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EMOTIONAL INTELLIGENCE AND ACADEMIC SUCCESS: RETHINKING SOCIO-EMOTIONAL LEARNING IN DIGITAL CLASSROOMS

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Abstract

The transformation of education toward a digital ecosystem has brought significant changes to the dynamics of learning, social interactions, and emotional well-being of students. In this context, emotional intelligence is a crucial factor in determining academic success, especially amidst the increasing reliance on distance learning technology. This study, titled "Emotional Intelligence and Academic Success: Rethinking Socio-Emotional Learning in Digital Classrooms," uses a literature review method to analyze the relationship between emotional intelligence, socio-emotional learning (SEL), and academic success in a digital environment. Through the exploration and analysis of various current academic sources, this study found that emotional intelligence plays a crucial role in developing students' self-regulation, empathy, and collaboration skills, which directly impact learning outcomes. Social-emotional learning integrated into digital classrooms has been shown to create a balance between cognitive and affective aspects, thus supporting both academic achievement and student psychological well-being. The study's findings also emphasize the need for a humanistic and reflective pedagogical approach in digital learning design, so that students not only develop intellectually but also develop emotional intelligence adaptive to the challenges of the digital era.

Keywords: Emotional intelligence, academic success, socio-emotional learning, digital classrooms

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INTRODUCTION

The rapid development of digital technology has brought about fundamental transformations in the world of education, particularly through the emergence of digital classrooms, which have transformed the way teachers and students interact, communicate, and build learning processes. The shift to a technology-based learning environment, accelerated by the global COVID-19 pandemic, not only demands technological adaptability but also creates a need for strong social and emotional skills to support academic success. In this context, emotional intelligence (EI) is a key factor determining the extent to which individuals can manage their emotions, understand the feelings of others, and build healthy interpersonal relationships in the digital and often impersonal world of virtual learning (Educators' Views of How Virtual Learning Affects Learners' Socio-Emotional Intelligence, n.d.).

Emotional intelligence, as defined by Daniel Goleman, encompasses the ability to recognize, understand, and regulate one's own emotions and those of others. In traditional educational settings, face-to-face interactions allow teachers to read students' facial expressions, body language, and social dynamics directly, which helps create an empathetic and supportive learning environment (Tuomi, n.d.). However, in digital classrooms, the affective dimension of learning is often neglected due to limited real-life social interactions. This situation presents new challenges in building effective socio-emotional learning (SEL), where students are required to develop self-regulation, empathy, and communication skills through asynchronous and fragmented digital media (Syahrin et al., 2025).

The increasing phenomenon of academic pressure, social isolation, and digital fatigue among students indicates that emotional factors play a crucial role in successful learning in the digital era. Many previous studies have shown that emotional intelligence has a positive relationship with academic achievement, learning motivation, and students' psychological well-being. However, in the context of digital learning, the dynamics of this relationship become more complex due to technological mediation, which influences social interactions and the process of emotion formation (Algan & Huillery, 2025). Thus, it is important to revisit the role of emotional intelligence in supporting academic success through socio-emotional learning approaches relevant to the digital context.

Social-emotional learning in the digital space demands a reorientation of the pedagogical paradigm, where success is measured not only by cognitive mastery but also by students' ability to manage stress, collaborate virtually, and

demonstrate empathy through online platforms. Teachers, in this regard, have a strategic role in facilitating an emotionally inclusive learning environment by leveraging technology to strengthen empathy and social connectivity. The main challenge lies in designing learning strategies that can foster students' emotional competence amidst limited in-person interactions. A socio-emotional learning (SEL) approach contextualized with digital technology can be a transformative solution for establishing a balance between cognitive and affective aspects in the educational process (Maoulida et al., 2023).

Furthermore, academic success in digital classrooms depends not only on students' ability to master learning materials, but also on their ability to maintain emotional balance, manage stress, and maintain stable motivation to learn. This is where emotional intelligence plays a crucial role as a psychological foundation that supports academic performance. In an environment full of digital distractions and limited social interaction, students with high emotional intelligence tend to be more resilient, adaptive, and able to participate productively in online learning activities. Meanwhile, students with low emotional intelligence are more susceptible to decreased motivation, emotional exhaustion, and difficulty maintaining academic engagement.

The urgency of this research lies in the need to revisit the concept of socio-emotional learning in the context of digital learning, so that education in the technological era does not lose its human dimension. The digital education paradigm must transform from merely technology-based knowledge transfer to the development of whole human beings who are emotionally, socially, and ethically intelligent (Demirdis, 2025). Therefore, this literature review study aims to re-examine the role of emotional intelligence in supporting academic success through the integration of socio-emotional learning in digital classrooms (Rajagopalan, 2022). By examining various relevant empirical and theoretical studies, this research seeks to offer a new perspective in understanding the relationship between emotional intelligence, academic success, and the transformation of digital pedagogy.

In the context of increasingly digitalized global education, the integration of emotional intelligence into online learning systems is not merely a complement, but a fundamental necessity. This is crucial to prevent the educational process from becoming trapped in a mechanistic approach that ignores the affective and social dimensions of human learning. Reformulating social-emotional learning in the digital world opens up space for more empathetic, reflective, and inclusive pedagogical innovations, ultimately contributing to increased student academic success. This research seeks to

provide theoretical and practical contributions to the development of digital learning models that balance cognitive and emotional intelligence, as a foundation for a more humane future of education in the technological era.

RESEARCH METHOD

The research method used in the study, entitled "Emotional Intelligence and Academic Success: Rethinking Socio-Emotional Learning in Digital Classrooms," is a literature review. This approach involves searching, identifying, and analyzing various relevant scientific sources, such as international journals, academic books, research reports, and recent scholarly articles, that discuss the relationship between emotional intelligence, academic success, and social-emotional learning (SEL) in digital classrooms. The study selected literature published within the last ten years to ensure its relevance to the modern educational context, particularly as it relates to technology-based learning transformations. The literature analysis employed a thematic approach, grouping findings based on key themes, such as the role of emotional intelligence in academic performance, the influence of the digital environment on socio-emotional development, and strategies for strengthening SEL in online learning.

Through this literature review method, the study aims to develop a deep conceptual understanding of how emotional intelligence contributes to academic success in the digital age and how social-emotional learning models can be adapted to the virtual classroom context. The validity of the study was strengthened through source triangulation, comparing research findings from different disciplines such as educational psychology, learning technology, and digital pedagogy. Data analysis was conducted qualitatively and descriptively, examining relationships between concepts and identifying consistent patterns in the reviewed literature. The results of this approach are expected to provide a theoretical basis for developing a learning framework that balances cognitive and emotional aspects in today's digital educational environment.

RESULT AND DISCUSSION

The Relationship between Emotional Intelligence and Academic Success

The relationship between emotional intelligence and academic success is a topic that is receiving increasing attention in modern education, particularly in the context of digital learning, which demands high levels of emotional and social adaptability. Emotional intelligence (EI) refers to an individual's ability to recognize, understand, and effectively manage their own and others' emotions.

In education, EI is a crucial factor in shaping how students interact, cope with academic stress, and achieve optimal academic performance (Sánchez-Álvarez et al., 2020). Various studies have shown that academic success is determined not only by intellectual intelligence (IQ) but also by emotional abilities that enable students to face challenges, maintain motivation, and adapt to constantly changing learning environments.

Studies examining the relationship between EI and academic performance reveal that students with high levels of emotional intelligence tend to be better able to cope with stress that arises during the learning process. In the context of digital education, emotional stress can arise from various sources, such as mounting online assignments, limited face-to-face communication, and even feelings of isolation due to distance learning. Students with good emotional management skills are able to calm themselves when faced with pressure, remain focused on learning objectives, and find adaptive strategies to solve problems. For example, research by (Altwijri et al., 2021) shows that students with high levels of EI are less likely to experience academic stress and are better able to maintain a balance between academic and personal life demands. This demonstrates that emotional intelligence is not merely a supplement, but a crucial foundation for supporting mental well-being and academic performance.

In addition to the ability to cope with stress, decision-making is also a crucial element in the relationship between emotional intelligence and academic success. The learning process often requires students to make complex decisions, such as prioritizing assignments, selecting effective study strategies, and evaluating relevant information sources in the context of online learning. Students with strong emotional intelligence tend to be able to balance rational and emotional aspects, resulting in more informed decisions. For example, they can recognize when they are starting to feel tired or overwhelmed and decide to take a break to maintain optimal learning performance. According to research by (Chang & Tsai, 2022), the ability to recognize and regulate emotions directly contributes to the quality of students' academic decisions, especially in contexts that demand learning autonomy, such as online classes or project-based learning systems.

Time management is also another indicator of academic success, significantly influenced by emotional intelligence (Trigueros et al., 2020a). In online learning systems, where control over study time is more flexible yet also more challenging, the ability to manage time effectively is a key determinant of success. Individuals with high EI are able to recognize emotional states that can

hinder productivity, such as procrastination triggered by anxiety or insecurity. They tend to have better self-awareness of their limits and needs, enabling them to manage study time, rest, and social activities appropriately. Research by (Y. Chen et al., 2023a) shows that the self-regulation aspect of emotional intelligence is significantly correlated with students' time management skills. Those who can manage negative emotions, such as frustration during online learning, demonstrate a more consistent ability to complete assignments on time and maintain academic performance.

In addition to stress management and time management, collaboration in online group assignments is also a crucial area where emotional intelligence plays a significant role. In digital-based learning environments, interactions between group members often take place through online platforms that limit non-verbal communication. This requires empathy, effective interpersonal communication, and a high level of social awareness. Students with strong emotional intelligence are able to understand the emotions of other group members, adjust their communication styles, and contribute constructively to group dynamics. They are better able to prevent conflict, build mutual trust, and maintain team motivation in completing shared tasks. A study by (J. Chen & Guo, 2018) confirmed that the empathy and social awareness components of EI are strong predictors of collaborative success in online learning contexts, where clarity of communication and the ability to read emotional contexts are key to effective collaboration.

Furthermore, the relationship between emotional intelligence and academic success is not only direct but also mediative through increased intrinsic motivation and positive perceptions of the learning process. Students with high EI typically demonstrate more stable learning motivation because they are able to manage frustration when facing academic difficulties. They do not give up easily when faced with failure, but instead transform negative experiences into motivation to strive for greater success. According to a meta-analysis by (Trigueros et al., 2020b), students with high emotional intelligence tend to be more long-term goal-oriented and have a positive self-perception of their academic abilities. This suggests that EI plays a role not only in regulating daily emotions but also in developing a resilient and sustainable learning mindset.

In the context of the increasingly digital classroom, the relationship between EI and academic success becomes even more significant. Online learning environments require different social and emotional skills compared to traditional face-to-face learning. Students must be able to motivate themselves

without the physical presence of a teacher, overcome feelings of loneliness, and maintain a commitment to learning in less structured situations. Therefore, emotional intelligence serves as an adaptive mechanism that enables students to navigate the new challenges of technology-based education. Research by (Gómez-Leal et al., 2022) supports this view by showing that emotional competencies such as self-awareness, empathy, and emotional regulation are key indicators of success in self-directed digital learning.

Overall, various research findings indicate that emotional intelligence plays a significant role in determining academic success through its influence on the ability to cope with learning stress, decision-making, time management, and collaboration in online group assignments. In an educational era dominated by digital technology, EI is a key competency that not only supports academic success but also shapes students' psychological and social balance. Therefore, integrating emotional intelligence training into the educational curriculum is a strategic step to prepare a generation of students who are not only cognitively intelligent but also emotionally resilient and adaptable to changing times. This close relationship between EI and academic success confirms that education oriented towards developing emotional intelligence is a long-term investment for students' academic achievement and mental well-being in the increasingly complex digital era.

Socio-Emotional Learning (SEL) in the Digital Classroom Era

The advancement of digital technology in education has brought fundamental changes to the way teachers teach and students learn. In this context, the concept of Socio-Emotional Learning (SEL) has become increasingly important, serving as the foundation for building a balance between cognitive and emotional intelligence (Zhoc et al., 2020). SEL helps students understand and manage emotions, build empathy, establish positive relationships, and make responsible decisions. However, as the learning process shifts to the digital space, the dynamics of SEL implementation become increasingly complex and require new approaches that combine technology with humanitarian principles. The digital classroom presents both opportunities and challenges for instilling socio-emotional values in an environment that minimizes physical interaction but is rich in collaborative potential and personalized learning.

In the digital classroom era, the implementation of SEL is undergoing a transformation through various educational technology platforms such as Learning Management Systems (LMS), Massive Open Online Courses (MOOCs),

and collaborative platforms like Google Classroom, Microsoft Teams, or Moodle. Through this system, teachers can design learning activities that are not only oriented toward academic achievement but also strengthen social and emotional skills. For example, discussion forums and online collaborative spaces can be utilized to develop empathy, active listening skills, and teamwork. Students are encouraged to express ideas, respect others' opinions, and solve problems collectively, even though they are conducted virtually. Activities such as self-reflection through digital journals or peer feedback can also help them recognize their own emotions and behaviors, which are key components of social-emotional learning (Y. Chen et al., 2023b).

SEL approaches in digital classrooms can also be facilitated by the use of data and adaptive learning algorithms that monitor students' emotional engagement. Artificial Intelligence (AI) and learning analytics-based technologies, for example, can help educators identify interaction patterns that indicate stress, boredom, or decreased learning motivation. Using this data, teachers can adjust learning approaches to be more empathetic and responsive to students' emotional needs. Furthermore, gamification technology is an effective strategy for increasing emotional engagement through game elements that foster self-confidence, responsibility, and appreciation for the process (Y. Chen et al., 2023c). Therefore, the integration of technology in SEL implementation focuses not only on efficiency but also on humanistic aspects that address students' emotional well-being.

However, implementing SEL in the digital space is not without significant challenges (Jordan & Troth, 2004). One major challenge is the limited face-to-face interaction, which is often crucial for building authentic emotional connections between teachers and students. In online environments, nonverbal expressions such as body language, eye contact, or vocal intonation are difficult to fully capture, requiring teachers to develop warm and inclusive digital communication strategies. The use of synchronous video, personalized messaging, and discussion forums with a reflective approach can be alternatives for fostering emotional closeness. Furthermore, unequal access to devices and stable internet connections can also impact the quality of SEL implementation, particularly in developing countries where the digital divide remains a significant issue. This condition demands a more adaptive and equitable education policy so that social-emotional development can be accessed by all students without exception.

Digital classrooms also demand new roles for teachers as facilitators and emotional companions, not simply transmitters of material. Teachers need to

master digital literacy skills as well as emotional intelligence to create an inclusive and empathetic learning environment. In an online environment, the teacher's role as an emotional coach is crucial to help students cope with the academic pressure, social isolation, and digital fatigue that often arise from distance learning. Teachers can utilize technology such as mindfulness apps or emotional tracking tools to encourage students to engage in regular self-reflection. Furthermore, activities such as virtual meetings that emphasize emotional well-being, such as experience-sharing sessions or emotional check-ins at the beginning of class, have proven effective in strengthening interpersonal relationships in the digital space.

From the student perspective, social-emotional learning in the digital era can strengthen their ability to manage emotions online. Skills such as digital empathy, communication ethics, and self-control are crucial given the increased interaction taking place on social media and online platforms. Through the application of SEL, students learn to interact thoughtfully and respect diverse perspectives in virtual communities. They are also encouraged to understand the impact of online behavior on themselves and others, ultimately shaping ethical awareness in the digital space (Li, 2020). In the long term, these skills not only support academic success but also equip students with relevant social skills for the future world of work, which is increasingly based on technology and virtual collaboration.

Beyond formal contexts, SEL can also be implemented through non-formal, community-based online learning spaces. Peer mentoring platforms or virtual study groups can serve as a means of emotional support for students, where they can share experiences, challenges, and learning strategies. This collaborative environment fosters a sense of community and social responsibility, which are at the heart of emotional learning. Digital technology allows for the creation of safe spaces where students can express their feelings without fear of judgment, allowing character development and mental well-being to develop naturally (Yaseen, 2020). However, it is also crucial for educators and policymakers to ensure the protection of personal data and digital security, so that the implementation of SEL in online spaces remains ethical and secure for students.

Overall, Socio-Emotional Learning in the digital classroom era is not simply about adapting old principles to new media, but also about redefining how empathy, collaboration, and emotional well-being can thrive within a technology-based learning ecosystem. The integration of technology into SEL opens up significant opportunities for more personalized, reflective, and

sustainable learning, provided it is implemented with a balanced approach between digital innovation and human values. In the future, the development of a digital-based SEL framework needs to be continuously explored so that education produces not only intellectually intelligent individuals but also emotionally and ethically resilient individuals in facing the challenges of an increasingly connected world.

Challenges of Implementing Socio-Emotional Learning in Virtual Environments

Socio-Emotional Learning is an educational approach that aims to develop students' skills in recognizing, understanding, and managing emotions; building positive social relationships; and making responsible decisions (Kasperski & Hemi, 2024). In traditional educational contexts, SEL implementation relies heavily on face-to-face interactions, classroom social dynamics, and emotional connections between teachers and students. However, the transformation of education to a digital space has fundamentally changed the way learning occurs. Virtual environments present unique challenges to implementing SEL effectively, primarily due to limited emotional interaction, anonymity in digital spaces, increased digital fatigue, and differences in self-regulation skills among students. These challenges demand new, adaptive and innovative approaches to ensure that the primary goals of SEL are not diminished by technological or psychological barriers.

One of the main challenges in implementing SEL in digital classrooms is the limited emotional interaction between teachers and students (AI Technologies for Social Emotional Learning: Recent Research and Future Directions | Journal of Research in Innovative Teaching & Learning | Emerald Publishing, n.d.). In face-to-face environments, nonverbal expressions such as body language, eye contact, tone of voice, and facial gestures play a significant role in conveying empathy, concern, and emotional support. However, interactions in virtual spaces tend to be rigid and limited to verbal or visual communication, diminished by the screen. In e-learning or video conferencing platforms, emotional signals are often distorted or lost entirely due to technical factors such as internet connection, muted cameras, or limitations in digital expression. As a result, teachers struggle to read students' emotional states in real time, while students also feel less emotionally connected to their teachers and peers. This can hinder the development of a warm and inclusive social climate that should be the foundation for SEL implementation (Zeleanova et al., 2024).

Furthermore, the anonymity of digital spaces also hinders the development of emotional engagement and social responsibility in students. Online environments often create psychological distance between individuals and their peers, where social identities can become blurred (Hamzah et al., 2024). In large online classes, some students tend to be passive, not turning on their cameras, or even using pseudonyms, which minimizes their sense of belonging to the learning community. This situation has the potential to undermine important SEL aspects such as empathy, collaboration, and assertive communication, as students do not feel truly part of a collective learning environment. Furthermore, anonymity can trigger negative behaviors such as cyberbullying or insensitive comments that are difficult to control without direct supervision. Teachers must face the dilemma of balancing students' digital privacy with the need to build authentic emotional connections in virtual spaces.

Another significant challenge is the phenomenon of digital fatigue, experienced by both students and educators. This fatigue arises from prolonged screen exposure, the demands of multitasking, and the pressure to be constantly responsive in online environments. Psychologically, this condition reduces an individual's capacity to fully engage in the emotional learning process. When students experience burnout or stress due to high-intensity digital activities, their ability to manage emotions, empathize, or participate in social interactions decreases drastically (Bakar et al., 2023). In the context of SEL, this is problematic because its primary goal is to build self-awareness and emotional balance. Teachers are also affected by this; they must adapt to technology, monitor student engagement, and maintain empathy through screens—a task that is emotionally draining and often leads to empathic fatigue. Emotional imbalances on the part of teachers and students can weaken the social dynamics of learning and reduce the effectiveness of SEL implementation in digital spaces (Wang et al., 2025).

Differences in self-regulation abilities among students are also a crucial factor influencing the success of SEL in virtual environments. In online learning, students are required to have a high level of autonomy and self-discipline, as direct supervision from teachers is very limited. They must be able to manage their time, maintain concentration, and manage their own emotions when facing technical and academic challenges. However, not all students have the same self-regulation skills. Students with low self-management skills often struggle to keep up with the pace of online learning, are easily distracted, or lose motivation. Meanwhile, students with better self-regulation skills can

utilize the flexibility of online learning to organize their learning strategies effectively. This disparity can widen the socio-emotional gap between students, potentially impacting group interactions, collaboration, and empathy within the learning community (Zhang et al., 2024). Therefore, the implementation of SEL in digital classrooms must consider the diversity of students' self-regulation abilities as part of their instructional design.

Furthermore, the dynamics of technology itself can create additional barriers to SEL implementation. The use of various platforms such as Learning Management Systems (LMS), educational social media, or online collaborative applications, while facilitating access to learning, can also lead to fragmented learning experiences. Learners must adapt to a variety of interfaces and varying technical demands, potentially diverting their focus from the emotional aspects of learning (Harjunmaa et al., 2023). Furthermore, algorithms in digital learning systems are sometimes impersonal, assessing learners' performance quantitatively without considering the emotional context behind their behavior. Consequently, the human dimension at the heart of SEL is at risk of being marginalized by the logic of efficiency and automation. In situations like this, teachers play a crucial role as emotional mediators capable of empathetically interpreting learning data, not simply as managers of digital systems.

In a broader social context, the challenges of implementing SEL in virtual environments are also influenced by unequal access to technology and support from home environments. Not all learners have adequate devices, a stable internet connection, or a family environment that supports online learning. For some students, these limitations not only hinder academic participation but also lead to emotional distress and feelings of isolation. SEL, which ideally functions to strengthen emotional well-being, is difficult to implement equitably if the digital divide is not addressed (Mukhemar et al., 2025). Teachers need to have a high level of social sensitivity to understand each student's context and adapt an inclusive learning approach so that all students remain emotionally engaged, even with limited resources.

Thus, implementing socio-emotional learning in virtual environments faces not only technical challenges but also complex psychological and social issues. Limited emotional interaction hinders closeness between students; anonymity reduces social responsibility; digital fatigue decreases emotional engagement; and differences in self-regulation create inequalities in the learning experience. Therefore, to overcome these obstacles, a recontextualization of SEL is needed that aligns with the characteristics of

digital learning. Educators need to develop strategies that emphasize digital empathy, meaningful interaction design, and reflective approaches that foster students' emotional balance in virtual spaces. Only then can SEL remain relevant and effective amidst the shifting educational paradigm toward an increasingly digitalized world.

The Role of Teachers and Facilitators in Building Digital Emotional Intelligence

In the era of increasingly digital learning, the role of teachers is no longer limited to delivering material or managing classes, but also as facilitators who shape the emotional dimension of students in virtual spaces. Digital emotional intelligence, or the ability to manage emotions, empathy, and social interactions in online contexts, is a crucial aspect that must be cultivated in students so they can adapt, collaborate, and communicate effectively in complex digital environments (The School of the Future, n.d.). In this context, teachers play a dual role as emotional models who provide role models and mediators who navigate emotional interactions among students in technology-based learning ecosystems.

Teachers serve as primary role models in building digital emotional intelligence because students often imitate the behavior, attitudes, and interactions demonstrated by educators. In digital classrooms, emotional expressions may not always be directly visible, but they can still be conveyed through the way teachers communicate, provide feedback, and respond to challenges that arise during the learning process. For example, when teachers encounter technical difficulties or students' delays in submitting assignments, a calm, empathetic, and constructive response will provide students with a concrete example of how to manage emotions healthily in the digital world (Anwar & Saraih, 2024). In situations like these, teachers demonstrate authentic digital emotional intelligence, namely self-awareness, emotional regulation, and the ability to maintain positive relationships in often emotionally draining virtual spaces.

In addition to being role models, teachers also act as emotional mediators, helping students navigate the emotional challenges of online learning. Digital spaces often lead to social isolation, miscommunication, and psychological distress due to digital fatigue. Teachers, in their capacity as facilitators, have a responsibility to create an emotionally safe learning climate where students feel valued, heard, and accepted. A pedagogical approach oriented toward empathy and open communication is key to building these emotional connections. Teachers can begin by implementing assertive

communication strategies that not only emphasize clear and respectful messaging but also teach students to express their feelings and needs without disregarding the rights and well-being of others (Rout, 2024). Thus, teachers not only teach academic content but also cultivate social and emotional skills relevant to the digital world.

Pedagogical strategies for fostering digital emotional intelligence can be realized through collaborative and reflective learning approaches (Kovalchuk et al., 2022). Teachers can design activities that involve student collaboration in online projects that require effective communication, conflict management, and shared decision-making. In this context, technology is not just a tool, but also a social interaction space that allows students to practice understanding others' perspectives and empathizing with their classmates' experiences. For example, through online discussion forums, teachers can facilitate conversations that encourage emotional reflection, such as how students feel when facing academic challenges or when participating in digital group work. These activities can help students recognize and manage their emotions, while also honing their social sensitivity to the emotional dynamics of their peers.

Furthermore, teachers, as facilitators, also need to integrate the principle of digital self-awareness into learning (Mansir & Karim, 2020). This involves the ability to understand how one's presence and actions in digital spaces can affect others. Teachers can help students develop this awareness by providing guidance on online communication ethics, responsible social media use, and the emotional impact of messages or comments posted online. By teaching the values of digital empathy and emotional literacy, teachers contribute to the formation of digital characters with integrity, civility, and positive personalities. These efforts are crucial for cultivating a generation that is not only technologically savvy but also possesses high emotional sensitivity when interacting through digital media.

The role of teachers in developing digital emotional intelligence also requires reflective practice regarding their own teaching practices. Teachers need to consciously evaluate how their approach to managing online classroom dynamics impacts students' emotional well-being (Signorelli et al., 2021). For example, do the teaching methods they use allow for students' emotional expression, or do they create unnecessary psychological stress? Through ongoing professional reflection, teachers can adapt their strategies to be more responsive to students' emotional needs. In this regard, teachers are not only facilitators of knowledge but also mentors, guiding students to integrate emotional intelligence into their daily digital lives.

Ultimately, developing digital emotional intelligence in online learning spaces is a collaborative process between teachers and students, rooted in human relationships beyond the technological screen. The teacher's role as a model, mediator, and facilitator is crucial in bridging the emotional gap that often arises in virtual learning. Through role modeling, empathy, and pedagogical strategies oriented toward a balance between cognitive and affective aspects, teachers can help students develop social-emotional skills relevant to the demands of the 21st century. Thus, digital education not only produces students who are academically proficient, but also individuals who are emotionally mature, able to empathize, and ready to face the social dynamics of the ever-changing digital world.

CONCLUSION

The conclusion of the study, "Emotional Intelligence and Academic Success: Rethinking Socio-Emotional Learning in Digital Classrooms," shows that emotional intelligence plays a crucial role in determining academic success, particularly in the context of digital learning, which increasingly dominates modern education. The changing educational landscape driven by technological advances has required students to possess not only cognitive abilities but also social and emotional skills that support their adaptation to dynamic, often psychologically stressful virtual learning environments. In this situation, the ability to recognize, understand, and manage one's own emotions, as well as interact with empathy toward others, is a crucial foundation for building learning motivation, mental resilience, and effective collaboration.

Social-emotional learning (SEL) in digital classrooms needs to be reconsidered as an integral part of pedagogical strategies, not simply a complement to academic learning. The integration of SEL into digital platforms must be designed to encourage meaningful interactions, increase emotional engagement, and foster a sense of community within online learning communities. Teachers and educational institutions must play an active role in developing approaches that combine technology with humanistic values to prevent students from becoming alienated by overly mechanical learning systems. Strengthening emotional intelligence through digital media also needs to be accompanied by adaptive, empathy-based pedagogical support that is oriented toward student well-being.

Therefore, academic success in the digital age cannot be measured solely through cognitive achievement, but also through students' ability to manage

their emotional and social aspects in a balanced manner. Emotional intelligence serves as a bridge connecting technology and humanity in the modern educational process, ensuring that digital transformation does not erode the values of empathy, collaboration, and student psychological well-being. Therefore, redefining social-emotional learning in a digital context is a strategic step towards building a more inclusive, resilient, and human-centered education system amidst accelerating global change.

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