

Educational Self-Esteem Research Over the Last 50 Years: A Bibliometric Analysis of the Scopus Database

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ABSTRACT

This study aims to analyse research trends on children's self-esteem education. This study uses the keywords "self-esteem" and "education" in the Scopus database, using the PRISMA framework and obtaining 772 documents analysed using VOSviewer, Biblioshiny, Microsoft Excel, and Publish or Perish (PoP) to map the results of the analysis with bibliometrics. The analysis results show that research on educational self-esteem from 1975 to 2025 experienced a peak in publication in 2024 and a productive peak in 2014 with an h-index of 16. The last 5 years of research on self-esteem are associated with children's social and psychological dimensions and academic performance. From the results of the systematic literature review, it is known that self-esteem affects children's confidence in their abilities, and this affects children's academic performance at school. Thus, learning that can improve students' self-esteem is supportive, reflective, participatory, problem-solving, and communicative learning, because these five characteristics help students feel valued.

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1. INTRODUCTION

Self-esteem is an individual's assessment of how they value and evaluate themselves [1], [2], [3], [4]. Self-esteem is important in individual development, especially in shaping a child's personality and maintaining self-identity. In education, self-esteem is defined as a student's positive or negative perception of their self-worth and abilities and the student's level of confidence in getting good grades [5]. Nuryana [6] explains that the important thing about self-esteem is whether a person feels satisfied with themselves in various aspects, such as school, relationships with peers, or physical appearance. They also need to be proud of themselves, maintain a relatively stable level of self-confidence, and demonstrate self-esteem through their behaviour. In addition, individuals must be guided by their desires, not

by the opinions of others. Individuals with healthy self-esteem will be free from feelings of inferiority or self-doubt that may arise without them realising it [7].

According to Pahlavani et al, students with positive self-esteem have higher levels of self-efficacy [8]. Several studies also show that self-esteem can help students in learning. With self-esteem, students feel more confident when facing complex problems [9], [10], [11]. In contrast, people with low self-esteem avoid situations where they might be embarrassed by others. Someone with low self-esteem also tends to have fewer social interactions at school, which can hinder the formation of close relationships and support for each other [12].

Early research on self-esteem began with William James' theory in 1890, which stated that self-esteem is the result of comparing an individual's achievements with their hopes or aspirations [13]. Since then, various theories and approaches have been developed, including the self-esteem measurement scale by Moris Rosenberg in 1965 and the multidimensional model introduced by Susan Harter in 1999 [1], [14]. Starting in the 1960s, researchers began to link self-esteem to various aspects of developmental and social psychology, including academic achievement, mental health, and social interaction.

With the increasing number of studies in this field, bibliometric analysis has become an important method for understanding trends, publication patterns, and developments in theory and methodology in self-esteem research. Bibliometrics is the study of scientific publications that uses statistics to describe publication trends and highlight relationships between published scientific works [15], [16], [17]. This study uses bibliometric analysis to identify research trends on educational self-esteem over the past 50 years, including publication patterns, main authors, countries with the highest contributions, and the most frequently discussed topics. This analysis provides insight into the development of this field and directs future research to understand how self-esteem in education can continue to be improved.

Specifically, this study reviews the literature on educational self-esteem from 1975 to 2025 to answer the following research questions. (1) What are the trends in research on self-esteem in education? (2) Who are the most influential researchers, and countries in research on educational self-esteem? (3) How are the developments in topics and keywords that most often appear in studies of educational self-esteem? (4) How does self-esteem play a role in developing students' social skills and academic achievement in the learning process? and (5) What are effective learning strategies to improve students' self-esteem?

2. METHOD

This study aims to analyse the trend of self-esteem research in education using the bibliometric analysis method. Bibliometrics is a quantitative approach used to measure, analyse, and visualise various aspects of scientific literature [16], [18], [19], [20]. This method involves using statistical and mathematical tools to evaluate publication patterns, collaborations between authors, and the development of research trends in a particular field. Using bibliometrics, researchers can identify the most influential articles, understand the dynamics of research topic development, and determine the relationships between the various themes that emerge in the literature [18], [21]. This analysis helps identify areas that

require further attention or have the potential for innovative development in school student self-esteem research.

The dataset for this study was obtained from the Scopus database, one of the largest repositories for peer-reviewed scientific literature [21], [22]. The search used keywords such as “self-esteem” and “educational” in the title, abstract, and keywords to ensure broad coverage. The search range was limited to publications between 1975 and 2025 to cover 50 years. Document selection was conducted with the help of the PRISMA systematic reviews and meta-analysis reporting framework, as shown in Figure 1.

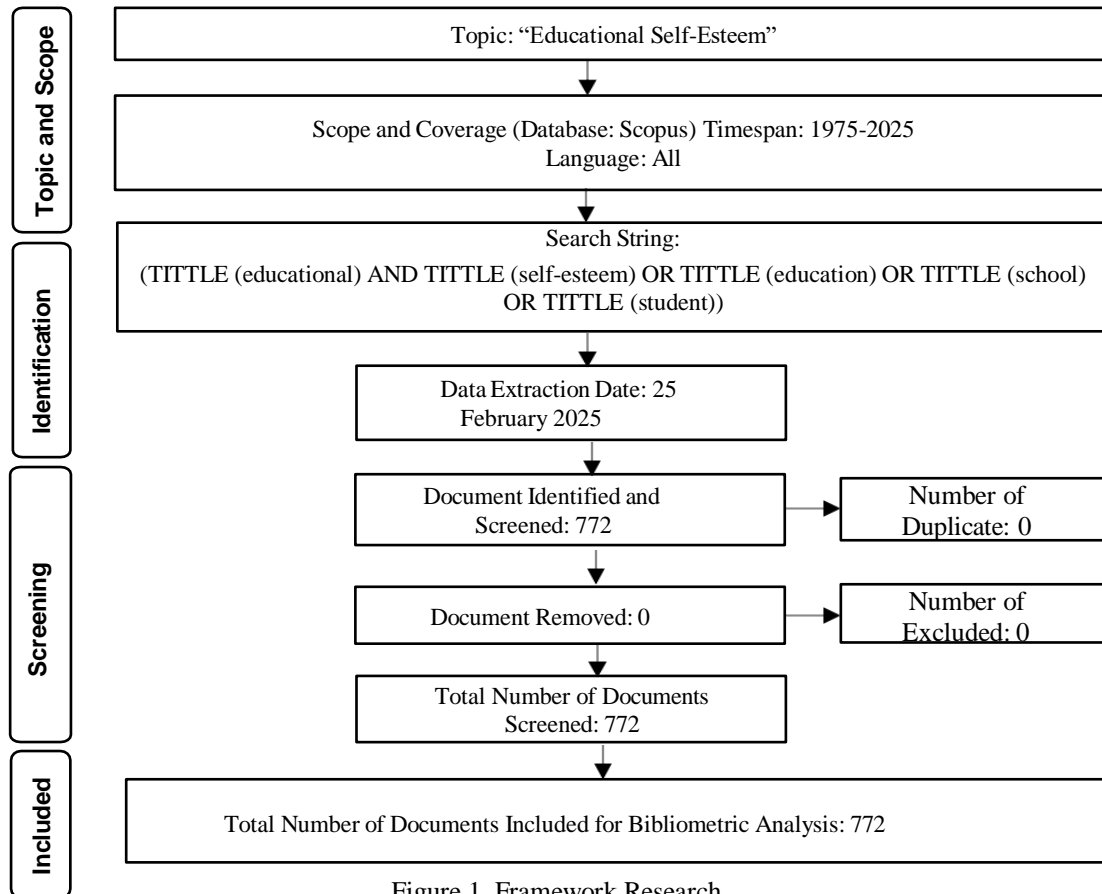


Figure 1. Framework Research

Data were taken from the Scopus database as of February 25, 2025. In the first stage of screening, researchers obtained 772 documents. A series of data sorting that had been carried out showed that no documents were duplicated, so all documents were retained for analysis. All collected documents were exported into comma-separated values (.csv) and research information systems (.ris) format files.

Data analysis and visualisation in this study were supported by software such as VOSviewer, Microsoft Excel, Publish or Perish (PoP), and Biblioshiny. Microsoft Excel was used for sorting and initial data visualisation in tables or graphs. VOSviewer was used to map citation networks, inter-author collaborations, and keyword co-occurrence analysis to identify key research trends in the field. Publish or Perish (PoP) was used to retrieve citation data and analyse publication impact and author productivity based on bibliometric metrics such as h-index, g-index, and total number of citations.

3. RESULTS AND DISCUSSION

To answer the research questions, this study conducted a bibliometric analysis covering several aspects of scientific works related to educational self-esteem. The aspects analysed include publications based on the year of publication, document type, publications based on source title, publication source type, publications based on country, publications based on institution, document language, and subject area. In addition, this analysis also explores the main themes related to educational self-esteem through a review of keywords and titles of the publications reviewed. Analysis was also conducted on several articles to determine and describe the role of self-esteem in education and learning strategies that pay attention to students' self-esteem.

3.1. Publication by Year

Based on Figure 2, the research trend related to educational self-esteem in education has increased over the past few decades. In the period from 1975 to the early 2000s, the number of publications per year was relatively low and fluctuating, with an average of less than 10 publications per year. This shows that researchers' attention to educational self-esteem was still limited during that period. This is because, before the 2000s, educational research focused more on cognitive aspects such as intelligence, critical thinking skills, and academic achievement [23]. In that year, the behaviourism and cognitivism approaches were more dominant than the humanistic ones, emphasising psychosocial factors such as self-esteem.

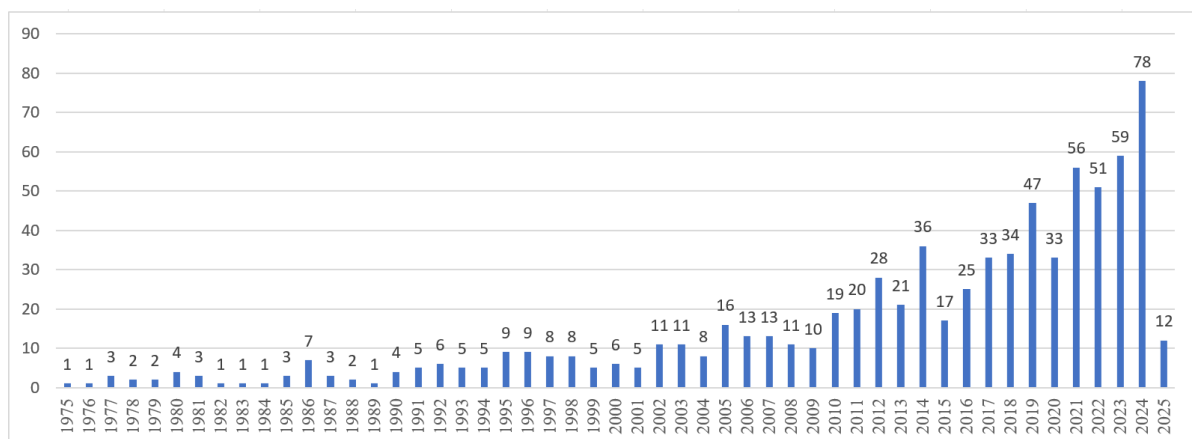


Figure 2. Framework Research

The concept of self-esteem only started to become popular in educational psychology research at the end of the 20th century, as seen in Figure 2. Entering the 2000s, there was a more consistent tendency to increase. The increase began to be felt in 2010 with publications reaching 20 works, then continued to increase until it peaked in 2024 with 78 publications. This significant spike indicates that self-esteem in education is starting to become a major concern for global researchers, along with increasing awareness of the importance of psychosocial aspects in the teaching and learning process. This development can be

associated with the increasing need for more inclusive and learner-centred educational interventions.

Table 1. Year of Publications (Analysed on 27 February 2025)

Year	<i>TP</i> ^a	<i>NCP</i> ^b	<i>TC</i> ^c	<i>C/P</i> ^d	<i>C/CP</i> ^e	<i>h</i> ^f	<i>g</i> ^g
1975	1(0.13%)	1(0.13%)	2	2	2	1	1
1976	1(0.13%)	1(0.13%)	2	2	2	1	1
1977	3(0.39%)	3(0.39%)	239	79.67	79,67	2	3
1978	2(0.26%)	2(0.26%)	78	39	39	2	2
1979	2(0.26%)	2(0.26%)	86	43	43	2	2
1980	4(0.52%)	4(0.52%)	44	11	11	3	4
1981	3(0.39%)	3(0.39%)	111	37	37	2	3
1982	1(0.13%)	1(0.13%)	13	13	13	1	1
1983	1(0.13%)	1(0.13%)	49	49	49	1	1
1984	1(0.13%)	1(0.13%)	4	4	4	1	1
1985	3(0.39%)	3(0.39%)	45	15	15	3	3
1986	7(0.91%)	6(0.78%)	322	46	53,67	5	7
1987	3(0.39%)	3(0.39%)	22	7.33	7,33	3	3
1988	2(0.26%)	2(0.26%)	41	20.50	20,5	2	2
1989	1(0.13%)	1(0.13%)	4	4	4	1	1
1990	4(0.52%)	3(0.39%)	23	5.75	7,67	3	4
1991	5(0.65%)	4(0.52%)	122	24.40	30,5	4	5
1992	6(0.78%)	5(0.65%)	95	15.83	19	4	6
1993	5(0.65%)	5(0.65%)	400	80	80	4	5
1994	5(0.65%)	4(0.52%)	646	129.20	161,5	4	5
1995	9(1.17%)	8(1.04%)	357	39.67	44,63	5	9
1996	9(1.17%)	8(1.04%)	913	101.44	114,13	7	9
1997	8(1.04%)	8(1.04%)	176	22	22	7	8
1998	8(1.04%)	7(0.91%)	398	49.75	56,86	7	8
1999	5(0.65%)	5(0.65%)	402	80.40	80,4	5	5
2000	6(0.78%)	6(0.78%)	839	139.83	139,83	6	6
2001	5(0.65%)	5(0.65%)	235	47	47	4	5
2002	11(1.42%)	9(1.17%)	492	44.73	54,67	8	11
2003	11(1.42%)	11(1.42%)	423	38.45	38,45	5	11
2004	8(1.04%)	8(1.04%)	585	73.13	73,13	7	8
2005	16(2.07%)	15(1.94%)	1502	93.88	100,13	10	16
2006	13(1.68%)	13(1.68%)	596	45.85	45,85	9	13
2007	13(1.68%)	13(1.68%)	351	27	27	10	13
2008	11(1.42%)	10(1.30%)	736	66.91	73,6	8	11
2009	10(1.30%)	10(1.30%)	417	41.70	41,7	8	10
2010	19(2.46%)	17(2.20%)	349	18.37	20,53	10	18
2011	20(2.59%)	20(2.59%)	421	21.05	21,05	13	20
2012	28(3.63%)	22(2.85%)	415	14.82	18,86	10	20
2013	21(2.72%)	19(2.46%)	498	23.71	26,21	12	21
2014	36(4.66%)	29(3.76%)	1132	31.44	39,03	16	33
2015	17(2.20%)	14(1.81%)	258	15.18	18,43	8	16
2016	25(3.24%)	23(2.98%)	484	19.36	21,04	13	21
2017	33(4.27%)	29(3.76%)	1258	38.12	43,38	13	33
2018	34(4.40%)	27(3.50%)	423	12.44	15,67	10	20
2019	47(6.09%)	38(4.92%)	845	17.98	22,24	15	28
2020	33(4.27%)	31(4.02%)	432	13.09	13,94	12	19
2021	56(7.25%)	47(6.09%)	527	9.41	11,21	13	21
2022	51(6.61%)	42(5.44%)	368	7.22	8,76	11	15
2023	59(7.64%)	46(5.96%)	202	3.42	4,39	8	10
2024	78(10.10%)	30(3.89%)	77	0.99	2,57	4	6
2025	12(1.55%)	0(0.00%)	0	0	0	0	0
Total/Average	772(100%)	625(80.96%)	18459				

a: Total of Publications, b: Number of Publications Cited in That Year, c: Total Citations in That Year, d: Average Citation per Publication, e: Average Citations per Cited Publication, f: h-index, g: g-index.

In addition, technological developments and easy access to scientific journals and international databases have also driven the growth of publication journals. Although there was a decrease in the number of publications in 2025, which was only 12 publications, this decrease occurred because the figure did not reflect the full annual figure, considering that the data was collected in February 2025. Overall, this trend shows that research on educational self-esteem will continue to grow, especially along with the global attention to education that supports students' mental health and character development.

Table 1 shows that 625 (80.96%) of the 772 documents were cited, indicating that most of the publications have gained recognition and become references for other researchers. 2014 was the most productive year, with the highest h-index reaching 16. This was because the number of publications produced was quite high, reaching 36 publications with a total of citations in that year, reaching 1132. This shows an increase in interest in research on self-esteem in that year. 2024 recorded the highest number of publications, namely 78, marking a significant increase in research productivity on educational self-esteem in the past few years. However, despite the high number of publications, there were only 77 citations with an h-index of 4. On the other hand, the high number of publications can also reflect enthusiasm for developing new topics.

3.2. Fifteen Most Productive Countries in Educational Self-Esteem Research

The most productive countries in this study were analysed to identify the most productive countries researching educational self-esteem.

Table 2. Top 15 Most Productive Countries

Rank	Country	Continent	Total Publications	%	Total Citations	%
1	United States	North America	158	20,47%	7510	40,68%
2	Iran	Asia	62	8,03%	354	1,92%
3	United Kingdom	Europe	58	7,51%	3747	20,30%
4	Spain	Europe	49	6,35%	541	2,93%
5	China	Asia	42	5,44%	699	3,79%
6	Turkey	Asia	38	4,92%	444	2,41%
7	South Korea	Asia	29	3,76%	349	1,89%
8	Australia	Australia	26	3,37%	1615	8,75%
9	Canada	North America	26	3,37%	673	3,65%
10	Italy	Europe	21	2,72%	337	1,83%
11	Netherlands	Europe	21	2,72%	706	3,82%
12	India	Asia	19	2,46%	80	0,43%
13	Pakistan	Asia	17	2,20%	149	0,81%
14	Saudi Arabia	Asia	16	2,07%	50	0,27%
15	Germany	Europe	15	1,94%	463	2,51%

Based on Table 2, it can be seen that developed countries, such as the United States, England, and several countries in Europe and Asia, dominate contributions to educational self-esteem research. The United States is the most productive country, with 158 publications (20.47%) and 7510 citations (40.68%). This shows that educational self-esteem research in the United States is not only large in quantity but also greatly influences quality, as shown by the high number of citations, which almost reaches half of the total citations. Followed by Iran and the United Kingdom, each with 62 and 58 publications. Asian

countries such as Iran, China, South Korea, India, and Pakistan also show significant contributions, although the citation rate is generally lower than that of Western countries. This illustrates that interest in the issue of educational self-esteem is starting to increase in Asian countries, but in terms of global influence, as seen from the number of citations, there is still a need for strengthening.

The dominant position of the United States can also be seen in Figure 3, where the United States node is at the centre of the network with the largest size and the largest number of connections to other countries.

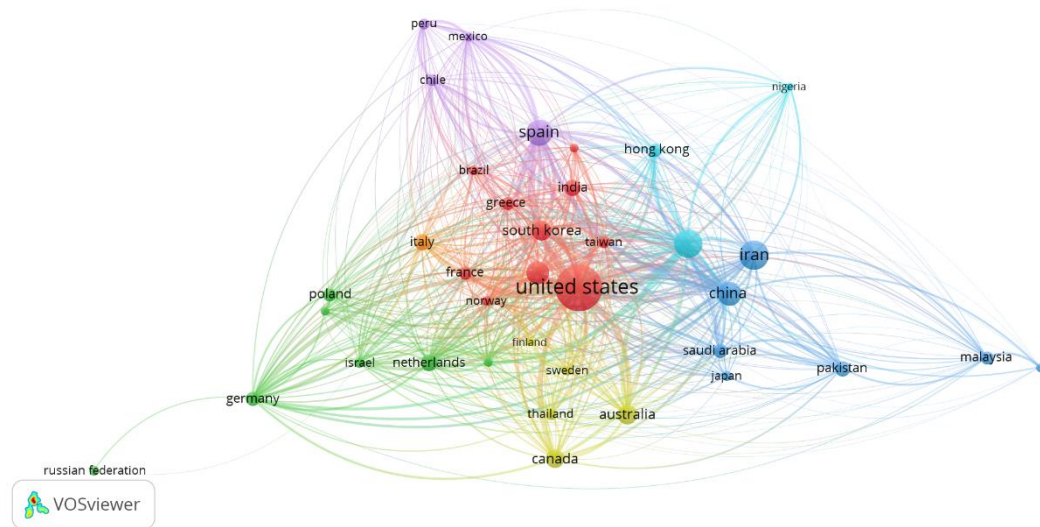


Figure 3. Visualisation of Collaborative Networks Between Countries

Figure 3 shows that the United States is actively publishing research and has an important role in building international collaboration. Meanwhile, Asian countries such as Iran, China, and Pakistan show a fairly large node size, indicating high productivity. However, seen from the collaboration network, it is clear that their connectivity tends to focus more on fellow Asian countries or has more limited connections than Western countries. This indicates that significant developments are starting to emerge from Asian countries that show the potential to strengthen their position on the global research map through increased international collaboration.

3.3. Fifteen Influential Authors in Educational Self-Esteem Research

This analysis aims to see who the most influential researchers are, how much they contribute to research, and what direction the topic of educational self-esteem is developing. In Table 3, Jerald G. Bachman from the University of Michigan in the United States ranks highest in research contribution with an h-index of 4, total citations of 463 (2.51%), and number of publications of 4 (0.52%). The second rank is Patrick M. O'Malley from the same university with the same h-index, total citations of 463 (2.51%), and number of publications 4 (0.52%). Jennifer K. Crocker from The Ohio State University, also from the United States, is ranked third with an h-index of 3, total citations of 443 (2.40%), and total publications of 3 (0.39%). Authors from the United States dominate the top three ranked authors.

Table 3. Top 15 Authors with the Highest H-index (Search on 27 February 2025)

Rank	Author Name	Affiliation	Country	h-index	TC ^a	TP ^b
1	Jerald G. Bachman	University of Michigan	United States	4	463 (2.51%)	4 (0.52%)
2	Patrick M. O'Malley	University of Michigan	United States	4	463 (2.51%)	4 (0.52%)
3	Jennifer K. Crocker	The Ohio State University	United States	3	443 (2.40%)	3 (0.39%)
4	Julie Elizabeth Dockrell	UCL Institute of Education	United Kingdom	3	163 (0.88%)	3 (0.39%)
5	Souheil R. Hallit	Holy Spirit University of Kaslik	Lebanon	3	35 (0.19%)	3 (0.39%)
6	Geoff Anthony Lindsay	University of Warwick	United Kingdom	3	163 (0.88%)	3 (0.39%)
7	Sahar Obeid	Lebanese American University	Lebanon	3	35 (0.19%)	3 (0.39%)
8	Diana M. Zuckerman	Planned Parenthood	United States	3	48 (0.26%)	3 (0.39%)
9	Quílez-Robres, A	Universidad de Zaragoza	Spain	2	28 (0.15%)	2 (0.26%)
10	José Manuel Aguilar-Parra	Universidad de Almería	Spain	2	27 (0.15%)	2 (0.26%)
11	Marwan G. Akel	Institut National de Santé Publique, d'Épidémiologie Clinique et de Toxicologie-Liban	Lebanon	2	25 (0.13%)	2 (0.26%)
12	Ruiz-Estaban. C	Universidad de Murcia	Spain	2	47 (0.25%)	2 (0.26%)
13	F. Alhani	Tarbiat Modares University	Iran	2	14 (0.08%)	2 (0.26%)
14	Haddad, C	Modern University for Business and Science	Lebanon	2	25 (0.13%)	2 (0.26%)
15	Stringer, M	Ulster University	United Kingdom	2	26 (0.14%)	2 (0.26%)

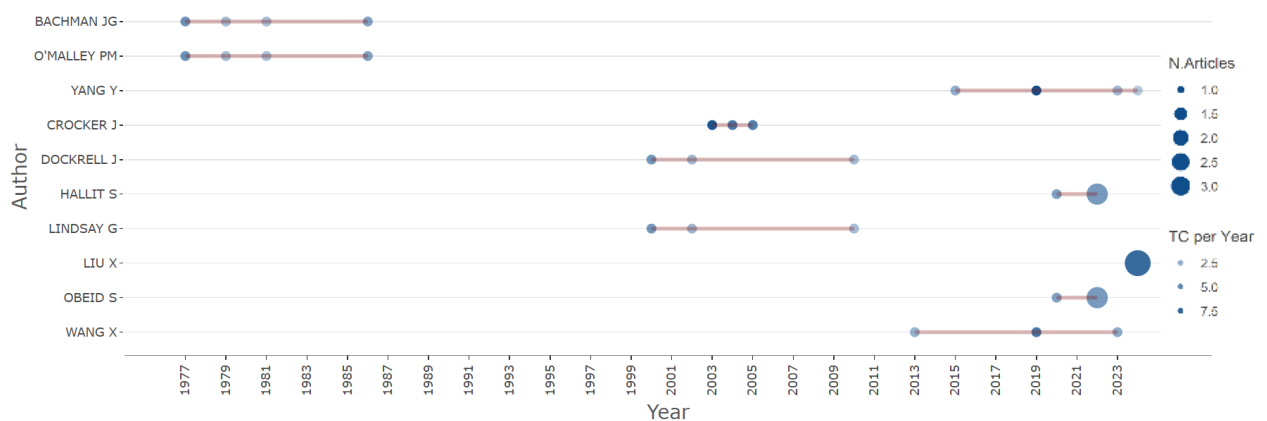


Figure 4. Authors' Productivity Over Time

From Figure 4, it can be seen that although Jerald G. Bachman did not publish a huge number of articles, each of Bachman's publications had a strong impact, as seen from the size of the dots on the graph, which shows a fairly high level of citations per year. Jerald G.

Bachman began to show his publication activity on educational self-esteem in the late 1970s. This finding shows that classic research remains relevant and is an important foundation for further studies.

Sahar Obeid, Souheil R. Hallit, Julie Elizabeth Dockrell, and Geoff Anthony Lindsay show a more recent publication trend than Bachman and O'Malley. Their publications spanned the 2000s to early 2020s, indicating a growing interest in mental health topics in the digital age.

3.4. Keywords Analysis

Keyword analysis was conducted using VOSviewer to group related topics, find the latest trends, and see developments in educational self-esteem research.

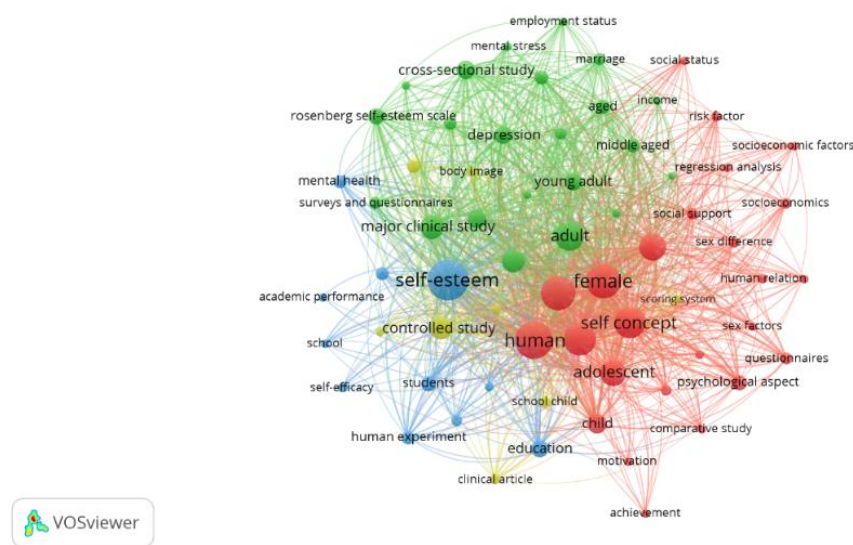


Figure 5. Keywords Clustering

Figure 5 shows that in the study of educational self-esteem, there is a complex network of relationships with other topics, which are distributed in several interconnected clusters. This keyword analysis shows that self-esteem is closely related to other issues such as social relationships, mental health, and academic performance. The keyword "self-esteem" is the main centre of many connections, especially directly connected to keywords such as mental health, students, self-efficacy, self-concept, and adolescents. This shows that the study of educational self-esteem is often seen in the context of student psychology and its contribution to academic performance. The strong relationship with self-efficacy and academic performance strengthens the position of self-esteem as an important predictor of educational achievement. The distribution of keywords in each cluster generated from the VOSviewer analysis is presented in more detail in Table 4.

The red cluster represents keywords regarding social and psychological factors that shape students' self-esteem, especially through interpersonal relationships and social support, and is developing towards more analytical research with a quantitative approach. Keywords such as adolescent, child-parent relation, interpersonal relations, self-concept, and motivation indicate that research in this cluster discusses a lot about the relationship between

children and parents, gender differences, social status, and support between children and parents, gender, social status, and social support for students' self-esteem. In addition, the emergence of keywords such as longitudinal study and regression analysis indicates an increasingly complex research approach oriented towards analysing cause-and-effect relationships.

Table 4. Clustered Keywords

Cluster	Color	Keywords
1	Red (25 items)	Achievement, Adolescent, Article, Child, Child Parent Relation, Comparative Study, Educational Status, Female, Human, Human Relation, Interpersonal Relations, Longitudinal Study, Male, Motivation, Psychological Aspect, Questionnaires, Regression Analysis, Risk Factor, Self Concept, Sex Difference, Sex Factors, Social Status, Social Support, Socioeconomic Factors, Socioeconomics
2	Green (22 items)	Adaptation, Psychological, Adult, Aged, Anxiety, Cross-Sectional Studies, Cross-Sectional Study, Demography, Depression, Disease Association, Employment Status, Income, Major Clinical Study, Marriage, Mental Stress, Middle Aged, Psychology, Questionnaire, Rosenberg Self-Esteem Scale, Social Psychology, Stress, Surveys and Questionnaires, Young Adult
3	Blue (11 items)	Academic Achievement, Academic Performance, Education, Gender, Human Experiment, Mental Health, Personality, School, Self-Efficacy, Self-Esteem, Students
4	Yellow (8 items)	Body Image, Clinical Article, Controlled Study, Follow Up, Quality of Life, Randomised Controlled Test, School Child, Scoring System

The green cluster focuses on the relationship between self-esteem and a person's psychological or mental condition. Dominant keywords such as depression, anxiety, mental stress, psychology, and the Rosenberg self-esteem scale confirm that many studies in this cluster examine self-esteem in relation to mental health. In addition, demographic factors such as age (aged, young adult, middle-aged), marital status, and income are also analysed. Studies in this cluster use a cross-sectional approach, thus providing a general picture of the correlation between these factors.

The blue cluster focuses on the relationship between self-esteem and academic performance in education. Keywords such as academic achievement, academic performance, education, self-efficacy, students, and school indicate that studies in this group view self-esteem as a factor influencing student learning outcomes. Research in this cluster also covers aspects of students' personality and mental health, and their effects on academic achievement and motivation in the school context.

The yellow cluster reflects the clinical and experimental approaches to self-esteem research. Keywords such as body image, controlled study, clinical article, and life randomised controlled test indicate that research in this cluster uses more standardised scientific methods to measure the effectiveness of interventions related to self-esteem. The focus is on developing and evaluating programs that can improve self-esteem, especially through highly valid and reliable intervention studies.

3.5. How Self-Esteem Plays a Role in the Development of Students' Social Skills and Academic Achievement

A systematic literature review was used to analyse seven articles to determine the role of self-esteem in developing social skills and students' academic performance. As shown in Table 5, 7 articles were selected as representative studies from the 772 articles identified through the bibliometric analysis. These articles were chosen based on their strong relevance to the fourth research question, conceptual clarity, and their focus on the role of self-esteem in developing students' social and academic skills. In addition, the selected articles represent the most recent publications, ensuring that the analysis reflects current perspectives and findings in the field.

Table 5. Articles Related to the Role of Self-Esteem in the Development of Students' Social and Academic Skills

No	Author	Title	Year
1	Elizarov et al	Fostering Academic Performance in 5-Year-Olds: The Role of Self-Direction Values, Presented Self-Esteem, and Positive Self-Perception	2025
2	Miezah et al	Exploring the synergy between emotional intelligence and self-esteem among university students in Ghana	2025
3	Artigues-Barberà et al	Key factors in supporting adolescents to achieve high self-esteem and a positive body image: A qualitative community-based study	2025
4	Salgado Mejía & Lima Rojas	Self-Esteem And Social Skills In Adolescents Of An Educational Unit Of Latacunga	2023
5	Pérez-Albéniz et al	Sexual orientation, self-esteem, and academic achievement during adolescence	2023
6	Alghamdi et al	The impact of low self-esteem on academic achievement and the behaviours related to it among medical students in Saudi Arabia	2023
7	Vasli et al	correlation between critical thinking dispositions and self-esteem in nursing students	2023

Based on the analysis of the seven articles, it was found that high self-esteem contributes greatly to increasing motivation and forming high expectations for student learning performance. Students with good self-esteem tend to be more confident in facing various academic challenges, encouraging them to be more enthusiastic and consistent in learning [24]. Self-confidence will foster the belief that they can achieve good results, thus triggering motivation to continue to develop. In addition, strong self-esteem makes students set higher and more realistic learning targets. They not only try to achieve minimum standards, but are also oriented towards optimal achievement because they have positive expectations of their abilities [28]. Therefore, self-esteem is a factor that forms a positive attitude towards learning and encourages students to continue to improve their achievements.

Self-esteem also plays an important role in developing students' social skills. Healthy self-esteem can support effective communication, as confident students are more likely to interact and cooperate with others [27]. In addition, self-esteem is closely related to self-concept and self-efficacy, which shape students' beliefs about their social abilities. Students who feel confident in their abilities are more open to relationships and more active in social environments. These harmonious relationships are important for emotional support and healthy social development. Therefore, building positive self-esteem is important in strengthening students' social skills and supporting their overall social well-being.

3.6. Effective Learning to Improve Students' Self-Esteem

Table 6 presents six selected articles addressing effective learning strategies to improve students' self-esteem. These studies were identified based on their focus on educational interventions, curriculum design, and psychological support programs that contribute to the development of self-esteem in various educational contexts. The selection also considered the recency of publication to ensure the discussion reflects up-to-date approaches and findings.

Table 6. Articles Related to Effective Learning to Improve Students' Self-Esteem

No	Author	Title	Year
1	Saeedi et al	The effect of social skills-based blended education on social adjustment, self-esteem and social skills among new nursing students: An experimental study	2024
2	Iwahori et al	A quasi-experimental controlled study of a school-based mental health programme to improve the self-esteem of primary school children	2022
3	Kushkimbayeva et al	Increasing Students' Self-Esteem Based on the Pragmatic Level of Linguistic Personality	2024
4	Nuryana et al	Developing self-esteem-based curriculum as a foundation for sustainable education: A systematic literature review and bibliometric analysis	2023
5	Dighero et al	Predicting Academic Success Using a Critical Approach: The Impact of Campus Climate, Ethnic Identity, and Self-Esteem Among Latinx High School Students	2024
6	Golshiri et al	The effect of problem-solving and assertiveness training on self-esteem and mental health of female adolescents: a randomised clinical trial	2023

Improving students' self-esteem is an important part of the educational process, as healthy self-esteem plays a role in students' academic and social success. This is suggested by Novita [36], and for the future, it is necessary to evaluate teaching strategies, class management, and effective task distribution to support children's self-esteem. Nuryana [6] stated that developing self-esteem can be done in the school environment through curriculum design, learning processes, and counselling programs. Before designing a learning process that aims to build self-esteem, teachers need to understand the various factors that encourage the development of self-esteem as students grow older. In general, in the learning process to build student self-esteem, teachers can apply the following steps: (1) showing students the stages in achieving learning success; (2) do not hesitate to give appreciation in the form of praise to students who complete tasks, and provide moral support when they fail; (3) accompany students who face academic difficulties by emphasising that learning is a gradual process; (4) guide students to form a positive perception of themselves; (5) avoid criticism that is demeaning or embarrassing to students; and (6) teach students to be able to make decisions independently and evaluate these decisions to find out whether the decision is correct or needs to be improved.

The learning process, designed with attention to the emotional aspects of students, can create an environment that supports personal and academic growth in a balanced way. Teachers have a strategic role in building a learning atmosphere that focuses on cognitive achievement and fosters self-confidence, self-esteem, and social skills. Learning that can

improve students' self-esteem is supportive, reflective, participatory, problem-solving, and communicative learning, because these five characteristics help students feel valued, confident, and able to develop their potential optimally. In addition, a healthy academic environment is a place where structures are put in place to prioritise or promote the well-being of all students, so that each individual feels safe, accepted, and supported to develop [24].

4. CONCLUSION

Self-esteem is an individual's assessment of how he or she values himself or herself. Research on self-esteem has been developing since 1975, especially in education. The trend of educational self-esteem research has increased significantly since the 2000s and peaked in 2024. This spike indicates that the issue of self-esteem in education is starting to become a major concern for global researchers, along with increasing awareness of the importance of psychosocial aspects in the teaching and learning process. One of the authors who has produced the most research on educational self-esteem is Jerald G. Bachman from the United States. This aligns with the United States, the country with the most significant total publications on self-esteem.

Research development is also reflected in the variation of keywords related to self-esteem. Such as keywords associated with the social and psychological dimensions of children in the formation of educational self-esteem, the relationship between self-esteem and a person's psychological condition, and the relationship between self-esteem and children's academic performance. Since the 2000s, self-esteem research has begun to be associated with and focused on psychological aspects affecting students' academic performance. This is because children's self-esteem contributes to motivation and the formation of students' expectations of learning outcomes that can foster children's belief that they can achieve good results. In addition, self-esteem plays an important role in children's social skills development. Confident children tend to interact more easily with and cooperate with others. When children feel confident in their abilities, they are more open in establishing relationships and are active in the social environment.

Thus, creating activities and learning environments that pay attention to children's self-esteem is important. Learning that can improve students' self-esteem is supportive, reflective, participatory, problem-solving, and communicative learning, because these five characteristics help students feel valued, confident, and able to develop their potential optimally.

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