

A Social-Emotional Learning Approach to Addressing Academic Burnout in Elementary School: Systematic Literature Review

Received: 02/02/2026 ¹Anggi Nurmalita, ²Hanifah Rizki Mubarakah, ³Roik Hatul Anna Syiriyah, ⁴Husna Robbi Radhiyya, ⁵Ratih Nurhidayah, ⁶Rian Zuangsyah

Accepted: 29/03/2026 ¹⁶UIN Sunan Gunung Djati Bandung, Indonesia
²³Universitas Jember, Indonesia

Published: 30/03/2026 ⁴Kelompok Kajian Strategis Ummatica, Indonesia
⁵Perpustakaan Nasional Republik Indonesia, Indonesia

¹angginurmalita47@gmail.com *Corresponding author

²hanifahrizki08102000@gmail.com

³roikhatulafan@gmail.com

⁴biben87@gmail.com

⁵ratihnurhidayah@perpusnas.go.id

⁶zuangsyah@gmail.com

How to cite :

Nurmalita, A., Mubarakah, H. R., Syiriyah, R. H. A., Radhiyya, H. R., Nurhidayah, R., & Zuangsyah, R. (2026). Pendekatan Social-Emotional Learning untuk Mengatasi Academic Burnout pada Siswa Sekolah Dasar: Systematic Literature Review. *Jurnal Ilmu Pendidikan Dasar Indonesia*, 5(2), 112-122. <https://doi.org/10.51574/judikdas.v5i2.5720>

Abstract

Academic burnout has increasingly become a critical issue among elementary school students due to rising curriculum demands and competitive learning environments. This study aims to analyze the implementation of the Social-Emotional Learning (SEL) approach and evaluate its effectiveness in mitigating academic burnout in primary education through a systematic literature review. The research method employed the Systematic Literature Review (SLR) framework guided by the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) statement. Literature was systematically gathered from reputable international and national databases, including Scopus, ERIC, ScienceDirect, DOAJ, SINTA, and Google Scholar, covering peer-reviewed empirical studies published between 2016 and 2026. A total of 18 eligible articles were analyzed using thematic synthesis to identify core intervention patterns and behavioral outcomes. The results demonstrate that structured SEL interventions especially those focusing on self-awareness, emotion regulation (self-management), and relationship skills significantly reduce emotional exhaustion, prevent school cynicism, and foster academic self-efficacy in primary school students. However, the success of SEL integration relies heavily on teacher emotional competence, a psychologically safe classroom climate, and supportive family engagement. This study recommends incorporating routine micro-SEL practices into the primary curriculum and providing sustainable professional training for elementary educators to ensure student psychological well-being.

Keywords: Academic Burnout, Elementary School, Prisma, Social-Emotional Learning, Student Well-Being

Abstrak

Fenomena kejenuhan belajar (academic burnout) semakin banyak dialami oleh siswa sekolah dasar akibat tingginya beban kurikulum serta tekanan performa akademik di lingkungan sekolah. Penelitian ini bertujuan untuk menganalisis penerapan pendekatan Social-Emotional Learning (SEL) dan mengevaluasi efektivitasnya dalam

mereduksi academic burnout pada jenjang sekolah dasar melalui tinjauan literatur sistematis. Metode penelitian yang digunakan adalah Systematic Literature Review (SLR) dengan mengacu pada pedoman PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). Literatur dikumpulkan secara sistematis dari basis data bereputasi internasional dan nasional seperti Scopus, ERIC, ScienceDirect, DOAJ, SINTA, dan Google Scholar dengan rentang publikasi 2016–2026. Sebanyak 18 artikel yang memenuhi kriteria kelayakan dianalisis menggunakan teknik thematic synthesis untuk mengidentifikasi pola intervensi dan dampaknya. Hasil kajian menunjukkan bahwa intervensi SEL yang terstruktur terutama yang berfokus pada kesadaran diri, regulasi emosi (self-management), dan keterampilan berelasi terbukti efektif menurunkan kelelahan emosional, mencegah sikap sinis terhadap sekolah, serta meningkatkan efikasi diri akademik siswa. Meskipun demikian, keberhasilan integrasi SEL sangat bergantung pada kompetensi emosional guru, iklim kelas yang aman secara psikologis, dan pelibatan orang tua di rumah. Kajian ini merekomendasikan integrasi aktivitas mikro SEL ke dalam kurikulum reguler sekolah dasar serta pelatihan berkala bagi pendidik guna menciptakan ekosistem belajar yang sehat dan suportif.

Kata Kunci: Academic Burnout, Kesejahteraan Siswa, Regulasi Emosi, Sekolah Dasar, Social-Emotional Learning

Introduction

Academic demands at the elementary school level have intensified over the past decade. Elementary school students now face a rigorous curriculum, high competency targets, and frequent assessments at school. These conditions often lead to psychological stress, which if not balanced by adequate adaptive skills can result in the phenomenon of academic burnout (Supriyanto et al., 2022). *Academic burnout* is defined as a psychological syndrome characterized by *emotional exhaustion*, cynicism or a loss of attachment to school activities (*depersonalization/cynicism*), and a decline in academic self-worth (Gumiwang et al., 2024). In elementary school-aged children, *burnout* not only manifests as a decline in academic achievement but also triggers school *anxiety*, *truancy*, and even physical somatic complaints such as dizziness and sleep disturbances (Hasyiyati & Widyasari, 2023).

Although systematic literature reviews on academic burnout in children have been conducted previously such as by (Rohmaniyah et al., 2025) which mapped the triggers of stress and digital fatigue among Generation Alpha these studies generally focused on identifying macro-level phenomena without testing specific affective intervention models in elementary school classrooms. A comprehensive synthesis that specifically dissects the direct mechanisms by which the five dimensions of SEL competencies mitigate the triad of *academic burnout* (*emotional exhaustion*, *cynicism*, and *reduced efficacy*) at the elementary school level has not yet been mapped in an integrated manner. It is this *gap* that calls for an *evidence-based review* to synthesize empirical findings related to SEL interventions in elementary schools.

Although studies on *academic burnout* have been extensively conducted at the higher education and upper secondary levels, attention to the manifestations of this syndrome among elementary school students remains relatively limited. Most previous studies tend to assume that elementary-aged children possess natural resilience and face academic demands that are not yet complex. In fact, at this stage of development, children's neurocognitive structures and emotional regulation capacities are still in an active phase of formation (Nursalim et al., 2024). When faced with academic stressors without adaptive coping mechanisms, students are vulnerable to a prolonged decline in learning motivation (Misdar, 2018). Therefore, preventive and curative interventions are needed that do not

merely focus on the cognitive-instructional domain but are rooted in the development of children's affective and social capacities.

One holistic approach that has been widely developed in contemporary educational psychology research is *Social-Emotional Learning* (SEL). Pioneered by the *Collaborative for Academic, Social, and Emotional Learning* (CASEL), SEL is a framework that develops five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Vienlentina & Katrin, 2025). Through the SEL approach, students are guided to recognize stress triggers, manage emotional responses, share the workload, and build constructive social interactions with teachers and peers. Classroom environments that adopt SEL play a role in fostering a collaborative climate that supports student well-being (Mukarromah & Prima, 2026).

Although the implementation of SEL in elementary schools has been reported to have a positive impact on *school engagement*, a comprehensive synthesis that specifically examines the role of SEL in mitigating the dimensions of *academic burnout* among elementary-aged students has yet to be systematically mapped out. Existing studies are often fragmented, focusing on partial variables such as classroom management, the reduction of general anxiety, or improvements in academic achievement alone, without examining the direct mechanisms through which social-emotional competencies alleviate academic burnout. It is this gap that necessitates an *evidence-based review* to synthesize the latest empirical findings.

Given this urgency, this study aims to conduct a *Systematic Literature Review* (SLR) on the application of the *Social-Emotional Learning* (SEL) approach in addressing and preventing *academic burnout* among elementary school students. This review focuses on answering three main questions: (1) what forms or implementation strategies of SEL are applied at the elementary school level, (2) how effective is the SEL approach in reducing the dimensions of *academic burnout*, and (3) what are the supporting factors and challenges of its implementation in elementary school classrooms. This review is expected to provide a theoretical foundation and practical recommendations for education practitioners and policymakers in designing interventions based on emotional well-being in elementary schools.

Research Method

This study employs a *Systematic Literature Review* (SLR) approach to identify, evaluate, and critically synthesize empirical evidence regarding the effectiveness of the *Social-Emotional Learning* (SEL) approach in addressing *academic burnout* among elementary school students. The SLR approach was chosen because it allows researchers to map the literature in a transparent, structured, and replicable manner to produce *evidence-based* conclusions. This study was conducted in accordance with the PRISMA (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses*) guidelines, which include the stages of identification, screening, eligibility assessment, and inclusion of articles (Meivawati, 2024).

Data Sources and Literature Search Strategy

Literature data collection was conducted through a systematic search of reputable international and national databases, including Scopus, ScienceDirect, ERIC (*Education Resources Information Center*), DOAJ, as well as Google Scholar and SINTA. The publication timeframe was limited to the years 2016 through 2026 to ensure that the reviewed data

reflect current research trends regarding social-emotional interventions and the dynamics of modern elementary school curricula. The search strategy utilized *Boolean* operators (AND, OR) by combining keywords in both English and Indonesian. The keyword combinations used included: ("social-emotional learning" OR "SEL" OR "social emotional competence") AND ("academic burnout" OR "school burnout" OR "learning exhaustion" OR "academic stress") AND ("elementary school" OR "primary education" OR "young learners"), as well as ("pembelajaran sosial emosional" OR "SEL") AND ("kejuhan belajar" OR "academic burnout" OR "stres akademik") AND ("sekolah dasar" OR "siswa SD"). All citations obtained were imported into reference management software (*Mendeley Reference Manager*) to automatically eliminate duplicates.

Selection Criteria and Literature Analysis Process

Literature selection was conducted by establishing strict inclusion and exclusion criteria to ensure the relevance and quality of the review. Inclusion criteria included: (1) empirical research-based articles (quantitative, qualitative, or *mixed-methods*) published in *peer-reviewed* scientific journals; (2) research specifically examining the application of SEL or social-emotional competencies on variables such as *academic burnout*, academic stress, emotional exhaustion, or *school engagement* that are directly related; (3) participants or research subjects are elementary school students (ages 6–12) or teachers/classes at the elementary education level; and (4) articles are available in full-text format in Indonesian or English. Conversely, exclusion criteria include opinion pieces, essays, proceedings from non-reputable conferences, popular textbooks, editorial reviews, and studies whose subjects focus exclusively on upper secondary or higher education without any connection to elementary education. The literature screening process was conducted by a team of researchers through an independent review of titles, abstracts, and full texts to minimize potential selection bias.

Data Analysis, Evaluation, and Validity

Data analysis was conducted using the *thematic synthesis* method (Thomas & Harden, 2008). The thematic synthesis process began with *immersive reading* of the selected articles, followed by the extraction of descriptive data, including author names, year of publication, country/research context, methodology, the form of SEL intervention used, and key findings related to the dimensions of *academic burnout*. Next, data coding was conducted to map conceptual relationships, which were then grouped into four major themes: (1) forms and integration of SEL strategies in elementary schools; (2) the impact of SEL on reducing dimensions of *academic burnout* (emotional exhaustion, cynicism, and reduced academic efficacy); (3) key factors for the successful implementation of SEL; and (4) practical challenges and barriers in the classroom. The *quality assessment* of the study was adapted from Kitchenham & Charters (2007) by evaluating the clarity of the objectives, the appropriateness of the burnout/SEL measurement instruments, the validity of the data analysis, and the contribution of the findings.

Results of the Analysis Stages and Methodological Outputs

Based on the PRISMA selection protocol, the initial identification phase yielded a total of 342 articles from all searched databases. After the duplication removal process, 218 unique articles remained, whose titles and abstracts were reviewed. During the *screening* phase, 146 articles were excluded because they did not meet the criteria of being set in a primary school context or did not directly measure social-emotional variables. A total of 72

full-text articles were then assessed for *eligibility*, and 54 of them were excluded because they did not present adequate empirical data related to *burnout* indicators. In the final inclusion stage, 18 articles from reputable scientific journals were selected that met all quality and thematic relevance parameters. This methodological output resulted in a data synthesis matrix and thematic mapping, which are presented in the results and discussion section.

Results

This systematic literature review analyzed 18 reputable scientific articles that met the inclusion criteria regarding the implementation of Social-Emotional Learning (SEL) and the mitigation of academic burnout among elementary school students (publication range: 2016–2026). Based on data extraction and thematic synthesis, the findings were grouped into three main focuses: (1) forms and strategies for integrating SEL programs, (2) the impact of SEL on reducing the three dimensions of academic burnout, and (3) supporting factors and challenges in its implementation in the classroom. A comprehensive mapping of the 18 articles in the research corpus is systematically presented in Table 1.

Table 1 Complete Corpus Matrix of Included Articles (N = 18)

No	Author & Year	Program/ Intervention Focus	Forms of Integration in Elementary Schools
1	(Brackett et al., 2019)	RULER Approach	Integration of emotional literacy into language and classroom curricula
2	(Mulyani et al., 2024)	Local Wisdom-Based SEL Integration	Incorporating the values of mutual cooperation and mutual respect into the elementary school’s contextual curriculum to foster empathy, emotional regulation, and nonviolent conflict resolution.
3	(Krismayanti, 2024)	Mindfulness-Based Learning Model	The implementation of guided breathing, relaxation, and meditation exercises before learning to strengthen elementary school students’ self awareness and emotional regulation.
4	(Dzakiyyuddin et al., 2024)	Integration of SEL into Islamic Education (PAI) Curriculum (Islamic Integrated SEL)	Incorporating SEL principles into the PAI curriculum and establishing them as standards for daily Islamic interactions to create an inclusive and supportive classroom environment.
5	(Loots, 2026)	Bibliotherapy & Storytelling Approach (Story-Based SEL)	The use of shared storytelling to build children’s emotional understanding and create a safe space for them, reinforced through the alignment of storytelling language among teachers, practitioners, and parents.
6	(Safira & Malasi, 2020)	Character Integration through Thematic Learning	The integrated instillation of spiritual values and social character traits (cooperation, tolerance, and responsibility) within elementary school curriculum themes to foster a supportive learning environment.
7	(Indaka et al., 2025)	Academic Self-Efficacy & Academic Burnout	Self-efficacy was found to have a highly significant negative correlation ($r = -0.431$, $p < 0.001$) with academic burnout, where high self-efficacy effectively reduces the level of academic burnout among full-day elementary school students.

No	Author & Year	Program/ Intervention Focus	Forms of Integration in Elementary Schools
8	(Syamsudin & Fadjar, 2026)	Morning Micro-Routine (SEL-Oriented Program)	Implementation of the “Ruang Hati Pagi” program through daily emotional check-ins, sharing sessions, and reflection to train self-regulation in early-grade elementary school students.
9	(de Carvalho et al., 2017)	Mindfulness-Based SEL	Self-management skills reduce procrastination and cognitive load
10	(Purwasih & Nursalim, 2026)	Improving Academic Efficacy & Self-Regulation	Strengthening the 5 CASEL competencies improves problem-solving skills, fosters self-regulation, and reduces problem behaviors in elementary classrooms.
11	(Rangkuti et al., 2021)	Reduced Academic Efficacy & Motivation	Strengthening self-efficacy and learning motivation has been shown to contribute significantly and positively to learning achievement and to prevent a decline in the academic performance of elementary school students.
12	(Mukarromah & Prima, 2026)	Safe Classroom Climate & Psychological Well-Being	Creating an inclusive and supportive classroom climate has been shown to reduce adjustment stress and enhance students’ sense of emotional safety at school.
13	(Mak & Kutty, 2026)	Teachers’ Emotional Competence (Teacher SEL)	Teachers’ social-emotional readiness and capacity are key drivers of the effectiveness of SEL implementation in the classroom.
14	(Jamaludin, 2025)	Teachers’ Ethical Commitment & Responsive Relational Approach	Teachers’ caring behavior, ethical commitment, and relational approach are key factors in creating a safe, inclusive learning environment that supports students’ emotional resilience.
15	(Sheridan et al., 2019)	School-Family Collaboration in Social-Emotional Interventions	Family-school partnerships based on two-way communication and engagement at home have been shown to significantly improve children’s social-behavioral competencies and mental health.
16	(Susilo, 2025)	Training Barriers & Administrative Burden	Limited technical training and high administrative demands often result in the integration of affective learning by elementary school teachers being incidental and difficult to plan systematically.
17	(Delnanda, 2025)	Structural Challenges & SEL Curriculum Policies in Elementary Schools	The implementation of SEL in elementary education is still hampered by a lack of understanding among teachers, limitations in the curriculum structure, and a lack of optimal supporting regulations and policies.
18	(Frydenberg et al., 2017)	Teacher Well-being & Educators’ Emotional Capacity	Teachers’ readiness to teach SEL is significantly influenced by their level of motivation, psychological well-being, and ability to manage stress in the workplace.

Overall, this synthesis of 18 scientific articles confirms that *Social-Emotional Learning* (SEL) is not merely a supplementary affective program but rather an effective strategic intervention for mitigating the risk of *academic burnout* among elementary school

students. Contextual integration of SEL whether through micro-routines, subject integration, or narrative media has been shown to reduce mental fatigue, diminish cynical attitudes toward school, and restore children's academic self-efficacy.

Nevertheless, the success and sustainability of SEL's impact in elementary schools depend heavily on the readiness of the educational ecosystem as a whole. Strengthening teachers' pedagogical competencies, reducing excessive administrative burdens, providing adequate curricular time allocations, and fostering synergistic partnerships between schools and parents at home are absolute prerequisites for ensuring that students' emotional regulation and learning resilience are firmly and sustainably established.

Discussion

A synthesis of 18 selected articles yields new empirical insights into the effectiveness of *Social-Emotional Learning* (SEL) in mitigating *academic burnout* at the elementary school level. Until now, academic burnout has often been viewed as an issue relevant only to upper secondary or higher education. However, the findings of this study demonstrate that elementary school students particularly those in *full-day school* systems and the Alpha Generation exhibit a tangible psychological vulnerability to instructional stress. This discussion elaborates on four crucial dimensions: the protective mechanisms of SEL against the triad of *burnout* dimensions, pedagogical flexibility based on micro-routines, socio-ecological dynamics and teacher co-regulation, as well as the theoretical novelty of this study.

Protective Mechanisms of the Sel Approach Against Academic Burnout

Reduction of Emotional Exhaustion Through Affective Regulation

Emotional exhaustion in elementary-aged children stems from an accumulation of cognitive *overload* and an inability to regulate task-related anxiety. Through *mindfulness-based* awareness exercises (de Carvalho et al., 2017; Krismayanti, 2024) as well as morning micro-routines such as *emotional check-ins* in the Ruang Hati Pagi program (Syamsudin & Fadjar, 2026), students are equipped with the skills to recognize and express signs of affective tension. The RULER emotional literacy approach (Brackett et al., 2019) provides a regular outlet for catharsis, thereby preventing the bottling up of negative emotions that trigger daily mental burnout.

Mitigating School Cynicism Through a Supportive Classroom Climate

Cynicism or the loss of a child's emotional attachment to school manifests as apathy, withdrawal, and reluctance to participate in class. As demonstrated by (Mukarromah & Prima, 2026), creating a safe and inclusive classroom climate significantly minimizes students' adjustment stress. When social awareness competencies and interpersonal skills are developed through cooperative group work (Safira & Malasi, 2020) classroom relationships transform into a warm space for interaction. This fosters a sense of belonging to the school (*school belonging*), which erodes the perception that school is a stressful environment.

Restoring Academic Self-Efficacy Through Problem-Solving Skills

The third dimension of *burnout reduced* academic self-efficacy is exacerbated when children feel helpless in the face of task difficulties. A correlational study by Indaka et al. (2025) involving 384 elementary school students in a *full-day* program demonstrated a

highly significant negative correlation ($r = -0.431$, $p < 0.001$) between self-efficacy and the level of *academic burnout* (Purwasih & Nursalim, 2026; Rangkuti et al., 2021), in which the integration of responsible decision-making and problem-solving competencies builds children's self-confidence. Students view instructional challenges as a gradual learning process rather than a permanent failure of intellectual capacity.

Pedagogical Transformation: Contextual Relevance and Micro-Routines (SEL Kernels)

This study highlights the importance of reconceptualizing the implementation of SEL in elementary schools. Rigid formal SEL curriculum models that require dedicated time allocations are often difficult to implement due to the density of the national curriculum schedule. Therefore, the implementation of interventions based on micro-routines (*SEL kernels*) lasting 3–5 minutes during learning transitions has proven to be more adaptive and sustainable in elementary classrooms.

In addition to micro-routines, the integration of SEL in Indonesia has been successfully contextualized through two strategic approaches: incorporation into the Islamic Religious Education (PAI) curriculum to establish standards for daily interpersonal behavior (Dzakiyyuddin et al., 2024), and the integration of local wisdom values such as *gotong royong* and *tepa salira* to prevent bullying (Mulyani et al., 2024). Coupled with the use of reflective media such as bibliotherapy and collaborative storytelling (Loots, 2026), the process of internalizing emotional competence occurs naturally without sacrificing core instructional time (Vienlentina & Katrin, 2025).

Socio-Ecological Perspective: the Role of Educator Co-Regulation and Family Partnerships

This study emphasizes that the success of SEL must be viewed through an integrated ecological framework (*Ecological Systems Theory*). In children aged 6–12, cognitive and emotional regulatory capacities are still in the active development stage. Consequently, *the* co-regulatory mechanisms of the adults around them play a crucial role.

Teachers' social-emotional beliefs and caring behavior serve as psychological buffers for children's emotional stability in the classroom (Mak & Kutty, 2026). However, teachers' ability to facilitate SEL depends heavily on *their* psychological *well-being* and their ability to manage work-related stress (Frydenberg et al., 2017). On the other hand, the sustainability of SEL's impact requires alignment with the home environment. A meta-analysis Sheridan et al. (2019) confirms that family-school partnership interventions based on two-way communication and the practice of SEL at home have a significant impact on children's mental resilience.

Operational Barriers and Structural Challenges in the Field

Despite its effectiveness, the implementation of SEL in elementary schools still faces significant barriers. Findings from Susilo (2025) and Delnanda (2025) indicate that a lack of training in affective pedagogy, a heavy administrative burden, and the absence of a standardized curriculum policy framework often result in SEL practices being incidental and heavily reliant on individual teachers' initiatives (*teacher-dependent*). These limitations call for structured interventions from school administrators and education policymakers

Novelty of the Study

This study offers novelty compared to previous systematic literature reviews (SLRs) on Generation Alpha burnout, such as Rohmaniyah et al. (2025) through three main contributions: (1) a specific examination of the effectiveness of SEL interventions at the

elementary education level; (2) a synthesis mapping the protective mechanisms of CASEL competencies against the triad of *academic burnout* dimensions; and (3) the reconstruction of implementation strategies from rigid instructional programs into micro-routines based on local wisdom that are applicable for elementary school teachers.

Study Limitations

This study has several limitations: (1) the search was limited to open-access articles in Indonesian and English; (2) most local research in Indonesia is still dominated by descriptive qualitative studies or simple correlational surveys conducted at a single-institution scale; and (3) variations in the instruments used to measure *burnout* and affective competencies require caution when generalizing the findings.

Conclusion

This systematic literature review demonstrates that the *Social-Emotional Learning* (SEL) approach is an effective preventive and curative intervention for mitigating the risk of *academic burnout* among elementary school students. The adaptive implementation of SEL whether through a structured curriculum, the integration of local wisdom values, the reinforcement of religious education, narrative storytelling, or daily micro-routines (*SEL kernels*) has been consistently shown to reduce *emotional exhaustion*, diminish cynical attitudes toward school (*school cynicism*), and restore children's academic *self-efficacy*. The success of these interventions is critically supported by teachers' co-regulation competencies, a psychologically safe classroom climate, and active partnerships with families at home.

The practical implications of this study emphasize the urgency of reducing educators' administrative workload, providing ongoing affective pedagogy training for classroom teachers, and institutionalizing a curriculum that promotes emotional well-being. For future research, it is recommended to conduct comparative experimental studies and develop culturally validated measurement instruments for *burnout* and affective competencies among elementary school students.

References

- Brackett, M. A., Bailey, C. S., Hoffmann, J. D., & Simmons, D. N. (2019). RULER: A theory-driven, systemic approach to social, emotional, and academic learning. *Educational Psychologist*, 54(3), 144–161. <https://doi.org/10.1080/00461520.2019.1614447>
- de Carvalho, J. S., Pinto, A. M., & Marôco, J. (2017). Results of a mindfulness-based social-emotional learning program on Portuguese elementary students and teachers: A quasi-experimental study. *Mindfulness*, 8(2), 337–350. <https://doi.org/10.1007/s12671-016-0603-z>
- Delnanda, A. (2025). Menumbuhkan karakter sejak dini tentang pembelajaran sosial emosional dalam pendidikan dasar. *Jurnal Pendidikan Tuntas*, 6(6), 6–14. <https://publikasi.abidan.org/index.php/jpt/article/view/1178>
- Dzakiyyuddin, M., Musa, A., Irham, M., & Alawiyah, T. (2024). Social Emotional Learning (SEL) terintegrasi Pendidikan Agama Islam di Sekolah Dasar Islam Manaaratul Iman Bandung. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(4), 301–309. <https://doi.org/10.23969/jp.v9i04.20148>
- Frydenberg, E., Martin, A. J., & Collie, R. J. (Eds.). (2017). *Social and emotional learning in Australia and the Asia-Pacific: Perspectives, programs and approaches*. Springer.

<https://doi.org/10.1007/978-981-10-3394-0>

- Gumiwang, I. N., Wahidah, F. S. N., Mekanah, A. P., & Purwantini, L. (2024). Pengaruh konsep diri dan regulasi diri terhadap stres akademik pada mahasiswa. *Observasi: Jurnal Publikasi Ilmu Psikologi*, 3(1), 257–265. <https://doi.org/10.61132/observasi.v3i1.956>
- Hasyiyati, B. M., & Widyasari, P. (2023). Hubungan antara self-compassion dengan burnout pada guru sekolah dasar inklusif. *JPK (Jurnal Pendidikan Khusus)*, 19(1), 29–42. <https://doi.org/10.21831/jpk.v19i1.49181>
- Indaka, R. A., Utami, A. B., & Haque, S. A. (2025). Peran self-efficacy dalam mengatasi academic burnout pada siswa SD fullday. *JiWA: Jurnal Psikologi Indonesia*, 3(2). <https://doi.org/10.30996/jiwa.v3i02.12822>
- Jamaludin, M. S. M. (2025). Strategi, etika, dan komitmen guru dalam meningkatkan kesejahteraan sosial dan emosional siswa. *Jurnal Penelitian, Pengembangan, Pembelajaran, Dan Teknologi*, 3(4), 157–170. <https://jurnalcendekia.id/index.php/jp3t/article/view/851>
- Kitchenham, B., & Charters, S. (2007). *Guidelines for performing systematic literature reviews in software engineering* (Technical Report EBSE-2007-01). Keele University & University of Durham.
- Krismayanti, Y. (2024). Penerapan model pembelajaran berbasis mindfulness untuk pengembangan etika siswa sekolah dasar. *Educational Journal of Bhayangkara*, 4(2), 56–63. <https://doi.org/10.31599/vknhve29>
- Loots, L. (2026). *Psychologists' experiences of supporting the socio-emotional development of children through bibliotherapy* [Tesis magister, Stellenbosch University]. Stellenbosch University Repository.
- Mak, J. Y., & Kutty, F. M. (2026). Kompetensi dan kepercayaan sosial emosi guru dalam integrasi aktivitas pembelajaran sosial emosi. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 11(4), Article e003944. <https://doi.org/10.47405/mjssh.v11i4.3944>
- Meivawati, E. (2024). *Si Manis Silir referensi penelitian meta analisis systematic literature review*. Puslatbang LAN Makassar.
- Misdar, M. (2018). Strategi pengendalian disorientasi siswa dalam belajar di sekolah. *Conciencia*, 17(1), 15–26. <https://doi.org/10.19109/conciencia.v17i1.1575>
- Mukarromah, Z., & Prima, E. (2026). Hubungan iklim kelas dengan kesejahteraan psikologi siswa. *Jurnal Ilmiah Literasi Indonesia*, 2(1), 415–420. <https://doi.org/10.63822/1xr30d62>
- Mulyani, E. T., Wahyuningsih, S. L. D., Mursiti, E., Fauziati, E., & Utama. (2024). Integrasi teori pembelajaran sosial emosional pada kurikulum berbasis kearifan lokal untuk mencegah perilaku bullying di sekolah dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9.
- Nursalim, M., Widya, S. N., & Siswanto, M. B. E. (2024). *Neuropsikologi pendidikan dasar*. UMSIDA Press. <https://doi.org/10.21070/2025/978-623-464-143-1>
- Purwasih, G. D., & Nursalim, M. (2026). Pembelajaran sosial emosional untuk meningkatkan pemecahan masalah siswa sekolah dasar. *Jurnal Bimbingan dan Konseling Dasar*, 1(1), 25–33.
- Rangkuti, N., Turmudi, T., & Abdussakir, A. (2021). Pengaruh efikasi diri dan motivasi belajar terhadap hasil belajar matematika siswa sekolah dasar. *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya*, 7(3), 283–292.

<https://doi.org/10.32884/ideas.v7i3.415>

- Rohmaniyah, A., Atiyah, A., & Ani, A. (2025). A systematic literature review: The phenomenon of academic burnout among generation Alpha amid the hectic dynamics of modern learning. *Priviet Social Sciences Journal*, 5(11), 427–436. <https://doi.org/10.55942/pssj.v5i11.1025>
- Safira, S. A., & Malasi, S. (2020). Integrasi pendidikan karakter dalam pembelajaran tematik di sekolah dasar. *Jurnal Basicedu*, 4(3), 589–597. <https://doi.org/10.31004/basicedu.v4i3.431>
- Sheridan, S. M., Smith, T. E., Moorman Kim, E., Beretvas, S. N., & Park, S. (2019). A meta-analysis of family-school interventions and children's social-emotional functioning: Moderators and components of efficacy. *Review of Educational Research*, 89(2), 296–332. <https://doi.org/10.3102/0034654318825437>
- Supriyanto, A., Imtinan, S., Arikunto, S., & Hartini, S. (2022). Kondisi burnout akademik pada siswa Indonesia: Fisik, mental, dan emosional. *Advice: Jurnal Bimbingan Dan Konseling*, 4(1), 32–38. <https://doi.org/10.32585/advice.v4i1.2367>
- Susilo, M. (2025). Kesiapan guru dalam mengintegrasikan pendidikan karakter dalam proses pembelajaran. *Jurnal Kajian Pendidikan Agama Islam*, 1(1), 62–75.
- Syamsudin, F., & Fadjar, D. N. M. (2026). Strengthening character education based on Al-Islam Kemuhammadiyah values through the 'Ruang Hati Pagi' program in elementary schools. *Jurnal Evaluasi Dan Kajian Strategis Pendidikan Dasar*, 3(1), 75–80. <https://doi.org/10.54371/jekas.v3i1.1007>
- Thomas, J., & Harden, A. (2008). Methods for the thematic synthesis of qualitative research in systematic reviews. *BMC Medical Research Methodology*, 8, Article 45. <https://doi.org/10.1186/1471-2288-8-45>
- Vienlencia, R., & Katrin, K. (2025). Integrasi pendekatan sosial-emosional dalam manajemen pembelajaran di sekolah dasar. *Satya Sastraharing: Jurnal Manajemen*, 9(2), 294–308. <https://doi.org/10.33363/satya-sastraharing.v9i2.1844>