



## Emotional Management in Elementary School-Age Children in the Dynamics of Modern Life: Strategies, Challenges, and Solutions

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### Abstract

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*The urgency of this article is the increase in the prevalence of socio-emotional problems faced by elementary school children in the modern era. This study used a Systematic Literature Review (SLR) approach to identify, evaluate, and synthesize critically the empirical findings regarding emotional management in elementary school-age children in the context of modern life. Scientific articles used were those published between 2015 and 2024, and articles indexed in Scopus and Sinta databases. Moreover, studies that explicitly discuss emotional management in 6-12-year-old children were also included. The results of the study indicated that emotional management strategies for children have been developed globally, yet their implementation remains uneven at the local level. Three main findings for effective strategies that frequently emerge are emotional management strategies, with 44 articles (31.65%). Common challenges were reported in 42 articles (30.14%), such as a lack of teacher training in managing students' emotions. Solutions involving teacher training regarding emotion and their regulations were reported in 21 articles (29.19%). This functions as a solid foundation to understand how children's emotional education should be developed, not only taught.*

## INTRODUCTION

### Background of the Study

In this advanced digital era, human life has experienced a significant transformation in various aspects, including how we interact, work, and manage emotions (Zhang & Chen, 2024). Advancements in information technology, especially social media, have not only transformed the communication pattern and social interactions but also brought new challenges in terms of mental health and emotional management (Szymkowiak et al., 2021). According to the data from We Are Social in 2024, social media users in Indonesia have reached 191 million, with an average daily usage time of 3 hours 14 minutes (Salam et al., 2025). Technological development and social transformation have a significant impact on the lives of elementary school children (Supa'at & Ihsan, 2023). Early childhood

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is when children's cognitive, emotional, and attitudinal development develops rapidly (Wang et al., 2025). Appropriate supervision and guidance are required to ensure that child development progresses appropriately (Mathews et al., 2022).

Emotional management is really required within a person. Failure to manage emotion can be harmful to oneself and others (Xu et al., 2021). Success in managing emotion must be accompanied by knowledge and real practice (Ricks & Warren, 2021). Emotional management is the ability to identify, understand, control, and express emotion properly in various situations of life (Bru-Luna et al., 2021). In modern psychology, this ability is not only a complement but also an important foundation of emotional intelligence that supports the success of individuals in private, social, and professional domains (Bartos et al., 2022). In the middle of the complexity of modern life, which is characterized by academic, social, and technological pressures, the ability to manage emotion is increasingly important (Syamsir et al., 2025). Failure to manage emotions can have an impact on various aspects of life, including mental health, interpersonal conflict, and decreased productivity.

Exposure to various information through social media and digital devices presents obstacles and challenges for children's emotional growth and attitudes (Shanmugasundaram & Tamilarasu, 2023). This creates new challenges in managing their emotions. A study conducted by Lund et al. (2021) indicated that the excessive use of digital media in 7-year-old children can lead to behaviors such as irritability, lack of attention, and rebellious tendencies. Children who consume digital media without adequate supervision tend to have difficulties in managing their emotions, affecting their social interactions and learning process (Coyne et al., 2021). Moreover, a study conducted by Öngören & Yılmaz (2024) revealed that the use of social media has a negative impact on the emotional intelligence and social interactions of elementary school students. Children who are active on social media tend to have difficulty in recognizing and managing their emotions, as well as exhibiting less adaptive social behavior (Piccerillo & Digennaro, 2025).

The main objective of this study is to critically identify, evaluate, and synthesize the empirical findings regarding emotional management in elementary school children in the context of modern life, which is filled with digital pressure and social changes. This study used a Systematic Literature Review (SLR) approach in scientific articles published from 2015 to 2024 indexed in Scopus and SINTA. The main conclusions of this study are: 1. Emotional management strategies have been developed globally, yet their implementation at the local level has not been evenly distributed. 2. The main challenge is the low capacity of teachers to support students' emotions due to a lack of training and emotional literacy. 3. An effective solution, including structured training for teachers regarding emotional regulation, enables them to be adaptive emotional facilitators for students in a constantly evolving world.

### **Problem of the Study**

This phenomenon is supported by Nugroho & Anggraeni, (2024), who reported that 32.1% of preschool children have poor socio-emotional development. This event highlights the need for special attention to the development of emotional management skills from an early age. This focus makes emotional management an important skill that must be owned by elementary school students (Herut et al., 2024). Another phenomenon was shown by Héctor Morillo-Sarto regarding the impact of social media disruptions, family function, and community social disruptions on adolescents' psychological stress: The role of intolerance media on uncertainty. Results: The model showed a good fit with the data. Social media disruptions and family function showed direct and indirect statistically significant effects on psychological stress. Social media disruption is correlated with a higher psychological stress, while positive family function is protective. Community social disruptions are indirectly correlated to higher psychological stress through increased intolerance of uncertainty. Conclusion: Intolerance of uncertainty is a critical predictor of adolescent stress, which is often ignored, although its role is a significant mediator (Morillo-Sarto et al., 2025).

A study by WHO (2023) estimated that 1 in 7 children aged 6-12 experience mild to moderate psychosocial disorders, including difficulties in managing emotions, excessive anger, and low empathy and mental resilience (Madigan et al., 2023). In the context of Indonesia, reports from the Ministry of Women Empowerment and Child Protection and UNICEF 2022 also showed increased cases of bullying,

verbal violence, and conflict among elementary school students, which are mostly closely related to underdeveloped emotional regulation skills (Gong et al., 2025). Moreover, a lack of focus on emotional education in the curriculum and parenting styles that are often authoritarian or permissive exacerbate this condition. This highlights the urgency of this article regarding the need for a strategic and integrated approach to instill emotional management skills from an early age, not only to prevent emotional crisis but also to shape a future generation that is resilient both mentally and socially.

### Research's State of the Art

The ability to recognize, understand, and manage emotion effectively can help individuals to overcome the pressure and challenges of modern life, as well as improve their social interactions and academic performance (Jordan & Troth, 2004). Furthermore, the role of parents is also important in guiding children in managing their emotions (Paley & Hajal, 2022). Children tend to imitate the attitudes and behaviors demonstrated by their parents (Sujarwo et al., 2021). Indirectly, every action taken by parents will influence children's emotional development (Grolnick & Pomerantz, 2022). Children's emotional development can also be influenced by their friends and environment (Egan et al., 2021). In children aged 6-12 years old, children retain a considerable amount of the information they observe (Neisser, 1976). This makes them imitate what they see. This is where the importance of emotional management lies, which is to regulate and control all emotions from an early age.

Emotional management in early age children is a child's ability to recognize and understand their emotions and others (Paley & Hajal, 2022). Emotion can be managed by controlling emotional outbursts through healthy strategies and resolving conflict socially and adaptively (Sorter et al., 2022). In primary education, emotional management is a bridge between behavior and learning because children who are able to manage their emotions will find it easier to focus, cooperate, and develop both academically and socially (Khassawneh et al., 2022). According to Cooke and Hurlock (1999), children in the elementary age range, between 6 and 12 years old, are in a developmental phase characterized by: Increasing intellectual and cognitive abilities, more complex social development, the growth of moral and emotional awareness, and interest in group activities and collaboration. According to Papalia et al. (2007) in Psi (2025), this period is also referred to as an emotionally calm stage, yet it is full of challenges in shaping personality and self-control.

Emotional development in elementary school children begins to show awareness that someone may experience mixed emotions, increasing ability to hide or regulate emotions, and sharper emotional knowledge through social experiences. Based on Goleman (1995) and Denham (2006) in Mirnawati et al. (2023), elementary school-age children understand that: Emotion can be controlled through certain strategies (disruption, reappraisal), and the social environment (parents, teachers, peers) acts as a model for emotional regulation. According to Erik Erikson's theory, children in elementary age are in the developmental stage: "Industry vs. Inferiority" (6-12 years old), where children: Have a desire to be competent and productive, tend to compare themselves with their peers, and have a strong need for emotional support and social validation (Amrulloh & Purwandari, 2024). If they cannot manage pressure and demand, a child may develop into an anxious, self-critical, or passive-aggressive individual. See Table 1 to find out the importance of emotional management for students.

**Table 1.** The importance of emotional management.

Aspect	Explain
Mental and Psychological Health	One of the main causes is the individual's inability to manage stress and emotional pressure
Social Harmony	In the context of child education, emotional management has an important role in developing social character, such as cooperation, respect, and tolerance
Academic and Professional Performance	Students with high emotional intelligence have better academic performance than those who have low emotional intelligence

Aspect	Explain
Establishing Adaptive Personality	Those who have good emotional management tend to be flexible, resilient to unexpected situations, and able to respond to changes calmly and wisely

This study contributes to filling the existing gap through a systematic literature review (SLR), which critically maps the landscape of emotional management among elementary school children (6-12 years old) in the dynamics of modern life. This integrates the findings of global and local context and identifies: 1) Commonly employed strategies, 2) Persistent challenges encountered in the field, and 3) Contextually relevant practical solutions. Thus, this study offers a structured foundation to develop evidence-based interventions and inform educational policies that respond not only to emotional needs but also to the socio-cultural and digital realities of current childhood.

### Gap Study and Objective

Emotional management in elementary school students has been an important focus in modern developmental psychology and education. At this age, children begin to face social complexity, academic demands, and intense digital exposure, making emotional regulation skills the determinant of psychosocial well-being and the success of learning. A meta-analysis study by Kaspar & Massey (2023) emphasized that universal socio-emotional learning (SEL) carried out at elementary school contributes to the increase in social skills, academic achievements, and emotional regulation. This program provides children with cognitive and affective strategies to manage stress and dynamic social interactions. George et al. (2024) found that the measurement of self-regulation in school-age children is often inconsistent across cultures. Instruments used in developed countries are not always compatible with the local context, causing bias in assessing the effectiveness of the emotional management program. This indicates the need for instrument adaptation that is relevant to the Indonesian context (Ng et al., 2022). De Carvalho et al. (2021) demonstrated that awareness-based intervention at elementary school is successful in reducing anxiety levels and improving children's emotional balance. This program is effective, particularly if it is carried out regularly with teachers' support.

Rowland et al. (2023), through a cluster randomized trial, found that mindfulness practice at elementary school not only has an impact on emotional regulation but also improves social interactions among students. Thus, emotional management has broad implications for classroom climate. Bierman et al. (2023) emphasized the importance of teacher readiness in carrying out the emotional management program. Trained teachers tend to be more consistent in implementing emotional regulation strategies in class, which ultimately increases the effectiveness of the program. Tang et al. (2021), through a systematic review, found that exposure to digital screens is correlated with an increase in internalizing emotional problems (for instance, anxiety and depression) in children. This emphasizes that emotional management strategies in the modern era must consider digital aspects. Llistosella et al. (2023) reported that a school-based resilience program effectively improves children's ability to address stress and establish adaptive coping skills. This intervention is proven relevant in preparing children facing social and academic challenges in the modern era. Mänty et al. (2022) revealed that children's understanding of emotion is an important foundation for emotional regulation. Programs emphasizing emotional awareness from an early age are proven to improve children's ability to express emotion in healthy ways.

Reviewed from the literature, it can be concluded that emotional management strategies in elementary school-age children are varied, including SEL, mindfulness, and school-based resilience. However, challenges faced include limitations in instrument adaptation, teacher involvement, and significant influence of digital exposure. Therefore, this study is important to synthesize strategies, challenges, and solutions of emotional management in the context of children's modern life.

## METHOD

### Type and Design

This study used a Systematic Literature Review (SLR) approach to identify, evaluate, and synthesize critically the empirical findings regarding emotional management in elementary school-age children in the context of modern life. This approach is designed to provide an in-depth understanding of strategies, challenges, and solutions presented in various previous studies. SLR procedure followed PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analysis) framework as the primary reporting standard (Munawarah et al., 2024).

### Data and Data Sources

This study used scientific articles published between 2015 and 2024 and indexed in Scopus and SINTA databases. Studies that explicitly discuss emotional management in 6-12-year-old children were included. The type of publication: journal article, experimental study, quasi-experimental study, and relevant theoretical review. This study included publications in English and Bahasa Indonesia. Literature searching was conducted through Scopus databases using the following combined keywords: "manajemen emosi" OR "regulasi emosi" and "sekolah dasar" OR "pendidikan dasar" and "anak" and "strategi" and "kehidupan modern".

### Data Collection Technique

The article's selection process followed the steps elaborated in the PRISMA: (See Table 2)

**Table 2.** Article Selection Process

<b>Identification</b>	437 articles were found from the initial search.
<b>Screening Title and Abstract</b>	They were filtered according to relevant topics, and 239 articles were retained.
<b>Full Text Evaluation</b>	The articles were selected based on inclusion criteria, and 139 articles were retained.
<b>Final Analysis</b>	Relevant articles were analyzed thematically and coded into three domains: strategies, challenges, and solutions.

### Data Analysis

Selected articles were analyzed using a thematic-qualitative approach with steps including open coding to identify terms, themes, approaches, and recommendations. Axial coding was applied to categorize into main themes (strategies, challenges, solutions). Thematic synthesis integrated the results to answer research questions comprehensively. Furthermore, a literature matrix was used to compare the research context, method, results, and relevance of each article.

## RESULTS

Literature analysis showed that the Social and Emotional Learning (SEL)-based approach is the most adopted strategy in developing emotional intelligence in elementary school children. Programs, such as FRIENDS and EMOCINE, have been proven effective in improving abilities, such as self-awareness, empathy, and self-regulation. Moreover, the use of instruments, such as the Trait Emotional Intelligence Questionnaire Child Form (TEIQue-CF), provides validation that the intervention carried out has a positive impact on increasing children's emotional regulation. The identification process resulted in 437 records from database searches and 25 additional records from other sources. After deleting duplicates, 232 records remained. 139 records were filtered based on title and abstract, and 99 records were excluded.

Identification: 437 records were identified through database search, with an additional 25 records identified from other sources. Article screening: after removing duplicates, 232 records remained, 139 records were screened by title and abstract, and 99 records were excluded. Full-text articles were assessed for eligibility, resulting in 239 full-text articles, and 99 articles were excluded

due to being irrelevant to age, 29 because the age group was inappropriate, 45 because they did not focus on emotional management, and 25 because the full text was not available. 75 articles used a qualitative study, 51 used a quantitative study, and 13 used a mixed method, as presented in Table 3.

**Table 3.** Stages of Literary Selection

	<i>f</i>	
<b>Identification</b>		
Records identified through database searches	437	
Additional records identified through other sources	25	
<b>Screening</b>		
Records after duplicates were deleted	232	
Records were filtered (title & abstract)		139
Records were excluded	99	
<b>Eligibility</b>		
Full-text articles were assessed for eligibility	239	
Full-text articles were excluded for reasons	99	
Not relevant to the age	29	
Do not focus on emotional management	45	
Full-text is unavailable	25	
<b>Included</b>		
Studies in qualitative	75	
Studies in quantitative	51	
Study in Mixed Method	13	

### Effective Emotional Management Strategies

The emotional development process in elementary school children can be shaped during their learning process. Emotional management in elementary school children has been proven to be most effective when applied through a systematic approach integrated into children's learning environment and daily life. Analysis of 139 articles indexed in Scopus and Sinta revealed that the dominant strategies are: Social and Emotional Learning (SEL) Program, Play-Based Emotional Training, Emotional Modeling by Teacher and Parents, Narrative Intervention using emotional story book, and Mindfulness/emotional breathing exercises. A clearer perspective regarding emotional management strategies can be seen in the Table 4 below.

**Table 4.** Emotional Management Strategies

Strategy	Frequency of Occurrence	Effectiveness Found in the Study
SEL Program (CASEL, PATHS, DGBL)	27 articles (19.35%)	Improving empathy, self-control, and self-awareness
Game-based approach	32 articles (22.99%)	Improving positive emotional expression and emotional recognition
Role modeling by teachers/parents	44 articles (31.65%)	Children imitate adult coping strategies
Narrative intervention of an emotional story book	17 articles (12.2%)	Improving understanding of complex emotion
Emotional mindfulness/breathing exercises	31 articles (22.29%)	Reducing emotional reactivity

Based on data from Table 4, the identified emotional management strategies include SEL program (CASEL, PATHS, DGBL) (19.35%), game-based approach (22.99%), role modeling (31.65%), narrative intervention of emotional story books (12.2%), and mindfulness exercise (22.29%). Role

modeling program by teacher/parents emerges as a dominant strategy in 31.65 articles analyzed. These programs, such as CASEL and PATHS, have been proven to improve children's ability to manage emotion, address conflict, and establish empathy (Greenberg, 2023). A study by Balter et al. (2025) demonstrated 35% improvement in impulse control among 8-to 10-year-old children after an SEL program for 12 weeks. On the other hand, the game-based approach (DGBL) also showed high effectiveness, particularly at lower-grade classrooms. Cooperative games role-playing offer more detailed perspective regarding the best practice that has been established on the control group: a) the inclusion of educational activities is not always desirable and depends on whether absolute or relative effectiveness is being evaluated and b) maintaining the equal teaching time between experimental and control groups does not align with the time efficiency outcomes of DGBL (Semua et al., 2021). Teachers and parents also have an important role as role models. Children exposed to stable and responsive emotional behaviors from adults tend to exhibit better emotional regulation ability with significantly increased self-regulation score in SDQ (Strengths and Difficulties Questionnaire).

#### Data Analysis: Challenges in the Development of Emotional Management

Challenges in the development of emotional management include various challenges, although emotional management strategies have been proven effective. The implementation in real life, especially for elementary school-age children, faces various structural, cultural, and pedagogical challenges. From the systematic analysis of 139 articles indexed in Scopus and Sinta, five main challenge themes were identified: the absence of curriculum integrating emotion, lack of teachers' emotional competency, the influence of digital and social environment, gaps in parental support, and limited program evaluation and monitoring. Challenges in developing emotional management can be seen in Table 5 below.

**Table 5.** Challenges in the Development of Emotional Management<sup>[A1]</sup>

Category of Challenges	Frequency in Literature	Impact on Children's Emotional Management
Curriculum does not explicitly include SEL content	27 articles (19.35%)	Children do not receive systematic emotional stimulation at school
Teachers are not trained to manage students' emotions	42 articles (30.14%)	Teachers' responses tend to be reactive, not supportive
Excessive digital media exposure	39 articles (28.06%)	Children have difficulty focusing, tend to be impulsive, and are prone to emotional overreactions
Inconsistent parental role	31 articles (22.29%)	Children experience emotional confusion due to incoherent parenting styles

Analysis of Table 5 shows that challenges in the development of emotional management have several aspects: Curriculum does not explicitly include SEL content (19.35%). Teachers are not trained to manage students' emotions (30.14%). Excessive digital media exposure (28.06%). Inconsistent parental involvement (22.29%). In 2017, the National Commission for Social, Emotional, and Academic Development conducted a Panel of Distinguished Scholars consisting of 28 members to review relevant evidence regarding SEL in various disciplines. The panel concluded that social and emotional competencies are really important for learning, positive development, and success at school, career, and life. This report cites studies from the past two decades demonstrating the influence of SEL on various child outcomes, including well-being, behavior, and academic outcomes (Greenberg, 2023). When teachers are not provided emotional training, their responses tend to be normative (calming, punishing), not constructive (guiding, regulating).

This creates an irony where children are taught to 'manage their emotions' but the class manager (teacher) is not provided the devices required (Lakicevic et al., 2025). 1016 preschool children aged 5-6 years (M=70.8 months, SD=4.5) were assessed using Developmental Neuropsychological Assessment (NEPSY-II) and Dimensional Change Card Sort for cognitive flexibility (CF), visual work memory (WM), verbal WM, inhibition, and motor persistence with parental consent, while screen time (ST) was reported through questionnaire filled put by their mothers. Participants spent approximately 2 hours in active and passive ST per day, with boys spending more time in active ST than girls. There is a very weak negative correlation between active and passive CF and ST, and a weak negative correlation between verbal WM and active and passive ST. Inconsistent parenting style, especially regarding negative emotions (anger, disappointment), disrupts children's emotional processing scheme. Without a valid instrument and long-term monitoring, the researcher cannot determine which intervention has a significant impact or only a 'short-term trend'. This makes many SEL programs only decorative in the curriculum.

### Solutions and Recommendations

Based on an analysis of 13 articles indexed in Scopus, the researcher aims to identify strategies and challenges, thereby providing solutions to strengthen emotional management in early childhood education that requires a holistic, adaptive, and contextual approach. The solution is not only technical (training, instrument) but also structural and cultural, targeting education and the family ecosystem broadly. The most frequently recommended solutions include integrating life skills programs into the core curriculum, emotional competence training for teachers and parents, culture- and community-based contextual intervention, the use of positive and targeted digital media, and evidence-based monitoring and evaluation. Solutions and recommendations can be seen in Table 6 below.

**Table 6.** Solutions and Recommendations

Solution	Supporting Article	Real Implementation	Main Potential Impact
Integrating SEL into the national curriculum	19 articles (26.41%)	CASEL (AS), FRIENDS PROGRAM (Australia)	Increasing emotional literacy from an early age
Teacher training regarding emotions and their regulation	21 articles (29.19%)	MindUP (Canada), RULER (Yale)	Teachers are able to facilitate students' emotional process
Emotion-based parenting education	15 articles (20.85%)	Triple P, Incredible Years	Parents are more responsive and consistent
Cultural- and community-based intervention	12 articles (16.68%)	Local SEL in Africa, Indonesia	According to the local context, it is not 'weird' for children
Digital emotional literacy education media	10 articles (13.9%)	EmotiWorld Application, Sesame Street Tool	Channeling screen time toward positive use

After analyzing strategies that frequently emerge and challenges in their implementation, the researcher finally provides solutions to the analysis conducted. From the observation, solutions that can be applied are integration of SEL into the national curriculum (29.19%), teacher training regarding emotions and their regulations (26.41%), emotion-based parenting education (20.85%), cultural- and community-based intervention (16.68%), and education media for digital emotional literacy (13.9%). Countries that have integrated SEL into their primary education system have demonstrated a reduction in conflict among students up to 30% and an increase in learning focus up to 25% (Berg et al., 2021). The teacher is the key agent, not only an educator but also an emotional facilitator. Without emotional training, they tend to be reactive or suppress children's emotions. Parents, as an emotional compass for home-based intervention, have been proven to strengthen emotional coherence. Local wisdom-

based approaches, such as traditional stories, folk games, or local fairy tales, have been proven to be more easily accepted by children and more relatable. Children remain involved but in a constructive direction. Evaluation Is Not Formality: Use valid instruments, such as TEIQue-CF and SDQ, to monitor emotional development longitudinally. Evaluation is important to differentiate between 'truly effective' and 'temporarily popular' interventions.

## DISCUSSIONS

This systematic literature review revealed three main findings: (1) effective emotional management strategies, (2) challenges in the implementation, and (3) potential systemic solutions. Each of these aspects is explored below to highlight the unique contribution of this study and its relevance to educational practice in the context of modern Indonesia.

### Effective Strategies for Emotional Management

This systematic review reveals that emotional management strategies for elementary school-age children have been developed globally, but their implementation remains inconsistent locally. In the context of modern life filled with pressure, digital exposure, and changes in social values, the need for adaptive emotional management is increasingly important. Three main findings – effective strategies, implementation challenges, and systemic solutions – provide a strong foundation to understand how children's emotional education must be developed, not only taught. As shown in a study conducted by Adams et al. (2023), the AIEK-12 ethics guidelines use many of the core principles that have been determined in non-AIEK-12 documents: transparency; fairness and justice; non-harm; responsibility; privacy; generosity; freedom & autonomy, sometimes adapted for children. They identify four new unique ethical principles for K-12 education, especially: Pedagogical Appropriateness; Children's Rights; AI Literacy; and Teacher Well-Being. This analysis also calls for a 'decolonized human posthuman' that is able to address a human-AI collaborative environment, which is increasingly intensive in the classroom, and is able to consider complex implications and contraindications for children's and adolescents' cognitive, socio-emotional, physical, cultural, and political development. SEL-based strategy, empathy training, cooperative games, and reflective learning models have been proven to improve children's emotional literacy and regulation skills.

This finding strengthens socio-emotional development theory by Vygotsky and Bronfenbrenner, who state that the social environment is the main mediator of children's emotional development (Pertiwi & Syah, 2024). However, programs adapted to the context of Indonesian culture are still lacking. This creates a gap between theories adopted and practices implemented, especially in densely populated and bureaucratic public elementary schools. One of the main differences in this study is the effective strategies and their implementation in the field (Pereira et al., 2022). The contribution of this review highlights a critical theory-practice gap: while emotional strategies are theoretically healthy, local implementation falters due to systemic constraints, particularly within a large school system managed bureaucratically. This strengthens the need for context-sensitive interventions rather than importing the model massively.

### Challenges in the Implementation

Although there is an effective strategy, the implementation remains inconsistent, particularly in public elementary schools in Indonesia. Many teachers do not have the competency to manage children's emotions because they have never received special training in emotional education (Asmoni et al., 2022). The national curriculum tends to still be centered on cognitive skills and not explicitly include socio-emotional competency indicators (Grund & Holst, 2023). Moreover, uncontrolled children's exposure to digital media has disrupted the development of empathy and emotional awareness (Zarifsanaiey et al., 2022; Jespersen et al., 2021). This discussion emphasizes that children's emotional education should be emphasized in ecosystems: home, school, media, and community. This is not enough to just rely on teachers or the curriculum. The government must formulate integrative policies, such as mandating an SEL module in lesson plans, including emotional training in teacher profession education programs, and teacher training, and developing child-friendly and culturally-based educational platforms. The use of a culture-based approach is also proven to be a promising

solution as children more easily absorb emotional messages presented through folk tales, traditional games, or contextual local values. These kinds of solutions are not only relevant but also sustainable.

### Contextual and Systematic Solutions

To fill this gap, emotional education should be instilled in holistic ecosystems involving family, school, media, and community. This review identifies promising culture-based practices, such as traditional games, local folk tales, and community rituals, which can be used to deliver emotional messages using understandable and memorable methods. Government policies also play important roles. There is an urgent need for: 1) Mandating integration of SEL into the national curriculum with clear learning indicators; 2) Pre-service and in-service training regarding emotional pedagogy for teachers; 3) The development of culturally responsive digital platforms supporting emotional learning. The contribution of this study suggests a culture-based system-level approach, surpassing previous studies by providing localized and sustainable models for emotional education in Indonesia. Emotional education should not only teach but also be implemented, modeled, and maintained at every level of the child's ecosystem.

### CONCLUSION

This study emphasizes that emotional management in early-age children is an important foundation for character development, psychosocial stability, and long-term learning success. Through a systematic review of 139 articles indexed in Scopus and Sinta, it was found that effective strategies, such as Social and Emotional Learning (SEL), game-based approaches, and emotionally responsive parenting and teaching models, can significantly strengthen children's emotional regulation capacities. Previous studies on social attitude assessment have been limited to specific dimensions. These studies discuss Emotional Management in a wider context by analyzing its effectiveness, challenges, and solutions. This study reveals how emotional management interacts with basic age analysis comprehensively. The findings of this study will be really important for all parties in primary education to create effective solutions for this problem. This study has several limitations. This study relied solely on Scopus and Sinta, which may limit access to richer data related to more complex data diversity. Furthermore, the data search range in this study is also limited to 2015-2024, so that the data are not fully comprehensive. This is certainly a specific limitation in this study. The future studies regarding emotional management analysis are expected to be better with more representative informants from various sources and richer data. This study has two recommendations. First, future researchers should continue this emotional management study in more detailed and broader data sources so that the study regarding emotional management in elementary school-age children can be read and utilized globally. Second, all teachers and parents must collaborate in guiding elementary school-age children in managing their emotions. A shared vision in guiding children's emotions can be implemented in direct practices, providing children with examples of how to respond in specific situations. Therefore, solutions of this study emphasize the importance of formally integrating emotional curriculum, strengthening teachers and parents' capacity through emotional regulation training, and implementing local cultural and adaptive technology-based strategies. With a collaborative ecosystem between school, family, and community, children's emotional management can develop sustainably and contextually, addressing more complex challenges in the current era.

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