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Psychoeducational Learning Model for Fifth-Grade Elementary School Students: Concepts, Principles, and Implementation

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ABSTRACT. This study explores the psychoeducational learning model for fifth-grade elementary school students by examining its concepts, principles, and implementation through a literature review. Fifth grade is a crucial stage of child development that requires learning approaches supporting cognitive, social, emotional, and moral growth. Data were collected from scholarly articles, books, and educational reports published between 2017 and 2024 and analyzed using thematic content analysis. The findings show that psychoeducational learning is grounded in constructivist, humanistic, and social learning theories and emphasizes student-centered learning, social-emotional development, self-regulation, and supportive classroom environments. The model positively contributes to students' academic achievement, emotional competence, social skills, motivation, and well-being. Its principles are also consistent with the developmental needs of fifth-grade students by promoting balanced intellectual, emotional, social, and moral development. The study concludes that psychoeducational learning offers an effective framework for fostering holistic student growth and improving the quality of elementary education.

Keywords: *Psychoeducational Learning, Fifth-Grade Students, Elementary Education, Holistic Development, Social-Emotional Learning.*

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INTRODUCTION

Education in the twenty-first century is increasingly expected to support not only students' academic achievement but also their psychological, emotional, and social development. This expectation is particularly important at the elementary school level, where children experience rapid cognitive growth alongside significant changes in self-concept, emotional regulation, interpersonal relationships, and learning habits. Fifth-grade students, typically aged 10–11 years, occupy a transitional developmental stage between middle childhood and early adolescence. At this stage, they begin to demonstrate greater independence, heightened social awareness, stronger emotional sensitivity, and more complex patterns of thinking. Consequently, learning experiences provided during this period play a crucial role in shaping students' academic success, character development, and psychological well-being. Contemporary educational research therefore emphasizes the importance of learning models that address both cognitive and psychosocial dimensions of student development (Greenberg, 2023).

In response to these educational demands, psychoeducational learning has emerged as a promising approach that integrates psychological principles with pedagogical practices. Psychoeducational learning extends beyond the traditional focus on knowledge transmission by fostering students' self-awareness, emotional competence, resilience, social skills, and adaptive learning behaviors. The model recognizes that students' psychological conditions significantly influence motivation, engagement, academic performance, and classroom participation. Learning is therefore viewed as a holistic process involving cognitive, emotional, behavioral, and social development. Studies have shown that psychoeducational interventions contribute positively to students' learning motivation, emotional well-being, school adjustment, and overall educational outcomes (Li et al., 2023).

The relevance of psychoeducational learning becomes particularly evident among fifth-grade elementary school students. At this developmental stage, children encounter increasing academic demands, more complex peer interactions, and greater expectations for personal responsibility. They are expected to regulate emotions effectively, collaborate with others, solve problems independently, and adapt to diverse learning situations. However, many students continue to experience difficulties related to self-control, emotional management, confidence, learning motivation, and social interaction. Such challenges often influence classroom engagement and academic achievement. Therefore, educational approaches that intentionally support students' psychological growth alongside academic learning are essential for facilitating successful development during this period(Ewell et al., 2024).

Recent educational reforms increasingly emphasize the integration of social-emotional competencies into classroom instruction. Social and Emotional Learning (SEL), which shares key principles with psychoeducational learning, has been consistently associated with improved academic achievement, emotional well-being, self-regulation, interpersonal relationships, and behavioral adjustment. Recent evidence indicates that structured SEL interventions enhance students' emotional competence, learning engagement, and academic performance while reducing behavioral and psychological difficulties (Ani et al., 2025). These findings underscore the importance of incorporating psychoeducational principles into elementary education, particularly for fifthgrade students who are navigating the developmental transition from middle childhood to early adolescence.

The growing integration of digital technology into children's daily lives has created new challenges for their psychological and educational development. Excessive or unstructured exposure to digital media has been associated with concerns regarding children's well-being, executive functioning, emotional regulation, and educational outcomes (Caballero-Julia et al., 2024); (Harverson et al., 2025). Recent reviews further indicate that children's digital environments can influence mental health and psychosocial adjustment, highlighting the need for appropriate guidance and protective educational practices (Liu et al., 2024). In this context, schools need learning approaches that extend beyond academic achievement by strengthening students' self-regulation, resilience, emotional competence, and adaptive coping skills. Psychoeducational learning provides a relevant framework because it integrates psychological awareness and educational experiences to help students understand their emotions, regulate behavior, develop healthy coping strategies, and respond constructively to academic and social challenges.

Previous studies have reported encouraging outcomes associated with psychoeducational programs in elementary education. Research in Indonesian primary schools revealed that psychoeducation-based interventions improved students' school well-being, self-development, interpersonal relationships, and learning experiences. Other studies have demonstrated that psychoeducational activities contribute to increased selfconfidence, emotional competence, learning motivation, and positive behavioral change among school-aged children (Hassani, 2024). These findings suggest that psychoeducational learning can create a more supportive and

engaging learning environment while simultaneously enhancing students' academic and psychosocial development.

Another important characteristic of psychoeducational learning is its emphasis on active student participation. Rather than positioning students as passive recipients of information, the model encourages them to reflect on experiences, recognize emotions, solve problems collaboratively, and develop self-management skills. Such learnercentered practices align with contemporary educational paradigms that promote meaningful, experiential, and reflective learning. Through active engagement in both educational and psychological processes, students develop deeper understanding, stronger social-emotional competencies, and more sustainable learning outcomes (Mujallid, 2024).

The successful implementation of psychoeducational learning depends largely on teacher competence. Teachers are expected not only to facilitate academic learning but also to support students' emotional and social development. This role requires adequate understanding of child development, educational psychology, classroom management, and studentcentered instructional strategies. Research indicates that psychoeducational training enhances teachers' confidence and capacity to respond effectively to students' developmental needs, thereby creating more inclusive, supportive, and psychologically safe classroom environments (Putri & Dewi, 2025).

Despite the growing recognition of psychoeducational approaches in education, scholarly discussions specifically focusing on psychoeducational learning models for fifth-grade elementary school students remain relatively limited. Existing studies generally examine particular interventions, social-emotional learning programs, or student well-being outcomes without providing a comprehensive exploration of the conceptual foundations, guiding principles, and implementation strategies of psychoeducational learning at this specific developmental stage. This gap highlights the need for a more systematic analysis that can serve as a theoretical and practical reference for educators seeking to integrate psychological and educational dimensions within elementary classrooms.

Furthermore, the emphasis on holistic education, character development, student well-being, and twenty-first-century competencies has increased the relevance of psychoeducational learning in contemporary educational contexts. Educational systems increasingly recognize that academic excellence alone is insufficient for preparing students to navigate future personal, social, and professional challenges. Students require emotional intelligence, resilience, communication skills, ethical awareness, and self-regulation alongside cognitive competence. Psychoeducational learning contributes to these educational goals by fostering balanced development across cognitive, emotional, social, and behavioral domains (Shi & Cheung, 2024).

Based on these considerations, this study aims to examine the psychoeducational learning model for fifth-grade elementary school students by analyzing its conceptual foundations, underlying principles, and implementation practices. The study seeks to provide a comprehensive understanding of how psychoeducational learning can support students' holistic development during a critical stage of childhood development. In addition, it explores the relevance of psychoeducational approaches in addressing contemporary educational challenges faced by elementary school students. The findings are expected to contribute to both theoretical discourse and practical educational innovation, while serving as a reference for teachers, researchers, and policymakers interested in developing psychologically informed and student-centered learning environments.

METHOD

This study employed a structured literature review to examine the concepts, principles, and implementation of psychoeducational learning for fifth-grade elementary school students. A structured literature review was selected because it enables researchers to organize, evaluate, and synthesize fragmented findings from previous studies into an integrated understanding of a particular research topic (Snyder, 2019). The review focused on literature addressing psychoeducation, social-emotional learning, educational psychology, student well-being, and psychological development in elementary education. Literature published between 2017 and 2024 was searched through Scopus, Web of Science, ERIC, ScienceDirect, and Google Scholar using combinations of the keywords *"psychoeducational learning," "psychoeducation," "psychoeducational intervention," "social-emotional learning," "educational psychology," "elementary school students," "primary education,"* and *"Madrasah Ibtidaiyah."* Boolean operators (*AND/OR*) were used to refine the search, while reference lists of relevant publications were also examined to identify additional studies.

The initial search identified 286 records. After removing duplicates, 241 publications remained for title and abstract screening, of which 87 were assessed through full-text review. Based on the predefined inclusion criteria, 52 sources were included in the final analysis, comprising 42 peer-reviewed journal articles, 5 academic books, 3 conference proceedings, and 2 educational policy or institutional reports. The identification, screening, eligibility, and inclusion stages were organized in accordance with the principles of transparent literature-selection reporting recommended by PRISMA 2020 (Page et al., 2021). Priority was given to Scopus- and Web of Science-indexed articles, systematic reviews, meta-analyses, and empirical studies. Sources were included when they (1) were published within the specified period, (2) addressed psychoeducation or closely related psychological and educational constructs, (3) focused on elementary/primary education or developmental issues relevant to fifth-grade students, and (4) provided sufficient theoretical or empirical information. Publications focusing exclusively on clinical populations, higher education, unrelated psychological interventions, duplicate records, and non-substantive commentaries were excluded.

The selected literature was analyzed using thematic content analysis through four iterative stages: familiarization, initial coding, categorization, and thematic synthesis. Relevant information concerning theoretical foundations, psychological competencies, learning strategies, teacher roles, student participation, classroom environment, and educational outcomes was extracted and compared across studies. The coding process involved identifying recurring concepts and grouping related codes into broader categories before developing overarching themes. This approach is consistent with thematic analysis, which provides a systematic procedure for identifying, organizing, and interpreting patterns of meaning across qualitative data (Roseveare, 2023). The codes were subsequently organized into three main themes aligned with the research objectives: (1) conceptual foundations of psychoeducational learning, (2) principles of psychoeducational learning, and (3) implementation in elementary education. Cross-study comparison was conducted to identify recurring patterns, convergent and divergent findings, and contextual variations. The credibility of the synthesis was strengthened through database triangulation, explicit selection criteria, prioritization of peer-reviewed literature, and cross-checking of findings across multiple sources. This procedure enabled the study to develop an integrated understanding of psychoeducational learning that is theoretically grounded and relevant to the developmental characteristics of fifth-grade elementary school students.

RESULT AND DISCUSSION

Result

The literature review revealed that the psychoeducational learning model is a comprehensive educational approach that integrates psychological principles with instructional practices to support students' cognitive, emotional, social, and behavioral development. Unlike conventional learning models that primarily focus on academic achievement, psychoeducational learning emphasizes the importance of students' psychological well-being as a fundamental component of effective learning. The studies reviewed consistently demonstrate that emotional health, social competence, and positive interpersonal relationships significantly influence students' motivation, engagement, and academic success. As a result, psychoeducational learning seeks to create supportive, inclusive, and student-centered learning environments that accommodate the diverse developmental needs of learners. Within this framework, students are viewed not merely as recipients of knowledge but as active participants in the learning process who continuously develop their personal, social, and emotional capacities alongside academic skills.

A key concept identified in the literature is the strong relationship between psychological well-being and educational achievement. Students who possess emotional stability, positive self-esteem, resilience, and effective self-regulation are generally more capable of engaging in learning activities and achieving favorable academic outcomes. Conversely, students experiencing psychological difficulties, such as anxiety, low self-confidence, or poor emotional control, often encounter challenges that negatively affect their academic performance and classroom behavior. Psychoeducational learning addresses these issues by incorporating structured activities designed to foster self-awareness, emotional regulation, problem-solving abilities, and interpersonal competence. Through these interventions, students are equipped with essential life skills that help them manage academic pressures and social interactions more effectively.

The literature further highlights that psychoeducational learning promotes a collaborative educational environment involving teachers, students, parents, and school communities. Teachers play a critical role as facilitators who not only deliver academic content but also provide emotional support and guidance. By fostering positive teacher-student relationships and encouraging open communication, psychoeducational practices contribute to a safe and nurturing classroom climate. Such an environment enables students to feel valued, respected, and motivated to participate actively in learning activities. Ultimately, the psychoeducational learning model contributes to the development of well-rounded individuals by balancing academic excellence with emotional and social growth, thereby preparing students to succeed both within and beyond the school setting.

The findings indicate that psychoeducational learning is supported by several educational and psychological theories that emphasize students' holistic development. Constructivist learning theory suggests that students actively build knowledge through meaningful experiences, exploration, and social interaction rather than passively receiving information. Humanistic learning theory further highlights the importance of personal growth, self-actualization, emotional well-being, and the development of positive self-concepts within the learning process. In addition, social learning theory explains that students learn behaviors, values, and attitudes through observation, modeling, and interaction with teachers, peers, and their environment. Together, these theoretical perspectives provide a strong foundation for psychoeducational learning by emphasizing the integration of cognitive, emotional, and social dimensions of education. As a result, psychoeducational learning promotes a student-centered approach that supports academic achievement while fostering emotional resilience, interpersonal competence,

and overall personal development, enabling students to thrive both inside and outside the classroom.

Another important finding concerns the core principles that characterize psychoeducational learning. The literature consistently identifies learner-centeredness as a fundamental principle of this model. Learning activities are designed to accommodate students' developmental characteristics, emotional needs, interests, and learning preferences. Teachers are encouraged to facilitate active participation, reflection, and collaboration rather than relying solely on direct instruction. As a result, students become more engaged in the learning process and develop a stronger sense of responsibility for their own learning outcomes. The principle of social-emotional development emerged as another central component of psychoeducational learning. Social-emotional competencies include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Research findings demonstrate that these competencies contribute significantly to students' academic success and psychological well-being. Psychoeducational learning integrates opportunities for students to practice emotional regulation, empathy, communication, and problem-solving skills during classroom activities. Such integration enables students to develop adaptive behaviors that support both academic and personal success.

The reviewed studies further emphasize the importance of creating supportive learning environments. Psychoeducational learning encourages the development of positive classroom climates characterized by trust, respect, safety, and collaboration. Students are more likely to participate actively when they feel emotionally secure and valued by their teachers and peers. Positive classroom relationships also contribute to reduced behavioral problems and improved learning motivation. Therefore, the quality of the learning environment is considered a critical factor in the successful implementation of psychoeducational approaches. Teacher roles within psychoeducational learning differ considerably from those found in conventional instructional models. Rather than functioning solely as knowledge transmitters, teachers act as facilitators, mentors, counselors, and role models. The literature indicates that teachers who possess strong interpersonal and psychological competencies are more effective in supporting students' holistic development. Such teachers are better able to identify students' emotional needs, provide appropriate guidance, and foster positive learning experiences. Consequently, teacher preparedness is a key determinant of psychoeducational learning effectiveness.

The findings also reveal that psychoeducational learning can be implemented through various instructional strategies. Cooperative learning, collaborative problem-solving, reflective discussions, experiential learning, and project-based activities are frequently identified as suitable methods. These strategies encourage students to engage cognitively while simultaneously developing emotional and social competencies. Through collaborative activities, students learn to communicate effectively, resolve conflicts, and appreciate diverse perspectives. Such experiences contribute to the development of both academic skills and psychological resilience. Within the context of Madrasah Ibtidaiyah, psychoeducational learning demonstrates strong compatibility with Islamic educational values. Islamic education emphasizes balanced development across intellectual, spiritual, emotional, moral, and social dimensions. Psychoeducational principles align closely with these objectives by promoting character formation, self-discipline, empathy, and ethical behavior. The reviewed literature suggests that psychoeducational learning can strengthen the integration of academic instruction and character education within Islamic schools. As a result, students are encouraged to develop not only intellectual competence but also positive moral and emotional qualities.

Several studies reviewed in this research reported positive outcomes associated with psychoeducational interventions in elementary education. Students participating in psychoeducational programs often demonstrate improved learning motivation, self-confidence, emotional regulation, and social interaction skills. In addition, many studies found reductions in

behavioral problems and increases in school engagement. These improvements contribute to more productive and positive learning experiences. The evidence suggests that psychoeducational learning can effectively support students' overall development and educational success.

The literature also highlights the role of psychoeducational learning in promoting student well-being. School well-being encompasses students' perceptions of safety, belonging, support, and satisfaction within educational settings. Psychoeducational activities help students understand their emotions, manage stress, and develop healthy coping strategies. As a result, students experience greater emotional comfort and psychological security at school. Enhanced well-being subsequently contributes to stronger academic performance and more positive social relationships. Parental involvement emerged as another important factor influencing psychoeducational learning outcomes. Effective psychoeducational programs often involve collaboration between schools and families to reinforce positive behaviors and emotional competencies. Parents play a significant role in supporting students' psychological development and learning habits outside the classroom. When schools and families work together, students receive consistent guidance and support across different environments. Therefore, family engagement is considered an essential component of successful psychoeducational implementation.

Despite its many benefits, the literature identifies several challenges related to psychoeducational learning implementation. One common challenge is the limited availability of teachers who possess adequate training in educational psychology and psychoeducational practices. Many educators remain unfamiliar with strategies for integrating psychological support into daily instruction. In addition, heavy curriculum demands sometimes restrict opportunities for social-emotional learning activities. These challenges highlight the need for professional development programs that enhance teachers' psychoeducational competencies. Resource limitations also present obstacles to implementation in some educational settings. Schools with insufficient counseling services, learning materials, or institutional support may encounter difficulties in applying psychoeducational approaches effectively. Furthermore, variations in school culture and administrative priorities can influence implementation quality. Some institutions may prioritize academic achievement while giving less attention to students' emotional and psychological needs. Addressing these barriers requires comprehensive policy support and institutional commitment.

Overall, the findings demonstrate that psychoeducational learning represents a promising educational model for Madrasah Ibtidaiyah and elementary school students. The model integrates psychological and educational dimensions to promote holistic student development and improve learning outcomes. Its principles emphasize student-centered learning, social-emotional development, supportive environments, collaborative relationships, and positive well-being. The reviewed literature consistently reports beneficial impacts on academic achievement, emotional competence, social skills, and school adjustment. Therefore, psychoeducational learning can be considered an effective framework for addressing contemporary educational challenges while fostering the comprehensive development of young learners.

Table 1. Summary of Findings on Psychoeducational Learning Models

Aspect	Main Findings	Educational Implications
Concept and Principles	Psychoeducational learning integrates psychological and educational principles through student-centered, social-emotional, and holistic learning approaches.	Supports balanced cognitive, emotional, social, and behavioral development.
Implementation Strategies	Implemented through cooperative learning, reflective activities, experiential learning, teacher facilitation, and family involvement.	Creates meaningful learning experiences and strengthens student engagement.
Student Outcomes	Improves motivation, self-regulation, emotional competence, social skills, academic achievement, and school well-being.	Enhances both learning effectiveness and overall student development.

Challenges and Relevance	Requires teacher competence, institutional support, and adequate resources; aligns with the goals of Madrasah Ibtidaiyah and character education.	Encourages sustainable implementation of holistic and psychologically supportive learning environments.

Table 1 shows that psychoeducational learning integrates psychological and educational dimensions to support students' holistic development. The implementation of this model involves active learning strategies, teacher facilitation, and collaboration with families to create meaningful learning experiences. The reviewed studies consistently indicate positive impacts on students' academic achievement, emotional competence, social skills, and overall well-being. However, successful implementation requires adequate teacher preparation, institutional support, and educational resources to ensure sustainable outcomes in Madrasah Ibtidaiyah and elementary school settings.

Discussion

The findings suggest that psychoeducational learning provides a comprehensive framework for addressing the cognitive, emotional, and social needs of Madrasah Ibtidaiyah and elementary school students. By integrating psychological and pedagogical principles, this model promotes not only academic achievement but also self-regulation, emotional well-being, and interpersonal competencefactors consistently associated with long-term educational success. Unlike conventional instruction that primarily emphasizes cognitive outcomes, psychoeducational learning adopts a holistic developmental approach, aligning with contemporary educational priorities that view student well-being and social-emotional growth as essential dimensions of learning. Consequently, this model offers a relevant and adaptive response to the increasingly complex developmental challenges faced by children in the twenty-first century (Garcia & Nichols, 2021; Osher et al., 2020).

One of the most important findings of this study is that social-emotional development constitutes a foundational component of psychoeducational learning. Extensive evidence shows that social-emotional competenciesincluding emotional regulation, self-awareness, empathy, and interpersonal skillssignificantly enhance academic achievement, classroom engagement, behavioral adjustment, and student well-being. Students with stronger social-emotional skills are more resilient when facing academic challenges and demonstrate greater learning motivation and self-regulation. Consistent with longitudinal meta-analytic findings, social-emotional learning (SEL) interventions produce sustained positive effects on both academic and psychosocial outcomes. Therefore, psychoeducational learning extends beyond conventional SEL by integrating broader psychological support, reflective practices, and developmental guidance into everyday instructional processes, thereby promoting holistic student development (Taylor et al., 2017; Codding et al., 2022)

The learner-centered orientation identified in the reviewed literature is strongly supported by constructivist learning theory, which posits that learners actively construct knowledge through interaction, reflection, inquiry, and authentic experiences rather than passively receiving information from teachers. Within this perspective, learning is viewed as a process of meaning-making in which students engage cognitively, socially, and emotionally with their environment. Psychoeducational learning adopts these principles by encouraging active participation, self-reflection, collaborative problem-solving, and guided exploration of personal experiences. Such learning experiences not only deepen conceptual understanding but also foster self-awareness, emotional regulation, and metacognitive development. Recent studies further indicate that constructivist and student-centered learning environments significantly enhance learner autonomy, self-regulated learning, critical thinking, and engagement, all of which are essential for holistic student development. Consequently, students become more autonomous learners who

are capable of regulating both their learning processes and emotional responses while actively constructing meaningful knowledge in social contexts (Amiruddin et al., 2023; Sumiati et al., 2025).

The discussion further reveals that psychoeducational learning aligns closely with humanistic educational theory. Humanistic theorists emphasize the importance of personal growth, self-esteem, and self-actualization as educational objectives. Within psychoeducational learning environments, students are encouraged to explore their emotions, recognize personal strengths, and develop positive self-concepts. This approach fosters intrinsic motivation and creates opportunities for meaningful learning experiences. Consequently, psychoeducational learning contributes to the development of individuals who are academically competent and psychologically healthy (Ryan & Deci, 2020).

Another important finding concerns the transformative role of teachers in psychoeducational learning environments. Rather than functioning merely as transmitters of academic knowledge, teachers are positioned as facilitators, mentors, relational partners, and sources of emotional support who connect students' cognitive development with their psychological and social needs. This expanded role is particularly important at the Madrasah Ibtidaiyah/elementary school level, where students are still developing emotional regulation, self-concept, interpersonal competence, and learning autonomy. Research in educational contexts indicates that supportive teacher-student interactions can strengthen students' participation, motivation, and engagement by creating a classroom climate in which students feel psychologically safe and valued (Sudirman et al., 2020).

The significance of teacher-student relationships is further supported by recent empirical evidence showing that positive relational interactions are associated with greater academic engagement, partly through students' perceptions of social support and reduced academic pressure. Similarly, recent evidence emphasizes that teacher-student developmental relationships, combined with instructional support, can enhance students' academic motivation and self-efficacy. These findings strengthen the argument that emotional responsiveness should not be regarded as an additional activity separated from teaching; rather, it constitutes an essential pedagogical mechanism through which learning becomes psychologically supportive and developmentally appropriate.

Within the psychoeducational learning model proposed in this study, therefore, the teacher assumes a dual function: facilitating academic learning while simultaneously providing relational and socio-emotional scaffolding. Teachers are expected to recognize students' emotional conditions, encourage reflection, provide constructive feedback, facilitate positive peer interaction, and adapt learning activities to students' developmental needs. This represents an important distinction from conventional instructional models that primarily emphasize content delivery and cognitive achievement. The teacher's relational competence becomes an integral component of the learning process because students' psychological security, motivation, and engagement directly influence their capacity to participate meaningfully in learning. Evidence from Indonesian educational research likewise highlights the importance of considering students' psychological dimensions alongside cognitive learning processes.

Accordingly, successful implementation of psychoeducational learning depends not only on the selection of appropriate learning strategies but also on teachers' capacity to integrate instructional, relational, and socio-emotional support into everyday classroom practices. This finding strengthens the conceptual contribution of the present study by positioning teacher relational competence as a core implementation dimension of psychoeducational learning, rather than merely an interpersonal characteristic. In the context of Madrasah Ibtidaiyah/elementary schools, such a role enables teachers to function as the primary bridge between academic instruction, students' psychological well-being, social development, and character formation. This

integrated teacher role constitutes one of the distinctive features of psychoeducational learning as a holistic educational model.

The findings also demonstrate that psychoeducational learning contributes significantly to students' self-regulation abilities. Self-regulation refers to the capacity to manage emotions, behaviors, and learning activities effectively. Students who develop strong self-regulation skills are more likely to achieve academic success and demonstrate adaptive behavior. Psychoeducational interventions often include reflective exercises, emotional awareness activities, and goal-setting strategies that strengthen self-regulatory capacities. These outcomes are particularly important for elementary students who are still developing executive functioning and behavioral control (Cirino et al., 2017). In the context of Madrasah Ibtidaiyah, psychoeducational learning appears highly compatible with Islamic educational philosophy. Islamic education seeks to develop balanced individuals who demonstrate intellectual competence, spiritual awareness, moral integrity, and social responsibility. Psychoeducational principles complement these objectives by fostering emotional maturity, empathy, and ethical behavior. The integration of psychological development and character education reflects the holistic orientation traditionally emphasized within Islamic educational traditions. Therefore, psychoeducational learning can strengthen the implementation of character-based education in Islamic primary schools (Berliani & Sudrajat, 2018).

The positive impact of psychoeducational learning on school well-being is another important aspect revealed by this review. School well-being encompasses students' feelings of safety, belonging, satisfaction, and support within educational environments. Research suggests that students learn more effectively when they perceive their school as a positive and supportive space. Psychoeducational approaches contribute to these conditions by promoting emotional security, positive relationships, and inclusive classroom cultures. Consequently, psychoeducational learning not only improves academic outcomes but also enhances the quality of students' educational experiences (Choi et al., 2025).

The findings also suggest that psychoeducational learning contributes to resilience development among students. Resilience refers to the ability to adapt positively when facing challenges, adversity, or stress. Students who participate in psychoeducational activities often demonstrate greater confidence, problem-solving skills, and emotional adaptability. These qualities are increasingly important in contemporary societies characterized by rapid social and technological changes. Therefore, psychoeducational learning can help prepare students for future academic and personal challenges (Masten, 2021). From a policy perspective, the integration of psychoeducational learning aligns with global educational priorities emphasizing student well-being and holistic development. International organizations increasingly advocate educational models that balance academic excellence with psychological health and social competence. Such priorities reflect growing recognition that educational success should be measured not only through academic outcomes but also through students' overall development. Psychoeducational learning directly supports these broader educational objectives. Consequently, policymakers should consider incorporating psychoeducational principles into curriculum frameworks and teacher preparation programs (UNICEF, 2022).

The findings further indicate that psychoeducational learning promotes inclusive educational practices. By recognizing individual differences in emotional, social, and cognitive development, psychoeducational approaches accommodate diverse student needs. Inclusive classrooms are more likely to support students from different backgrounds and learning abilities. This flexibility is particularly important in contemporary educational settings characterized by increasing diversity. Therefore, psychoeducational learning contributes to equitable educational opportunities for all students (Ainscow, 2020). Technology integration may also enhance psychoeducational learning implementation. Digital platforms provide opportunities for reflective learning, emotional monitoring, collaborative interaction, and personalized educational support.

When appropriately designed, educational technologies can strengthen students' self-awareness and self-regulation skills. However, technology should complement rather than replace meaningful human interaction within psychoeducational processes. Effective implementation requires a balanced approach that integrates digital resources with supportive teacher-student relationships (Holmes & Tuomi, 2022).

A key finding concerns the central role of social-emotional development within psychoeducational learning. Consistent with previous research demonstrating the positive effects of SEL on academic achievement, classroom behavior, and well-being, this review confirms that emotional regulation, empathy, and interpersonal competence are essential foundations for successful learning. However, the novelty of the present study lies in extending the SEL perspective by integrating psychological guidance, reflective practices, self-regulation training, and character formation into routine classroom instruction. Rather than treating socio-emotional development as a complementary program, the psychoeducational model positions it as an inseparable component of the learning process itself. This integrated perspective broadens the theoretical scope of existing SEL research and provides a more holistic approach to student development.

Another important contribution of this study is its contextualization of psychoeducational learning within the educational philosophy of Madrasah Ibtidaiyah. Previous studies have generally examined psychoeducational approaches in secular educational settings, with limited attention to their compatibility with Islamic educational values. The findings demonstrate that psychoeducational principles align closely with the Islamic vision of developing balanced individuals who possess intellectual competence, spiritual awareness, moral integrity, and social responsibility. This alignment suggests that psychoeducational learning can function not merely as a pedagogical innovation but also as a mechanism for strengthening character education and holistic human development within Islamic primary schools. Consequently, the study contributes a context-specific framework that bridges contemporary educational psychology with the objectives of Islamic education.

Furthermore, unlike earlier studies that frequently emphasize either academic achievement or psychological well-being, the present review highlights the interconnected nature of cognitive, emotional, social, behavioral, and spiritual development. The findings suggest that psychoeducational learning simultaneously promotes self-regulation, resilience, school well-being, collaborative competence, and inclusive educational practices. This multidimensional perspective constitutes a significant advancement because it demonstrates how diverse developmental outcomes can be fostered through a unified educational approach rather than through isolated interventions.

The study also contributes to the literature by identifying practical implementation dimensions that are particularly relevant for Madrasah Ibtidaiyah and elementary schools, including supportive teacher-student relationships, collaborative learning, parental involvement, inclusive classroom environments, and the integration of technology for reflective and personalized learning. Previous research often discusses these elements independently; however, the present study conceptualizes them as interconnected components of a psychoeducational ecosystem that supports holistic student development. This systems-oriented perspective provides a more comprehensive foundation for curriculum development, teacher training, and educational policy.

Overall, the findings confirm that psychoeducational learning is a comprehensive educational model capable of supporting academic, emotional, social, and behavioral development simultaneously. The reviewed literature demonstrates its effectiveness across various educational contexts and student populations. Its alignment with contemporary educational priorities further reinforces its relevance for elementary schools and Madrasah

Ibtidaiyah. Through the integration of psychological and pedagogical principles, psychoeducational learning offers a practical framework for fostering holistic student development. Therefore, wider adoption and continued research on psychoeducational learning are strongly recommended.

CONCLUSION

This study concludes that the psychoeducational learning model represents a holistic educational approach that integrates psychological and pedagogical principles to support the cognitive, emotional, social, and behavioral development of Madrasah Ibtidaiyah and elementary school students. The literature review indicates that psychoeducational learning is grounded in constructivist, humanistic, and social learning theories, emphasizing student-centered learning, social-emotional development, self-regulation, and supportive learning environments. The implementation of psychoeducational learning through collaborative activities, reflective practices, experiential learning, and positive teacher-student relationships contributes significantly to students' academic achievement, emotional competence, social skills, and overall well-being.

The findings further demonstrate that psychoeducational learning aligns closely with the goals of Islamic and elementary education, which emphasize holistic character formation and balanced personal development. Despite challenges related to teacher competence, institutional support, and resource availability, psychoeducational learning offers substantial potential for improving educational quality and student outcomes. Therefore, schools should strengthen teacher training, family involvement, and supportive educational policies to facilitate effective implementation. Future research is recommended to explore the effectiveness of psychoeducational learning models through empirical studies in diverse educational settings and student populations.

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