

Utilization of Information Technology in Social Emotional Learning at SDIT Cendekia Purwakarta

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Abstract — This study examines the use of Information Technology (IT) in the implementation of Social Emotional Learning (SEL) at SDIT Cendekia Purwakarta as one of the strategies to improve the quality of education as a whole. In the digital era, the need for innovation in education is increasingly urgent, not only to support academic learning but also to develop students' social and emotional competencies which are very important in their lives. The SEL approach aims to form students who are able to manage emotions, show empathy, establish positive relationships, and make responsible decisions. IT with its advantages in creating an interactive and personal learning environment has a significant role in supporting this process. This study uses a qualitative approach with a case study design, data collection through in-depth interviews with principals, teachers, and direct observation of the application of technology in the SEL learning process in the classroom. This method is strengthened by document analysis and student surveys to obtain a more comprehensive picture of the impact of IT use. The results of the study indicate that technology, such as digital learning platforms, mobile-based SEL applications, and educational games specifically designed to train social and emotional skills, have increased student active participation and motivation. Students are more involved in collaborative and reflective learning activities, facilitating the development of skills such as cooperation, empathy, and conflict resolution. In addition, IT allows teachers to monitor students' emotional and social development in real time, provide more effective feedback, and adapt learning strategies based on accurate data. Teachers feel supported by digital resources that provide assessment tools, interactive simulations, and IT-based training modules designed to enhance their professional competence in teaching SEL. However, this study also identified several challenges, including limited IT infrastructure, the need for ongoing technical training for educators, and differences in technology access among students. The implications of this study are significant: with careful planning and appropriate investment, the use of IT can enrich the SEL learning experience and help SDIT Cendekia Purwakarta create a more holistic, inclusive, and relevant educational ecosystem. This study suggests strengthening collaboration between schools, parents, and technology stakeholders to ensure the sustainability and optimization of IT implementation in SEL. Further research is also needed to evaluate the long-term impact of IT integration in social emotional learning, especially in shaping students' character and readiness to face global challenges.

Keywords—*Information Technology; Social Emotional Learning; Educational Innovation; SDIT Cendekia Purwakarta; Social Emotional Skills; Digital Learning*

I. INTRODUCTION

In the rapidly developing digital era, information technology (IT) has become an integral part of various aspects of life, including education. Current education does not only focus on cognitive aspects or academic abilities, but also emphasizes the importance of social emotional education (ESE) which plays an important role in shaping students' character, social skills, and emotional regulation abilities. Social emotional education (ESE) teaches students skills in recognizing and managing emotions, empathizing with others, building healthy relationships, making responsible decisions, and managing challenges in a positive way. The importance of EES is becoming increasingly relevant in facing the complexity of social and emotional challenges in this modern era, so educational institutions need to integrate a comprehensive approach, including the use of technology to support social emotional learning.

Sekolah Dasar Islam Terpadu (SDIT) Cendekia Purwakarta is one of the educational institutions committed to developing students' social emotional skills through Islamic values and an EES-based approach. In the midst of IT developments, SDIT Cendekia Purwakarta is also trying to integrate technology into their EES program with the aim of increasing learning effectiveness. Information technology allows for a more flexible, interactive, and engaging learning approach for students. Through the use of digital devices, learning applications, and interactive platforms, students are expected to develop social and emotional skills more intensively and sustainably. Technology also opens up opportunities for teachers to use a variety of media, such as educational videos, interactive simulations, and self-reflection applications that can help students explore their emotions and social interactions.

However, the integration of IT in social emotional learning still faces various challenges that need to be understood more deeply. The use of technology in PSE requires adjustments in teaching methods that involve digital devices, digital literacy skills of teachers and students, and adequate technological infrastructure. In addition, it is important to ensure that the technology used in PSE is not only a visual or instructional aid, but is also able to support the development of emotional and social aspects holistically. Several studies have shown that

technology can strengthen social emotional learning if used appropriately and in a targeted manner. However, the use of technology that is not well planned or excessive can actually disrupt students' focus or cause dependence on digital devices, which ultimately hinders the process of developing their social and emotional skills.

This research is motivated by the lack of studies examining the role of technology in PSE at the elementary education level, especially in Islamic schools in Indonesia. In general, the use of IT in elementary schools is more focused on teaching academic subjects such as mathematics, science, and language. Meanwhile, the use of IT in PSE tends to be less applied and understood by educators, especially in the context of schools that have religious values such as SDIT Cendekia Purwakarta. Thus, this study is relevant to explore how technology can be used to support social emotional learning at SDIT Cendekia, both in terms of practice, effectiveness, and challenges faced.

This study aims to understand how the use of information technology in PSE at SDIT Cendekia Purwakarta contributes to the development of students' social emotional skills. This study will explore the forms of technology used, IT-based teaching methods applied in PSE, and the impact of this technology integration on students' social emotional skills. In addition, this study will identify the various challenges faced by teachers in implementing technology in PSE, as well as the strategies used to overcome these challenges.

This study is expected to provide a deeper understanding of the benefits and constraints of using technology in social emotional learning in elementary schools. With the right guidance, it is hoped that other schools, especially those based on religion, can develop similar approaches that utilize technology to support PSE more optimally. The results of this study are also expected to contribute to the literature on technology-based PSE, as well as assist schools and educators in designing and implementing learning strategies that maximize the potential of technology to develop students' social-emotional skills effectively. This study will not only provide practical recommendations for curriculum development

II. RESEARCH METHODOLOGY

This study uses a qualitative approach with a case study method to deeply understand the use of information technology (IT) in social emotional learning (PSE) at the Cendekia Purwakarta Integrated Islamic Elementary School (SDIT). The qualitative approach was chosen because it can explore the perceptions, experiences, and challenges faced by teachers and students in integrating technology into PSE. The case study method allows researchers to conduct detailed explorations of the context, interactions, and outcomes of IT implementation in a specific educational environment.

The following are the stages of the methodology applied in this study:

1. Research Participants

Teachers and Principals and Students in Grades 4-6 as participant. Teachers who are directly involved in social emotional learning and the principal at SDIT Cendekia Purwakarta are the main participants in this study. Teachers were selected because of their important role in implementing and evaluating the use of technology in PSE, while the principal provided a managerial and policy perspective related to IT integration in schools. Students in grades 4-6 were selected because they already have a basic understanding of social emotional skills and are more adaptive to technology than students in lower grades. Student participation is important to understand their learning experiences and the impact of technology use on their social emotional skills.

2. Data Collection Procedure

Data were collected through various methods to obtain comprehensive information related to the use of technology in PSE, namely: In-depth Interviews, classroom Observations, documentation, and student Survey. Interviews were conducted semi-structured with teachers and principals to explore their views, experiences, and obstacles in integrating technology into social emotional learning. Interviews included questions about the types of technology used, learning methods, and teachers' perceptions of the impact of technology on students' social emotional skills.

Observations were conducted directly in the classroom to see how technology is used in social emotional learning. These observations include interactions between teachers and students, the use of digital devices, student responses to technology-based learning methods, and student involvement in social emotional activities. Classroom observations were also conducted to understand the learning context and see how technology plays a role in the process of students' social interactions.

Documentation in the form of curriculum, syllabus, teaching materials, and school policies related to the use of technology in social emotional learning were collected as supporting data. These documents were used to review the extent to which technology utilization had been planned in the PSE program and how IT was integrated into daily learning activities. A simple survey was used to collect quantitative data from students regarding their perceptions of technology in PSE. The survey involved questions about how often they used technology in PSE, how interesting they found this method, and how technology helped them understand social emotional material.

3. Data Analysis Process

The data were analyzed using thematic analysis methods to identify major themes that emerged from the results of interviews, observations, and documentation. The stages of analysis were carried out as follows: Data Grouping, Searching for Patterns, and Relationships, and • Interpretation of Findings. Data from interviews, observations, and documentation were categorized into initial themes, such as the types of technology used, technology-based learning methods, student engagement, and challenges faced by teachers in implementing IT in PSE. After the data was categorized, the researcher looked for

patterns or relationships between the themes. For example, how certain types of technology affected student responses, or how different methods were used for different aspects of social emotional. The data that has been organized and analyzed is then interpreted to explain how technology contributes to social emotional learning at SDIT Cendekia Purwakarta. This interpretation is done by comparing the findings with existing theories and literature related to PSE and IT.

4. Data Validity and Reliability

To ensure data validity, this study uses source and method triangulation. Source triangulation is done by comparing information from various participants (teachers, principals, and students), while method triangulation is done by comparing the results of various data collection methods (interviews, observations, documentation, and surveys). In addition, member checking is done by asking participants to review the results of their interviews to ensure the accuracy of the data obtained.

5. Research Bias Control

III. RESULT AND DISCUSSION

Research on the Utilization of Information Technology in Social Emotional Learning (PSE) at SDIT Cendekia Purwakarta shows a number of important findings related to the implementation, challenges, and impacts resulting from the integration of technology in social emotional learning in this integrated Islamic elementary school environment. The following are the results and discussion of this study.

1. Result

Description of IT Utilization in Social Emotional Learning (SEL) at SDIT Cendekia Purwakarta

The results of the study indicate that SDIT Cendekia Purwakarta has utilized information technology to support social emotional learning through the use of several software and online platforms. Applications such as Google Classroom, Zoom, Gmeet and other video applications are used to enable interactive learning and independent reflection of students in the context of social emotional. In addition, sound hardware/active speakers/smart TVs are also used for simple meditation to support the development of self-awareness skills and student emotion management.

Implementation of IT-Based Social Emotional Learning

Teachers at SDIT Cendekia Purwakarta use technology to deliver SEL materials through activities such as virtual sharing sessions, online group discussions, and the use of videos to teach empathy and communication skills. This IT-based implementation also includes independent reflection activities directed through a digital platform, where students can assess their emotions and practice the social skills taught in class.

Teacher and Student Perceptions of IT Use in SEL

Based on interviews and surveys, teachers and students showed positive views regarding the use of IT in SEL learning. Teachers consider technology to expand learning methods,

while students feel more motivated and enthusiastic in social emotional learning involving technology. However, challenges remain, especially in terms of students' adaptation to online learning and the uneven availability of technological devices.

Impact of IT Use on Students' Social Emotional Competence

Observations show an increase in students' social emotional competence, especially in their ability to recognize and manage emotions, communicate effectively with friends, and demonstrate empathy. For example, students who regularly participate in online reflection sessions show significant developments in self-awareness and empathy.

2. Discussion

Effectiveness of IT in Supporting Social Emotional Learning

The use of IT has been shown to help students become more engaged in SEL learning because this method provides variation and flexibility in delivering material. Technology makes SEL more interactive, allowing students to learn through simulations, learning videos, and reflective activities delivered in digital format. This has a positive effect on student participation and the development of their skills in managing emotions and social interactions.

Challenges in Utilizing IT for SEL Learning

Although effective, the use of IT in SEL faces challenges, especially related to technical constraints such as limited internet access and the availability of devices for all students. In addition, some students have difficulty maintaining concentration while participating in online learning, which can hinder the optimal development of social emotional competencies. Teachers also need additional training to be able to utilize technology effectively in the context of SEL, especially so that they can design activities that encourage optimal student engagement.

Strategy for Optimizing IT Utilization in SEL Learning in the Future

To overcome these obstacles, SDIT Cendekia Purwakarta can consider steps such as providing better technical support, providing devices for students who need them, and training teachers in effective IT-based learning design. Collaboration with external parties to develop SEL applications or modules specifically designed for online learning can also help optimize the use of technology.

Contribution of IT to Improving the Quality of Education

The use of IT in SEL learning at SDIT Cendekia Purwakarta makes a positive contribution to the quality of education. Technology helps make learning more adaptive and responsive to the different needs of students. In addition, this approach allows for continuous evaluation of the development of students' social emotional skills, which can be used as a basis for improving learning methods in the future.

IV. CONCLUSION

The use of IT in social emotional learning at SDIT Cendekia Purwakarta has a positive impact on increasing students' social emotional involvement and competence. However, technical constraints and the need for additional training for teachers need to be considered. With optimization steps, technology can play an increasingly important role in supporting the quality of education and the development of students' social emotional competence. The results of this study indicate that with the right approach, IT can be a very useful instrument in building a learning environment that supports students' social and emotional development effectively

V. SUGGESTIONS AND RECOMMENDATIONS

1. Development of Digital Materials and Resources

Suggestion: Develop digital learning modules or resources specifically to support aspects of social emotional learning (SEL) such as empathy, self-awareness, and emotional management. These modules can be accessed by students independently and include interactive activities. Recommendation: Consider collaborating with educational platforms or application developers to design content that is appropriate to the characteristics of elementary school students.

2. Teacher Training in the Use of Technology

Suggestion: Provide training that focuses on the use of technology in SEL learning for teachers. This training should include how teachers can use online platforms to develop students' social and emotional skills. Recommendation: Conduct regular training on technology updates and best practices in IT-based SEL learning, so that teachers can always update their skills and apply innovative methods.

3. Periodic Monitoring and Evaluation

Recommendation: Conduct periodic monitoring to ensure that technology is used effectively in the learning process and that students get maximum benefits in developing their social emotional skills. Recommendation: Create an evaluation system to measure the impact of technology on students' social and emotional development. For example, use assessment tools such as surveys or rubrics that measure changes in students' social skills and behaviors over time.

4. Increasing Technology Access for All Students

Recommendation: Ensure that all students have access to technology devices and adequate internet connections, given the disparities in access that may be barriers to equitable IT implementation. Recommendation: Work with external parties, such as technology companies or local governments, to provide devices or connections that are accessible to all students, especially those who may have limited access.

5. Use of Special Applications for SEL Learning

Recommendation: Utilize applications or software that are specifically designed to support SEL learning, such as journaling apps, meditation apps for children, or game apps that

teach social skills. Recommendation: Select applications that have been proven effective in supporting SEL development and evaluate them before implementing them to ensure they are appropriate for students' needs.

6. Collaboration with Parents

Recommendation: Involve parents in the technology-based SEL learning process by providing guidance on the use of technology at home that supports students' social-emotional skills. Recommendation: Hold special sessions to educate parents on the importance of SEL skills and how to use technology at home to support learning.

7. Further Research Development

Recommendation: Conduct further research to explore more deeply how IT can be used in various aspects of SEL learning and its long-term impact. Recommendation: Future research can focus on the effectiveness of specific technologies or on the comparison between IT-based and non-IT SEL learning methods, as well as look at the long-term impact of technology implementation on students' social-emotional skills.

8. Improvement of Learning Design and Content

Recommendation: Interactive and fun learning design is essential for student engagement in technology-based SEL learning. Use gamification methods, such as giving points, levels, or digital awards, to increase student motivation. Recommendation: Involve students in the development of learning design by asking for their input on features or activities they like, so that SEL learning is more in line with their needs and preferences

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