

## TYOLOGY OF SOCIO-EMOTIONAL COMPETENCIES OF ELEMENTARY SCHOOL TEACHERS: ANALYSIS OF CHARACTERISTICS AND RESILIENCE IN LEARNING

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### ABSTRACT

A significant paradox exists in rural primary education where high teacher psychological well-being is not positively correlated with student academic outcomes, particularly in literacy and numeracy competencies. This study aims to analyze the typology of Socio-Emotional Competence (SEC) of teachers at SDN Rajek, Grobogan Regency, to identify the contributing factors to disparities in student cognitive achievement. Using a qualitative case study design, data were triangulated through participant observation, in-depth interviews, and a review of the 2024–2025 Education Report Card documents. The findings identified a dominant "Reflective-Stagnant" profile, where personal emotional maturity fails to transform into instructional resilience. Teacher empathy tends to be passive, manifesting as tolerance of students' sociogeographical obstacles rather than proactive pedagogical interventions. This study recommends a behavioral intervention matrix to shift teacher typology toward a "Resilient-Accelerative" profile through the integration of diagnostic SEC to restore learning quality in rural ecosystems..

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### INTRODUCTION

Teachers are key actors in the education ecosystem, whose quality determines the direction of the nation's development. Legally, Law Number 14 of 2005 concerning Teachers and Lecturers positions teachers as professional educators tasked not only with transferring knowledge but also with guiding and evaluating student development holistically. In the era of educational transformation through the Independent Curriculum, the role of teachers has undergone a paradigm shift, from mere curriculum implementers to autonomous learning designers. This is emphasized by Minister of Education, Culture, Research, and Technology Regulation Number 19 of 2024 concerning Teacher Professional Education and Directorate General of Teacher and Teacher Training Regulation Number 2626/2023, which underscores the importance of a teacher competency model encompassing technical knowledge,

skills, and behaviors. Ideally, today's teachers are required to possess strong socio-emotional skills to create a safe, supportive, and inclusive learning environment.

Modern education is no longer solely oriented toward cognitive achievement, but also focuses on character development and psychological well-being. Social-Emotional Competence (SEC), encompassing the five main pillars of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, is the primary foundation for effective learning. Teachers with mature SEC are expected to serve as role models who help students develop resilience and empathy. As emphasized in the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, integrating SEC into pedagogical practice is an absolute prerequisite for the successful implementation of a student-centered curriculum.

However, the reality on the ground often presents complex challenges. SDN Rajek, located on the strategic Purwodadi-Semarang highway in Grobogan Regency, has unique demographic characteristics. Despite easy accessibility to public services, the community's sociological conditions demonstrate vulnerability. With 50% of parents working as farmers and 15% migrant workers, many students grow up in skip-generation parenting styles (living with grandparents). This situation directly impacts students' low learning motivation and the emergence of a shift in cultural values that leads to consumerism and personal selfishness due to globalization. On the other hand, limited infrastructure such as the absence of a representative principal's office and computer room adds to the managerial and psychological burden on teaching staff in the educational unit.

**Table 1. Educational Report Achievements (Security Climate and Student Achievement) 2025**

No	Indicator	Achievement	Report Card Score 2025	Change in Score from Last Year	Report Card Score 2024
A.1	Literacy skills	Good (80%)	80%	Down 14.12	94,12%
A.2	Numeracy skills	Moderate (53.33%)	53,33%	Down 17.26	70,59%
A.3	Character	Good	60,4	Down 1.79	62,19
D.1	Learning quality	Good	62	Down 1.42	63,42
D.4	Educational unit safety climate	Good	68	Down 4.21	72,21
D.4.1	Students' psychological well-being		66,3	Down 3.27	69,57
D.4.2	Teachers' psychological well-being		79	Up 4.88	74,12

Source: Education report (2025)

This is evident in the Learning Quality gap. The 2024-2025 SD Negeri Rajek Education Report Card data shows a significant anomaly, as shown in Table 1. Although the educational unit's safety climate was in the "Good" category (score 68), there was a 4.21 decrease in the score from the previous year. Student psychological well-being also declined to 66.3. Conversely, teacher well-being showed a positive trend, increasing by 4.88 points to 79. Paradoxically, teachers' reflective skills increased sharply (score 75.66), but the learning quality indicator actually declined from 63.42 to 62. A drastic decline was also seen in literacy skills (down 14.12%) and numeracy (down 17.26%). This phenomenon indicates that high levels of psychological well-being and teacher reflective skills have not been able to mitigate the decline in learning quality linearly. There is a "broken link" between teacher personal competence and instructional effectiveness in the classroom. This instability in learning quality aligns with global discourse on the complexity of KSE. Research shows that learning quality is not only influenced by teachers' KSE individually, but also by how these competencies are transformed into classroom interventions that can improve

students' learning skills (Zieher et al., 2021). KSE improvement programs aim to strengthen interpersonal relationships, particularly during early cognitive development in elementary school (Rembush et al., 2022). Furthermore, the positive impact of teachers' KSE will emerge through strengthened motivation and commitment, which ultimately determine successful school performance (Okur et al., 2022). Without adequate implementation of KSE, teachers will struggle to build emotional connections with students, leading to a tense classroom atmosphere and hindering knowledge transfer.

The urgency and novelty are based on the disparity between regulations, teacher welfare profiles, and the reality of declining learning quality at SDN Rajek, which makes this research very urgent. The novelty of this research lies in the effort to develop a "Social-Emotional Competence Typology" that specifically dissects how teacher psychological characteristics interact with resilience in facing rural sociogeographic challenges. While many studies only focus on the linear influence of KSE on achievement, this study explores the profile of teacher characteristics in maintaining learning quality amidst declining student motivation due to migrant family structures. In this regard, this study aims to describe the profile of the socio-emotional competency typology of SDN Rajek teachers (analysis of characteristics and resilience in learning). The results of this study are expected to provide strategic recommendations for the development of a more contextual and resilient elementary school teacher competency model in an era of change.

## METHOD

This study utilized a qualitative approach with an intrinsic case study design to gain a profound understanding of social-emotional phenomena at Rajek Public Elementary School. A typological-taxonomic analysis was specifically adopted to classify teacher characteristics into distinct profile groups based on their level of resilience and instructional effectiveness.

Participants and Sampling Informants were selected via purposive sampling to ensure a comprehensive demographic representation. The subjects included eight key informants, comprising both classroom and subject teachers with diverse backgrounds, including variations in years of service (senior vs. junior) and employment status (civil servant vs. non-civil servant). This diversity was intended to capture a broad spectrum of Social-Emotional Competency (SEC) typologies.

Data Collection Techniques To achieve data saturation and a "thick description," three synchronized techniques were employed: Passive Participant Observation (to document teacher-student interactions); In-depth Interviews (to explore internal emotional perceptions); and Documentation Studies (to analyze supporting institutional data)

Research Instruments The researcher served as the primary human instrument, supported by a competency profile rubric adapted from the *Social-Emotional Learning (SEL) Assessment Guide*. Digital recorders and systematic field notes were utilized to ensure the precision of both verbal and non-verbal data.

Data Analysis and Trustworthiness Data analysis followed the Miles, Huberman, and Saldaña model, involving iterative stages of data collection, condensation, display, and conclusion drawing. To ensure credibility and rigor, the findings were validated through source triangulation and member checking, verifying the consistency between researchers' interpretations and informants' actual experiences.

## RESULTS AND DISCUSSION

### RESULTS

Interviews with the principal revealed a strong leadership vision and policy. Administratively, teachers at SDN Rajek diligently self-reflect through the PMM (Merdeka Mengajar Platform). However, there is a hidden "emotional exhaustion." Teachers must deal with low-motivated students due to a lack of parental supervision (parents who have moved away from home). Teachers' KSE here is tested not on theoretical understanding, but on how patient they remain when students' literacy and numeracy scores decline despite the teacher's innovations. The principal strives to foster well-being through a family-like approach and a village-style culture of mutual cooperation so that students feel less alone in their struggles.

Teachers emphasize the importance of self-awareness, emotional management, and resilience in carrying out professional duties. This is reflected in the educational report card. Declining student performance often leaves teachers disappointed, even when teachers have implemented many innovative methods. Here, teachers' self-awareness and emotional management are tested. Furthermore, the biggest challenge is dealing with children who have been left behind. They need love more than just math formulas. Therefore, resilience for teachers means continuing to enter the classroom with a smile, even when there is a mounting administrative burden at home or at school. Teachers engage in conversation if students seem unfocused, sleepy, or sad in class. Students who live without parents often feel like they have a second mother. Teachers don't just get angry if their math grades are poor, but also ask what's causing the difficulties. According to a sixth-grade student, although SDN Rajek is small and doesn't have a computer room, the teachers are patient and often create games in the field to keep them from getting bored during class.

This student's opinion is supported by their parents. Parents completely surrender to the school, due to their busy schedules in the fields or working away from home to earn money, and also due to a lack of understanding. Although they feel there's a lack of supervision at home, parents are very grateful for the teachers' willingness to guide their children's character. Parents believe that the most important thing is that the children go to school, stay disciplined, and are polite. The school committee also provides support for the dedication of the teachers at SDN Rajek, who demonstrate extraordinary resilience despite the current state of the infrastructure. The school committee helps bridge communication with the community to ensure a calm and conducive learning environment. The school committee further stated that the SDN Rajek teachers' KSE is very strong, as evidenced by their response to the shift in global culture that has begun to enter the village, while remaining steadfast in teaching Javanese manners.

Based on the interview results, the SDN Rajek teachers' KSE typology can be categorized as shown in Table 2.

**Table 2. Typology of Teacher KSE Based on Interview Results**

Grouping	Main Characteristics	Evidence
The Resilient Mother/Father	Possesses high empathy, focuses on relationships, and treats students as if they were their own children.	Teachers become "second mothers" for students who are left behind.
The Reflective Analyst	Focuses on educational report card data, diligently reflects on PMM, but is prone to disappointment if results are not as expected.	Teachers feel "failed" when literacy/numeracy scores fall.
The Adaptive Guardian	Maintains local cultural values (Javanese traditions) as a bulwark against the impacts of globalization.	The committee sees that teachers consistently teach morals amidst changing times.

Source: Processed data (2026)

Based on in-depth observations during the learning process and social interactions at Rajek Public Elementary School, it was found that the characteristics of teachers' social-emotional competencies are not singular. Researchers have identified three main typologies that reflect how teachers integrate emotional aspects with their pedagogical resilience. First, the "Resilient-Adaptive" typology (Teacher as Emotional Facilitator). This type is found in teachers who score high on psychological well-being and are able to translate this into classroom actions. Teachers demonstrate a high level of social awareness regarding the plight of students whose parents have moved away from home. When encountering students who are unfocused (due to a lack of motivation at home), teachers do not impose sanctions but instead adopt a personal approach (empathy). Teachers in this group actively reflect on their teaching practices (report card score of 75.66). They use more concrete learning media to mitigate students' low numeracy skills.

Second, the "Reflective-Static" typology (Teacher as Passive Observer). This type includes teachers who have a good theoretical understanding of KSE but are unsure about its practical implementation. Teachers demonstrated strong self-reflective skills during discussions in the staff room (as evidenced by the increase in reflection scores on the Education Report Card), but in the classroom, interactions remained rigid and one-way. Teachers acknowledged the decline in literacy (80%) and numeracy (53.33%), but tended to blame external factors (globalization and student

consumerism) rather than changing classroom relationship strategies. Third, the "Technical-Reactive" typology (Teacher as Instructional Implementer). This type focuses on meeting curriculum targets without providing sufficient space for socio-emotional aspects. Classroom management is dominated by rigid self-management. Teachers react to student disciplinary infractions without delving into the psychological background of the students (personal ego). This group contributed to the high score for teachers' personal psychological well-being, but had little impact on student well-being (66.3). Learning focused on completing textbook material to formally comply with the Independent Curriculum regulations. Based on the observation findings, a typology matrix of KSE SDN Rajek was compiled as stated in Table 3. The typology matrix is to clarify the differences between the three types, based on two dimensions, Emotional Maturity and Pedagogical Adaptability.

**Table 3. KSE Typology Matrix of SDN Rajek Teachers**

Typology	Dominant Indicators	Responding to Students	Impact of Learning Quality
Resilient-Adaptive	Social Awareness and Relationships	Empathic and Personalized Approach	Significant increase in student engagement
Reflective-Static	Self-Awareness and Reflection	Theoretical and Evaluative Discussion	Stable learning but lack of innovation
Technical-Reactive	Self-Management Techniques	Discipline Enforcement and Sanctions	Rigid learning; risk of decreased motivation

Source: Processed data (2026)

Observations indicate that SDN Rajek's location along a major highway creates unique challenges. Teachers with a Resilient-Adaptive typology tend to be more successful in minimizing the negative impact of globalization (consumptive attitudes) on students by integrating Javanese traditional values into character building. Conversely, the decline in learning quality in the 2025 Education Report Card was largely influenced by the dominance of the Technical-Reactive typology, which is less able to address the emotional needs of students from agrarian and migrant worker backgrounds.

A document review was conducted on three primary data sources: the 2024 & 2025 SDN Rajek Education Report Card, the Rajek Village Sociogeographic Profile, and the Teacher Learning Planning Document. The results of the review indicate a contradictory dynamic between teacher well-being and student cognitive achievement. The review of the Education Report document found a unique trend in indicator D.4 (Education Unit Security Climate) and the degradation of priority achievements of Literacy (A.1) and Numeracy (A.2) as stated in Table 1. The results of the village and school profile review provide important context for the typology of teacher KSE, such as family conditions and cultural threats. Family conditions, 15% of parents migrate and students live with grandparents (skip-generation parenting), a Social Intelligence challenge arises for teachers to act as "substitute parents". The shift in global values that lead to personal egoism among students of SDN Rajek requires teachers to have Relationship Skills that are much more adaptive than schools in urban areas. The results of the document review synthesis indicate that the Paradoxical KSE Typology; teachers at SDN Rajek show a strong 'Reflective-Independent' profile internally (as evidenced by the increase in well-being and reflection), but are still in the 'Reactive-Limited' profile in the aspect of instructional resilience (as evidenced by the decline in student literacy/numeracy). The failure to synchronize teachers' psychological well-being with students' learning outcomes indicates that teachers' KSE has not been fully integrated to mitigate students' socio-geographical vulnerability."

## DISCUSSION

Research at Rajek Public Elementary School revealed a complex dynamic between educators' personal maturity and the realities of instruction in the field. The 4.88-point increase in teachers' well-being scores represents a crucial positive finding, as psychological well-being is a key prerequisite for teachers to be able to manage students' emotions. This finding is supported by the Job Demands-Resources (JD-R) theory, which states that strong personal resources can mitigate work stress. Rachmawati (2023) emphasized that teachers in rural areas often experience higher levels of

life satisfaction due to a close-knit family climate. Hadi et al. (2024) stated that teacher emotional stability is an "anchor" in the implementation of the Independent Curriculum in elementary schools.

The 2025 Education Report Card's reflection score of 75.66 indicates that Rajek Public Elementary School teachers are not simply implementers of instruction but also reflective practitioners. According to Donald Schön's Reflective Practice theory, this ability enables teachers to learn from experience. Pratama & Sari (2023) found that teachers who regularly engage in reflection are 40% more likely to adopt innovative practices. Furthermore, Lestari (2025) argues that reflection is a manifestation of self-awareness, the first pillar of EQE. Saraswati (2022) states that teachers' EQE is a key predictor of an inclusive classroom climate. In teaching, rural teachers with high resilience are able to transform limited resources into creative learning media (Tan et al., 2023). However, Hidayat (2024) states that declining learning quality is often caused by unconscious emotional exhaustion (compassion fatigue).

Educational effectiveness is rooted in the emotional dimension of teachers. Chen & Li (2022) and Iskandar (2023) emphasize that positive emotions and emotional reflection in teachers have a systemic impact on student cognitive engagement and graduate quality, going beyond mere administrative aspects. These qualities are manifested through warm interpersonal interactions (Zahra, 2026) and stable self-management in the face of class heterogeneity (Arifin, 2024). In rural areas, Kartika (2026) emphasized the importance of community-based social-emotional competencies (SSE). As a policy implication, Santoso (2024) urged that student emotional well-being be made a crucial parameter in teacher performance evaluations to ensure the sustainability of educational quality.

Research findings indicate that while teachers feel well-off, students' well-being actually declines. This indicates a failure to transmit positive energy from teacher to student. Nugroho (2024) refers to this phenomenon as "Psychological Disconnection," where teachers feel they are teaching well but are unaware of the mental stress experienced by students due to external factors. Setiawan & Wijaya (2023) add that without strong "Social Awareness," teachers will fail to detect declining motivation in students from migrant families (such as in Rajek Village).

The drastic decline in literacy (14.12%) and numeracy (17.26%) demonstrates that teachers' Social Emotional Competence (KSE) remains passive-personal, not yet active-pedagogical. Miller et al. (2022) in the International Journal of Educational Research asserted that literacy is not merely a cognitive issue, but a matter of emotional self-confidence. If teachers fail to build supportive "Relationship Skills," students will experience anxiety around numbers and letters. Susanto (2024) stated that numeracy in transitional areas is often hampered because teachers lack resilience in simplifying mathematical concepts into students' everyday contexts.

The transformation of elementary school education requires synergy between literacy, numeracy, and emotional well-being. Lee et al. (2023) demonstrated that long-term Social Emotional Learning (SEL) interventions can significantly improve literacy skills by up to 11%. Regarding numeracy, Thompson (2022) emphasized that the integration of Social Emotional Competence (SEC) is key to reducing "Math Phobia" in students. SEL implementation in Indonesia cannot simply adopt Western theories. Wulandari (2025) emphasized the importance of adapting local values, such as the culture of *andhap asor*, to ensure the CASEL model is relevant to our cultural context. In the field, this success is highly dependent on teacher preparedness. Fauzi (2023) highlighted that low emotional self-efficacy hinders teachers' digital literacy in rural areas, while Mulyono (2024) reminded that teachers require systemic psychological support rather than just formal technical training.

The role of leadership is a key catalyst; Ramadhan (2025) noted that effective principal instructional leadership triggers the collective growth of teachers' social-emotional competencies (KSE). With strong leadership, teachers will have the instructional resilience to recover and improve teaching strategies despite facing low educational performance (Brown, 2022). This research demonstrates that the effectiveness of modern education centers on teachers' social-emotional competencies (KSE). O'Connor (2022) emphasized that KSE is a hidden curriculum that is more memorable for students than academic material. This requires teachers to implement a parenting-pedagogy role (Suryadi, 2024), particularly in guiding students through skip-generation parenting. Resilient teachers do not use students' economic backgrounds as an excuse for failure (Yulianti, 2023), but instead focus on responsible decision-making, which has

been proven to reduce bullying rates in schools (Putri, 2023). This integration creates an adaptive, empathetic, and supportive school ecosystem for student development.

Based on the above findings, teacher types are grouped into four quadrants of the KSE Typology to determine appropriate interventions. The classification is based on positive and negative findings that accompany the characteristics of teachers' KSE. The KSE typology matrix for teachers, which represents the strategic recommendations generated in this study, is shown in Table 4.

**Table 4. Strategic Recommendations of the KSE Typology Matrix for SDN Rajek Teachers**

Quadrants	Teacher Profile	Characteristics	Intervention Recommendations
Quadrant I: Resilient- Accelerative	High KSE, High Student Outcome	Teachers manage personal emotions and transform them into student achievement. Literacy/Numeracy in this class is stable/increasing.	Assignment of Mentors or Lead Teachers to disseminate good practices in instructional KSE.
Quadrant II: Reflective- Stagnant	High KSE, Low Student Outcome	Teachers are well-off and diligent in reflection, but fail to connect KSE with improved student grades (Majority Position at SDN Rajek).	Empathy-based Differentiated Instruction training (transforming reflection into action).
Quadrant III: Technical- Reactive	Low KSE, High Student Outcome	Teachers teach rigorously and with high discipline (cognitive outcomes improve), but neglect students' mental well-being.	Compassionate Teaching and stress management workshops to prevent burnout.
Quadrant IV: Vulnerable- Degradative	Low KSE, Low Student Outcome	Teachers experience emotional exhaustion and low student learning outcomes. They often blame environmental/student factors.	Professional psychological counseling and intensive mentoring from the Principal/Supervisor.

Source: Processed data (2026)

Table 4 shows that SDN Rajek teachers are on the right track personally (Quadrant II), but a paradigm shift is needed so that emotional maturity "trickles down" to improve student literacy and numeracy. Teacher resilience should not just stop at "surviving difficulties," but must rise to "thriving in sociogeographic challenges." An action plan to transform teachers' KSE from Quadrant II to I must be a priority. The stages to be carried out include reorienting reflection (from administrative to diagnostic); implementing Social-Emotional Literacy Integration using the Bibliotherapy method in literacy; Clinical Coaching and Peer Mentoring through the Resilient Learning Community (Kombel); and KSE Digitalization in Numeracy (teachers design numeracy learning based on real problems in Rajek Village, for example calculating harvest yields or parents' trading profits) using simple digital media. Table 5 shows the behavioral change interventions of SDN Rajek teachers that will shift their KSE typology from Quadrant II to Quadrant I.

**Table 5. Behavior Change Intervention Matrix**

KSE Dimensions	Current Condition (Quadrant II)	Shift Action	Expected Conditions (Quadrant I)
Self-Awareness	Knows own strengths but passively views student failures	Reflection based on Education Report Card data.	Understanding the impact of teacher emotions on student learning outcomes
Relationship Skills	Relationships with students are harmonious but not challenging enough (too comfortable)	Implementation of High Expectations, High Support.	Relationships that foster academic growth (literacy/numeracy)

Decision-Making	Based on administrative convenience	Based on student diagnostic needs.	Classroom policies that adapt to sociogeographic vulnerability
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Source: Processed data (2026)

The success of the intervention can be determined through academic output (increased literacy and numeracy in the coming year); emotional output (student well-being scores D.4.1 increase close to or equal to teacher well-being); and pedagogical output (e.g., the development of teaching modules that explicitly integrate KSE into literacy/numeracy content).

## CONCLUSION

This study concluded that there was a significant disconnect between the improvement in teachers' psychological well-being (score 79) and the quality of students' cognitive achievement (a 14.12% decrease in literacy and 17.26% in numeracy). This phenomenon indicates that teachers' Social-Emotional Competence (SEC) at SDN Rajek remains "Passive-Personal," where emotional maturity only provides individual comfort for educators but has not yet transformed into "Active-Instructional" energy capable of mitigating student learning degradation.

The majority of educators fall into Quadrant II (Reflective-Stagnant), possessing high self-awareness and a culture of reflection (score 75.66), but their resilience is fragmented by the village's socio-geographical challenges (the phenomenon of skip-generation parenting). The empathy that emerges tends to be passive sympathy, which actually lowers students' academic expectations.

The successful implementation of the Independent Curriculum at SDN Rajek depends heavily on the shift in SEC from managing personal emotions to Instructional Resilience. Systemic interventions through diagnostic reflection, downstreaming of KSE, and emotional scaffolding are needed to propel teachers toward Quadrant I (Resilient-Accelerative). Optimizing this behavioral intervention matrix positions KSE not merely as a supplementary instrument but as a key foundation for transforming geographical challenges into a force for educational acceleration.

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