



Dynamics of Supporters and Inhibitors of Social Emotional Learning (SEL) Implementation by Teachers in Learning at SDN Rajek

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ABSTRACT

This research was motivated by an anomaly in the Education Report Card data at SDN Rajek, where the increase in teacher well-being (79.00) was not linear with the low level of student well-being (66.30). This phenomenon indicates a barrier to the transmission of positive emotions within the school climate. This research aims to formulate a solution model to convert teacher well-being into Social Emotional Competence (SEC), which impacts students. Using a qualitative case study method, data was collected through interviews, observations, and document review. The results introduce the "RSI-SEC Bridge" model, which integrates three main pillars: Resilience, Systemic Competence, and Instructional Competence. This strategy transforms teachers' personal capacities into emotionally charged pedagogical practices in the classroom. The study's conclusions confirm that high teacher well-being requires a structured implementation strategy to mitigate student academic stress and sustainably improve the school's safety climate. This model serves as a crucial bridge in ensuring that teacher well-being is internalized into meaningful learning for students.

1. Introduction

Elementary education in Indonesia is undergoing a significant paradigm shift through the Independent Curriculum policy. This requires the creation of an educational ecosystem that is not only cognitively superior but also affectively robust through the integration of Social Emotional Learning (SEL). Ayu & Wardana (2022) emphasize that the implementation of SEL in the Independent Curriculum is a key instrument for shaping the character of a resilient Pancasila Student Profile. Ideally, teachers act as catalysts with high emotional intelligence to create inclusive and supportive classrooms. Zulaikha (2022) adds that the urgency of emotional education at the elementary school level is a key foundation

for students' future mental health. However, the reality on the ground often demonstrates a disconnect between policy regulations and daily classroom practices.

Theoretically, teachers' Social Emotional Competence (SEC) is the ability to recognize, manage, and express social and emotional aspects in carrying out their professional duties. Prasetyo (2022), from the perspective of millennial teachers, stated that SEL is no longer an additional skill, but rather a core competency that determines teaching effectiveness. This is reinforced by the findings of Putri & Santoso (2023), which showed a significant positive relationship between teacher self-efficacy in managing emotions and the quality of instructional interactions in the classroom. When teachers are able to manage stress and demonstrate empathy, students tend to feel more psychologically safe to explore academically.

However, strengthening SEL does not occur in a vacuum. Sutanti et al. (2022) explain that professional development programs such as the Guru Penggerak program have attempted to integrate SEL as a mandatory module, but its internalization is highly dependent on each school's ecosystem. Rohman (2021) recommends that SEL integration be carried out thematically to avoid burdening the existing curriculum, allowing teachers to teach with a more humanistic approach without losing the substance of the material. Rajek Public Elementary School is strategically located on the main road in Godong District. This accessibility offers the advantage of easy access to public services (healthcare, transportation, and economic services). The community still adheres to strong Javanese traditions. The economic profile of parents is predominantly farmers and traders. Initial observations indicate that nearly 15% of students live with their grandparents because their parents have migrated (skip-generation parenting). This situation has been identified as a major factor in students' low motivation to learn.

A SWOT analysis indicates that the strategic geographic location and the calm and comfortable school environment offer significant potential for development, becoming an opportunity for SDN Rajek's growth. Human resources and infrastructure are adequate, although the school lacks supporting facilities such as a computer room, art room, meeting room, and guard room. The identified threat is a shift in cultural values due to globalization. This leads to the emergence of egocentric attitudes and consumerism among students. This is one reason to optimize character development through school culture and self-development activities.

The 2024-2025 Education Report Card indicates an anomalous dynamic in the Security Climate indicator (D.4) that requires serious attention. There is an "emotional transmission imbalance" at Rajek Public Elementary School. Theoretically (Fauzi et al., 2023), teacher psychological well-being should be directly proportional to student motivation and comfort. However, the data shows a contradictory condition. Teacher happiness increased, teachers had a fairly good perception of KSE (Score 79.00), while student well-being declined. Student psychological well-being actually declined (Score 66.30). Further identification found that teacher psychological well-being at Rajek Public Elementary School

appears to be still personal and has not been transformed into emotional pedagogical competence perceived by students. The lack of implementation of teachers' Social Emotional Competence (KSE) in the classroom creates a rigid learning atmosphere, which ultimately hinders the mitigation process against the decline in student security climate. The primary focus that needs intervention is how to translate high teacher well-being into concrete KSE actions to improve student learning motivation and psychological well-being amidst the challenges of family background (parents who have migrated) and the currents of globalization.

The supportive dynamics at SDN Rajek are evident in the teachers' willingness to implement innovative practices, which increased by 8.77 points. This indicates internal teacher resilience. Rahayu (2021) emphasized that the principal's role in supporting teacher well-being is the most crucial external supporting factor. Stable support for teacher reflection (D.3.3) provides room for teachers to continue developing. Wahyuni (2024), in her phenomenological study in Central Java, found that collegial support among teachers in suburban schools often acts as a "lifesaver" for teachers' mental health amidst high workloads. Yulia (2021) also noted that a harmonious work environment in elementary schools is a key asset in maintaining teacher performance despite limited facilities.

Mulyani (2021) identified that the main obstacle to character education and ESC is the administrative burden, which often distracts teachers from interpersonal interactions to completing paperwork. At SDN Rajek, the decline in learning quality amidst improvements in teacher well-being led to the suspicion of a "comfort zone" or lack of technical skills in integrating ESC into literacy and numeracy subjects. Nugraha (2023) cautioned that a decline in the school's safety climate, even if still in the "Good" category, could be a serious obstacle to the effectiveness of SEL. If teachers feel safe but students feel unsafe, there is a failure in developing relationship skills, one of the pillars of ESC.

The decline in achievement of priority indicators at SDN Rajek (Table 3) indicates that the data-driven planning implemented so far has not addressed the root of socio-emotional problems. Kurniawan (2024) emphasized that the Education Report Card should not be simply a collection of numbers, but rather an instrument for implementing psychopedagogical interventions. Therefore, this research is crucial for examining why teachers' positive modalities (well-being and high levels of reflection) have not been able to boost the quality of learning and students' literacy-numeracy skills.

Based on the above description, there is a clear gap between the ideal conditions and the objective reality at Rajek Public Elementary School. On the one hand, teachers at this school possess very strong modalities, namely a high level of psychological well-being and a culture of reflection on teaching practices that continues to increase significantly. However, on the other hand, these modalities have not been able to translate into optimal learning outcomes, as evidenced by the decline in student literacy and numeracy scores and the decline in the school's safety climate in the 2024-2025 Education Report. This phenomenon indicates complex dynamics in the implementation of Social Emotional Learning (SEL).

Therefore, this research is crucial to deconstruct the implementation of KSE at the elementary level. Through an in-depth analysis of the determinants influencing SEL implementation, this study is expected to not only provide theoretical contributions to the development of emotional-based classroom management, but also provide practical solutions for SD Negeri Rajek to restore the quality of learning through harmonization of social emotional competencies between teachers and students. Through a comprehensive understanding of these supporting and inhibiting dynamics, it is hoped that SDN Rajek can optimize the potential of its teachers to create learning that is not only intellectually intelligent, but also emotionally healthy. Wiguna & Setiadi (2023) stated that the success of SEL in elementary schools is the main key to creating a generation capable of facing global challenges with a resilient mentality.

2. Methodology

This study employed a qualitative approach with an embedded case study design. This design was selected to explore the complex dynamics of Social Emotional Learning (SEL) implementation at Rajek Public Elementary School. The "embedded" element refers to the integration of quantitative indicators from the Education Report Card (Rapor Pendidikan) to provide a structural context for the qualitative exploration of why high teacher psychological well-being has not linearly improved student learning outcomes.

Research Setting and Rationalization The research was conducted at Rajek Public Elementary School from September 2025 to February 2026. The location was selected purposively due to a documented data anomaly in the 2024-2025 Education Report Card. This anomaly characterized by an increase in teacher well-being alongside a decline in student literacy, numeracy, and well-being serves as the quantitative baseline that this qualitative study seeks to deconstruct. Informants and Sampling Informants were selected using a purposive sampling technique to ensure data credibility. The participants included: The Principal (Key Informant) for management and policy insights; Six classroom teachers to explore the "Reflective-Stagnant" vs "Resilient-Akseleratif" typologies; Two School Committee members; Ten students to triangulate the actual impact of teacher SEL in the classroom.

Data Collection and Analytical Integration Data were gathered through in-depth interviews, passive participant observation, and documentation studies. Distinctively, this study integrated the Education Report Card data through Pattern Matching. The researcher compared the quantitative "negative trends" in student outcomes with qualitative "behavioral patterns" observed in teacher-student interactions. This allowed the researcher to treat the report card scores not just as static numbers, but as empirical prompts during interviews to uncover deeper causalities.

Data Analysis The analysis followed the Miles, Huberman, and Saldana interactive model: Data Collection (Gathering narratives and observational notes); Data Condensation (Filtering data based on its relevance to the SEL gap identified in the

report card); Data Presentation (Displaying findings through thematic matrices and typology mapping); and Conclusion Drawing/Verification (Synthesizing how the "well-being paradox" occurs in the field). Trustworthiness and Validity To ensure objectivity, the study utilized Technical Triangulation Cross-verifying interview narratives with classroom observations and the specific sub-indicators of the Education Report Card; Member Check: Reconfirming findings with informants to ensure the qualitative "voice" accurately explains the quantitative "score."

3. Results and Discussion

In-depth interviews (supporting and inhibiting factors) with the Principal (KS) and six Class Teachers (G1-G6) indicate that the high level of teacher well-being (a score of 79 on the Education Report) is rooted in a family-like work climate. Teachers feel comfortable because the principal strongly supports self-development. Every Saturday, there are sharing sessions to reflect on teaching difficulties. This keeps teachers motivated despite the challenges in class (summarized from interviews with teachers in November 2025). The Principal also emphasized the importance of emotional support. The Principal prioritizes teachers' mental well-being. If teachers are happy, the Principal believes they can teach well. We regularly hold 'joint reflections' not to find fault, but to find solutions (summarized from interviews with the Principal in December 2025).

Obstacles arise when teachers must transfer their "happiness" into learning strategies for students. Teachers feel at ease teaching, although they still feel confused about implementing KSE into learning materials. Ultimately, teachers chose to focus more on the material to achieve curriculum targets, even though student conditions made it difficult (summarized from teacher interviews in November 2025). Observations were conducted in class (December 2025) to validate why the quality of learning (D.1) had decreased in score (62.00). Teacher observations indicated a friendly and patient attitude (good social awareness), but interactions tended to be one-way. Activities that explicitly trained students in self-management or responsible decision-making were rare. When students struggled with complex numeracy problems, teachers tended to provide direct answers rather than guide them in managing their frustration. This explains why student well-being (D.4.1) declined; students felt overwhelmed by the cognitive load without adequate emotional support. The results of the document review supporting the research needs can be seen in Table 1.

Table 1. Synchronization of Document Data and Field Reality

No	Documents Reviewed	Key Findings	Relevance to KSE
1	2025 Education Report Card	Safety Climate (68) and Literacy (80%) scores decreased.	There is a decrease in students' sense of psychological safety, which hinders their ability to absorb the material.
2	Teaching Modules (RPP)	KSE is clearly stated in the Pancasila student profile component.	It remains a formality; explicit KSE steps have not been integrated into the learning scenario.

3	Teacher Reflection Notes	Focus on teaching methods & classroom management.	Teacher reflection is very strong, but still minimal in evaluating students' emotional.
4	Attendance & Guidance Data	Incidences of students lacking concentration have increased.	This indicates the need for KSE interventions to build focus and learning resilience.

The results of this study indicate a "Broken Transmission." Teachers at SDN Rajek have achieved a "Good" level of well-being and reflective skills, both personally and collegially (internal supporting factors). However, a hindering factor arises in the form of limited technical competency in integrating KSE into academic content (literacy and numeracy). This dynamic explains why the Education Report Card score for teacher well-being has increased, but the quality of learning and student well-being has declined. Teachers feel well-off due to a supportive work environment, but they have not been able to channel this positive energy into instructional strategies that alleviate students' emotional burdens in learning. The decline in learning quality at SDN Rajek is not caused by a lack of teacher dedication, but rather by a lack of synchronization between "teacher happiness" and "emotionally responsive teaching methodologies."

Based on the integration of the 2024-2025 Education Report Card data, interview results, observations, and document review at Rajek Public Elementary School, the research findings can be described dichotomously into a spectrum of positive (supporting factors) and negative (inhibiting factors), as outlined in Table 2. Positive findings reflect the cultural and professional modalities of Rajek Public Elementary School, which serve as the foundation for the future development of KSE. Teachers at Rajek Public Elementary School have excellent mental health. This is supported by a harmonious work climate and managerial support from the principal, who prioritizes a humanitarian approach. This condition is a prerequisite for teachers to provide emotional support to students.

The principal implements the "Saturday Sharing" tradition, which serves as a collective forum for teachers to evaluate their teaching practices. High levels of reflection (D.2.2) indicate that teachers at Rajek Public Elementary School are learners open to change and constructive criticism. Documentation also indicates an increase in the implementation of innovative practices (D.2.3). Teachers are highly willing to try new methods, which provides a strategic entry point for integrating more modern Social Emotional Learning (SEL) techniques. Furthermore, consistent support from the School Committee and parents provides social capital that provides teachers with a sense of security to improvise outside the standard curriculum without undue social pressure.

However, there is a gap between "Teacher Well-Being" and "Student Well-Being." Teachers feel happy personally and collectively, but fail to translate this positive energy into instructional strategies. As a result, student well-being (D.4.1) dropped by 3.27 points. Observations revealed that teachers still view KSE as "additional material" or merely an icebreaker, rather than a "content delivery method." Teachers struggle to integrate KSE into challenging subjects like numeracy, which contributed to a 17.26% drop in numeracy scores.

Despite positive teacher reflections, the focus remains on mastering the material (cognitive aspects) rather than on students' emotional regulation during learning. Teachers tend to ignore students' academic anxiety in favor of achieving literacy and numeracy targets. A review of the Teaching Module documents indicates that the inclusion of KSE is often simply "copy-pasted" from the curriculum template without specific implementation steps that are contextualized to the students' circumstances at SDN Rajek.

Table 2. Summary Matrix of Findings

Dimensions	Positive Findings (Supportive Dynamics)	Negative Findings (Inhibiting Dynamics)
Teacher Capacity	High well-being; Open to reflection.	Lack of technical skills in SEL integration.
School Climate	Collegial relationships among teachers are very strong (Solid).	Teacher-student relationships tend to be one-way (Rigid).
Academic Output	Literacy remains in the "Good" category (80%).	Numeracy plummeted (17.26% drop).
Well-Being	Teachers feel happy and supported (Score 79).	Students felt academically stressed (Score 66.3).

Analysis of negative findings at Rajek Public Elementary School indicates a disconnect between teacher well-being and student learning outcomes. Based on the analysis of data anomalies at Rajek Public Elementary School, where high teacher well-being has not translated into student well-being, an intervention model is needed that bridges the personal aspects of teachers into emotional pedagogical practices.

This model aims to transform teachers' already high personal well-being (a score of 79) into social-emotional competencies that directly impact students (a score of 66.3) and restore numeracy scores. The solution model using the resilience pillar (strengthening teacher capacity) is called the "RSI-KSE Bridge" (Resilient, Systemic, Instructional). The Resilient pillar focuses on shifting passive well-being into technical skills for integrating SEL (Social Emotional Learning). This aligns with research by Sumiati (2024), which states that teacher psychological well-being is a prerequisite, but without practical emotion regulation skills, teachers will struggle to manage heterogeneous classroom dynamics. Effective KSE training should focus on mindfulness techniques and cognitive empathy so teachers can detect student academic stress early (Hidayat & Saputra, 2023). According to Pratiwi (2022), teachers with high emotional self-efficacy tend to be more creative in presenting difficult material such as numeracy without creating anxiety in students.

The second pillar, Systemic, will transform a solid collegial teacher-student relationship into a dialogic teacher-student relationship (melting the ice). This solution is supported by the findings of Fauzi et al. (2023) and Fauzi (2023) that a conducive school climate is only achieved if the relationship A strong collegial relationship in the teachers' lounge can transform into supportive interactions in the classroom. School leadership must facilitate two-way communication structures to break down rigid hierarchies between teachers and students (Rohman, 2025).

Transforming the climate and relationships that create a psychologically safe learning environment has been shown to significantly reduce academic stress levels and increase student engagement (Setyawan, 2024).

The third pillar is the Instructional pillar, which integrates KSE into learning. Efforts to address the decline in numeracy (-17.26%) through an emotionally friendly learning approach. The integration of KSE into mathematics learning has been proven effective in reducing math anxiety, which is often the main cause of declining numeracy scores (Wulandari, 2023). Kusuma (2022) and Mulyadi (2024) confirmed their findings that collaborative problem-based learning (PBL) strategies that incorporate elements of self-awareness can boost student learning motivation in rural areas. The use of contextual and recreational learning media can mitigate student stress caused by high academic loads. Relevant research support is also demonstrated by Fitriani (2022) stated that academic success is not just about mastering material, but rather the result of an ecosystem that values students' emotional processes in learning. The "RSI-KSE Bridge" model has strategic steps: 1) SEL technical workshops to strengthen teacher capacity, with the expected output being teachers' ability to integrate KSE competencies into lesson plans; 2) Student Teacher Circles, as an effort to warm up tense teacher-student relationships/interactions (School Climate); 3) Emotional Literacy-Numeracy, which focuses on literacy and/or numeracy scores, as a form of score recovery through low-stress learning.

This aligns with the argument of Fauzi et al. (2023), who assert that integrating psychological well-being into school management should directly impact student motivation and learning comfort. At SDN Rajek, the Resilience pillar serves to ensure that the "happiness" experienced by teachers (a score of 79) does not cease to be an individual achievement but instead becomes a source of energy for building empathy and emotional support for students. However, this transformation does not occur automatically. Hidayati and Latipun (2020) warn that high psychological well-being in teachers is sometimes personal and may not necessarily translate into emotional pedagogical competence if not supported by appropriate implementation strategies. Therefore, the Systemic and Instructional pillars in the RSI-KSE Bridge model exist to provide a "working protocol" for teachers. With a structured strategy, teachers can translate their personal well-being into concrete KSE actions, such as mindfulness techniques before starting numeracy lessons, thereby mitigating academic stress experienced by students (Score 66.3) and restoring a systemically safe school climate.

4. Conclusion

This study concluded that the implementation of Social Emotional Learning at SDN Rajek was in the capacity readiness phase but experienced practical implementation deficits. Key findings indicated significant barriers to emotional transmission; although teachers exhibited high levels of resilience and psychological well-being, this positive energy had not yet been transformed into classroom instructional strategies. Consequently, teacher well-being remained limited to the personal level

and failed to mitigate students' cognitive load, resulting in decreased motivation and literacy and numeracy outcomes. The success of this study was marked by the formulation of the RSI-KSE Bridge (Resilient, Systemic, Instructional) model as a strategic intervention. This model successfully addressed the research objectives by providing a framework for bridging the gap between teacher well-being and students' emotional needs through responsive pedagogy. This conclusion confirms that restoring learning quality requires structural synchronization, not just teacher well-being. As a future plan, the effectiveness of this model should be tested through large-scale classroom action research. Furthermore, the development of digital school climate monitoring instruments should be considered to continuously detect the emotional dynamics of teachers and students to ensure a safe and humane learning environment.

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