



Guidance and Counseling as an Effort to Support the Social-Emotional Development of Elementary School Students: A Literature Review

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Keywords:	Abstract
Guidance and counseling	Background: Elementary school students experience personal, social, and learning challenges that may affect their social-emotional development. Guidance and counseling (BK) services can help address these challenges, although implementation in elementary schools remains limited. Method: This qualitative literature review synthesized 19 journal articles selected purposively according to relevance, full-text availability, elementary-school context, and extractable findings. The data were analyzed thematically. Results: Four themes were identified: student challenges across personal, social, learning, and career domains; counseling services and techniques; reported outcomes; and the roles and implementation barriers involving teachers and parents. One single-subject study reported an increase in a student's self-confidence score from 45.5 to 63.2, while other studies reported improvements qualitatively or without numerical scores. Conclusion: BK services may support students' social-emotional development when interventions match students' needs and are integrated with classroom practices and family collaboration. Limited counselor availability, teacher training, remaining facilities, and inconsistent outcome reporting important challenges. Novelty: This review synthesizes student needs, service approaches, reported outcomes, and implementation barriers within a social-emotional development framework.
Social-emotional development	
Bullying	
Literature review	

INTRODUCTION

Elementary school (SD) is a crucial period when children's character, self-confidence, and social skills begin to form (Maulidina et al., 2025; Nasrudin et al., 2025). During this phase, students are not only required to master academic skills, but also to manage their emotions, collaborate with friends, and take responsibility for their learning process. 21st-century education also demands holistic student development, encompassing social and emotional aspects (Nasrudin et al., 2025). One structured approach to this goal is Social Emotional Learning (SEL), which develops self-awareness, empathy, self-management, and

social relationship-building skills within the CASEL framework (Amri, 2025; Nasrudin et al., 2025).

Guidance and counseling (BK) services are a relevant tool to support this development. In elementary schools, BK services are designed to help students recognize their potential, overcome obstacles, and develop independence in learning and socializing, encompassing personal, social, learning, and career aspects (Maulidina et al., 2025; Qonita et al., 2022). These services also serve an understanding and preventative function, allowing potential problems to be anticipated before they develop (Azahra & Hayati, 2025).

The need for these services is evident in the field. The Federation of Indonesian Teachers' Unions (FSGI) recorded 23 cases of bullying in educational institutions between January and September 2023, two of which resulted in death (in Rahmawati et al., 2025). At the classroom level, a lack of self-confidence was also found among elementary school students, leading to reluctance to ask questions, passivity, and a lack of courage to express opinions (Indrawati et al., 2018). These findings indicate that elementary school students' social-emotional problems are real and require planned interventions.

Despite its recognized urgency, the implementation of guidance and counseling services in elementary schools has not been optimal. Classroom teachers generally double as service providers, thus requiring creative and integrated strategies and support from parents and schools (Maulidina et al., 2025). In the SEL domain, there is a gap between the theoretically proven benefits and the actual results of its implementation in schools (Nasrudin et al., 2025; Weems, 2024). Therefore, the questions answered in this study are: (1) what social-emotional and developmental problems are experienced by elementary school students and addressed through guidance and counseling services; (2) what forms of services and techniques are used; (3) what are the results; and (4) what are the roles of teachers and parents, and what are the obstacles to its implementation.

Several previous studies have examined this topic from different perspectives. Rahmawati et al. (2025) conducted four sessions of group counseling for elementary school students and concluded that emotional regulation was associated with bullying behavior. Indrawati et al. (2018) implemented individual counseling with self-instructional techniques to increase the self-confidence of a fifth-grade student. Maulidina et al. (2025) described integrated guidance and counseling services in elementary schools through observations and interviews, while Azahra and Hayati (2025) examined the role of guidance and counseling in student learning independence and responsibility. Other studies have shown that guidance and counseling can play a role in preventing bullying in elementary schools through planned services (Sama' & Khotimah, 2024), and that the problems frequently addressed by guidance and counseling teachers in elementary and junior high schools are personal, social, and learning-related (Mufidah et al., 2021).

From an SEL perspective, school-based programs have been reported to reduce internalizing problems and hyperactivity in elementary school students (Wong et al., 2014), strengthen teacher-student relationships and positive discipline through a whole-school approach (Bergin et al., 2024), and contribute to mental health and academic achievement with the support of teacher training (Shankland et al., 2024). The quality and duration of program implementation are related to student academic growth and attendance (Weems, 2024), while peer discussions are only effective in building social-emotional skills when accompanied by teacher guidance (Kusumaningsih & Sun, 2025). Self-regulation interventions implemented by classroom teachers also impact elementary school students' basic psychological needs and engagement (Cunha et al., 2023), and teacher beliefs determine the success of SEL integration (Sharma et al., 2024).

These studies tend to focus on separate aspects, such as bullying, self-confidence, independent learning, or SEL, and are conducted in diverse contexts and designs. Throughout the author's research, syntheses linking guidance and counseling services in



elementary schools with students' overall social-emotional development are still limited. This study aims to (1) identify social-emotional and developmental problems in elementary school students addressed through guidance and counseling services, (2) map the forms of services and intervention techniques, (3) summarize the reported results, and (4) describe the roles of teachers and parents and the obstacles to their implementation.

METHOD

Types and Design of Research

This research employed a literature review with a descriptive qualitative approach. The review process involved four stages: establishing the focus and research questions, searching and selecting articles, data extraction, and thematic synthesis. This approach was used to map and compare research findings from diverse designs, not to test hypotheses.

Data and Data Sources

The data sources consisted of 19 scientific journal articles purposively selected based on their relevance to guidance and counseling services, social-emotional development, and elementary school student issues. The articles included five articles used in the initial manuscript and 14 additional articles. Inclusion criteria included: (a) full-text articles; (b) focused on students or services in elementary schools; (c) discussed guidance and counseling services, guidance/counseling interventions, or social-emotional learning; and (d) contained extractable findings. Articles without full text or those not relevant to elementary school level were excluded. Details of the articles reviewed are presented in Table 1.

Table 1. Articles reviewed

No	Article	Focus and Design
1	Rahmawati et al. (2025)	Community service at Jeruk Village Elementary School, Boyolali. Four-session group guidance with pre- and post-tests; examining emotional regulation and bullying.
2	Indrawati et al. (2018)	Single subject research (AB design) on fifth grade students of SDN Utan Kayu Utara 01; individual counseling with self-instructional techniques for self-confidence.
3	Nasrudin et al. (2025)	Systematic literature review of 11 articles (2015–2025) on SEL implementation in elementary schools: strategies, teacher roles, and challenges.
4	Maulidina et al. (2025)	Qualitative study at SDN Pajagalan 2 Sumenep (observation and interview) on integrated guidance and counseling services on personal, social, learning, and career aspects.
5	Azahra & Hayati (2025)	Literature study on the role of BK services in increasing learning independence and responsibility of elementary school students.
6	Fadilla et al. (2025)	A systematic literature review of the role of guidance counselors in elementary schools; highlighting support for academic, social, emotional, and career development and the limitations of professional staff.
7	Kamilah & Zakiyah (2024)	Systematic literature review of eight articles (2023–2024) on guidance and counseling techniques to address students' academic, social, emotional, and personal problems.
8	Cakrabuwana et al. (2025)	Systematic literature review on the influence of guidance and counseling services on the social-emotional development of elementary school students; emphasizing service consistency and collaboration.
9	Nitit, Saman, & Mansur (2026)	Literature review on guidance and counseling services in elementary schools; discussing individual counseling, group guidance, information services, empathy, communication, and social responsibility.
10	Ismail (2026)	A Systematic Literature Review using the PRISMA approach of seven articles identified group guidance, group counseling, SEL-based classical services, and the ADDIE model.
11	Christhanian et al. (2025)	Literature review on structured and sustainable guidance and counseling services to support emotional regulation, self-confidence, and social relationships of elementary school students.
12	Ropikoh et al. (2025)	Literature review on basic services, responsiveness, individual planning, and system support; highlighting directive and nondirective supervision.
13	Fatimah et al. (2025)	A descriptive qualitative study of the urgency of social skills and barriers to personal-social services in elementary schools, including time constraints and teacher understanding.
14	Rahayu & Hayati (2025)	Literature review on the role of BK and emotional management strategies, including individual, group, classical, motivational, and positive habituation counseling.
15	Salsabila et al. (2025)	Literature review on group counseling to improve empathy, communication, cooperation, and self-confidence of elementary school students.
16	Fitri, Irawan, & Rosidah (2024)	A one-group pretest-posttest experimental study of eight students; game-based group guidance was reported to reduce social anxiety.
17	Izzah, Sumantri, & Dallion (2025)	A descriptive qualitative study at SDN Rawamangun 05; group discussions in group guidance support empathy, cooperation, emotional control, and self-confidence.
18	Nazwa & Wastuti (2025)	A one-group pretest-posttest quasi-experimental study of eight students; role playing increased emotion regulation scores from 33.25 to 40.38.
19	Auliatiinnisa & Kusnadi (2025)	A qualitative study of five children found that group counseling with role-playing helped reduce abusive language and improve emotional regulation and empathy.

Data collection technique

Article Search

Articles were searched online through scientific journal portals using the keywords "guidance and counseling," "elementary school," "social-emotional development," "bullying," "self-confidence," and "learning independence." Search results were filtered based on title, abstract, and full text using predetermined inclusion and exclusion criteria. Because this research was a literature review, no instrument trials or pilot study were conducted on participants.

Data Selection and Extraction

Data for each article was extracted using a matrix prepared by the researchers. The matrix included the identity and year of publication, context/subject, research design, student issues, type of service or intervention technique, reported results, roles of relevant parties, and barriers to implementation. This matrix served as the primary tool for maintaining consistent recording across articles.

Data Validity

Data validity was maintained by comparing findings from articles using different designs, including community service, single-subject experiments, qualitative field studies, systematic reviews, and literature reviews. Full texts were reviewed to check the accuracy of figures and claims. Where numerical information or analytical procedures were not described in the source article, this review did not add to or extrapolate from that information.

Data analysis

Data were analyzed using thematic content analysis. The analysis phase included reading articles, coding relevant information, grouping the codes into themes, and then compiling a narrative synthesis across the articles. The final themes were structured according to the study's objectives: student issues, service types and techniques, service outcomes, and roles and barriers to implementation.

RESULTS

Elementary School Student Problems Handled by Guidance and Counseling Services

The articles reviewed indicate that elementary school students' problems revolve around personal, social, learning, and career aspects. Regarding personal aspects, Maulidina et al. (2025) found students with low self-esteem, difficulty controlling emotions, lack of independence, and need excessive attention. Indrawati et al. (2018) reported a fifth-grade student with low self-esteem, particularly in communication and assertiveness indicators, which were in the very low category at baseline. The student's maladaptive automatic thoughts, such as "my opinion is definitely wrong" and "I will be bullied," gave rise to feelings of fear, anxiety, and embarrassment in class.

In the social aspect, bullying, difficulty in working together, low tolerance, and conflict between students emerged at SDN Pajagalan 2 (Maulidina et al., 2025). Rahmawati et al. (2025) found that most elementary school students in Jeruk Village did not understand what bullying was and its impacts, and associated bullying behavior with less positive emotional regulation. In the learning aspect, Maulidina et al. (2025) noted that approximately 5% of students had difficulty understanding the material, easily lost focus, and got bored quickly, while Azahra and Hayati (2025) highlighted low independence and responsibility for learning, characterized by passivity, shyness, and dependence on others. In the career aspect, some students did not yet have a clear picture of their ideals (Maulidina et al., 2025).

Service Forms and Intervention Techniques

Maulidina et al. (2025) describe integrated guidance and counseling services as consisting of basic services (habituation and socialization, including the “7 child habituation” program), individual interest and planning (assessment of interests and talents, professional literacy books), responsive services (individual counseling, handling of bullying recorded in the treatment book, remedial), and system support (collaboration between teachers, parents, and schools). The intervention and prevention strategies discussed include classical guidance, group counseling, peer mentoring, and positive habituation.

Rahmawati et al. (2025) implemented group guidance in four sessions: a pre-test and self-understanding service, information service, intervention service, and reinforcement service, concluded with a post-test. The material covered the understanding and impact of bullying, empathy, and interaction skills. Students who were perpetrators were also advised to write as a means of calming their emotions. Indrawati et al. (2018) used self-instructional techniques in a cognitive behavioral therapy approach through seven steps, starting from providing rationale and modeling by the counselor, open guidance, whispering, to closed self-guidance and homework, in ten meetings. Nasrudin et al. (2025) summarized three SEL strategies: explicit integration into the curriculum, integration into teaching practices and classroom management, and habituation through school culture.

Reported Results

The clearest measurable results were reported by Indrawati et al. (2018). The subjects' average self-confidence score increased from 45.5 (low category) at baseline to 63.2 (moderate category) after the intervention, or an increase of 17.7 points. The largest average increases occurred in communication (4.97) and assertiveness (4.77), followed by emotional control (4.13) and personal appearance (3.83). Scores fluctuated during the intervention but were quite stable by the end of the fourth week.

Rahmawati et al. (2025) reported an increase in students' understanding of bullying on a post-test, but their report did not provide numerical scores. Maulidina et al. (2025) concluded that integrated guidance and counseling services led to students becoming more confident, possessing better social skills, and beginning to identify goals, based on observations and interviews. Nasrudin et al. (2025) reported that the SEL program they reviewed reduced behavioral problems, strengthened teacher-student relationships, and was associated with academic achievement, noting that the quality and duration of implementation determined the results (Weems, 2024).

The Role of Teachers, Parents, and Barriers to Implementation

Teachers act as facilitators, motivators, and counselors (Maulidina et al., 2025) as well as role models for social-emotional behavior (Nasrudin et al., 2025). The success of SEL also depends on teachers' active guidance in collaborative activities (Kusumaningsih & Sun, 2025) and their belief in the importance of a supportive classroom climate (Sharma et al., 2024). Parents are involved through regular communication, involvement in learning, and learning monitoring (Azahra & Hayati, 2025; Maulidina et al., 2025).

Reported barriers include a lack of teacher training and understanding, limited resources, and the need for parental support (Nasrudin et al., 2025), including some parents being less supportive of their children's aspirations (Maulidina et al., 2025). In single-subject studies, students' language proficiency, busy session schedules, and uncontrollable factors limit the interpretation of results (Indrawati et al., 2018). To address these issues, Qonita et al. (2022) recommend specialized guidance counselors, basic guidance training for classroom teachers, and linking guidance services to learning activities (as cited in Maulidina et al., 2025).

A summary of the four study themes is presented in Table 2. Overall, the articles reviewed demonstrate the potential of guidance and counseling services to support students' social skills, empathy, communication, emotional management, and adjustment. However, the strength of the findings varies depending on the design and quality of each study's reporting, while service implementation still faces limitations in terms of professional staff, teacher understanding, time, and facilities.

Table 2. Summary of study results themes

No	Theme	Findings
1	Elementary school students' problems	Personal (self-confidence, emotions, independence), social (bullying, cooperation), learning, and career problems emerge simultaneously in elementary school students.
2	Forms of service and techniques	Basic services, responsiveness, specialization, and system support; group guidance, self-instructional, classical guidance, peer guidance, and habituation techniques.
3	Reported results	Self-confidence scores increased from 45.5 to 63.2 in one subject; increased understanding of bullying and social improvement were reported qualitatively or without scoring.
4	Roles and obstacles	Teachers and parents are the main actors; obstacles include a lack of training, facilities, specialized guidance counselors, and parental support.

DISCUSSION

The first finding indicates that personal, social, learning, and career problems in elementary school students are interrelated. Low self-confidence in female students in the study by Indrawati et al. (2018) was accompanied by a fear of being bullied, while Rahmawati et al. (2025) linked bullying to poor emotional regulation. This pattern aligns with the results of SEL programs that reduced internalization and hyperactivity problems (Wong et al., 2014). This alignment makes sense because self-confidence, emotional regulation, and interaction skills are interconnected social-emotional competencies, allowing problems in one area to easily spill over into others.

The second finding shows that the choice of technique depends on the type of problem. Individual counseling with self-instruction is used when the problem is specific to one student, namely, maladaptive automatic thoughts transformed into adaptive self-statements (Indrawati et al., 2018). Group counseling and classical guidance are used when the goal is shared understanding, for example, regarding bullying (Rahmawati et al., 2025; Nugroho, 2023, in Maulidina et al., 2025). The integrated service model at SDN Pajagalan 2 aligns with the whole-school approach of the Leader in Me program, which strengthens teacher-student relationships and positive discipline (Bergin et al., 2024). This confirms that effective services do not stand alone but are integrated with school habits and culture.

The third finding warrants caution. The strongest evidence comes from a single-subject study with a 17.7-point increase in scores, but that result was from a single student and therefore cannot be generalized, and other factors could not be controlled for (Indrawati et al., 2018). Rahmawati et al. (2025) noted a significant relationship between emotion regulation and bullying, as well as significant improvements in understanding, but did not present numerical data or statistical tests. Azahra and Hayati's (2025) conclusions were based on a literature review, not primary data. Therefore, the strength of the evidence across articles is not equal. This difference aligns with the finding that the quality of use and

duration of implementation, not simply program adoption, determine outcomes (Weems, 2024).

The fourth finding, consistent across articles, is that teachers and parents are key. Nasrudin et al. (2025) emphasized that teachers are role models and primary facilitators, aligning with findings that teacher guidance determines the effectiveness of collaborative activities (Kusumaningsih & Sun, 2025) and that teacher beliefs influence SEL integration (Sharma et al., 2024). Because classroom teachers in elementary schools generally also provide guidance and counseling services (Maulidina et al., 2025), limited direct training becomes a barrier to service delivery. Parental support is also crucial, for example, in the recognition of aspirations (Maulidina et al., 2025) and independent learning (Azahra & Hayati, 2025). Therefore, strengthening teachers' social-emotional competencies and collaborating with families needs to go hand in hand with the development of services for students.

Additional literature reviewed broadens the picture of service options. Game-based group counseling can provide a space for practicing social skills and has been reported to help reduce social anxiety (Fitri et al., 2024). Group counseling with discussion has also been reported to support empathy, cooperation, emotional control, and self-confidence (Izzah et al., 2025). Meanwhile, studies on role-playing demonstrate the potential of this approach to improve emotional regulation and reduce the use of offensive language in children (Nazwa & Wastuti, 2025; Auliattinnisa & Kusnadi, 2025). These findings align with studies emphasizing the importance of consistent services, the competence of providers, and collaboration between teachers, schools, and parents (Cakrabuwana et al., 2025; Nitit et al., 2026; Ismail, 2026).

CONCLUSION

Novelty and Contribution

A review of 19 articles indicates that guidance and counseling services have the potential to support the social-emotional development of elementary school students through basic services, responsive services, individualized interests and planning, and system support. The form of service needs to be tailored to the student's problems, including personal, social, learning, and career aspects. The novelty of this study lies in the synthesis that connects problems, forms of intervention, reported outcomes, and implementation barriers within a single social-emotional development framework. This synthesis demonstrates that guidance and counseling services will be more meaningful when integrated with learning activities, school culture, and family collaboration.

Limitations and Further Research

This study has limitations. The search was purposive and did not use a pre-registered systematic review protocol; and no formal quality assessment of each article was performed. The varying article designs, small number of subjects in some studies, and the absence of numerical data in some reports limit comparison and generalizability of the results. Future research should employ more transparent search strategies, assess study quality, and test guidance and counseling services through experimental or quasi-experimental studies with adequate numbers of participants.

Schools need to strengthen guidance and counseling services by providing competent staff or basic training for classroom teachers, integrating social-emotional skills into daily learning and practice, and establishing regular communication with parents. Teachers and practitioners need to select techniques based on student needs, monitor progress regularly, and document service outcomes to evaluate program effectiveness.

Schools are advised to provide guidance counselors or provide basic guidance training for classroom teachers, link guidance counseling services to daily learning and development activities, and maintain regular communication with parents. Researchers and practitioners can utilize the technique mapping in this study to select interventions appropriate to the type of student problem.

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