ALSYS
Jurnal Keislaman dan Ilmu Pendidikan

e-ISSN : 2808-540X
p-ISSN : 2808-7119

Terindeks: Copernicus, Sinta 5, Dimensions, Scilit, Lens, Semantic Scholar, Garuda, Google, Base, etc.

https://doi.org/10.58578/alsys.v5i6.7654

Analysis of the Role of MI Teachers in Developing Students' Social-Emotional Character in the Digital Age: A Literature Review

Fatimah Aristiati
Institut Al Ma'arif Way Kanan Lampung
faristiati@gmail.com

Article Info:

Submitted:	Revised:	Accepted:	Published:
Sep 20, 2025	Oct 11, 2025	Oct 23, 2025	Oct 28, 2025

Abstract

The digital era has introduced new challenges for education, particularly in shaping the social-emotional character of *Madrasah Ibtidaiyah* (MI) students. Amid the rapid development of information technology, MI teachers are expected to serve not only as learning facilitators but also as counselors capable of integrating social and emotional values into the educational process. This study aims to comprehensively analyze the role of MI teachers in developing students' social-emotional character in the digital age, with a focus on strategies, approaches, and challenges encountered. A Systematic Literature Review (SLR) method was employed, analyzing a range of scholarly journals, articles, and relevant references published between 2019 and 2025. The findings indicate that teachers play a vital role in instilling character values through active learning strategies, project-based learning, the mindful use of digital media, and collaboration with parents and the community. Digitally literate teachers who model ethical behavior in the digital space are shown to be more effective in fostering empathy, responsibility, and social skills among students. The study concludes that strengthening the social-emotional character of MI students in the digital era requires a synergy of relevant pedagogical approaches, purposeful

AlSys is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

integration of technology, and support from a positive, collaborative learning environment. These findings offer both practical and theoretical contributions for teachers, educational institutions, and policymakers in designing adaptive character education strategies that address contemporary challenges.

Keywords: Role of MI Teachers; Social-Emotional Character; Digital Era; Digital Ethics; Character Education

INTRODUCTION

Digital technology has brought about significant transformations in various areas of life, including the education sector. Rapid advances in information technology have facilitated access to learning resources, but on the other hand, they have also presented new challenges in shaping students' characters, especially in terms of social-emotional development. Madrasah Ibtidaiyah (MI), as a religious-based elementary educational institution, plays an important role in shaping children's character. This has become even more crucial in today's digital era, which is filled with rapid social development and access to information (Mardiana et al., 2024).

To recognize and manage feelings, set and achieve constructive goals, feel and show empathy towards others, build and maintain good relationships, and make wise decisions (Syafika, 2023). Amidst unlimited digital exposure, MI children are prone to experiencing a decline in social-emotional abilities due to individualistic behavior tendencies, a decline in face-to-face interactions, and uncontrolled consumption of information (Imawan et al., 2023). Therefore, MI teachers are required to not only be learning facilitators, but also role models who actively set an example in instilling social and emotional values through teaching methods that are in line with the times.

MI teachers in the digital era need to develop digital literacy competencies, understand the characteristics of digital native students, and apply character-building strategies through the integration of technology in the learning process (Dewi et al., 2021). The use of digital media such as educational videos, interactive learning applications, and online collaborative platforms can be a means to foster students' social-emotional skills, as long as it is balanced with proper supervision and guidance. In addition, project-based learning, which emphasizes collaboration and problem solving, is also effective in

strengthening students' social-emotional competencies in this era (Muhammad Fadil et al., 2025).

This study aims to comprehensively analyze the role of MI teachers in developing students' social-emotional character amid the challenges of the digital era. The focus of the analysis covers the strategies, methods, and obstacles faced by teachers in the process. By understanding these factors, it is hoped that applicable recommendations can be formulated to improve the effectiveness of social-emotional character education in MI environments. This research is important considering that strengthening social-emotional character from an early age is an investment in shaping a generation that is intelligent, virtuous, and adaptive to global changes.

METHODS

This research uses the Systematic Literature Review (SLR) method, which is conducted by identifying, examining, evaluating, and interpreting all previous research. The researchers used this process to review and search for relevant journals systematically and methodically carry out the research process and procedures (Wahyudin & Rahayu, 2020). The purpose of this study is to gain a deeper understanding of the role of Madrasah Ibtidaiyah teachers in improving the social and emotional character of students in the digital age. In order to ensure that the research data remains relevant and accurate, the data collection process was carried out by searching sources and reconstructing various references from books, journals, and studies published in the last ten years (2019–2025). At the end of the research, the researchers made comparisons and summarized the findings from several articles. The researchers revealed that research on the role of Madrasah Ibtidaiyah (MI) teachers in the development of students' social-emotional character in the digital era is still very minimal.

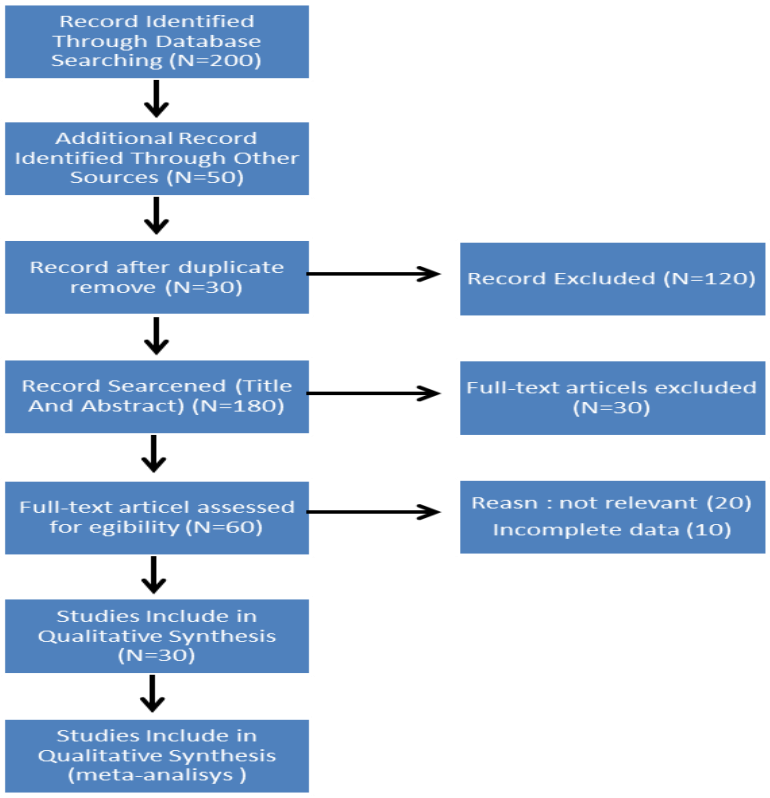

Figure 1. PRISMA Flowchart

RESULTS

Below is a summary of the analysis results from journal articles obtained by researchers from various sources. The analysis results are presented in the following table:

Table 1. Article Analysis Results

No	Authors & Years	Research Methods	Results
1	(Zaskia et al., 2025)	Kualitatif	Education in the digital era provides broad access to information but presents challenges such as the digital divide and its impact on children's character. Teachers are required to be adaptive, innovative, and capable of instilling digital ethics and social-emotional skills. The success of education depends on the cooperation of teachers, parents, schools, and the community, including the intelligent and responsible use of technology.
2	(Syukri Syukri et al., 2024)	Kualitatif	To achieve optimal learning outcomes, educators need to design strategies that are tailored to each child's uniqueness, including gifted children who have above-average abilities. Gifted children require a special approach, both in learning and social-emotional support, so that their potential can be developed to the maximum. Talent can be identified from various aspects, such as emotions,

No	Authors & Years	Research Methods	Results
			creativity, and career development. Environmental support, guidance, and appropriate stimulation are very important for them to grow in a balanced manner and be able to contribute optimally.
3	(Setyorini et al., 2024)	Kualitatif	Research shows that although technology and social media help access information, their impact on the character and social interaction of students at SDN Gumpang 01 is quite significant. Students are more interested in digital entertainment, which disrupts their focus on learning and weakens their empathy and direct communication. A structured approach and cooperation between schools and parents are needed so that technology can support the character and social education of students wisely.
4	(Anggraeni et al., 2024)	Kualitatif	Research emphasizes the importance of integrating social development into elementary school learning to shape students' character, social skills, and readiness for the future. Although there are difficulties, cooperation from all parties can create a holistic and supportive learning environment.
5	(Kasingku & Gosal, 2024)	Kualitatif	Holistic education shapes individuals in an academic, moral, social, and spiritual manner with the important roles of family, school, and community. Despite facing challenges, this approach provides long-term benefits for individuals and society.
6	(Dewi et al., 2021)	Kualitatif	The results of the study emphasize the importance of developing responsible character in the use of digital technology to prevent negative impacts both in the real world and online. Scientifically, this is in line with the concept of digital literacy as a 21st-century soft skill that plays a role in shaping ethical and wise digital citizens. Schools, teachers, and the community are referred to as strategic agents in the process of digital character education. With their support in learning and motivation, it is hoped that a superior generation will be created that is ready to compete positively in the digital era.
7	(Sutarman et al., 2019)	Kualitatif	This journal highlights the important role of teachers in responding to the new paradigm of learning in the digital era through the implementation of inspirational learning. This program is designed to encourage students to not only understand content, but also to be able to apply it, create it, and participate in it. Successful inspirational teaching requires personality development. Developing classroom management skills, reading skills, and the effective use of blended learning.
8	(Mardiana et al., 2024)	Kualitatif	The results of this study confirm that teachers' teaching abilities include lesson management, student understanding, planning, evaluation, and student development. Character education is formed through continuous habits and can be applied in all subjects. In today's digital context, support from family, educators, and the surrounding environment is very influential in developing the character and personality of the younger generation. Teachers do not only convey values. They also serve as role models and mentors in implementing morals in everyday life.

No	Authors & Years	Research Methods	Results
9	(Anggraeni et al., 2023)		The results of this study confirm that the introduction of information and communication technology in elementary schools can effectively improve the quality of education by encouraging student motivation and involvement and facilitating the teaching process. Online learning creates a more interactive and dynamic learning environment. To maximize these benefits, teacher training, adequate infrastructure provision, and comprehensive integration of ICT into the curriculum are required.
10	(Imawan et al., 2023)	Kualitatif	The findings of this study indicate that the era of Society 5.0 brings rapid transformation in various aspects of life, including in the field of education. Technological advances are one of the biggest challenges for the world of education, especially in the process of developing student character. Thus, the education sector must ensure that the human resources produced are not only proficient in technology, but also have strong character to be able to face various challenges of the times.

DISCUSSION

The role of Madrasah Ibtidaiyah (MI) teachers in developing students' social-emotional character has become very strategic amid the complex challenges of the digital era. The digital era offers easy access to information and online learning, but it also carries risks such as the digital divide, a decline in social interaction, and a weakening of students' empathy and ethical values. In this context, MI teachers are required not only as educators, but also as mentors and role models in shaping students' character holistically.

Based on the summary of the research results presented, it can be analyzed that teachers must be adaptive to technology, able to design inspiring and empowering lessons, and able to instill digital literacy as part of character education. Digital literacy not only includes technical skills, but also media ethics, digital empathy, and social responsibility in the use of technology. To that end, teachers need to apply an approach that combines academic learning with the development of moral, social, and emotional values.

Character building for students must be carried out through child-centered strategies, paying attention to their uniqueness and special needs, including those of gifted students. The identification of talents and the development of potential must be accompanied by social-emotional support so that students can grow in a balanced manner and contribute optimally in the midst of changing times. This approach is in line with the principles of

holistic education, which emphasizes the development of the whole individual, academically, morally, socially, and spiritually.

MI teachers also play a role in facilitating collaboration between schools, parents, and the community. This collaboration is important to create a learning environment that supports character building, while ensuring that the use of technology is educational and responsible. On the other hand, the integration of ICT in learning has been proven to increase student motivation and interaction, but it still requires wise management so as not to disrupt children's social-emotional balance.

Thus, MI teachers are key in creating a generation that is not only intellectually intelligent, but also possess the social and emotional maturity to face the challenges of the digital era and the 5.0 society with strong character and solid human and spiritual values. To ensure that elementary school teachers (EST) can effectively develop students' social and emotional skills in the digital era, the following strategic steps can be taken:

1. Being a Role Model in Digital Ethics

Teachers must demonstrate responsible and ethical attitudes in the use of technology. This includes how to communicate on social media, the legitimate use of digital learning resources, and a tolerant and wise attitude in responding to information (Nasrullah et al., 2017).

2. Integrating Social-Emotional Values into Learning

Every subject can be a means of character building. Teachers should incorporate values such as empathy, cooperation, responsibility, and self-control through active learning methods such as group discussions, case studies, or social simulations (Syahrani, 2017).

3. Developing Inspirational and Reflective Learning

Use project-based or problem-based learning approaches to encourage students to think critically, collaborate, and reflect on what they have learned. This helps strengthen their social and emotional skills (Afif, 2019).

4. Building a Positive and Inclusive Classroom Climate

Create a learning environment that is safe, open, and respectful of differences. Teachers need to be responsive to students' emotional needs and build warm relationships so that students feel valued and confident (Anas, 2025).

5. Using Technology Wisely and Purposefully

Choose digital platforms that are educational and support positive social interaction. Limit exposure to excessive entertainment content and guide students to use technology to enhance empathy, collaboration, and social awareness, for example through digital social projects (Arifin et al., 2024).

6. Involve Parents and the Community

Children's social-emotional character is not only shaped at school. Teachers need to collaborate with parents and the community to align the values instilled at home, school, and in the digital environment (Rohmah et al., 2023).

7. Provide Continuous Emotional Support

Teachers must be aware of students' psychological conditions, especially in the digital era, which is prone to stress, isolation, or cyberbullying. Simple counseling, emotional check-ins, or experience-sharing sessions can be part of the classroom routine (Sakura Alwina, 2023).

8. Participating in Professional Development Training

MI teachers need to continuously update their knowledge of pedagogy, educational technology, and social-emotional development approaches. This is important so that teachers are able to design relevant and effective learning strategies (Sitopu et al., 2023).

MI teachers play a strategic role as educators, mentors, facilitators, and role models of social-emotional character. With a holistic, contextual, reflective, and collaborative approach, teachers can help students not only become academically intelligent individuals, but also socially and emotionally mature in the midst of the challenges of the digital era.

CONCLUSION

Based on an analysis of ten scientific articles, the role of Madrasah Ibtidaiyah (MI) teachers in developing students' social-emotional character in the digital age is very important, strategic, and multidimensional. The digital age provides easy access to information and learning innovations, but it also poses challenges such as a decline in empathy, weakened social communication, and an increased risk of technology misuse.

Therefore, teachers not only act as conveyors of knowledge, but also as character builders, facilitators of holistic learning, emotional companions, and agents of digital literacy.

The success of character development greatly depends on the ability of teachers to integrate character values into the learning process through active methods, wise use of technology, and reflective and contextual approaches. Character building requires collaboration between schools, families, and communities. Teachers must also be sensitive to the individual needs of students, create an inclusive classroom environment, and exemplify digital ethics. Thus, MI teachers play a crucial role in shaping an adaptive, ethical generation with strong social-emotional character in the era of Society 5.0.

REFERENCES

Afif, N. (2019). Pengajaran dan Pembelajaran di Era Digital. *IQ (Ilmu Al-Qur'an): Jurnal Pendidikan Islam*, *2*(01), 117–129. https://doi.org/10.37542/iq.v2i01.28

Anas. (2025). Relevansi Manajemen Kelas Pendidikan Inklusi Tingkat Madrasah Ibtidaiyah (Analisis Buku Panduan Pelaksanaan Pendidikan Inklusif). *Jurnal Ibtida*, *6*, 61–73.

Anggraeni, A., Darmansyah, & Fitria, Y. (2023). Transformasi Peningkatan Kualitas Pembelajaran di Sekolah Dasar Melalui Pemanfaatan Teknologi Informasi dan Komunikasi. *Aisyah Anggraeni1, Darmansyah2, Yanti Fitria*, *8*(3).

Anggraeni, A., Neviyarni, N., Zen, Z., & Hendrizal, H. (2024). Pemanfaatan Perkembangan Sosial dalam Pembelajaran di Sekolah Dasar. *Indonesian Research Journal on Education*, *4*(2), 248–254. https://doi.org/10.31004/irje.v4i2.541

Arifin, B., Salim, A. N., Muzakki, A., Suwarsito, & Arifudin, O. (2024). Integrasi Penguatan Pendidikan Karakter Dalam Pembelajaran Berbasis Literasi Digital Pada Peserta Didik Sekolah Dasar. *INNOVATIVE: Journal Of Social Science Research*, *4*(3), 13547–13555.

Dewi, D. A., Hamid, S. I., Annisa, F., Oktafianti, M., & Genika, P. R. (2021). Menumbuhkan Karakter Siswa melalui Pemanfaatan Literasi Digital. *Jurnal Basicedu*, *5*(6), 5249–5257. https://doi.org/10.31004/basicedu.v5i6.1609

Imawan, M., Pettalongi, A., & Nurdin, N. (2023). Pengaruh Teknologi terhadap Pendidikan Karakter Peserta Didik di Era Society 5.0. *Prosiding Kajian Islam Dan Integrasi Ilmu Di Era Society 5.0 (KIIIES 5.0)*, 323–328.

Kasingku, J. D., & Gosal, F. (2024). Pendidikan Holistik sebagai Dasar Pembentukan Karakter. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, *9*(2). https://doi.org/10.23969/jp.v9i2.15877.

Mardiana, W., Andriani, O., Salwa, N., & Rohman, G. (2024). Pentingnya Peran Guru Dalam Pembentukan Karakter Siswa Di Era Digital. *Jurnal Pendidikan Berkarakter*, *2*(1), 226–230. https://doi.org/10.51903/pendekar.v2i1.583

Muhammad Fadil, Saiyidinal Fajrus Salam, & Gusmaneli Gusmaneli. (2025). Penerapan Strategi Pembelajaran Berbasis Proyek dalam Pendidikan Islam untuk Meningkatkan

Kesadaran Sosial Siswa. *Moral : Jurnal Kajian Pendidikan Islam*, *2*(2), 21–33. https://doi.org/10.61132/moral.v2i2.795

Nasrullah, R., Aditya, W., Satya, T. I., Nento, M. N., Hanifah, N., Miftahussururi, & Akbari, Q. S. (2017). Materi Pendukung Literasi Digital. *Kementerian Pendidikan Dan Kebudayaan*, 43.

Rohmah, R. M., Yusuf, A., Azizah, R., & M, R. N. (2023). Peran Pendidikan Holistik Bagi Pengembangan Karakter Anak Usia Dini. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, *11*(1), 154–165.

Sakura Alwina. (2023). Peran Bimbingan Konseling dalam Meningkatkan Kesejahteraan Psikologis Siswa di Sekolah Dasar. *Urnal Sintaksis: Pendidikan Guru Sekolah Dasar, IPA, IPS Dan Bahasa Inggris*, *3*(2).

Setyorini, W. F., Rosyadi, M. I., Nugroho, B. S., Darsinah, & Wulandari, M. D. (2024). Mengelola Perubahan Karakter dan Perkembangan Peserta Didik di Sekolah Dasar Pada Era Digital. *Pendas:Jurnal Ilmiah Pendidikan Dasar*, *9*(4), 429–444. https://doi.org/10.23969/jp.v9i04.21443

Sitopu, J. W., Pitra, D. H., Muhammadiah, M., Nurmiati, A. S., Purba, I. R., & Sari, M. N. (2023). Peningkatan Kualitas Guru : Pelatihan dan Pengembangan Profesional dalam Pendidikan. *Communnity Development Journal*, *4*(6), 13441.

Sutarman, A., Wardipa, I. G. P., & Mahri, M. (2019). Penguatan Peran Guru di Era Digital Melalui Program Pembelajaran Inspiratif. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, *5*(02), 229. https://doi.org/10.32678/tarbawi.v5i02.2097

Syafika, I. (2023). *Menjadi Guru yang Inovatif di Era Digital: Strategi Meningkatkan Mutu Pendidikan*. https://doi.org/10.31219/osf.io/yj2px

Syahrani. (2017). Humanisasi Dalam Administrasi Dan Manajemen Pendidikan. In *CV. Global Press, Jl. KH. Ali Maksum, Krapyak Kulon, RT. 08, Panggungharjo, Sewon Bantul, Yogyakarta.* (Vol. 7, Issue 2).

Syukri Syukri, Badri Badri, Robi Agus Pratama, Yohana Dwi Putri, Rinaldho Rinaldho, & Novrian Ramadhan. (2024). Memahami dan Mengembangkan Potensi Anak Berbakat: Pendekatan Pendidikan dan Pendampingan Sosial-Emosional. *Journal Innovation In Education*, *2*(3), 303–316. https://doi.org/10.59841/inoved.v2i3.1568

Wahyudin, Y., & Rahayu, D. N. (2020). Analisis Metode Pengembangan Sistem Informasi Berbasis Website: A Literatur Review. *Jurnal Interkom: Jurnal Publikasi Ilmiah Bidang Teknologi Informasi Dan Komunikasi*, *15*(3), 26–40. https://doi.org/10.35969/interkom.v15i3.74

Zaskia, A., Rahmawati, T. D., Aljanah, O. H., & Abdurrahmansyah, A. (2025). Era Digital: Mampukah Guru Membentuk Generasi Masa Depan? *CENDEKIA: Jurnal Ilmu Pengetahuan*, *5*(1), 460–471. https://doi.org/10.51878/cendekia.v5i1.4657