

DIGITAL MEDIA as TOOL for SOCIAL EMOTIONAL LEARNING OPPORTUNITIES (Project Digi-SEL)

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ABSTRACT

The study addressed the least mastered skill in teaching Values Education, “concern for others.” This skill is a significant competency that students must adhere to. Republic Act 11476, also known as the “Good Manners and Right Conduct and Values Education Act,” accentuates the importance of teaching concern for others among students. The study also identified why “concern for others” is not taught effectively. An intervention tool through digital media production covering self-awareness, self-management, social awareness, relationship skills, and responsible decision-making was produced to address the gap. This follows the educational framework of socio-emotional learning. This framework is anchored on many theories, including social learning theory. Many studies consider this framework, including addressing “concern for others.” Learning competencies involving “concern for others” across all grade levels of the twenty-three Department of Education El Salvador City schools were considered. Twenty-eight teachers and 141 learners were involved. A survey form was given to them. The results showed that video intervention is an effective tool to improve concern for others among students. The findings proved that socio-emotional learning videos significantly impact students and teachers. It is a suitable intervention to address the gap in concern for others. The results suggest continuing to produce more digital media tools for teaching. It is recommended that animated videos be considered instead of actual video footage. Concern for others must continue to be taught in Values Education and be integrated into other subject areas. For future research, researchers should also explore more studies on improving concern for others.

KEYWORDS: socio-emotional learning; digital media; concern for others; information technology; Values Education

INTRODUCTION

The basic education curriculum in the Department of Education in the Philippines is not solely focused on academic engagement. Lessons learned in the classroom also encompass the development of social responsibility, among other things. A significant subject that imparts this lesson on concern others is Values Education, also known as Edukasyon sa Pagpapakatao. Topics covered in this subject include self-awareness, concern for others, social responsibility within the community, and establishing a relationship with a supreme being or God.

However, it is unfortunate that the lesson on “concern for others” received the lowest rating regarding mastery levels, according to the national results on least mastered skills released by the Department of Education. This indicates that the concepts and applications related to concern for others have not been prioritized. Data revealed that learning competencies regarding concern for others were present across all grade levels. However, these competencies were the least mastered.

This study focused more on addressing the gap in the least mastered skills related to “concern for others.” To address this gap, the researcher devised an intervention to tackle the issue. The intervention involves instructional materials in the form of short video productions demonstrating concern for others, which were made accessible to teachers and learners through online and offline viewing. Initially, when this study was conceptualized, the intervention was designed for face-to-face interaction. However, due to health protocols set by the Inter-Agency Task Force (IATF) and the Department of Health (DOH), as well as the mandates of the Department of Education through its Basic Education Learning Continuity Plan (BE-LCP), face-to-face interaction was no longer permitted. Consequently, videos on concern for others were viewed through social media, specifically Facebook and YouTube.

Based on research and studies, the closest concept to addressing the gap on “concern for others” can be gleaned from social-emotional learning. This concept can be coupled with digital media as an interesting and acceptable tool among present-generation learners.

Social and emotional learning (SEL) integrates thinking, feeling, and behaving to increase awareness of oneself and others, make responsible decisions, and manage one’s and others’ behavior. The intervention activities included digital media specifically designed to support this process.

Durlak et al.’s (2011) meta-analysis provided empirical evidence that socio-emotional learning programs positively influence educational practices. This was supported by the study of Nikolayev et al. (2016), which stated that mastering socio-emotional skills through socio-emotional learning (SEL) is linked to greater well-being across various life domains.

On the other hand, Chassiakos et al. (2016) mentioned that digital media exposes learners to new ideas and knowledge and increases opportunities for social contact and support. Plowman et al. (2012) support this by stating that learners, especially children, must be competent digital media users to prevent disadvantages or marginalization and to become confident, discerning, and effective members of society.

This study aimed to evaluate whether combining a socio-emotional learning approach with digital media is an effective method for assessing whether social-emotional learning activities delivered through digital media function as effective interventions in teaching and learning processes related to “concern for others.”

METHODOLOGY

This study utilized purposive sampling. A sample of teachers from the elementary and secondary levels in El Salvador City was considered for the study. Support from teachers with video production skills was sought. Twenty-eight (28) teacher-respondents and one hundred forty-one (141) learner-respondents were included in the study. Data on the least mastered skills related to concern for others were gathered from the National Results of Least Mastered Skills in Values Education for SY 2018-2019. These identified least mastered skills were the foundation for developing digital media instructional video materials. The consent of the teachers and learners who participated in the data collection was obtained, assuring them that their responses would be treated with the utmost confidentiality. Due to the pandemic during which this research was conducted, data analysis was

obtained from respondents through a Google Form designed by the researcher. This was intended to gauge the impact of digital media instructional video materials on the teaching-learning process.

Results and Discussion:

The following results and findings were gathered during the research. Findings and results were presented under the following research questions.

Research Question 1: What are the least mastered learning competencies in Edukasyon sa Pagpapakatao across all grade levels that include the value “concern for others”?

Based on the data gathered, the following are the least mastered skills on “concern for others” across all grade levels: *recycling of materials that can still be used, promoting love and unity within the family, respecting the beliefs of others, recognizing and showing concern for school and community members, disaster preparedness, enhancing compliance to rules and regulations in the family, showing respect for others by maintaining a peaceful, clean, and orderly environment, showing genuine love for others.*

These least mastered competencies were the foundation for the researcher's design of the intervention using digital media instructional video materials.

Research Question 2: What are the different digital media instructional materials address the identified least mastered learning competencies?

Table 1 presents the skills that are least mastered related to concern for others, and the digital media instructional video materials created as interventions to address these skills.

Least Mastered Skill: Concern for Others	Digital Media Instructional Video Material	Video Creator
1 Promoting love and unity in the family	Pamilya Solano Pagmamalasakit sa May Sakit Tuwing Umaga	Quimberly Baspin Amor Jonayon Ben Gabriel Maghuyop
2 Enhancing family compliance with rules and regulations	Tagubilin ni Nanay	Mailyn Madrigal
3 Respecting the beliefs of others	Paggalang sa Paniniwala ng Iba	Liberty Taneo
4 Recycling the Materials that can still be used	Segregasyon ng Basura	Ryan Jonayon
5 Showing respect for others by maintaining a peaceful, clean, and orderly environment	Kusa at Disiplina Segregasyon ng Basura	Alfred John Bajuyo Ryan Jonayon
6 Recognizing and showing concern for school and community members	Kusa at Disiplina	Alfred John Bajuyo
7 Disaster Preparedness	Sunog Lindol Baha	James Saludares James Saludares James Saludares

Ten (10) digital media instructional video materials were developed to address the least mastered competencies identified in the study.

These videos can be accessed through the Facebook page “Project Digi-SEL: El Salvador Chapter. ((4) Project Digi-SEL El Salvador Chapter | Facebook)

Research Question 3: What are the different digital media instructional materials on concern for others in terms of the following socio-emotional learning components: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making?

Table 2 shows the distribution of the digital media instructional video materials in terms of the socio-emotional learning components.

Digital Instructional Materials	Media Video	Socio-Emotional Learning Components				
		Self-Aware	Self Mgmt	Social Aware	Relation Skill	Resp Decision Making
Pamilya Solano					✓	
Pagmamalasakit sa Maysakit				✓	✓	
Tuwing Umaga					✓	
Tagubilin ni Nanay			✓	✓	✓	✓
Pagkakaisa sa Pagkakaiba				✓	✓	
Segregasyon ng Basura				✓		✓
Kusa at Disiplina		✓	✓	✓		✓
Sunog		✓	✓			✓
Lindol		✓	✓			✓
Baha		✓	✓			✓

Research Question 4: According to the teacher-respondents, what is the level of socio-emotional learning opportunities per component integrated in the videos?

Twenty-eight (28) teachers responded to and viewed the DigiSEL videos. They were asked about the socio-emotional learning opportunities they observed in the produced videos.

Self-awareness received around 85 percent support, as did relationship skills. This indicates that most videos depict feelings and actions that foster self-awareness and relationship skills among viewers. The videos titled "Sunog," "Lindol," and "Bagyo" emphasize the importance of being prepared for various calamities. Thus, someone must know the dangers and be prepared for what to do in a disaster. Self-awareness entails recognizing one's emotions, thoughts, strengths, and weaknesses in a given situation. Another video that portrays self-awareness is Pamilya Solana. This video shows the importance of each family member's role in living in harmony and understanding. A happy family is achieved if all family members know their roles and responsibilities.

Relationship skills as a socio-emotional learning opportunity are also dominant in the videos. Among the ten (10) videos produced, five (5) displayed feelings and actions on relationship skills. The videos entitled *Pagmamalasakit sa May Sakit*, *Tagubilin ni Nanay*, *tuwing Umaga*, *Pagkakaisa sa Pagkakaiba* and *Pamilya Solana* all showed the relationship skills needed by the family. The video *Pagmamalasakit sa Maysakit* portrays the natural tendency among Filipinos to take care of their sick loved ones. In the video, family members took turns caring for the grandmother who was ill. Love and affection were shown in the video. In the video *Tagubilin ni Nanay*, viewers were reminded about respect for older people through *pagmamano* and the words *po* and *opo*. These concretely showed that relationship skills are enhanced through gestures (*pagmamano*) and respectful words (use of *po* at *opo*). In the video *Pamilya Solana*, each family member showed how to maintain good family relationships by taking turns in the household chores and participating in activities at home, such as praying, cleaning, and the like. Indeed, many relationship skills can be drawn from the actions inside a family's home.

On the other hand, self-management is the socio-emotional learning component that must be worked out based on the survey's results. It can be gleaned from the table above that self-management has only a percentage of around 65 percent. Self-management includes managing one's stress and controlling one's impulses. Motivating oneself and setting goals. Four (4) videos were seen by the respondents that portrayed self-management: *Sunog*, *Lindol*, *Bagyo*, and *Kusa at Disiplina*. These four videos challenge our viewers with the danger of having no self-management. The videos *Sunog*, *Lindol*, and *Bagyo* portrayed that if one is out of control of their impulses and cannot manage the stress brought about by the calamities, it will put one's life in danger. In the video entitled *Kusa at Disiplina*, the viewers were reminded about the importance of motivation and discipline in achieving one's goal and caring for the environment.

Research Question 5: What is the status of information, media, and technology, or the use of digital media among the schools of El Salvador City?

Based on the perceptions and views of teacher-respondents, the following is the status of information, media, and technology among the schools of El Salvador City:

46.20 percent of the teacher-respondents confirmed 80-99% integration. Around 39 percent of respondents confirmed that all teachers have integrated information, media, and technology in the teaching-learning process in their respective schools. This means that the El Salvador City Division teachers are acting upon a higher level of integration of information, media, and technology. Learners who can access the videos can access them online and offline platforms.

On the other hand, 7.7 percent of the teacher-respondents believed that only 60-79 percent of the integration of digital instruction is made by the teachers in their assigned schools. Also, 7.7 percent of these respondents confirmed that only 40-59 percent integration is employed in their respective schools. Small turnout of integration can be due to the unavailability of internet accessibility for online learning and electronic gadgets for offline learning.

Teacher-respondents confirmed the following turnout regarding the different digital instructional materials used in teaching-learning. Among the digital instructional materials teachers use in the teaching-learning process, a bigger percentage comes from materials on radio-based instruction (RBI), with around 81 percent. This showed that teachers in El Salvador City used RBI to

facilitate learning. This is also due to the availability of a radio station in El Salvador City, the local government unit known as *Savior Radio*. The radio station broadcasts RBI daily from 8:00 AM to 5:00 PM—the station partners with the Department of Education, El Salvador City Division. RBI audio files are also made available via Universal Serial Bus (USB) for learners with an available electronic gadget and equipment to access the audio files.

The next digital media used by the teachers are videos readily made available from YouTube, Facebook, and other social media accounts, with a percentage of around 77. It means that the teachers use these digital media from commercial platforms in teaching-learning, especially by those who blend printed modular distance learning with online distance learning. It can also be used for an offline platform since these digital media materials can also be easily downloaded.

Research Question 6: What is the impact of the DigiSEL videos on concern for others for teachers and students?

Based on the feedback of the twenty-eight (28) teacher respondents who participated in the survey and considered the different videos, around 58 percent rated the DigiSEL videos as excellent. In comparison, around 39 percent perceived the videos as very good. Only 4 percent perceived these videos as good. None of the teacher respondents selected the option "poor."

The overall evaluation suggests that the video producers succeeded in touching the viewers' thoughts and emotions. The objective of producing the DigiSEL was also achieved.

Furthermore, teacher-respondents confirmed that the value of concern for others is problematic. 100% of these teachers believe "concern for others" is a problem.

However, not all teacher-respondents believe that the produced DigiSEL videos, when viewed by the learners, can improve their value of concern for others. Only around 86 percent of these teachers thought that these DigiSEL videos could improve learners' value of concern for others. In comparison, the remaining 14 percent do not see the contribution of the DigiSEL videos to enhancing learners' concern for others.

Teachers who believe DigiSEL videos can enhance concern for others among learners feel that these videos can inspire learners, particularly in caring for others. These videos also appeal to the viewers' feelings and emotions. Thus, they remind us to care for the people we love.

In addition, the videos improve concern for others and discipline. They can make viewers realize how important it is to care for others.

Learners also participated in gauging the impact of DigiSEL videos on them. The study considered one hundred forty-one (141) learners across all grade levels.

The majority of learner-respondents perceive a current problem with valuing concern for others. About 62 percent of them believe that the youth today struggle to show concern for others. However, approximately 38 percent do not view a lack of concern for others as an issue. They believe there are still young people today who demonstrate concern for others.

Regarding the DigiSEL videos required by their teachers for integration into their Edukasyon sa Pagpapakatao class, approximately 98 percent of the learners agreed that these videos greatly enhance their value of concern for others. Only 2 percent do not view the videos as beneficial for developing their value of concern for others.

Learners who saw the DigiSEL videos' impact on improving their concern for others were further asked how these videos could help viewers improve their situation.

The learner-respondents gave different answers regarding how DigiSEL videos can impact the value of concern for others. The researcher then categorized these answers according to the following: *videos served as a wake-up call on the importance of concern for others, videos served as a means for improving society, videos served as opportunities to show other values relating to concern for others, and videos served as information drive to value concern for others.*

Among the four categories, the category on: *videos served as an information drive to values concern for others* garnered the highest percentage of 48. Answers to this category include awareness for the viewers of what to do (*aron ma-aware sa unsay angay buhaton*). Learners also believe that the videos served as a means to educate them (*aron maedukar*) and for other viewers to also know (*aron makabalo ang tanan*) about concern for others. They also had seen the videos as a way of preventing untoward incidence (*aron malikayan ang dili maayo nga panghitabo*). They also identified that the videos showed the truth (*nagpapakita ng katotohanan*) and an awareness about the truth (*aron makamata sa kamatuoran*). The videos also helped them think about the right action to do (*marefresh ang hunahuna sa angay buhaton*) and gave them lessons (*makakuha ug pagtulun-an*). It also awakened them on the right action to show towards others who are in need (*makaamgo kita ug mapukaw sa angay nga buhaton*).

However, the category on **videos serving as a means for improving society** garnered the lowest percentage of around 10. This means that only a few learner-respondents could see the impact of the videos on society in general. These learners were able to perceive that the DigiSEL videos can also contribute to growth in concern for others (*makapalambo sa pagpakabana sa uban*). They also believed that the serious reflection and absorption of the videos can help the economy (*makatabang sa ekonomiya*) and impact the future (*alang sa kaugmaon*).

Regarding why learners need to show concern for others, learner-respondents vary in their answers. The researcher categorized their answers into three categories: for *self-interest, for the good of the community, and as a responsibility*.

Among the three categories, most learners see the need to show concern for others as a responsibility with around 41 percent. They viewed concern for others as an obligation (*obligasyon nato ang motabang*). This responsibility comes in different forms such as: allowing others to feel that they belong (*aron ma-feel sa uban nga they belong*); helping others in their problems (*aron makatabang kita sa suliranin sa uban*); serving as a guide to others (*arong mahatagan sila ug giya*); and, letting others feel their importance (*aron mapabati sa uban ang ilang ka importante*).

Learners also see concern for others as an opportunity for those who are recipients of the said value to be made aware that there are people who can help them (*aron makatabang ug ma-aware nato ang atong isigkatawo*). Some perceived it as a learning opportunity to show concern for other (*aron*

kita makakat-on sa pagmalasakit sa uban) while some viewed it as a reminder for others that there are people who are willing to help them (*aron makabalo sila nga naa diay tao nga andam mutabang*).

On the other hand, the category on self-interest got the lowest percentage of 19. Learners who answered in this category believed that there is a need to show concern for others so that one can be reciprocated with the same in the future (*aron kita mabaslan sa pagtabang kung kita na pud magkinahanglan; aron tabangan pud ta kung magkalisud ta; aron maluwas kita*). Learners also considered showing concern for others for one's good (*para sa atong kaayuhan*). Some considered it to gain social approval (*aron makaingon ang uban nga matinabangon ta ug aron pud ta madayeg sa uban*). Furthermore, others see it as important in one's lives (*importante sa atong kinabuhi*) and as a way of avoiding sickness (*aron dili magsakit o para makaiwas sa sakit*). It is also considered important as a way of avoiding problems (*aron dili ka magkaproblema*).

The study's findings demonstrate that the intervention targeting the least mastered competency of “concern for others” through ten digital media instructional videos is effective. This means that socio-emotional learning is a practical approach to improving concern for others. The study of Rimm-Kaufman and Hulleman (2015) supported this finding as they revealed that teaching children socio-emotional skills enhances students' access to various growth opportunities in academic learning. Smith and Low (2013) also see it as an intervention to prevent school bullying.

Integrating information, media, and technology through digital media instructional videos and radio-based materials has effectively enhanced competence in concern for others. Both teachers and students agree that producing digital media instructional audio and video materials on “concern for others” successfully resonated with viewers' thoughts and emotions. The objective of creating the DigiSEL was also accomplished.

Further studies on employing digital media to improve other skills that are poorly mastered in any subject are strongly encouraged. Animated videos can be produced as an alternative to tackle the issue of data privacy.

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