal attention (Damayanti et al., 2021).

In a modern era full of challenges, the ability to manage emotions, understand others, and interact healthily is an important competency that students must have from an early age. When learning does not facilitate emotional development, students can experience learning pressure, social conflict, and even loss of motivation. Research shows that emotional intelligence is closely related to children's academic success and social relationships (Stuttgart et al., 2021).

Reality on the ground shows that emotional approaches have not yet become an integrated part of the learning process in many primary schools. Teachers tend to prioritize academic curriculum materials more so that the development of students' emotional abilities is not fostered optimally. This condition makes it difficult for some students to manage their emotions, work together, and face learning challenges (Alfath, 2025).

Literature review confirms that strengthening social-emotional learning (SEL) and character education can be an effective strategy to answer these problems. This approach helps students improve self-awareness, emotion management, social skills, and the ability to make informed decisions (Damayanti et al., 2021).

Research proves that the implementation of character education in elementary school is able to improve students' emotional intelligence, including aspects of empathy, self-control, and the ability to interact with others. These findings indicate that early emotional intervention contributes greatly to the formation of students' character and behavior. (Damayanti et al., 2021)

In line with these findings, (Stuttgart et al., 2021) show that Intelligence Emotional Son School Basic should Growing when Activities Learning designed for Support Management Emotions and Interaction Social. The result research emphasize that attention to emotional aspects in the learning process has a direct impact on students' learning comfort and motivation. .

In general, various studies underline that emotional approaches have an important role in creating positive student behavior, improving relationships between students, and building a conducive classroom atmosphere. Elementary schools that apply this approach are proven

to have students who are more emotionally stable, easier to work with, and more active in learning (Alfath, 2025).

The novelty of this research lies in the emphasis on how emotional approaches can be applied in a planned manner in the context of primary schools in Indonesia. Although some previous studies have highlighted the importance of emotional intelligence, this study focuses on the mechanisms of implementing such approaches in learning environments. (Stuttgart et al., 2021)

This study aims to: (1) describe the application of emotional approaches in learning in elementary schools; (2) analyze the influence of the approach on students' emotional intelligence; and (3) assess its impact on motivation and learning behavior. Thus, research questions include: how this approach is applied by teachers, how it impacts students' emotional development, and the extent to which this approach contributes to student learning success.

## **METHOD**

This research uses a library research method by relying on written sources as the main data, such as educational theory books, reputable scientific journals published in the last five to ten years, as well as research articles obtained from Google Scholar, ResearchGate, and campus digital libraries. The selection of this method is based on the characteristics of research that focuses on conceptual review and published scientific findings. The research approach used is qualitative descriptive, because the research aims to interpret, explain, and interpret in depth the literature that discusses the contribution of emotional approaches in elementary school learning. The research subject is not an individual, but a collection of scientific literature that is relevant to the topic of the study.

The implementation of the research is carried out systematically through several stages, starting from determining the focus of the study on the importance of emotional approaches in the learning of elementary school students. Furthermore, the researcher compiles relevant search keywords, collects library sources from various reliable scientific databases, and conducts a literature selection process based on the suitability of the topic, the credibility of the source, and the year of publication. The selected literature is then studied in depth to identify concepts, patterns, and research results related to emotional approaches, before being organized into a comprehensive and systematic thematic description.

The main instrument of the research is in the form of a literature analysis sheet that is used to record important information from each source, including the identity of the publication, the main concept, the research approach, and relevant findings. The data collection technique is carried out through documentation studies, while data analysis uses content analysis. The analysis process includes organizing the data, providing code to find patterns, grouping data into thematic categories, and interpreting the relationships between findings. Based on this

process, the researcher drew comprehensive conclusions about the concept of emotional approach, the role of emotions in learning activities, and the impact of emotional intelligence on the learning success of elementary school students.

## **RESULTS AND DISCUSSION**

### **Results**

#### 1. Application of Emotional Approach/*SEL* in Elementary School

- a. *SEL* Integration Model in the Curriculum. Social Emotional Learning can be integrated by:

- 1) Explicit: i.e. through special lessons, regular sessions, emotional check-in activities
- 2) Integrated: i.e. emotional competencies are inserted into thematic subjects.

Both models are flexible and can be adapted to school schedules and policies (Lestari & Azizah, 2023)

- b. Teacher Training as a Determinant of Implementation

Teachers who receive in-service training are better prepared to implement:

- 1) Emotional check-in.
- 2) Discussion of empathy.
- 3) Restorative conflict management.
- 4) Students' emotional regulation strategies.

Teachers without training have lower readiness (Sigh et al., 2024)

- c. Parental Involvement in *SEL* Implementation

Family involvement strengthens the transfer of learning from school to home. Simple interventions such as emotion regulation guidelines at home or family activities improve learning consistency and lower behavioral problems. Two-way communication (workshops, weekly newsletters, activity guides) supports the sustainability of (Putri & Ramadan, 2025) *SEL* (Graham-Clay, 2024) .

- d. Contextual Adaptations Based on Local Culture

The implementation of *SEL* needs to adjust the culture of the community, especially paternalistic or collectivist societies. Customizations include:

- 1) Emphasizing group harmony.
- 2) Self-control.
- 3) Values that are in accordance with local norms.

Systematic studies confirm that cultural adaptation is important for *SEL* to be accepted by teachers and parents ("Findings and Implications of Social Emotional Learning (*SEL*) in Paternalistic Culture in Elementary Schools: A Systematic Literature Review," 2023).

e. Game-Based Programs & Cooperative Learning

Play-based learning and cooperative learning are very effective for elementary school students. Structured play activities facilitate practice:

- 1) Share.
- 2) Conflict negotiations.
- 3) Emotion regulation.
- 4) Healthy social interaction.

An intentional approach to play facilitates integration into the curriculum without sacrificing academics. (Putri & Ramadan, 2025)

f. Policy Support & School Institutional Capacity

The implementation of *SEL* requires:

- 1) Clear school policies.
- 2) Specific schedules and times.
- 3) Resource allocation.
- 4) *SEL*-based annual learning plan.

Schools with supportive policies showed higher consistency of implementation (Ani et al., 2025)

2. The Effect of Emotional Approaches on Students' Emotional Intelligence

a. Increased Emotional Regulation & Empathy

*SEL* enhances students' ability to:

- 1) Recognize emotions.
- 2) Manage stress.
- 3) Express emotions appropriately.
- 4) Show empathy.

b. Development of Social Competence

*SEL* activities help the development of social skills:

- 1) Cooperation.
- 2) Effective communication.
- 3) Ability to resolve conflicts peacefully.
- 4) Prosocial behavior.

c. The Effectiveness of Family Interventions in Increasing *EI*

Home-school activities improve emotional learning outcomes, especially in children with behavioral problems (Putri & Ramadan, 2025).

d. Psychological Safety as the Foundation of *EI*

*SEL* creates psychological safety, which is a safe environment to express emotions, ask questions, and make mistakes without fear. Psychological security is directly related to increased emotional intelligence. (Castro et al., 2025)

- e. Valid and Reliable *EI* Assessment Instruments  
Emotional intelligence evaluation needs to use tools such as:
    - 1) Emotion Regulation Questionnaire.
    - 2) empathy scale.
    - 3) Observing Social Interactions.Some Indonesian journals provide adaptable instruments (Radde & Nur Aulia Saudi, 2021).
  - f. International Evidence of Sustainability Effects on *EI*  
The *SEL* program universally enhances:
    - 1) Prosocial behavior.
    - 2) Self-regulation.
    - 3) Social relations.
    - 4) Reduction of internalization/externalization problems.The effects can last for at least six months after the intervention. (Durlak et al., 2011)
  - g. Preventive Effects on Mental Health  
SEL increases resilience, self-esteem, and flourishing in children. The effects continue into adolescence. (Brill et al., 2025)
3. The Impact of Emotional Approaches on Student Motivation and Learning Behavior
- a. Increased Motivation and Learning Engagement  
Increased self-regulation makes students more focused and ready to learn. Students are more motivated because they feel safe, valued, and understood emotionally (Yulis Mardotilla et al., 2024)
  - b. Changes in Learning Behavior  
*SEL* decreases: incidents of *bullying*, aggressive behavior, conflicts between students  
Increases: discipline, cooperation, responsibility, ability to maintain attention. (Diamond Togatorop dkk., 2025)
  - c. Indirect Impact on Academic Achievement.  
Increased self-regulation → increased focus → improve academic outcomes in the medium term. Meta-analyses show academic outcomes can be improved through learning motivation mediators (Liestyowati, 2025)
  - d. Inclusive & Safe School Climate  
*SEL* encourages an inclusive, safe, and welcoming learning environment for all students, including those with special needs. A positive school climate strengthens motivation and healthy learning behaviors (Waryani et al., 2025)
  - e. Barriers Affecting *SEL* Impacts  
Implementation challenges impacting outcomes:
    - 1) resource limitations.

- 2) The curriculum schedule is dense.
- 3) school management resistance.
- 4) lack of policy support.

Suggestion: phased implementation (pilot → *scaling up*) (Sword et al., 2023)

f. Recommendations for Advanced Research to Strengthen Impact

Research needs to use:

- 1) Mixed-Method Design
- 2) Longitudinal Studies
- 3) quasi-experimental.

This method is necessary to test the causality and sustainability of *SEL* (Hosokawa et al., 2024) impacts.

### Conceptual Summary of Findings

This study confirms that the emotional approach or *Social Emotional Learning (SEL)* in elementary schools is a systemic educational intervention, not a stand-alone additional program. The effectiveness of *SEL* is largely determined by the quality of implementation, the readiness of human resources, and the support of the school and family ecosystem.

Conceptually, the research findings show that *SEL* works through three main layers, namely the implementation layer, the emotional intelligence development layer, and the learning behavior-motivation impact layer.

#### 1. *SEL* as a Flexible and Contextual Educational Practice

The findings suggest that *SEL* can be implemented through two main approaches: explicit and integrated in the thematic curriculum. This flexibility allows schools to adapt *SEL* to the structural, cultural, and internal policy conditions of the school. However, such flexibility requires teacher competence and policy support, so that implementation is not sporadic or symbolic.

Conceptually, *SEL* is understood as an adaptive pedagogical practice, which should:

- a. sensitive to local culture.
- b. with the value of community collectivity.
- c. and relevant to the developmental characteristics of elementary school students.

#### 2. Teachers and Families as Key Actors in *SEL*'s Success

The findings show that continuous teacher training is a key prerequisite for the success of *SEL*. Trained teachers are able to manage students' emotions, build empathy, and create restorative classroom interactions. In contrast, without training, *SEL* implementation tends to be inconsistent. In addition, parental involvement extends *the impact of SEL* from the classroom to the home environment. Home-school interaction reinforces the internalization of emotion regulation and prosocial behavior, so that *SEL* does not stop as a momentary experience in school.

Conceptually, *SEL* works optimally when there is an emotional education alignment between school and family.

### 3. *SEL* as the Foundation for Student Emotional Intelligence Development

The results of the study consistently show that *SEL* improves students' emotional intelligence, particularly in the aspects:

- a) regulation of emotions.
- b) empathy.
- c) social skills.
- d) and psychological resilience.

A psychologically safe learning environment is the main mediator that allows students to express emotions without fear. This psychological safety has been shown to be directly correlated with improved emotional intelligence and mental health of students.

Thus, *SEL* not only serves as a character strengthening, but also as a preventive strategy for children's mental health.

### 4. The Impact of *SEL* on Learning Motivation and Behavior

Conceptually, the study found that the impact of *SEL* on academic achievement was indirect. *SEL* first increases self-regulation and learning motivation, which then influences focus, engagement, and positive learning behaviors.

*SEL* also contributes to:

- a) Decreased aggressive behavior and bullying.
- b) increased discipline and cooperation.
- c) creating an inclusive and safe school climate.

In other words, *SEL* functions as a learning ecosystem enhancer, not just a short-term academic value improvement tool.

### 5. Implementation Barriers and Implications

Research has identified that limited resources, dense curriculum, and weak policy support can hinder the impact of *SEL*. Therefore, the implementation of *SEL* is recommended to be carried out gradually and planned, starting from the pilot program to the overall implementation. Conceptually, these findings confirm that the sustainability of *SEL* impacts can only be achieved through institutional structural and policy support.

### 6. *SEL* Scientific Development Direction

The findings also indicate the need for further research with longitudinal and mixed-method designs to test:

- a) The Causality of the Impact of *SEL*.
- b) long-term effects sustainability.
- c) and the effectiveness of *SEL* in the context of Indonesian culture.

## **DISCUSSION**

The results of the study show that the integration of Social Emotional Learning (SEL) in basic education learning can be done through two approaches, namely an explicit and integrated approach. These findings are in line with the theory of social-emotional competency development which emphasizes that emotional skills can be taught systematically as well as through thematic learning contexts. Theoretically, both models reflect the flexibility of the curriculum and allow adaptation to the local needs of the school. (Lestari & Azizah, 2023)

In addition, the effectiveness of *SEL* cannot only be measured through quantitative indicators, but needs to be enriched with qualitative data such as interaction observations and teacher interviews. This has been confirmed by (Curriculum Innovation), that changes in children's emotional competence are often more visible in daily behavior than in accurate numbers. The author assesses that without reliable measurement tools, the implementation (Diamond Togatorop et al., 2025) (Radde & Nur Aulia Saudi, 2021) of *SEL* will be difficult to evaluate objectively.

Findings related to the effectiveness of play-based learning methods are also supported by research as well as , which shows that formal assessment games. Thus, these findings are consistent with the theory of holistic evaluation in education. (Putri & Ramadan, 2025) (Akilovna Esonova, 2025)

Furthermore, the discussion on the importance of teacher training is also strengthened by research showing that teachers who receive in-service training are better prepared to implement SEL practices such as emotional check-in and restorative strategies. This research strengthens the author's position that teacher capacity is the main foundation for the success of SEL implementation (Sigh et al., 2024) .

Other findings related to parental involvement support the view that the transfer of learning from school to home strongly determines the consistency of children's social-emotional development. Research shows that emotion regulation activities at home contribute to a decrease in behavioral problems. This is in line with Bronfenbrenner's developmental technology theory which emphasizes the importance of synergy between the school and family environment. (Putri & Ramadan, 2025)

From a cultural perspective, the 2023 systematic review confirms that the implementation of *SEL* must be adjusted to local values, especially in paternalistic and collective societies. These findings confirm that *SEL* programs cannot be universal, but require contextual adaptations so as not to conflict with prevailing social norms.

Regarding academic results, it is stated that the impact of *SEL* is indirect through increased self-regulation and learning motivation. These findings are in line with social-cognitive learning theories that place emotional abilities as mediators of academic

engagement. Therefore, this study emphasizes that efforts to improve achievement do not always have to be through a cognitive approach alone. (Liestyowati, 2025)

In addition, the use of valid assessment instruments such as empathy scales, social observations, and emotion regulation questionnaires is important so that schools can monitor student development in a structured manner that can improve social skills such as sharing and conflict resolution. This strengthens the author's position that play activities are not just entertainment, but are pedagogical strategies that are relevant to the developmental stage of elementary school students.

However, the implementation of SEL still faces challenges such as limited resources and resistance from school managers. Field experience and studies confirm that the implementation process needs to be carried out gradually through a pilot (Sword et al., 2023) *project* before being expanded. In this context, the author is of the view that policy support and regional funding are indispensable for the sustainability of the program.

The long-term benefits of *SEL*, such as improved mental well-being and prevention of deviant behavior, further reinforce the urgency of investing in emotional education from an early age. The author emphasized that *SEL* is not only a short-term intervention, but a preventive strategy that has an impact on adolescents. (Liestyowati, 2025)

The evaluative recommendations also emphasize the need for further research, especially longitudinal and mixed-methods research as suggested in the 2023 systematic review and study. The authors support the view that this follow-up research is important to ensure the sustainability of *SEL* impacts and identify the most effective elements of the program. (Hosokawa et al., 2024)

In addition, in line with, the author assesses that policy support both in pre-service teacher training and graduate standards will increase the chances of *SEL* adoption more widely and consistently. Without policy support, (Melinda et al., 2024) *implementation will depend on specific school initiatives only.*

Furthermore, school institutional capacity building such as internal policies, special time allocation of SEL, and emotion-based classroom management has been proven to improve the consistency of implementation. The authors believe that these changes can create a more psychologically safe school climate, as supported by the evidence that SEL contributes to a decrease in aggressive behavior and an increase in students' sense of emotional security. (Ani et al., 2025) (Castro et al., 2025)

Overall, this discussion shows that *SEL* implementation requires a comprehensive approach that includes teacher training, family involvement, cultural adaptation, the use of appropriate assessment instruments, policy support, and strengthening the school climate. The author emphasizes that the success of *SEL* does not only depend on learning methods, but on the educational ecosystem as a whole.

## **CONCLUSION**

The application of the emotional approach or Social Emotional Learning (SEL) in elementary schools shows that planned and contextual integration in the curriculum is the key to its successful implementation. Teacher readiness and competence through continuous training, school policy support, and parental involvement are decisive factors in creating consistency in emotional learning both at school and at home. In addition, adaptation to the local culture and the use of active and fun learning strategies, such as play and group work, can increase student engagement and learning experience in a meaningful way.

The emotional approach has been shown to make a significant contribution to the development of the emotional intelligence of elementary school students. Through the *SEL* program, students are able to recognize, understand, and manage emotions more adaptively, while developing better empathy and social skills. A psychologically safe learning environment and family support strengthen the effectiveness of *SELL* interventions, so that the impact is not only short-term, but also sustainable and has the potential to prevent the emergence of emotional and mental health problems at a later stage of development.

In addition to affecting emotional intelligence, emotional approaches also have a positive impact on students' motivation and learning behavior. Increased self-regulation and a sense of emotional security encourage students to be more focused, active, and responsible in the learning process, while reducing negative behaviors such as aggressiveness and bullying. However, limited resources and policy support are still challenges in the implementation of SEL. Therefore, further research with a stronger design is needed to ensure sustainability and causal relationships between the implementation of *SEL* and the improvement of the quality of learning in primary schools.

## **REFERENCES**

- Akilovna Esonova, M. (2025). *The Impact Of Play-Based Learning On Social-Emotional Development In Preschoolers*. 20(2), 87–91.  
[https://doi.org/10.63001/tbs.2025.v20.i02.S.I\(2\).pp87-91](https://doi.org/10.63001/tbs.2025.v20.i02.S.I(2).pp87-91)
- Alfath, I. (2025). The urgency of social emotional development of elementary school children in improving character education. *Islam in World Perspectives*, 4(1).  
<http://journal2.uad.ac.id/index.php/IWP/index>
- Ani, A. M., Rosmilawati, I., & Juansah, D. E. (2025). Implementasi Pembelajaran Sosial Emosional (Social Emotional Learning) terhadap Kesejahteraan (Well-being) Siswa Sekolah Dasar: Sistematis Literature Review. *Jurnal Basicedu*, 9(4), 811–823.  
<https://doi.org/10.31004/basicedu.v9i4.10056>
- Berliana Togatorop, D., Taneo, S. P., & Nusa Cendana, U. (2025). Implementasi Pembelajaran Sosial-Emosional Untuk Mencegah Dan Mengurangi Perilaku Bullying Di Sekolah Dasar

- Brill, K., McGuinness, C., & Nordstokke, D. (2025). Relations between a social emotional learning (SEL) program and changes in resilience, self-esteem, and psychological flourishing in a youth sample. *Discover Mental Health*, 5(1).  
<https://doi.org/10.1007/s44192-025-00173-x>
- Castro, C., Barata, M. C., & Alexandre, J. (2025). Does school climate affect students' social and emotional skills? The importance of relationships. *European Journal of Psychology of Education*, 40(4). <https://doi.org/10.1007/s10212-025-01007-8>
- Damayanti, P. S., Putra, A., & Srirahmawati, I. (2021). Pengembangan Kecerdasan Emosional Melalui Pendidikan Karakter Pada Peserta Didik di Sekolah Dasar. *Equilibrium: Jurnal Pendidikan*, 9(3), 348–356.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82(1), 405–432.  
<https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- Findings and Implications of Social Emotional Learning (SEL) in Paternalistic Culture in Elementary Schools: A Systematic Literature Review. (2023). *Pegegog Journal of Education and Instruction*, 13(3). <https://doi.org/10.47750/pegegog.13.03.16>
- Graham-Clay, S. (2024). Communicating With Parents 2.0: Strategies for Teachers. Dalam *School Community Journal* (Vol. 34, Nomor 1).  
<http://www.schoolcommunitynetwork.org/SCJ.aspx>
- Handayani, S. W., Masfuah, S., & Fardani, A. (2021). Kecerdasan Emosional Anak Sekolah Dasar Saat Pembelajaran Daring. *Jurnal Penelitian dan Pengembangan Pendidikan*, 5(3), 446–456. <https://ejournal.undiksha.ac.id/index.php/JJL/index>
- Hosokawa, R., Matsumoto, Y., Nishida, C., Funato, K., & Mitani, A. (2024). Enhancing social-emotional skills in early childhood: intervention study on the effectiveness of social and emotional learning. *BMC Psychology*, 12(1). <https://doi.org/10.1186/s40359-024-02280-w>
- Lestari, S., & Azizah, N. N. (2023). The Implementation of Social Emotional Learning Approach in Elementary School. *Jurnal Prima Edukasia*, 11(2), 266–275.  
<https://doi.org/10.21831/jpe.v11i2.62179>
- Liestyowati, L. (2025). The Impact of Emotional Intelligence on Soft Skill Development in Elementary School Student Learning. *Mimbar Sekolah Dasar*, 12(3), 611–626.  
<https://doi.org/10.53400/mimbar-sd.v12i3.89324>
- Melinda, M., Pratiwi, A., Fatmahanik, U., & Nugraheni, Z. (2024). *Integrating Social-Emotional Learning (SEL) in Primary Education: a Systematic Literature Review*.

- Putri, A., & Ramadan, Z. H. (2025). *The Role of Parents in Developing Emotional Intelligence Elementary School Level Children*. 18(3), 307–319. <https://doi.org/10.21107/pamator/v18i3.30418>
- Putu, N., Wati, E. P., & Asli, L. (2024). The Importance of Teachers Implementing Social Emotional Learning for Students in The Era of Generation Z. *International Journal of Multidisciplinary Sciences*, 2(4). <https://jayapanguspress.penerbit.org/index.php/IJMS>
- Radde, H. A., & Nur Aulia Saudi, A. (2021). Uji Validitas Konstrak dari Emotion Regulation Questionnaire Versi Bahasa Indonesia dengan Menggunakan Confirmatory Factor Analysis Construct Validity Test of Emotions Regulation Questionnaire of Indonesian Version Using Confirmatory Factor Analysis. Dalam *Jurnal Psikologi Karakter* (Vol. 1, Nomor 2). <https://journal.unibos.ac.id/jpk>
- Speidel, R., Wong, T. K. Y., Al-Janaideh, R., Colasante, T., & Malti, T. (2023). Nurturing child social-emotional development: evaluation of a pre-post and 2-month follow-up uncontrolled pilot training for caregivers and educators. *Pilot and Feasibility Studies*, 9(1). <https://doi.org/10.1186/s40814-023-01357-4>
- Waryani, R., Kurniawati Sugiyo Pranoto, Y., Joko Raharjo, T., & Dasar Fakultas Sekolah Pascasarjana Universitas Negeri Semarang Alamat, P. (2025). *Implementasi Social Emotional Learning (Sel) Dalam Membangun Lingkungan Inklusif Di Sekolah Dasar*.
- Yulis Mardotilla, Roro Dita Hapsari, & Azka Nahya Amanta. (2024). The Impact of Social-Emotional Learning on Academic Achievement in Elementary Schools. *International Journal of Educational Research*, 1(1), 20–25. <https://doi.org/10.62951/ijer.v1i1.14>