# Enhance well-being through social emotional learning at school: Study literature review

**Rona Romadhianti [a,1,*], Sunyono [a,2], Hasan Hariri [a,3], Ag. Bambang Setiyadi [a,4]**

[*a] University of Lampung, Indonesia.

[1] ronaromadhianti@gmail.com; [2] sunyono.1965@fkip.unila.ac.id; [3] hasantownsville@gmail.com;
[4] bambang_setiadi76@yahoo.com
*Correspondent Author: ronaromadhianti@gmail.com

### ABSTRACT

In the era of industry 4.0, students as an important part of the education system, face various conflicts and problems that they bring to school. This implies that students need to overcome challenges that are not only limited to academic problems, but also pay attention to the psychological aspect that is no less important. In such situations, social-emotional learning is the right solution. With this approach, students are not only proficient in skills, but also able to deal with psychological problems such as communication skills and emotional management. This study aims to describe the application of social-emotional learning in Indonesian learning in schools. This study uses the Systematic Literature Review (SLR) method to investigate various research results and sources related to Social-Emotional Learning (PSE) activities, through language teaching. Of the 130 research journals, there are 69 relevant research journals. These articles identify knowledge gaps in previous research, some of which have not been touched at the school level and are still very minimal at the learning level. Therefore, it is worth digging deeper. Social-emotional learning in Indonesian Language and Literature helps students understand emotions, empathize, and improve communication through literary activities This research emphasizes the importance of a more holistic paradigm shift in education, where the development of emotional intelligence becomes as important as academic achievement

## Introduction

As agents of change in the field of education, teachers must take decisive action to enhance students' understanding of global issues. This progress is crucial in highlighting the fact that

the purpose of education is to prepare future generations to face challenges. One issue in education that is more important than others is social and emotional learning. In 2016, a report was published that provided new insights into education that promotes social-emotional learning or SEL teaching. The report, titled *"A New Vision of Education: Encouraging Social and Emotional Learning through Technology,"* is a continuation of a previous report published in 2015 that discussed the skills needed by graduates in the 21st century. Therefore, social and emotional learning has become essential in developing many of the skills required in this modern era (Schwab, 2015). Based on the WEF, there are several types of important skills that teachers or students need to master to adapt to the changes of this century. In general, there are three types of 21st century: (1) basic literacy, (2) competence, and (3) character traits. Reading, writing, calculating, understanding science, using technology, understanding finances, understanding culture and citizenship include the basics of literacy. The next most important skill is competence, which includes critical thinking skills or problem-solving abilities, creativity, communication skills, and teamwork. On the other hand, the characteristics desired in the 21st century include the desire for knowledge, initiative, flexibility, independence, social and religious education, and tenacity.

In the globalized world of education, the challenges are quite complex. The first are those who have a silent relationship with students. According to research conducted by Cahyani & Putrianti (2022) large numbers of students and young adults enter school with profound social and emotional disabilities. This can be caused by several factors such as social inequality or poverty, bullying, conflict within the family, consumer culture, media exposure, negative impacts of technology, academics, human trafficking, mobility, and migration. Conditions like this apparently have an impact on students' mental health and hinder their learning in the school environment.

It is important for Indonesian teachers to have a strong understanding of the principles of Social-Emotional Learning (PSE) because this has a significant impact on students' overall development. This understanding helps teachers create a friendly and safe learning environment where students can feel comfortable communicating and expressing themselves effectively. Teachers can also incorporate social and emotional aspects into the Indonesian curriculum, identify potential problems, and provide solutions.

Additionally, understanding PSE allows teachers to be good role models for students in terms of emotional intelligence, communication, and teamwork. This is supported by research findings which shows that a person's success does not only depend on his understanding of academic content and exam results (Cahyani & Putrianti, 2022). Teachers must emphasize that students' mindsets, skills, and habits have a significant influence on their ability to succeed.

The sense of belonging, the feedback students receive, and positive relationships with teachers. In connection with that matter, states that teachers have a duty to promote student growth in various areas, including social, emotional, cognitive, academic, and athletic areas (Alzahrani et al., 2019). A positive relationship between teachers and students makes it easier for the students concerned to have better academic achievements and learning outcomes. In this way, people's understanding of PSE is not.

Recent research conducted in Canada shows that approximately 33% of 7,235 adolescent males and 30% of adolescent females experienced some form of violence. The results of this research were obtained from the Canadian Division of Child Health and Family & Youth Welfare in 2004. This division also identified types of violence against children, including physical violence, ethnic discrimination, sexual harassment, rumors, and verbal violence. Moreover, what happened in Indonesia According to the Ministry of Education and Culture, a survey conducted a year ago showed that 26.9% or one in eight students taught a foreign language had the potential to suffer from physical disabilities, while as many as 36.31% of students had the potential to experience difficulties in the educational environment.

Based on Kompas.com records, in 2023, the number of cases of violence against children in schools will reach 781 cases, making it the highest number of cases in Indonesia. Violence committed by students in the school environment needs to be addressed completely, not just in a few cases, and not too quickly until its shortcomings are revealed. Due to a few factors, including verbal and nonverbal bullying of more senior staff members, school-related stress can ultimately lead to below-average student performance. The classroom should ideally be more like a formal place where students can learn and develop through mechanical means, as well as the all-important exchange between teacher and student. This lesson can be learned through various teaching methods, educational materials, and interactions between all parties involved. The solution to this problem depends on everyone involved working together. If done consistently, we can ensure that the school curriculum is comprehensive and followed through by ensuring that all teachers have and understand social and emotional competencies. Therefore, they need to have the ability to understand, relate to, and create positive relationships with fellow students. By understanding students' emotions and having the ability to help them deal with emotional problems in healthy ways, teachers can create a safer, more nurturing, and more understanding learning environment. This will also help improve student behavior in social and academic activities and make the process of resolving violent situations at school more effective. Therefore, every teacher must understand the social emotional learning framework and its principles CASEL (Collaborative for Academic, Social, and

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Emotional Learning.

## Method

This article presents the use of the Systematic Literature Review (SLR) approach as described by Kitchenham et al. (2009) is defined as the process of identifying, evaluating, and classifying all available research materials to provide specific answers to research questions. Sources of information included in this research include various literature related to social emotional learning (SEL), including journal articles from both within and outside the country, books and other summaries. Of the 130 journals, 69 journals were identified according to what the author intended. Of the 69 journals, there are knowledge gaps in previous research, some of which have not yet touched on the school level and are still very minimal at the learning level.

## Results and Discussion

### A. Definition of social-emotional learning (SEL)

The term "social-emotional learning" (SEL) refers to a set of principles currently used to address two important types of student stress: academic and non-academic. This sharpens skills such as collaborating with others, expressing oneself, and maintaining composure in the face of adversity. This concept was first introduced by Daniel Goleman in 1995 as part of a holistic approach to education that prioritizes social-emotional learning. SEL refers to the development of emotional intelligence, which gives people the ability to recognize and express their own emotions and respond appropriately to others.

The concept of emotional intelligence (SEL) refers to the development of an individual's ability to recognize and identify their own emotions and respond appropriately to others. After several years, SEL became more widely used and its use increased significantly. According to a study, in 2010 there were around 107 media that used SEL, and in 2017 that number increased to 1,500 (Osborne et al., 2013). Even though it is divided into three strong words, namely "social, emotional, and educational", this concept clearly highlights a number of important skills that are important for the development of children and young adults to achieve their goals later in life. life.

The importance of non-intelligence in education has been shown to influence psychologists' perspectives over the years, as evidenced by Plato's famous saying, "Every student has an emotional foundation. However, to date this idea has not been thoroughly investigated (Sharp, 2001). Salovey and Mayer highlight the potential for individual differences in their ability to understand and express emotions, and define emotional intelligence as "that

part of social intelligence that consists of the ability to manage one's own and others' emotions, to modify and use those emotions as information for managing feelings and your own thoughts." According to Goleman (via Peltier, 2011), emotional intelligence is a combination of five characteristics: (1) understanding other people's emotions, (2) expressing other people's emotions (i.e. expressing intense or tense feelings), (3) self-motivating (emotional development, ability to overcome obstacles), (4) identifying other people's emotions, and (5) building relationships. The term Emotional Quotient (EQ) refers to the controlled use of emotions and the utilization of energy or information stored in emotions to create effective decision making (Mayer, 2001).

## B. Characteristics of social emotional learning

Based on these characteristics, emotional intelligence provides a foundation for the development of various important skills that help employees do their jobs more effectively and efficiently. Once the structure of EI is explained and the method of investigation is complete, the researcher begins to formulate a hypothesis regarding the possible relationship between EI and academic success. For example, Stottlemayer (via Abdolrezapour & Tavakoli, 2012) examined the relationship between EQ and the academic achievement of 200 American high school and two university students.

In a different study, Parker et al. (2004) examined the relationship between English language proficiency and academic achievement of secondary school students. Students are assigned to one of three groups according to their own performance (good, moderate, and poor performance), and at the end of the school year, students' academic performance for the year is calculated using their own scores on the EQ-i:YV (Austin et al., 2008). Research findings showed that high achieving students had significantly higher scores than the other two groups on interpersonal scales, adaptability, stress management, and overall emotional intelligence (EQ-i: YV). Their research results were confirmed by Duncan (2005)which identified a close relationship between individuals' academic success and interpersonal scales, their capacity to adapt, and their overall Emotional factors in the context of learning English as a second language (English as a second language).

Recently, a growing body of literature has begun to challenge the predictive validity of emotional reactivity in EFL/ESL contexts. Findings Aki (2006) for example, highlighting the positive impact of increasing emotional intelligence on language learning, where increasing emotional intelligence is used to foster creativity, humor and imagination in language learners. Fahim (via Pishghadam, 2009) examined the relationship between EQ, IQ, and verbal fluency and academic proficiency in English language learners. They realized that academic

performance is closely related to several emotional dimensions (interpersonal, stress management, and general emotional intelligence). In different studies, testing emotional regression din bilingual education by comparing EQ-i data with students' academic achievement, reading comprehension, writing comprehension, and speaking comprehension (Pishghadam, 2009). He pointed out that there are some important relationships between the two language learning programs and emotional intelligence.

The idea that emotion and rationality are closely related, as expressed in the concept of emotianality originates from Aristotle's treatise on nature, where nature is understood as the driving force behind all human endeavors. The basic idea that positive emotions motivate useful tasks, such as deductive and geometric tasks, has been adopted by many contemporary emotion theories that suggest links between various emotions and behavior). According to modern emotion theory, emotions arise in response to an automatic evaluation of certain aspects of one's environment and then produce a drive that has a negative impact on one's performance (Parkinson et al., 2005). Modern alternative theories emphasize emotions as a source of information that can be used to predict the reactions of oneself and others and support negative outcomes in social interactions (Parkinson et al., 2005). In this way, people who can calmly process emotional information have an advantage over those who cannot. By accurately interpreting other people's emotions, they can more accurately predict what will happen to others and engage in conflict resolution or sabotage them in some way. Different fields of psychology have studied different aspects of emotional information processing under different names and disguises, as well as different methods at different times of the day.

At the beginning of the study of intelligence, Thorndike (via Adilogullari, 2011) formulated a theory of social intelligence that emphasized the need to understand the motivations and emotions of others ('the ability to understand and relate to women and children, teenagers and other people). teenager). However, the difficulty in comparing cognitive and social intelligence empirically hinders discussion of weak emotional and social capacities in most large-scale intelligence research, with two exceptions. First (Guilford, 2017) describes categories of learner intelligence in terms of a structural model of intelligence associated with learning how to work with emotional information (Conte, 2024) by using different methods at different times of the day (Zeidner et al., 2003). Furthermore, Gardner (via Cavas & Cavas, 2020) identified intrapersonal and interpersonal skills as two components in the theory of multiple intelligences. Facial expressions and the cognitive, evolutionary, and neuropsychological processes present in the analysis also have wide scope in psychological research (Kowalska & Wróbel, 2020; Diswantika & Yustiana, 2022). Furthermore, concepts such as emotional intelligence, temperament, and "emotional perspective and abilities" from

psychological research help differentiate these more specific aspects of emotional intelligence (Zeidner et al., 2003). Research on implicit theories of intelligence shows that people logically use their emotional and social intelligence as distinct from intelligence analytical (Sternberg & Grigorenko, 2007). However, the term "EI" was first used in Germany in the 1960s when a woman who was suspicious of her social life was diagnosed with EI and then treated.

Education that can increase emotional and social maturity is an important component in the education system. As students, it is important to understand how to help them reach their maximum potential, both as individuals and as members of society, so that they can achieve integrity and cooperation. This explains why Social and Emotional Learning (PSE) is so important to foster a culture of continuous learning among teenagers. This education creates learning experiences that help young people develop five important KSEs (Knowledge, Social, and Emotional Competencies), namely: self-awareness, self-management, social awareness, relationship awareness, and open-minded decision making. This is related to what the Minister of Education, Ki Hadjar Dewantara, stated that as head of education, the teacher's role is to inspire, encourage students to focus on high-quality content by providing them with challenging but focused learning opportunities that allow them to practice their knowledge, skills, and skills. and the capabilities necessary for them to reach their maximum potential. Through holistic education, students are given the opportunity to explore and develop all their potential, both as individuals and as members of society, so that they can achieve safety and happiness.

## C. The Relationship Between Social-Emotional Learning and the School and Community Environment

Emotional learning is an important component in education and human social reconstruction. Casel.org explains that social and emotional education is a process that aims to help individuals (children and adults) develop their basic skills for living a healthy life. In this case, the individual's focus is not only on himself, or at least not limited to his abilities and capabilities, but also on interpersonal relationships and the appropriate environment. The process of learning social-emotional skills (also known as social-emotional learning) is defined by Elias & Arnold (2006) and others as learning to recognize and manage emotions, solve problems, develop healthy social relationships, be patient, make the right decisions, and be open-minded; recognizing, appreciating, and expressing emotions (self-awareness). The theory of emotional intelligence (EI) by Goleman & Davidson (2017) and multiple intelligence (Multiple) by Masgoret & Gardner (2003) is the foundation of social emotional learning. Preventive and promotive (improvement) programs are the goals of this education. By

increasing social and emotional competence, preventive measures aim to reduce risk factors.

The five components comprise the social and emotional learning component, according to the

"Collaborative for Academic, Social and Emotional Learning" (CASEL). These components are:

a. Self-awareness (Self-awareness)
   The ability to understand feelings, intuition, and natural laws that influence human behavior in various situations.
b. Self-management (Self-management)
   The capacity to adjust emotions, perceptions, and behavior effectively in a variety of situations.
c. Responsible decision making (Responsible decision making)
   Responsible decision making is formulating appropriate and constructive decisions in the current situation
d. Social awareness (social awareness)
   The capacity to understand different perspectives includes empathy for each person's unique situation with different outer boundaries.
e. Relationship skills (social skills)
   The capacity to establish and maintain healthy and effective relationships/relationships with individuals from different backgrounds.

The relationship between these five dimensions with the school environment and society  can

be seen in fig1.



**Fig 1.** Social Emotional Learning Framework from CASEL

 Social and emotional education is taught in the school community collaboratively. It is possible

to teach social and emotional learning.

a. Usually the situation or conditions are determined first. Generally this is done outside class hours.

b. Integration in today's learning environment: Social and emotional education can also be integrated into today's learning environment. Students might discuss current cases, group work, role play, or other activities can be seen in the table 1.

**Table 1.** Implementation of the Scope of Social and Emotional Learning Routine

| Scoupe | Social Emotional Learning Competencies | KSE Learning Techniques (According to the Student's Education Level) |
|---|---|---|
| ROUTINE (special time outside academic activities) | Self-awareness of emotion recognition | Technique: explanation of what the teacher does, explanation of what is said to the students and explanation of the objectives |
| | Self-management - managing emotions and focus | Technique: Explanation of what the teacher does, explanation of what is said to students and explanation of objectives: |
| | Social awareness - empathy skills | Technique: Explanation of what the teacher does, explanation of what is said to students and explanation of objectives. |

c.  Culture: functions as a culture in the school environment, for example helping to resolve conflicts with other people, respecting other people's opinions, and other related things can be seen in the table 2.

**Table 2.** Implementation of integrated scope in subjects and culture (CASEL)

| Scoupe | Social Emotional Learning Competencies | KSE Learning Techniques (According to student education level) |
|---|---|---|
| Integrated in subjects | Awarenessself-recognition of emotions | Technique: Explanation of what the teacher does, explanation of what is said to students and explanation of objectives: |
| | Self-management - managing emotions and focus | Technique: Explanation of what the teacher does, explanation of what is said to students and explanation of objectives: |
| | Social awareness - empathy skills | Technique: Explanation of what the teacher does, explanation of what is said to students and explanation of objectives |
| | Social relationship skills - resilience (resilience) | Technique: Explanation of what the teacher does, explanation of what is said to students and explanation of objectives |
| | Responsible Decision Making | Technique: Explanation of what the teacher does, explanation of what is said to the students and explanation of the purpose of the cycle: |

## D. The Role of Teachers as Role Models for Learning Social Emotional Skills (Casel)

Every day, students view school as a place to learn and develop their non-persuasive skills. Sometimes, students fail to understand the differences in assignments offered. In this regard, teacher or student needs to have emotional intelligence that can support himself in the classroom. A teacher can be a mediator; intermediaries who can bring about change in the school environment.

According to Novick & Kress (2002) an important teacher must have emotional and social intelligence. Three things that a teacher as a teacher and agent of change must pay attention to are as follows.

a.  The foundation of education is caring, or a loving relationship. An important aspect of education is the relationship between students and their instructors, mentors,

and institutions.  These connections will allow students to explore, ask insightful questions, make sense of their own learning, and even express themselves.

b.  Emotions influence how learning occurs and how students can benefit from it. Students who learn in challenging situations realize that they are part of a challenging and supportive learning environment that will ultimately enable them to succeed in their classes. c. The goals and challenges that must be overcome empower the individual (teacher or student) and provide motivation and energy to carry out learning.

c.  Every goal and solution to problems that arise in the classroom and in the school environment will help teachers and students better equip themselves to achieve goals in an efficient way. For example, if the teacher knows the learning objectives and knows the function of the activities carried out, then the teacher can enjoy the process teach. Likewise, students who know the learning objectives and existing activities will be more motivated because they know the objectives of the activities.

There are various techniques that can be used to increase social and emotional competence  in the classroom in an unstructured way.

a.  Develop the social and emotional skills you need in the learning we want (we can choose the subject we want to master and have a qualified teacher).

b.  Find educational methods that, like teachers, will organize social-emotional competencies and their application with the learning objectives taught.

c.  Establish a method for recording women's work hours during which teaching techniques are used.

In education and social work, UNESCO and the Mahatma Gandhi Institute of Education outline five required competencies: EMC2, or empathy, compassion, concern and critical inquiry.  The educational program implemented by EMC2 employees aims to create a positive learning  environment  (Parry, 2020).  These additional skills must be taught by a teacher so that the learning process can run smoothly. Empathy is the ability to understand students in a non-judgmental way in both personal  and social situations, as well as being sensitive to and considering students' emotions as revealed  through their experiences (Alone via Meyers et al., 2019).

There are outlines three categories of empathy (Hoerr, 2019; Goleman & Davidson, 2017).

a.  Cognitive empathy

An individual's ability to understand and comprehend the perceptions held by others. Through gathering information, analyzing situations, and other people's points of view,

responsive learning—also known as face-to-face collaborative learning—delivers cognitive empathy.

b. Emotional empathy

An individual's capacity to understand what others are experiencing. This generally occurs through interaction with other people so that a person can understand and appreciate other people's experiences.

c. Actionable empathy

A person's ability to respond or behave in a way that respects the feelings of others. Goleman describes this type of empathy as compassion. It is important to note that burnout can also be caused by a lack of empathy if a person does not have the ability to control their negative emotions or thoughts. Therefore, compassion—that is, one's ability to understand and sympathize with others while remaining true to one's own values—needs to be balanced. According to MacBeth & Gumley (2012) Traits related to compassion only serve to focus an individual's attention when helping othersn objective way. However, they can also be used to observe situations remotely to determine the best course of action to deal with the challenge.

A person who has compassion can reduce his or her emotional suffering by responding better to others, thereby reducing his or her own suffering (Barton & Garvis, 2019). Gilbert describes compassion as a set of skills developed through a single of the following attribute (Strauss et al., 2016).

a. Sensitivity, the individual's ability to be sensitive to the experiences of others so as to understand what is needed.

b. Sympathy, a person's ability to express concern for others

c. Empathy, an individual's ability to understand another person's point of view.

d. Motivation/caring, able to generate a loving response that provides motivation towards others.

e. Distress tolerance, the ability to tolerate emotions when facing other people's suffering without feeling guilty.

f. Non-judgment, the ability to assess situations or other people without expressing frustration, anger, or disgust.

However, learning never takes place without interruption. In the learning process, mindfulness is very necessary. Mindfulness refers to an individual's ability to recognize their own strengths so that they can accept any situation without prioritizing themselves (Keng et al., 2011). This ability can be applied to meditation or self-improvement practices, which are

thought to reduce prejudice and negative thinking when approaching a task (Lueke & Gibson, 2015). (Gibson et al., 2015) Several mindfulness techniques that can be used (Strauss et al., 2016) among others.

a. Two feet one breath, take a deep breath while staying in one position.

b. Set intentions, reminding yourself of your main goals and intentions so that you remain positive in the situation you have.

c. "I am aware" technique, the individual's ability to always be aware and remind themselves of what they are doing.

Through this third competency, critical investigation is certainly needed. UNESCO.org defines critical inquiry as an individual's ability to obtain information through observation, experience, thinking, reasoning and self-assessment and then analyzing it to understand it.

## E. School Well-Being

In general, everyone is interested in finding happiness and satisfaction in their life. According to  Diener (1984)our feeling of well-being or well-being will have a negative  impact on our emotions and sense of self. When someone feels happy, whatever the circumstances, they can express positive emotions and feelings. On the other hand, if someone is not happy with their situation, then the unhappy person will also be unhappy and may experience negative emotions and feelings.

Prosperity or happiness within the school environment does not receive much attention.  Less frequently used is student mental health; hence, schools consist of more than just students.  Teachers, or students, must also be mentally healthy to provide an engaging learning environment.  In the school environment, school welfare is based on Allardt's concept (as proposed by Konu & Rimpelä, 2002). In this context, well-being refers to the fulfillment of specific needs within a person. There are three dimensions of well-being: belonging, loving, and being. The concept of  welfare was then developed in the context of school welfare by Konu & Rimpelä (2002). School welfare is a condition where every individual can fulfill the school's needs, both material and non-material. Consists of four dimensions: (1) having (school/environmental conditions), (2) loving (supporting social relationships), (3) being (self-improvement), and (4) health (general health of students/teachers)

## E. Factors That Influence School Well-Being

There are many factors that can influence student well-being at school. According  to Ramberg et al. (2020), teacher stress can have a negative impact on students' school spirit, especially the younger generation. Pressure in the workplace and teacher expectations make teachers more susceptible to stress. Stress on teachers makes communication between

students and teachers difficult. In addition, teachers cannot provide a support systemstrong towards students. In this case, teachers are the most important people in creating a cohesive school community.

Another factor that can have a negative impact on school well-being is the ability to understand the emotional and social intelligence of others. These skills are explained by Roffey (2008) asemotional literacy. This ability can help students better adapt to school routines and speed up their learning process. Apart from the influence of teachers and schools, students also have a role in determining the overall welfare of the school.

## Conclusion

Social and emotional learning (SEL) aims to develop five key competencies: self-awareness, self-management, social awareness, emotional intelligence, and problem-solving. By creating a learning environment that fosters these competencies, students become better equipped to understand and regulate their emotions, demonstrate empathy, and make thoughtful decisions. As a result, they are better able to adapt in academic and social contexts, enhancing their overall well-being and success. The five KSE program learning outcomes will include thorough, disciplined, polite, honest, caring, responsive, proactive, and able to help children realize the importance of social, cultural, humanitarian, and intellectual knowledge. All of this is in line with the Competency Levels and National Education Standard Item Standards.

### Declarations

| | | |
|---|---|---|
| **Author contribution** | : | Rona Romadhianti was responsible for the entire research project. She also led the writing of the manuscript and the collaboration with the whole author. All author participated in the data collection, transcription, and analysis. She also revised the manuscript. Both authors approved the final manuscript. |
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