

DAFTAR PUSTAKA

- Abida, L., & Salamah, U. (2021). Effectiveness of behavioral cognitive therapy on academic anxiety in children. *Journal AL-MUDARRIS*, 4(2), 144–151. <https://doi.org/10.32478/al-mudarris.v4i2.688>
- Ahmed, I., Hamzah, A. B., & Abdullah, M. N. L. Y. B. (2020). Effect of social and emotional learning approach on students' social-emotional competence. *International Journal of Instruction*, 13(4), 663–676. <https://doi.org/10.29333/iji.2020.13441a>
- American School Counselor Association. (2021). *ASCA student standards: Mindsets & behaviors for student success*. ASCA.
- Anttiroiko, A.-V. (2018). The conceptual field of wellness. In *Wellness City: Health and Well-being in Urban Economic Development* (pp. 7–20). Springer International Publishing. <https://doi.org/10.1007/978-3-319-75562-5>
- Banas, J. R., Valley, J. A., & Chaudhri, A. (2021). A biblioguidance approach to understanding and developing adolescents' social-emotional competence in the health education classroom: a formative research study. *Health Education*, 121(5), 486–503. <https://doi.org/10.1108/HE-01-2021-0008>
- Beauchamp, M. H., & Anderson, V. (2010). Social: An integrative framework for the development of social skills. *Psychological Bulletin*, 136(1), 39–64. <https://doi.org/10.1037/a0017768>
- Camacho-Morles, J., Slemp, G. R., Pekrun, R., Loderer, K., Hou, H., & Oades, L. G. (2021). Activity achievement emotions and academic Performance: A meta-analysis. *Educational Psychology Review*, 33(3), 1051–1095. <https://doi.org/10.1007/s10648-020-09585-3>
- CASEL. (2020). *CASEL'S SEL framework*. Casel.Org. <https://casel.org/casel-sel-framework-11-2020/#:~:text=The five broad%2C interrelated areas,%2C and responsible decision-making>
- Cefai, C., Bartolo, P. A., Cavioni, V., & Downes, P. (2018). Strengthening social and emotional education as a core curricular area across the EU: A review of the international eviden. *ESET II Report (Issue February)*. <https://doi.org/http://dx.doi.org/10.2766/664439>
- Chen, L., Chen, F., Bai, S., Xu, Z., & Ding, Y. (2025). Social-emotional competence among adolescents: A network approach to model relationships among social-emotional competence, emotion regulation, and anxiety. *Personality and Individual Differences*, 236, 113023. <https://doi.org/10.1016/j.paid.2024.113023>
- Cholewa, C. (2021). *The association between happiness and anger in daily life* [University of Twente]. https://essay.utwente.nl/85942/1/Cholewa_MA_BMS.pdf

- Chung, J. E., Song, G., Kim, K., Yee, J., Kim, J. H., Lee, K. E., & Gwak, H. S. (2019). Association between anxiety and aggression in adolescents: a cross-sectional study. *BMC Pediatrics*, 19(1), 115. <https://doi.org/10.1186/s12887-019-1479-6>
- Collie, R. J. (2020). The development of social and emotional competence at school: An integrated model. *International Journal of Behavioral Development*, 44(1), 76–87. <https://doi.org/10.1177/0165025419851864>
- Colomeischi, A. A., Ursu, A., Bogdan, I., Ionescu-Corbu, A., Bondor, R., & Conte, E. (2022). Social and emotional learning and internalizing problems among adolescents: The mediating role of resilience. *Children (Basel, Switzerland)*, 9(9). <https://doi.org/10.3390/children9091326>
- Darban, M., & Polites, G. L. (2016). Do emotions matter in technology training? Exploring their effects on individual perceptions and willingness to learn. *Computers in Human Behavior*, 62, 644–657. <https://doi.org/10.1016/j.chb.2016.04.028>
- Daumiller, M., Nett, U., & Putwain, D. W. (2023). Complex dynamics: investigation of within and between person relationships between achievement emotions and emotion regulation during exam preparation through dynamic network modelling. *Journal of Educational Psychology*, 1–20. <https://doi.org/doi.org/10.31234/osf.io/qwgaf>
- Deviana, M., Umari, T., & Khadijah, K. (2023). Kesejahteraan psikologis (psychological well-being) remaja. *Jurnal Pendidikan Dan Konseling (JPDK)*, 5(1), 3463–3468. <https://doi.org/https://doi.org/10.31004/jpdk.v5i1.11563>
- Ditjen Guru Dan Tenaga Kependidikan Kemdikbud. (2016). *Panduan operasional penyelenggaraan bimbingan dan konseling Sekolah menengah atas (SMA)*. Kementerian Pendidikan Dan Kebudayaan Direktorat Jenderal Guru Dan Tenaga Kependidikan.
- Domitrovich, C. E., Durlak, J. A., Staley, K. C., & Weissberg, R. P. (2017). Social-emotional competence: An essential factor for promoting positive adjustment and reducing risk in school children. *Child Development*, 88(2), 408–416. <https://doi.org/10.1111/cdev.12739>
- Eriksen, E. V., & Bru, E. (2023). Investigating the links of social-emotional competencies: Emotional well-being and academic engagement among adolescents. *Scandinavian Journal of Educational Research*, 67(3), 391–405. <https://doi.org/10.1080/00313831.2021.2021441>
- Farozin, M., & Kurniawan, L. (2019). Developing learning guidance and counseling program based on social and emotional learning in senior high school. *Jurnal Kajian Bimbingan Dan Konseling*, 4(2), 47. <https://doi.org/10.17977/um001v4i22019p047>
- Fazila Farrasia, Dela Safira, Susmita Hairul, Sigi Pegi Ramadhani, & Zakiyya

- Asroh Yulandari. (2023). Tingkat kecemasan akademik pada siswa ditinjau dari perbedaan gender. *Educate : Journal Of Education and Learning*, 1(2), 49–57. <https://doi.org/10.61994/educate.v1i2.319>
- Feolino, F., Llanto, J., & F. Alcaraz, B. R. E. (2024). *Exploring college students' self-awareness in stress management*.
- Gimbert, B. G., Miller, D., Herman, E., Breedlove, M., & Molina, C. E. (2023). Social emotional learning in schools: The importance of educator competence. *Journal of Research on Leadership Education*, 18(1), 3–39. <https://doi.org/10.1177/19427751211014920>
- Green, A. L., Ferrante, S., Boaz, T. L., Kutash, K., & Wheeldon-Reece, B. (2021). Social and emotional learning during early adolescence: Effectiveness of a classroom-based SEL program for middle school students. *Psychology in the Schools*, 58(6), 1056–1069. <https://doi.org/10.1002/pits.22487>
- Guo, J., Tang, X., Marsh, H. W., Parker, P., Basarkod, G., Sahdra, B., Ranta, M., & Salmela-Aro, K. (2023). The roles of social–emotional skills in students' academic and life success: A multi-informant and multicohort perspective. *Journal of Personality and Social Psychology*, 124(5), 1079–1110. <https://doi.org/10.1037/pspp0000426>
- Gysbers, N. C., & Henderson, P. (2012). *Developing & managing your school guidance & counseling program* (5th ed.). American Counseling Association.
- Han, W., Kim, H., Meng, Y., & Lee, S. (2019). The Relationship Between Social and Emotional Competencies and Achievement Emotions of Secondary School Students. *The Korea Association of Yeolin Education*, 27(1), 95–118. <https://doi.org/10.18230/tjye.2019.27.1.95>
- Hana, F., Tsani, I., Setiawan, F., & Muhammad, N. (2023). Peran sekolah dalam pembentukan kesejahteraan emosional siswa: Pendekatan, tantangan dan dampaknya studi di SMA Muhammadiyah Boarding School Prambanan. *Prosiding Hasil Pelaksanaan Program Pengenalan Lapangan Persekolahan*, 1199–1208.
- Huang, X., & Lajoie, S. (2023). Social emotional interaction in collaborative learning: Why it matters and how can we measure it? *Social Sciences & Humanities Open*, 7, 100447. <https://doi.org/10.1016/j.ssaho.2023.100447>
- Janse, R. J., Hoekstra, T., Jager, K. J., Zoccali, C., Tripepi, G., Dekker, F. W., & van Diepen, M. (2021). Conducting correlation analysis: important limitations and pitfalls. *Clinical Kidney Journal*, 14(11), 2332–2337. <https://doi.org/10.1093/ckj/sfab085>
- Jessusek, M., & Volk-Jessusek, H. (2024). *Statistics made easy*. DATAtab.
- Kementerian Pendidikan Dasar dan Menengah Republik Indonesia. (2025). *Naskah akademik pembelajaran mendalam menuju pendidikan bermutu untuk semua*. Pusat Kurikulum dan Pembelajaran Badan Standar, Kurikulum,

dan Asesmen Pendidikan Kementerian Pendidikan Dasar dan Menengah Republik Indonesia.
<https://drive.google.com/file/d/1Q5LrqYpfsObE8l69G4Dmbkg2C-qtCkF3/view>

- Kim, C., & Hodges, C. B. (2012). Effects of an emotion control treatment on academic emotions, motivation and achievement in an online mathematics course. *Instructional Science*, 40(1), 173–192. <https://doi.org/10.1007/s11251-011-9165-6>
- Lailatussaidah, L., Isti'adah, F. N. L., & Nugraha, A. (2021). Profile of self-awareness among junior high school students. *ProGCouns: Journal of Professionals in Guidance and Counseling*, 2(2), 62–72. <https://doi.org/10.21831/progcouns.v2i2.41189>
- Li, L., Gow, A. D. I., & Zhou, J. (2020). The role of positive emotions in education: A neuroscience perspective. *Mind, Brain, and Education*, 14(3), 220–234. <https://doi.org/10.1111/mbe.12244>
- Liu, Y., Zeng, B., & Chang, L. (2025). Examining the links between sense of belonging, conflict resolution skills, emotional intelligence, and life satisfaction in chinese universities. *BMC Psychology*, 13(1), 431. <https://doi.org/10.1186/s40359-025-02742-9>
- Liu, Z., & Wu, G. (2022). The influence of family socioeconomic status on primary school students' emotional intelligence: the mediating effect of parenting styles and regional differences. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.753774>
- Mahoney, J. L., Weissberg, R. P., Greenberg, M. T., Dusenbury, L., Jagers, R. J., Niemi, K., Schlinger, M., Schlund, J., Shriver, T. P., VanAusdal, K., & Yoder, N. (2021). Systemic social and emotional learning: Promoting educational success for all preschool to high school students. *American Psychologist*, 76(7), 1128–1142. <https://doi.org/10.1037/amp0000701>
- Malahati, F., & Santhoso, F. H. (2024). Peran emosi akademik terhadap prestasi akademik selama pembelajaran daring dengan regulasi diri dalam belajar sebagai mediator. *Gadjah Mada Journal of Psychology (GamaJoP)*, 10(2), 144. <https://doi.org/10.22146/gamajop.79641>
- Martinsone, B. (2016). Social emotional learning: Implementation of sustainability-oriented program in latvia. *Journal of Teacher Education for Sustainability*, 18(1), 57–68. <https://doi.org/10.1515/jtes-2016-0005>
- Maspul, K. A. (2023). Discovering the influence of identity, moral development, and supportive relationships on mental health and academic success in adolescence. *EDUJAVARE: International Journal of Educational Research*, 1(2), 109–139.
- Menecha, J., Munene, A., & Ongaro, K. (2018). Correlation between anger and anxiety among secondary school students. *International Journal of Current*

Research, 10(11), 75225–75228.
<https://doi.org/http://dx.doi.org/10.24941/ijcr.31409.11.2018>

Meza Cuba, W., Auccahuasi, W., Obispo, J., Meza, S., Caipo, M., Rojas, K., Linares, O., Pando-Ezcurra, T., & Cosme, M. (2023). *Emotional intelligence and its relationship with academic stress, in high school students, an approach to the computational model.*

Möbius, M. M., Niederle, M., Niehaus, P., & Rosenblat, T. S. (2022). Managing self-confidence: theory and experimental evidence. *Management Science*. <https://doi.org/10.1287/mnsc.2021.4294>

Moore, B., & Gregory, R. (2024). Decision making as a pedagogy for social emotional learning. *Social and Emotional Learning: Research, Practice, and Policy*, 3, 100034. <https://doi.org/https://doi.org/10.1016/j.sel.2024.100034>

Norozi, S. A. (2023). The nexus of holistic wellbeing and school education: A literature-informed theoretical framework. *Societies*, 13(5), 113. <https://doi.org/10.3390/soc13050113>

Paolini, A. (2022). *Using Social Emotional Learning to Prevent School Violence*. Routledge. <https://doi.org/10.4324/9781003262183>

Pascoe, M. C., Hetrick, S. E., & Parker, A. G. (2020). The impact of stress on students in secondary school and higher education. *International Journal of Adolescence and Youth*, 25(1), 104–112. <https://doi.org/10.1080/02673843.2019.1596823>

Pekrun, R. (2006). The control-value theory of achievement emotions: assumptions, corollaries, and implications for educational research and practice. *Educational Psychology Review*, 18(4), 315–341. <https://doi.org/10.1007/s10648-006-9029-9>

Pekrun, R., Goetz, T., Frenzel, A. C., Barchfeld, P., & Perry, R. P. (2011). Measuring emotions in students' learning and performance: The Achievement Emotions Questionnaire (AEQ). *Contemporary Educational Psychology*, 36(1), 36–48. <https://doi.org/10.1016/j.cedpsych.2010.10.002>

Pekrun, R., & Stephens, E. J. (2010). Achievement emotions: A control-value approach. *Social and Personality Psychology Compass*, 4(4), 238–255. <https://doi.org/10.1111/j.1751-9004.2010.00259.x>

Pernet, C. (2016). Null hypothesis significance testing: a short tutorial. *F1000Research*, 4, 621. <https://doi.org/10.12688/f1000research.6963.3>

Perry-Jenkins, M., Laws, H. B., Sayer, A., & Newkirk, K. (2020). Parents' work and children's development: A longitudinal investigation of working-class families. *Journal of Family Psychology: JFP: Journal of the Division of Family Psychology of the American Psychological Association (Division 43)*, 34(3), 257–268. <https://doi.org/10.1037/fam0000580>

- Peterson, E. R., Brown, G. T. L., & Jun, M. C. (2015). Achievement emotions in higher education: A diary study exploring emotions across an assessment event. *Contemporary Educational Psychology*, 42, 82–96. <https://doi.org/10.1016/j.cedpsych.2015.05.002>
- Pfeifer, J. H., & Berkman, E. T. (2018). The development of self and identity in adolescence: Neural evidence and implications for a value-based choice perspective on motivated behavior. *Child Development Perspectives*, 12(3), 158–164. <https://doi.org/10.1111/cdep.12279>
- Riegel, K., & Evans, T. (2021). Student achievement emotions: Examining the role of frequent online assessment. *Australasian Journal of Educational Technology*, 37(6), 75–87. <https://doi.org/10.14742/ajet.6516>
- Ringwald, W. R., & Wright, A. G. C. (2021). The affiliative role of empathy in everyday interpersonal interactions. *European Journal of Personality*, 35(2), 197–211. <https://doi.org/10.1002/per.2286>
- Said, W., Atmodiwirjo, E. T., & Soetikno, N. (2020). Dynamics of emotion in adolescence with depression and anxiety: The role of emotional attachment, emotional awareness, and emotional regulation. *Proceedings of the Tarumanagara International Conference on the Applications of Social Sciences and Humanities (TICASH 2019)*, 267–272. <https://doi.org/10.2991/assehr.k.200515.047>
- Santos, A. C., Simões, C., Melo, M. H. S., Santos, M. F., Freitas, I., Branquinho, C., Cefai, C., & Arriaga, P. (2023). A systematic review of the association between social and emotional competencies and student engagement in youth. *Educational Research Review*, 39, 100535. <https://doi.org/10.1016/j.edurev.2023.100535>
- Schober, P., Boer, C., & Schwarte, L. A. (2018). Correlation coefficients: Appropriate use and interpretation. *Anesthesia & Analgesia*, 126(5), 1763–1768. <https://doi.org/10.1213/ANE.0000000000002864>
- Schutz, P. A., & Lanehart, S. L. (2002). Introduction: Emotions in Education. *Educational Psychologist*, 37(2), 67–68. https://doi.org/10.1207/S15326985EP3702_1
- Schwab, S., Markus, S., & Hassani, S. (2024). Teachers' feedback in the context of students' social acceptance, students' well-being in school and students' emotions. *Educational Studies*, 50(5), 978–995. <https://doi.org/10.1080/03055698.2021.2023475>
- Shang, Y., & Keat, O. B. (2023). A literature review on achievement emotions in physical education classes among chinese vocational college students. *The Educational Review, USA*, 7(9), 1369–1372. <https://doi.org/10.26855/er.2023.09.025>
- Shatz, I. (2023). Assumption-checking rather than (just) testing: The importance of visualization and effect size in statistical diagnostics. *Behavior Research*

- Methods*, 56(2), 826–845. <https://doi.org/10.3758/s13428-023-02072-x>
- Sotardi, V. A., Bosch, J., & Brogt, E. (2020). Multidimensional influences of anxiety and assessment type on task performance. *Social Psychology of Education*, 23(2), 499–522. <https://doi.org/10.1007/s11218-019-09508-3>
- Soto, C. J., Napolitano, C. M., Sewell, M. N., Yoon, H. J., & Roberts, B. W. (2024). Going beyond traits: Social, emotional, and behavioral skills matter for adolescents' success. *Social Psychological and Personality Science*, 15(1), 33–45. <https://doi.org/10.1177/19485506221127483>
- Syakhrani, A. W., & Aslan, A. (2024). The impact of informal family education on children's social and emotional skills. *Indonesian Journal of Education (INJOE)*, 4(2), 619–631.
- Tan, J., Mao, J., Jiang, Y., & Gao, M. (2021). The influence of academic emotions on learning effects: A systematic review. *International Journal of Environmental Research and Public Health*, 18(18), 9678. <https://doi.org/10.3390/ijerph18189678>
- Tsary, D. I., & Widarti, H. R. (2024). Penerapan pembelajaran sosial emosiaonal untuk meningkatkan hasil belajar: Sebuah kajian literatur. *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan*, 4(9). <https://doi.org/https://doi.org/10.17977/um065.v4.i9.2024.16>
- Turnquest, K. N., Fan, W., Snodgrass Rangel, V., Dyer, N., & Master, A. (2023). Achievement emotions predict transfer student academic success. *Social Psychology of Education*. <https://doi.org/10.1007/s11218-023-09858-z>
- Ursin, P., Järvinen, T., & Pihlaja, P. (2021). The Role of Academic Buoyancy and Social Support in Mediating Associations Between Academic Stress and School Engagement in Finnish Primary School Children. *Scandinavian Journal of Educational Research*, 65(4), 661–675. <https://doi.org/10.1080/00313831.2020.1739135>
- Vestad, L., & Tharaldsen, K. B. (2022). Building social and emotional competencies for coping with academic stress among students in lower secondary school. *Scandinavian Journal of Educational Research*, 66(5), 907–921. <https://doi.org/10.1080/00313831.2021.1939145>
- Weissberg, R. P., Durlak, J. A., Domitrovich, C. E., & Gullotta, T. . (2015). Social and emotional learning: Past, present, and future. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. . Gullotta (Eds.), *Handbook of Social and Emotional Learning: Research and Practice* (pp. 3–19). The Guilford Press.
- Zhou, M., & Ee, J. (2012). Development and validation of social emotional competency questionnaire. *The International Journal of Emotional Education*, 4(2), 27–42.