UNIVERSITAS
GADJAH MADA
Eksplorasi Praktik Circle Time pada Siswa Sekolah Dasar di Komunitas Gerakan Sekolah Menyenangkan
DESITA DINDA INDRASWARI, Theresia Novi Poespita Candra, S.Psi., M.Si, Ph.D., Psikolog
Universitas Gadjah Mada, 2026 | Diunduh dari http://etd.repository.ugm.ac.id/

Daftar Pustaka

Ainun, A. L., Saputro, B. A., Prasetyowati, D., & Rachmawati, Y. (2023). Perkembangan Sosial emosional PESERTA DIDIK Usia Dasar. *Didaktik : Jurnal Ilmiah PGSD STKIP Subang*, *9*(04), 1796–1808. https://doi.org/10.36989/didaktik.v9i04.1770

Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.

Bergin, C., Tsai, C.-L., Prewett, S., Jones, E., Bergin, D. A., & Murphy, B. (2024). Effectiveness of a social-emotional learning program for both teachers and students. *AERA Open*, *10*(1), 1-18. https://doi.org/10.1177/23328584241281284

Bonfim, N., Lacerda, A., Jacinto, P., & Tateo, L. (2025). The role of circle time in cultivating social-emotional skills and teacher-child relationships: A study in a Brazilian public kindergarten. *Early Childhood Education Journal*. Advance online publication. https://doi.org/10.1007/s42087-025-00523-9

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Caprara, G. V., Barbaranelli, C., Pastorelli, C., Bandura, A., & Zimbardo, P. G. (2000). Prosocial foundations of Children's Academic Achievement. *Psychological Science, 11*(4), 302–306. https://doi.org/10.1111/1467-9280.00260

CASEL. (2019). *CASEL's SEL framework: What are the core competence areas and where are they promoted?* Collaborative for Academic, Social, and Emotional Learning. https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/

Candra, T. N. P., & Rizal, S. (2021). Gerakan Sekolah Menyenangkan: Transformasi pendidikan berbasis karakter dan kesejahteraan psikologis. *Jurnal Psikologi Pendidikan dan Konseling,* 7(2), 112–124.

Cefai, C., Ferrario, E., Cavioni, V., Carter, A., & Grech, T. (2014). Circle time for social and emotional learning in primary school. *Pastoral Care in Education, 32*(2), 116–130. https://doi.org/10.1080/02643944.2013.861506

Center for Reproductive Health, University of Queensland, & Johns Hopkins Bloomberg School of Public Health. (2022). Indonesia – National Adolescent Mental Health Survey (I-NAMHS) Report. Center for Reproductive Health.

UNIVERSITAS
GADJAH MADA
Eksplorasi Praktik Circle Time pada Siswa Sekolah Dasar di Komunitas Gerakan Sekolah Menyenangkan
DESITA DINDA INDRASWARI, Theresia Novi Poespita Candra, S.Psi., M.Si, Ph.D., Psikolog
Universitas Gadjah Mada, 2026 | Diunduh dari http://etd.repository.ugm.ac.id/

Currie, L. (2023*). Easy ideas for community circles for better student connections. Ripple Kindness Project*. https://ripplekindness.org/social-emotional-learning-classroom-circles-build-community/

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.

Denham, S. A., Blair, K. A., DeMulder, E., Levitas, J., Sawyer, K., Auerbach-Major, S., & Queenan, P. (2003). Preschool emotional competence: Pathway to social competence. *Child Development, 74*(1), 238–256. https://doi.org/10.1111/1467-8624.00533

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432. https://doi.org/10.1111/j.1467-8624.2010.01564.x

Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly, 44*(2), 350–383. https://doi.org/10.2307/2666999

Edutopia. (2023). *Building students' social-emotional learning skills*. https://www.edutopia.org/article/building-students-social-emotional-learning-skills/

Erikson, E. H. (1963). *Childhood and society* (2nd ed.). W. W. Norton & Company.

Gaffney, H., Ttofi, M. M., & Farrington, D. P. (2019). Evaluating the effectiveness of school-bullying prevention programs: An updated meta-analytical review. *Aggression and Violent Behavior, 45,* 111–133. https://doi.org/10.1016/j.avb.2018.07.001

Gerakan Sekolah Menyenangkan. (2014). *Tentang GSM*. https://sekolahmenyenangkan.or.id/tentang-kami/

Gerakan Sekolah Menyenangkan. (2026). Beranda. Diakses 13 Juli 2026, dari https://sekolahmenyenangkan.or.id/

Goleman, D. (2002). *Working with Emotional Intelligence* (terjemahan). Jakarta : PT. Gramedia Pustaka Utama

Goodstats. (2025). *Kasus Kekerasan di Dunia Pendidikan Indonesia Terus Naik*. https://data.goodstats.id/statistic/kasus-kekerasan-di-dunia-pendidikan-indonesia-terus-naik-jrevY

UNIVERSITAS
GADJAH MADA
Eksplorasi Praktik Circle Time pada Siswa Sekolah Dasar di Komunitas Gerakan Sekolah Menyenangkan
DESITA DINDA INDRASWARI, Theresia Novi Poespita Candra, S.Psi., M.Si, Ph.D., Psikolog
Universitas Gadjah Mada, 2026 | Diunduh dari http://etd.repository.ugm.ac.id/

Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist, 58*(6–7), 466–474. https://doi.org/10.1037/0003-066X.58.6-7.466

Hamre, B. K., & Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development, 72*(2), 625–638. https://doi.org/10.1111/1467-8624.00301

Hanabella, R., & Candra, N. P. (2021). Eksplorasi implementasi circle time pada sekolah dasar yang menerapkan gerakan sekolah menyenangkan. *Jurnal Psikologi Teori dan Terapan*, *12*(1), 1-18. doi: 10.26740/jptt.v12n1.p1-18

Jones, D. E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health, 105*(11), 2283–2290. https://doi.org/10.2105/AJPH.2015.302630

Kaloeti, D. V. S., Manalu, R., Kristiana, I. F., & Bidzan, M. (2021). The role of social media use in peer bullying victimization and onset of anxiety among Indonesian elementary school children. *Frontiers in Psychology, 12*, 635725. https://doi.org/10.3389/fpsyg.2021.635725

Krueger, R. A., & Casey, M. A. (2015). *Focus groups: A practical guide for applied research* (5th ed.). SAGE Publications.

Lee, J., & Wang, C. (2025). Social–emotional competence growth profiles in upper elementary school years and pathways to Mental Health Outcomes in middle school. *International Journal of Environmental Research and Public Health*, *22*(11), 1744. https://doi.org/10.3390/ijerph22111744

Lieberman, M. D., Eisenberger, N. I., Crockett, M. J., Tom, S. M., Pfeifer, J. H., & Way, B. M. (2007). Putting feelings into words: Affect labeling disrupts amygdala activity in response to affective stimuli. *Psychological Science, 18*(5), 421–428. https://doi.org/10.1111/j.1467-9280.2007.01916.x

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.

Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year Odyssey. *American Psychologist*, *57*(9), 705–717. https://doi.org/10.1037/0003-066x.57.9.705

UNIVERSITAS
GADJAH MADA
Eksplorasi Praktik Circle Time pada Siswa Sekolah Dasar di Komunitas Gerakan Sekolah Menyenangkan
DESITA DINDA INDRASWARI, Theresia Novi Poespita Candra, S.Psi., M.Si, Ph.D., Psikolog
Universitas Gadjah Mada, 2026 | Diunduh dari http://etd.repository.ugm.ac.id/

Lown, J. (2002). Circle time: The perceptions of teachers and pupils. *Educational Psychology in Practice, 18*(2), 93–102. https://doi.org/10.1080/02667360220144539

Malti, T., Peplak, J., & Zhang, L. (2020). The development of respect in children and adolescents. *Monographs of the Society for Research in Child Development*, *85*(3), 7–99. https://doi.org/10.1111/mono.12417

Muhamad, N. (2023). *Kasus Perundungan Sekolah Paling Banyak Terjadi di SD dan SMP hingga Agustus 2023*. Katadata. https://databoks.katadata.co.id/pendidikan/statistik/2eed1c1a3b491f3/kasus-perundungan-sekolah-paling-banyak-terjadi-di-sd-dan-smp-hingga-agustus-2023

Paradis, E., O'Brien, B., Nimmon, L., Bandiera, G., & Martimianakis, M. A. (Tina). (2016). Design: Selection of Data Collection Methods. *Journal of Graduate Medical Education, 8*(2), 263–264. 10.4300/jgme-d-16-00098.1

Perry, N. E., Lisaingo, S., Yee, N., Parent, N., Wan, X., & Muis, K. (2020). Collaborating with teachers to design and implement assessments for self-regulated learning in the context of authentic classroom writing tasks. *Assessment in Education: Principles, Policy & Practice*, *27*(4), 416–443. https://doi.org/10.1080/0969594x.2020.1801576

Pollak, I., Stiehl, K. A. M., Birchwood, J., Schrank, B., Zechner, K. A., Wiesner, C., & Woodcock, K. A. (2024). Promoting peer connectedness through social-emotional learning: Evaluating the intervention effect mechanisms and implementation factors of a social-emotional learning programme for 9 to 12-year-olds. *Journal of Youth and Adolescence, 53*, 89–116. https://doi.org/10.1007/s10964-023-01871-x

Rojas-Drummond, S., Torreblanca, O., Pedraza, H., Vélez, M., & Guzmán, K. (2013). 'dialogic scaffolding': Enhancing learning and understanding in collaborative contexts. *Learning, Culture and Social Interaction*, *2*(1), 11–21. https://doi.org/10.1016/j.lcsi.2012.12.003

Schunk, D. H. (1990). Goal setting and self-efficacy during self-regulated learning. *Educational Psychologist*, *25*(1), 71–86. https://doi.org/10.1207/s15326985ep2501_6

Turner, D. P. (2020). Sampling methods in research design. *Headache: The Journal of Head and Face Pain, 60*(1), 8–12. doi:10.1111/head.13707

Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications.

UNIVERSITAS
GADJAH MADA
Eksplorasi Praktik Circle Time pada Siswa Sekolah Dasar di Komunitas Gerakan Sekolah Menyenangkan
DESITA DINDA INDRASWARI, Theresia Novi Poespita Candra, S.Psi., M.Si, Ph.D., Psikolog
Universitas Gadjah Mada, 2026 | Diunduh dari http://etd.repository.ugm.ac.id/

Zeman, J., Cassano, M., & Adrian, M. C. (2013). *Handbook of Self-Regulatory Processes in Development* (1st ed). Psychology Press.