SOCIO-EMOTIONAL DEVELOPMENT THE ESSENCE OF DIGITAL-BASED CIVICS LEARNING TOBELO HALUT PRESIDENTIAL ELEMENTARY SCHOOL

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Abstract

This study used a descriptive questionnaire to examine the social-emotional development of fifth grade students in digital-based Citizenship Education (PKn) learning at SD Inpres I Tobelo, North Halmahera. Digital-based PKn learning is a necessity in the era of digital transformation, but its impact on students' social-emotional development has not been widely studied, especially in the context of basic education in the 3T (Frontier, Outermost, and Disadvantaged) areas. Based on the results of the study, students' social-emotional development is positively influenced by the implementation of digital-based PKn learning, especially in terms of collaboration skills, digital empathy, and learning independence. However, there are obstacles in the form of a digital divide, changes in direct interaction patterns, and limited infrastructure. By utilizing digital technology to integrate social-emotional elements in PKn learning, this study produces an integrative learning model with five main components: (1) digital readiness assessment, (2) technology-assisted collaborative learning, and (3) technology-assisted collaborative learning. learning, (3) digital social reflection, (4) digital citizenship simulation, and (5) social project-based evaluation. The implications of this research provide a theoretical and practical basis for the development of digital citizenship.

Keywords: *social emotional development, digital-based civics learning, elementary school, 3T area*

Introduction

The world of education is greatly influenced by the rapid development of digital technology. There is a strong push for teachers to become "digitally literate" and use digital technology in learning activities. Digital technology in education can be defined as digital processing systems that encourage active learning, knowledge construction, inquiry, and exploration in students. It also enables distance communication and data sharing between students and teachers across physical classrooms. R. Shar and H. Beetham (2007). It is the application of technology that has evolved beyond information delivery systems. Digital technologies such as the internet, online gaming, artificial intelligence, robotics and 3D printing require new literacies. In recent years, digital competence has become a central concept in discussions about the types of skills and understandings that students need in the Knowledge Society.

According to G. Krees (2003), the scope of education is expanding rapidly due to the influence of the Internet, which allows the spread and development of new technologies with impacts on education, society, and culture. Some examples of new technologies include 3D objects, moving images and sound, spoken and written language, and many more. All of these technologies have advantages, disadvantages, and potential for use in educational contexts. In Indonesia, digital transformation in education has brought significant changes to learning models and approaches, including at the elementary school level. Civic Education (PKn), as a subject that plays an important role in shaping the character and attitudes of citizens, faces the challenge of adapting to the digital learning ecosystem. On the other hand, the social emotional development of students at elementary school age is fundamental.

As stated by Budimansyah (2020), civil education not only focuses on improving cognitive aspects but also affective and psychomotor aspects related to social emotional development. However, Suryadi and Somantri (2019) stated that the implementation of digital-based learning has the potential to improve the learning experience of the

community, but also poses risks to the dynamics of communication and emotional expression of students. Wahid's findings (2021) show that the implementation of digital media in elementary classes has an impact on changes in interpersonal relationships and communication between students. According to Santrock (2018), children aged 10-11 years (grade V of elementary school) are in a phase of social development, which is characterized by increasing awareness and the ability to interact in wider social groups. In line with this, Erikson explains in his psychosocial theory that children at this age are in the industry versus inferiority stage, which is the stage where competence and mobile abilities are developing.

However, through the Merdeka Belajar policy, the Ministry of Education, Culture, Research, and Technology (2022) encourages various learning sources and media, including digital technology. This is in line with research by Hasanah and Muhtadi (2021) which found that the use of digital technology in context can improve critical thinking skills and social responsibility of students in elementary schools. Adriany and Mutiara (2020) conducted research in several elementary schools in Eastern Indonesia which showed that the use of digital technology in learning needs to be aligned with the local socio-cultural context in order to provide the best impact on student development. In line with that, Yusuf and Sugito (2022) emphasized the importance of using a socio-cultural approach in implementing digital learning so that it is relevant to the needs and characteristics of students in the 3T areas.

Based on the literature review and previous research, there is still a lack of research on how digital-based citizenship learning affects students' social-emotional development, especially in the context of elementary schools in the 3T area. This study aims to fill this gap by examining in depth how the implementation of digital-based citizenship learning in grade V of SD Inpres I Tobelo, North Halmahera affects students' social-emotional development, as well as identifying appropriate strategies. This research is expected to provide a significant contribution to the development of a digital-based PKn learning model that is contextual and responsive to the needs of social emotional development of students in the 3T area. In addition, this research is expected to provide policy recommendations for education stakeholders in developing inclusive and equitable digital learning infrastructure and ecosystems.

To gain a deep understanding of the phenomenon of social emotional development in digital-based citizenship learning, this study uses a qualitative approach with a case study method. The case study method was chosen because it allows researchers to conduct in-depth research. SD Inpres I Tobelo School in North Halmahera is one of the schools in the 3T category (Frontier, Outermost, and Disadvantaged). It was chosen because this school is a pilot school for implementing digital learning in North Halmahera Regency, even though its location has limited digital resources. This study involved 28 fifth grade students, 15 boys and 13 girls, citizenship teachers, principals, and parents of students. The selection of fifth grade students was based on the fact that they are at a stage of cognitive and social development that allows them to be more actively involved in digital-based learning.

During one semester of study (August 2023 – January 2024), the following methods were used to collect data:

1. Participatory observation: Researchers were involved in the digital-based citizenship learning process to observe social interactions, emotional expressions, and learning dynamics that occurred. Observations were conducted in twelve meetings using a structured observation sheet instrument that included indicators of social emotional development.
2. In-depth interviews: Conducted three times with citizenship teachers, twice with principals, and ten student samples, selected purposively to collect data on perceptions, experiences, and challenges in digital-based learning.
3. Focus Group Discussion (FGD): Conducted three times with students (in small groups of five to six people) and twice with parents to investigate social dynamics and interaction patterns in digital learning.
4. Documentation: Collect relevant documents, such as Learning Implementation Plans (RPP), student work, learning activity records, and digital portfolios.

This study triangulated sources and methods to ensure the credibility of the data. Data from students, teachers, principals, and parents were compared, while source triangulation was conducted by comparing data from observations, interviews, focus group discussions, and documentation. The researcher used the interactive model of Miles, Huberman, and Saldana (2014) for data analysis, which includes data condensation, presentation, and drawing conclusions. The analysis process was carried out twice and ran simultaneously with data collection. The researcher also used NVIVO 12 software to assist in the process of processing and analyzing qualitative data.

Table: Research Data Collection Instruments

Measurement Aspects	Indicator	Instrument
Social Development	Ability to collaborate- Ability to empathize- Ability communication- social responsibility- conflict resolution	Observation rubric- Interview guide- FGD guide- Portfolio analysis
Emotional Development	- Emotional regulation- Self-awareness- Motivation to learn- Independence- Resilience	- Observation rubric- Interview guide- FGD guide- Portfolio analysis
Digital-Based Civics Learning	- Use of media digital- Digital literacy- Citizenship digital- Virtual collaboration- Digital participation	Observation rubric- Document analysis- Interview guidelines- Digital product analysis

The School Research Ethics Committee has approved this study. All those participating in the study, including the students' parents, have given informed consent before participating.

Results and Discussion
Results

Based on the data analysis that has been conducted, this section presents the research findings. The research results are arranged based on three main dimensions: (1) implementation of digital-based civics learning, (2) students' social emotional development, and (3) factors that influence the integration of the two.

1. Implementation of Digital-Based Civics Learning

The results of the study showed that the implementation of digital-based civics learning in grade V of SD Inpres I Tobelo was carried out through various strategies and media. Graph 1 shows the various forms of digital learning implemented during the semester.
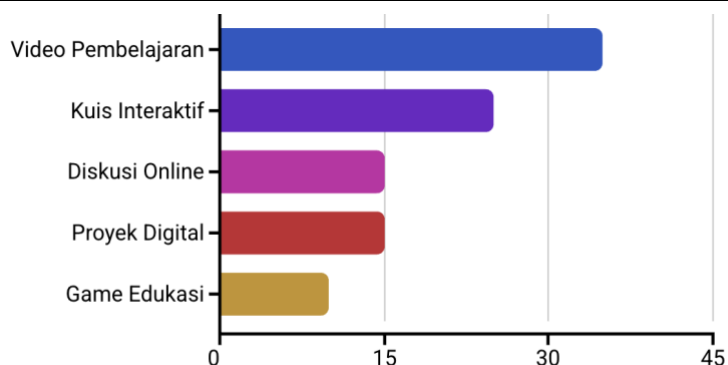
Graphics. Students' Preferences for
Instructional Media

2. Infrastructure Infrastructure and Digital Resources

According to the study, SD Inpres I Tobelo has a computer lab with fifteen computers connected to the internet. Because of this ratio, students must divide the devices into groups of 2-3 people. The school also has five tablets that are used sequentially for learning activities. The average internet connection of 5 Mbps is often unstable, especially during bad weather, which hinders digital learning. This is a condition that shows the infrastructure problems that schools often face in developing areas.

3. Digital Competence of Teachers and Students

According to observations and surveys, there are many differences in digital capacity. The civics teacher has completed digital learning training, but his/her application skills are still limited to the use of basic online videos and quizzes. On the other hand, students show poor improvement, although around 35% of students still need intensive guidance to use digital devices. This has an impact on the quality and breadth of their digital education.

Picture. Class Teacher Providing Assistance

4. Teacher Companion in Digital Learning

Grade V teachers provide intensive assistance to students in using digital devices for civics learning. This personalized approach helps bridge the digital divide among students.

Image. doing learning activities
collaborative using tablets

5. Collaborative Learning with Digital Support
    Fifth grade students carry out collaborative learning activities using tablets in civics learning. This strategy encourages the development of social skills along with mastery of digital technology.

Image. Digital Learning Activities in the laboratory
Elementary School Computer Inpres I Tobelo

Computer laboratory at SD Inpres I Tobelo with limited device and student ratio. This limitation encourages learning patterns of sharing and collaboration between students. These findings indicate that the implementation of digital-based civics learning at SD Inpres I Tobelo is still in the transition and adaptation stage. Despite various infrastructure and competency limitations, the school shows a commitment to integrating digital technology in civics learning, which opens up opportunities for the development of more innovative and contextual learning models.

Impact on social emotional development
In-depth analysis of observation, interview, and documentation data revealed the complex impact of the implementation of digital-based civics learning on the social-emotional development of fifth-grade students of SD Inpres I Tobelo. The results of the study showed a transformation in the social dynamics and emotional expressions of students influenced by the use of digital technology in civics learning.
   a. Transformation of Empathy Expression
       Digital-based civics learning changes the way students express empathy, from face-to-face interactions to digital forms of empathy. Students show increased awareness of broader social issues, but with decreased sensitivity to non-verbal emotional cues in face-to-face interactions.
   b. Evolving Collaboration Patterns
       There has been a shift from traditional physical collaboration to hybrid collaboration that combines in-person and virtual interactions. Students develop digital task-sharing and coordination skills, although there are challenges in building group cohesion.
   c. Digital Identity Formation

Students begin to develop awareness of their digital identity as citizens, including an understanding of digital footprints and ethics of activities in virtual spaces. This process forms a new dimension in the development of students' self-concept.

d. Emotion Regulation in a Digital Context

Digital-based learning stimulates the development of new emotion regulation strategies to cope with technical frustration, digital anxiety, and online distractions. Students with adequate support show increased emotional resilience.

Observation results show that 68% of students experienced increased motivation and enthusiasm in civics learning when using digital devices. Activities such as interactive quizzes and multimedia projects encourage active participation from students who previously tended to be passive in conventional learning. However, observations also identified the emergence of technology dependence in 23% of students, which resulted in a decrease in the quality of face-to-face interactions outside of digital learning activities.

Table. Social Emotional Impact of Learning
Digital and Its Adaptation Strategy

Social Emotional Aspects	Positive impact	Negative impact	Emerging Adaptation Strategies
Communication Skills	Development of digital literacy and written communication skills	Decreased ability to interpret nonverbal communication	Reflective discussion after digital activity
Teamwork	Collaboration across time and space through digital platforms	Dominance of students with better digital access and skills	Role rotation in groups and peer mentoring
Emotional Regulation	Developing patience and resilience in the face of technical challenges	Frustration and anxiety when facing technical difficulties	Stress management techniques and collaborative troubleshooting sessions
Social Awareness	Expanding insights into global citizenship issues	Potential for information bias and stereotypes	Critical learning of media and information verification

Based on observations and interviews, the implementation of digital learning faces several technical challenges such as limited internet infrastructure, device availability, and variations in digital literacy levels among students. However, schools have developed adaptive strategies such as alternating offline-online learning, scheduled use of computer labs, and peer mentoring to address the digital divide.

An interesting thing that was found was the modification of digital learning content carried out by teachers to adapt to the local context. As expressed by the PKn teacher.

"We adapt digital learning content to be more contextual to the lives of children in Tobelo. For example, in learning about diversity, we use examples of local wisdom of North Halmahera visualized in digital form." (W/Sahril/15-09-23).

2. Social Emotional Development of Students

The results of the data analysis show the dynamics of students' social emotional development during the implementation of digital-based PKn learning. Based on structured observations conducted for one semester, there were positive changes in several aspects of social emotional development.

The following are findings regarding students' social development:

a) **Ability to Collaborate**: There was a significant increase in collaboration skills, especially in the context of digital project-based learning. Learners demonstrated improved skills in role-sharing, shared decision-making, and appreciation for group members' contributions.

b) **Digital Empathy**: A new form of empathy called "digital empathy" has emerged, the ability to understand and respond appropriately to the feelings of others in the context of digital interactions. This is observed when learners provide support and constructive feedback in online discussion forums.

c) **Digital Citizenship**: Students begin to demonstrate awareness of the norms and ethics of interacting in the digital world, including an understanding of privacy, respect for the work of others, and responsibility in sharing information.

In terms of emotional development, some important findings are:

a) **Learning Independence**: Students show an increase in learning independence, marked by the ability to manage time, complete tasks without intensive supervision, and find solutions independently when faced with technical obstacles.

b) **Emotional Regulation**: There is a dynamic in emotional regulation, where initially students show frustration when facing technical challenges, but then develop into more resilient and patient in dealing with problems.

c) **Motivation to learn**: Most learners (75%) showed increased motivation to learn, especially in digital game-based learning and collaborative projects. However, around 25% of learners experienced fluctuations in motivation related to the technical challenges faced.

3. Factors Influencing the Integration of Digital Learning and Social Emotional Development.

Based on qualitative data analysis, several key factors were identified that influence how digital-based civics learning impacts students' social-emotional development:

a) Teacher Facilitation Skills
The teacher's ability to facilitate social emotional interaction and reflection in digital learning greatly determines the quality of students' social emotional development.

b) Learning Design
Digital learning designed with social interaction and collaboration aspects in mind has proven to be more effective in supporting social emotional development.

c) Social Support
Support from peers, parents, and the school community are important factors that influence the sustainability of student motivation and active involvement.

d) Socio-Cultural Context
Contextualizing digital learning with local wisdom and local socio-cultural values strengthens the relevance and meaning of learning for the social-emotional development of students.

From the FGD with parents, it was revealed that there were changes in the pattern of social interaction of students outside of school. Several parents reported that their children began discussing social and citizenship issues at home, using new terms related to digital citizenship, and showing critical awareness of information received through digital media. One parent stated:

> "My child now often invites discussions about news that he sees on the internet. He is also more careful in sharing information, always asking first whether the information is true or not. This is a very positive change." (FG/Parent, 11-25-23).

These findings indicate that digital-based civics learning has a complex and multidimensional impact on students' social-emotional development, involving dynamics between technological factors, pedagogy, and socio-cultural context.

Discussion

The results of the study show the complex dynamics between digital-based civics learning and the social-emotional development of grade V students of SD Inpres I Tobelo. The following discussion analyzes the research findings in theoretical and practical contexts, as well as their implications for the development of civics learning models in the digital era.

a. Transformation of Civics Learning in the Digital Ecosystem

The implementation of digital-based civics learning at SD Inpres I Tobelo shows a significant transformation from a conventional approach that is predominantly textual to multimodal learning that utilizes various digital platforms. This transformation is in line with Winataputra's (2018) argument about the urgency of adapting civics learning to technological developments to foster digital citizenship skills. However, this study found that the transformation was not merely a technical adaptation, but involved pedagogical reconstruction that took into account the local socio-cultural context.

An interesting finding in this study is the development of "cultural hybridization" practices in digital learning, where local wisdom values of North Halmahera are integrated with digital content. This phenomenon strengthens Adriany and Mutiara's (2020) thesis on the importance of aligning digital technology with the local socio-cultural context. This hybridization is evident in learning activities where students create digital content about the cultural values of Hibualamo (traditional house of North Halmahera) and relate them to the principle of diversity in Pancasila.

The dynamics of digital learning implementation at SD Inpres I Tobelo also show the phenomenon of "leapfrogging" or technological leaps, where schools in 3T areas are able to adopt digital learning practices without going through gradual stages like in urban areas. This phenomenon refutes the deterministic assumption that technology adaptation must follow a linear and gradual pattern. On the contrary, research findings show that with the support of adaptive policies and strategies, schools in 3T areas can accelerate technology adaptation in learning.

b. New Dimensions of Social Emotional Development in a Digital Context

The social emotional development of students in digital-based learning shows the emergence of new dimensions that have not been widely explored in conventional child development literature. The aspect of "digital empathy" found in this study, for example, expands the concept of empathy commonly known in social development theory. This finding enriches Santrock's (2018) theoretical perspective on the social development of elementary school children by adding a digital dimension as a new social space that requires specific interpersonal skills.

The emergence of "digital citizenship" as a new form of social awareness among students reflects the transformation of the conventional concept of citizenship that is predominantly territorial into citizenship that transcends geographical boundaries. This phenomenon strengthens Komalasari's (2019) argument about the importance of contextualizing civics learning in the digital era. However, this study also found that digital citizenship that developed in students at SD Inpres I Tobelo has unique characteristics that integrate local values with global awareness—a phenomenon that can be conceptualized as "glocalization of citizenship".

The fluctuating dynamics of learning motivation in some students indicate that emotional development in the context of digital learning is not always linear and progressive. This finding is in line with the perspective of Hasanah and Muhtadi (2021) on the complexity of students' emotional responses to technology-based learning. Further analysis shows that these fluctuations correlate with the level of digital literacy, the availability of social support, and the experience of success in overcoming technical challenges. This implies the importance of emotional and technical scaffolding in digital-based learning.

c. Digital-Based Civics Learning Integrative Model

Based on the research findings, the researcher developed an integrative model of digital-based civics learning that considers the dimensions of students' social-emotional development. This model consists of five interrelated components:

Social Project Based Evaluation	Authentic assessments that measure the social impact of learning
Digital Citizenship Simulation	Experiencing firsthand citizenship practices in a digital environment

Digital Social Reflection	Critical analysis of the social impact of digital activities
Technology Assisted Collaborative Learning	Collaborative activities using digital platforms
Digital Readiness Assessment	Early identification of students' digital skills and access

This integrative model offers a holistic approach that focuses not only on the technological and content aspects of learning, but also explicitly pays attention to the social-emotional dimension. Unlike conventional digital learning models that tend to be technology-centric, this model places the social-emotional dimension as an integral component, not just a byproduct.

The "Digital Readiness Assessment" component is an important foundation that allows early identification of digital skills and access gaps, so that appropriate interventions can be carried out early. Research findings show that learners with low digital readiness tend to experience frustration and decreased motivation if they do not receive adequate support. This component accommodates the recommendations of Rachmadtullah and Setyarini (2020) regarding the importance of paying attention to the digital divide in implementing digital-based learning in 3T areas.

"Technology-Assisted Collaborative Learning" and "Digital Social Reflection" are components that directly facilitate social emotional development. Digital collaborative activities enable learners to develop cooperation and communication skills, while digital social reflection helps learners develop critical awareness of the social impacts of digital activities. Both components reflect a digital-based civics learning approach that not only aims to transfer knowledge, but also to shape dispositions and social skills that are relevant to the digital era.

The "Digital Citizenship Simulation" allows learners to experience firsthand the practice of citizenship in a safe and guided digital environment. This component bridges the gap between conceptual knowledge of citizenship and actual practice, in line with the principles of contextual learning proposed by Komalasari (2019). Meanwhile, the "Social Project-Based Evaluation" allows for authentic assessments that not only measure mastery of content, but also the social impact of learning.

This integrative model offers a framework that can be adapted by schools in 3T areas to implement digital-based PKn learning that is contextual and responsive to the needs of students' social-emotional development. However, the effectiveness of this model is highly dependent on several prerequisites, including: (1) teacher facilitation skills in managing digital learning, (2) minimal but functional technological infrastructure, and (3) adequate policy support from the government and education stakeholders.

The implications of the findings of this study are multidimensional, covering theoretical, practical, and policy aspects. Theoretically, this study enriches the understanding of the dynamics of children's social-emotional development in the context of digital learning, especially in the 3T areas. Practically, the resulting integrative model can be a reference for education practitioners in designing and implementing digital-based civics learning that pays attention to the social-emotional dimension. In terms of policy, the research findings provide an empirical basis for the development of education policies that support equal access and quality of digital education in the 3T areas.

Conclusion

Based on the results of the research and discussion, it can be concluded that digital-based civics learning in class V of SD Inpres I Tobelo, North Halmahera has a complex and multidimensional impact on the social emotional development of students. Some specific conclusions that can be formulated are as follows:

1. Transformation of Civics Learning
   Digital-based civics learning has undergone a significant transformation from a conventional, textual-dominant approach to multimodal learning that utilizes various digital platforms. This transformation is not merely a technical adaptation, but involves pedagogical reconstruction that takes into account the local socio-cultural context, especially the local wisdom of the North Halmahera community.
2. Dynamics of Social Development

There is a significant increase in the social development aspects of students, especially in collaboration skills, digital empathy, and digital citizenship awareness. The phenomenon of "glocalization of citizenship" which integrates local and global awareness is a unique finding in the context of schools in the 3T area.

3. Emotional Development
The emotional development aspect shows complex dynamics, with an increase in learning independence and emotional regulation, but with fluctuations in the learning motivation aspect influenced by technical factors and social support. The ability to overcome digital challenges (digital resilience) emerged as an important component in the emotional development of students.

4. Integrative Learning Model
The research resulted in an integrative model of digital-based civics learning consisting of five components: (1) digital readiness assessment, (2) technology-assisted collaborative learning, (3) digital social reflection, (4) digital citizenship simulation, and (5) social project-based evaluation. This model offers a holistic approach that places the social emotional dimension as an integral component, not just a by-product.

5. Contextual Factors
The effectiveness of digital learning integration with social emotional development is highly influenced by contextual factors such as teacher facilitation skills, social support, learning design, and socio-cultural context. Adaptive strategies that take into account infrastructure limitations are key to successful implementation in 3T areas.

This study provides an important contribution to the development of understanding of the dynamics of digital learning and social emotional development in 3T areas, while also offering a learning model that can be adapted by schools with similar characteristics. However, this study has limitations in terms of generalizing findings due to the contextually specific characteristics of the case study.

Based on the research findings and conclusions, several recommendations that can be formulated are:

1. **For Education Practitioners**: Developing teacher capacity building programs in facilitating digital learning that takes into account social emotional aspects; adapting research-generated integrative models by considering the specific context of schools; and developing communities of practice to share experiences and effective strategies.

2. **For Curriculum Developers**: Revise the Civics curriculum to explicitly integrate digital citizenship dimensions; develop authentic assessments that measure not only cognitive aspects but also social emotional development in the context of digital learning; and document best practices as a reference for other schools.

3. **For Policy Makers**: Develop policies that support equal access and quality of digital education in 3T areas; design ongoing coaching programs for teachers in implementing digital learning; and evaluate the impact of educational digitalization programs on the holistic development of students.

4. **For Further Researchers**: Conduct further research using longitudinal methods to observe the long-term impact of digital learning on social emotional development; expand the scope of research by involving schools from various geographic and socio-economic characteristics; and develop valid and reliable assessment instruments to measure social emotional development in the context of digital learning.

In closing, this study confirms that digital transformation in civics learning is not just a change in media or methods, but rather a fundamental reconstruction in how to understand and practice civics in the digital era. The success of this transformation is highly dependent on the ability to integrate technology with the social-emotional dimension, as well as considering the specific context in which the learning takes place. With a holistic and contextual approach, digital-based civics learning can be an effective vehicle in preparing students to become digitally competent citizens while still having adequate local wisdom and social-emotional intelligence.

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