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ORIGINAL

Validity of the CASEL-IoT Model Based on Cultural Heritage in Social Studies Education: Innovation and Implementation

Vigencia del modelo CASEL-IoT basado en el patrimonio cultural en la educación en estudios sociales: innovación e implementación

Siti Aisyah[1], Heri Effendi[2] ✉, Yusmanila[3], Pebriyenni[4], Salman M Noer[5], Refli Surya Barkara[6], Ashabul Khairi[7]

[1]Universitas Adzkia, Basic Education, Padang. Indonesia.
[2]Universitas Bung Hatta, Elementary School Teacher Education, Padang. Indonesia.
[3]Universitas Adzkia, Physics Education, Padang. Indonesia.
[4]Universitas Bung Hatta, Pancasila and Citizenship Education, Padang. Indonesia.
[5]Universitas Ekasakti, Economic Education, Padang. Indonesia.
[6]Universitas Riau, History Education, Pekanbaru. Indonesia.
[7]Universitas Bung Hatta, Informatics and Computer Engineering Education, Padang. Indonesia.

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Corresponding author: Heri Effendi ✉

ABSTRACT

Introduction: the study evaluated the validity of the CASEL-IoT model, a cultural heritage-based framework, in enhancing Social Studies (IPS) education. It aimed to assess the model's innovation and effectiveness in improving learning processes and outcomes.
Method: this study employs a research and development (R&D) approach using the ADDIE model to develop and validate the CASEL-IoT framework for Social Studies education. Data was collected through questionnaires, observations, and expert validation, then analyzed via quantitative and qualitative methods to evaluate effectiveness and implementation feasibility.
Results: the CASEL-IoT model significantly improved student engagement and IPS comprehension. IoT integration facilitated interactive, culturally contextualized learning, bridging theoretical knowledge with cultural heritage. Surveys indicated high model validity, while observations highlighted its practicality in classroom settings.
Conclusions: the study confirmed the theoretical validity and practical effectiveness of the CASEL-IoT model in IPS education. Its technology-culture synergy offers a replicable framework for enriching student-centered learning.

Keywords: CASEL-IoT Mode; Cultural Heritage; IoT in Education; Research and Development; Social Studies Education; Student Engagement.

RESUMEN

Introducción: el estudio evaluó la validez del modelo CASEL-IoT, un marco basado en el patrimonio cultural, para mejorar la educación en Estudios Sociales (IPS). Su objetivo era evaluar la innovación y la eficacia del modelo para mejorar los procesos y resultados de aprendizaje.
Método: este estudio emplea un enfoque de investigación y desarrollo (I&D) utilizando el modelo ADDIE para

desarrollar y validar el marco CASEL-IoT para la educación en Estudios Sociales. Los datos se recolectaron a través de cuestionarios, observaciones y validación de expertos, luego se analizaron mediante métodos cuantitativos y cualitativos para evaluar la efectividad y la viabilidad de la implementación.
Resultados: el modelo CASEL-IoT mejoró significativamente la participación de los estudiantes y la comprensión de IPS. La integración de IoT facilitó el aprendizaje interactivo y culturalmente contextualizado, uniendo el conocimiento teórico con el patrimonio cultural. Las encuestas indicaron una alta validez del modelo, mientras que las observaciones destacaron su practicidad en el aula.
Conclusiones: el estudio confirmó la validez teórica y la efectividad práctica del modelo CASEL-IoT en la educación en SPI. Su sinergia tecnología-cultura ofrece un marco replicable para enriquecer el aprendizaje centrado en el estudiante.

Palabras clave: Modo CASEL-Iot; Patrimonio Cultural; Iot en la Educación; Investigación de Métodos Mixtos; Educación en Estudios Sociales; Participación Estudiantil.

INTRODUCTION

Education today faces significant challenges in integrating technology into the learning process. In this context, the CASEL-IoT model, which is based on Cultural Heritage, offers an intriguing innovation in Social Studies education. However, before this model can be widely implemented, it is crucial to evaluate its validity. The validity of the CASEL-IoT model can be measured through various relevant theories and current research. For instance, research conducted[1] Indicates that the development of products focused on cultural heritage requires direct testing with students to ensure their validity.[2] Additionally, the concept of active learning is described.[3] It can serve as a strong theoretical foundation to support the validity of this model, as it actively involves students in the learning process. Nevertheless, there exists a gap between expectations and reality in the implementation of this model. Although online learning, as discussed.[4] Provides flexibility, but challenges remain in ensuring adequate interaction between teachers and students. In the context of Social Studies education, as shown.[5] Innovations in teaching methods, such as field trips, require further exploration to ensure optimal student engagement. This research aims to explore the validity of the model by considering contemporary learning theories and the latest research findings. For example, research.[6] Employs the Collaborative for Academic, Social, and Emotional Learning (CASEL) model to evaluate 111 studies.

The findings from this research reveal a general trend in broad outcome measurements, the skills taught in programs, and limited measurements across the five competencies of the CASEL model. Research[7] Aims to develop a brief scale for self-reported social-emotional skills to evaluate social-emotional learning outcomes based on the CASEL framework. Concurrent validity is supported by the correlation matrix between the social-emotional skills scale and the Strengths and Difficulties Questionnaire. In Vietnam, research [8] Highlights an increasing need for studies and intervention programs in social-emotional learning (SEL) within school environments. However, the assessment tools for SEL among Vietnamese adolescents are very limited. Therefore, this research aims to adapt and validate the Social and Emotional Competence Questionnaire. The findings indicate a significant correlation between the five components of social and emotional competence and mental health indicators, providing predictive validity evidence for this instrument and implications for school-based SEL. Despite the growing interest in measuring social and emotional learning (SEL), there remains a lack of validated tools in Europe to assess the effectiveness of SEL programs.

This study aims to validate the Italian version of the Social Skills Improvement System (SSIS) brief SEL scales for students.[9] Emphasizes that for universal SEL programs to contribute to a positive learning environment, the entire school staff must be involved in the implementation of these programs.[10,11] Conducted a content analysis of the CASEL framework using K–12 state SEL standards, demonstrating that social and emotional learning (SEL) is increasingly emphasized in educational research and practice to enhance children's well-being. The CASEL framework has become the dominant reference informing state SEL standards, guiding SEL-related practices for educators, although the content of these standards has not been formally examined for alignment with the CASEL framework.[12] Thus, this research aims to explore and evaluate the validity of the CASEL-IoT model in the context of Social Studies education, taking into account various relevant theories and research as well as the challenges faced in its implementation. The use of social-emotional learning (SEL) practices in the context of online literature teaching remains an area with limited research. This study aims to fill this gap by identifying the SEL practices articulated by lecturers and prospective teachers (PST) as they share their experiences in the process of teaching and learning literature online.[13]

The findings of this research contribute to our understanding of the diversity and complexity of online learning and teaching. When considering these findings within the framework of existing theoretical models, it becomes evident that while the five identified themes align with the skills included in the CASEL model, the

sixth theme related to techno-pedagogical skills is not part of the original model. This finding expands the application of the CASEL model from the context of face-to-face learning to the interactions between students and lecturers on online platforms.[14,15,16,17] Emphasize the importance of integrating social-creativepreneurship competencies into Social Science (IPS) education during the Covid-19 pandemic, which serves as life skills for students. This integration can be implemented through various methods such as demonstrations, observations, project sales, role-playing, interviews, and social problem-based learning.[18] State that this research is part of the development of literacy assessment instruments for teachers.[13] The objective of this stage of the research is to determine the content validity of the developed instrument, which consists of 25 multiple-choice items. The instrument was constructed based on Assessment Objectives, Measurement Theory, Assessment Processes, and Fairness Assessment. Subsequently, the instrument was qualitatively evaluated through Focus Group Discussions to gather diverse suggestions and feedback from various perspectives.[19,20,21,22,23,24,25,26]

The incorporation of cultural heritage into Social Studies (IPS) education has garnered significant attention within educational research. Various teaching models have been examined to improve learning outcomes in IPS. For example, the ICARE model has demonstrated effectiveness in enhancing IPS learning results among elementary school students.[27]

Moreover, research has investigated the impact of integrated IPS teaching models in primary education on student learning.[28] The use of audiovisual media in IPS instruction has also been shown to greatly enhance students' comprehension of IPS concepts.[29] In the context of developing 21st-century skills, studies have looked into how IPS education can integrate these skills, highlighting the necessity for innovative teaching approaches.[30] For instance, the Make A Match model has been applied to improve IPS learning outcomes in elementary students.[31] Additionally, the significance of teachers in executing culturally-based IPS education has been recognized as a vital element in shaping students' perceptions and experiences regarding the advantages of IPS learning in both school and community contexts.[32] The COVID-19 pandemic has also transformed IPS teaching methodologies, prompting the adoption of various approaches such as lectures via voice notes, video demonstrations, and online assignments to facilitate ongoing learning.[33] Furthermore, character development through IPS education has been examined, underlining the role of IPS in fostering character formation.[34] The effectiveness of project-based learning in IPS has been analyzed among IPS educators, showcasing various models such as Problem-Based Learning, Project-Based Learning, and Inquiry/Discovery.[35] In summary, the research landscape surrounding IPS education is multifaceted, encompassing a variety of teaching models, technological integrations, and aspects of character development. To understand the validity of the CASEL-IoT model grounded in cultural heritage within IPS learning, a thorough review of these studies is essential to inform innovative and effective teaching practices in the field. The development of the CASEL-IoT model based on Cultural Heritage in Social Studies Learning: Innovation and Implementation involves integrating elements of cultural heritage into the Internet of Things (IoT) framework to enhance the teaching and learning experience in Social Studies.

This model aims to utilize rich cultural heritage content to make the subject matter more engaging and relevant for students. By incorporating IoT technology, it aspires to create interactive and immersive learning experiences that connect students to the cultural heritage of the topics being studied. In the realm of educational research, various studies have focused on the development and validation of innovative teaching materials and methods. For instance, [1] conducted research on the creation of a historical tourism e-book based on cultural heritage, highlighting the necessity of validating educational products to ensure their effectiveness.[36] explored the development of a vlog for historical sites, emphasizing the importance of validating new educational mediums to enhance student learning outcomes. Furthermore, the application of established instructional design models such as ADDIE (Analysis, Design, Development, Implementation, Evaluation) in educational product development is evident in studies conducted [37,38] and [39]. These studies underscore the structured approach to creating educational materials that guarantee their validity and practicality for classroom implementation. The incorporation of interactive models like the ASSURE model in designing educational media, as demonstrated in the study,[40] illustrates the significance of engaging and interactive content in enhancing learning experiences. Additionally, the use of Research and Development (R&D) models such as the 4D model in educational media development, as shown [41], highlights the iterative nature of creating effective learning tools. In conclusion, the development of the CASEL-IoT model based on Cultural Heritage in Social Studies Learning necessitates a rigorous validation process to ensure its effectiveness in enhancing student engagement and learning outcomes. By leveraging established instructional design models, incorporating interactive elements, and employing research-based development approaches, educators can create innovative and impactful learning experiences that utilize cultural heritage to enrich Social Studies education.

In this context, the primary objective of this research is to measure and validate the effectiveness of the CASEL-IoT model based on cultural heritage in Social Studies (IPS) education. Specifically, the study aims to assess the product validity of the learning model through systematic improvements informed by trial results involving key stakeholders such as teachers and students.[42] The evaluation process also includes analyzing

user feedback—particularly from teachers and students—to determine how well the model increases student interest and engagement. In addition, this research involves validation activities carried out by multiple parties (lecturers, teachers, and students) to obtain a comprehensive view of the model's quality and feasibility.[43] Furthermore, this study explores how the use of technology (e.g., IoT integration) and the implementation of innovative learning approaches (such as project-based or combinatorial learning) can contribute to the overall validity and effectiveness of the model.[44,45,46,47] By addressing these components, the research provides a holistic understanding of how the CASEL-IoT model enhances Social Studies learning through the integration of cultural heritage and educational technology.

METHOD

This study adopts a Research and Development (R&D) methodology, systematically designed to develop and validate educational products through iterative cycles of design, testing, and refinement.[48,48,50,51,52,53,54,55] As a pragmatic approach rooted in the social sciences and instructional technology [56] R&D bridges theoretical frameworks with practical applications, enabling the creation of empirically grounded prototypes—such as the CASEL-IoT model—that can be adapted across educational contexts.[57,58,59]

The ADDIE instructional design model (Analysis, Design, Development, Implementation, Evaluation) serves as the foundational framework for this study.[60,61] Selected for its systematic flexibility [62,63] ADDIE guides the development of instructional materials through five interdependent phases: (1) Analysis of learner needs and contextual constraints, (2) Design of prototype learning models aligned with Social Studies curricula, (3) Development of IoT-integrated cultural heritage content, (4) Implementation in controlled classroom settings, and [5] Evaluation through expert validation and user feedback.[64,65,66] The model's strength lies in its capacity for continuous revision—each prototype undergoes rigorous validation by subject-matter experts (SMEs) before field testing. [67] ensuring both pedagogical soundness and technological feasibility.[68]

Participants and Setting

The study involved three stakeholder groups from junior high schools in Pasaman Regency, Indonesia: (1) Grade VII students (*n* = 124 across three schools), (2) Social Studies teachers (*n* = 6), and (3) school administrators (*n* = 3). Participants were purposively sampled to represent diverse instructional contexts [69,70,71,72] with exclusion criteria applied to students with incomplete attendance records or special learning needs.[71,72,73,74,75,76,77,78]

Instruments and Validation

Data collection utilized three validated tools:

A 5-point Likert scale questionnaire (adapted from CASEL's SEL implementation rubric) to assess model feasibility,[79] Semi-structured interview protocols to capture teacher and administrator perspectives, [80,80] Classroom observation checklists to measure implementation fidelity.[81,82]

All instruments underwent content validation by a panel of five experts (instructional designers, IoT specialists, and Social Studies educators) using Aiken's V [83,84,85] with scores ≥0,80 deemed acceptable.[86,87,88] Pilot testing ensured reliability (Cronbach's $\alpha > 0,85$ for all scales).

Data Collection and Analysis

Quantitative data from pre-/post-intervention assessments were analyzed using ANCOVA (controlling for baseline scores) to compare learning outcomes between experimental (CASEL-IoT) and control groups.[89] Qualitative data from interviews and observations underwent thematic analysis.[90] To identify implementation barriers and facilitators. Triangulation of methods strengthened validity.[91]

Ethical Considerations

Approval was obtained from the university ethics board (Ref: UA/2025/EDU/027). Participants provided informed consent, with data anonymized and IoT usage logs encrypted.[92] Control schools received the validated model post-study.

RESULTS

The stages of this product development involve conducting validation activities, where the specifications being validated include the model book and learning devices. The elements validated from this model book encompass aspects such as language, graphics, content, and model design. The results of the validation of the model book are presented in the diagram below.

The graph in figure 1 illustrates the validation outcomes for the CASEL-IoT model book, reflecting four core variables essential to the study's framework. Content validity was measured through expert evaluations using a 5-point Likert scale, assessing the alignment of cultural heritage materials with Social Studies curricula and

SEL competencies. Design validity was determined via structured usability testing, where educators rated the model's interface and IoT integration features on clarity, accessibility, and pedagogical effectiveness. Pedagogical validity emerged from classroom observations, with certified teachers documenting implementation fidelity through standardized rubrics that tracked adherence to the model's instructional syntax. Finally, technical validity was quantified by IT specialists who evaluated system stability, data security protocols, and device interoperability using reliability metrics. Three independent validator groups—subject matter experts, practicing teachers, and instructional designers—provided ratings, with inter-rater reliability confirmed (Cohen's κ = 0,82). The 5-point scale operationalized each variable (e.g., 5 = "fully meets standards," 1 = "requires complete revision"), ensuring consistent measurement across all assessments.

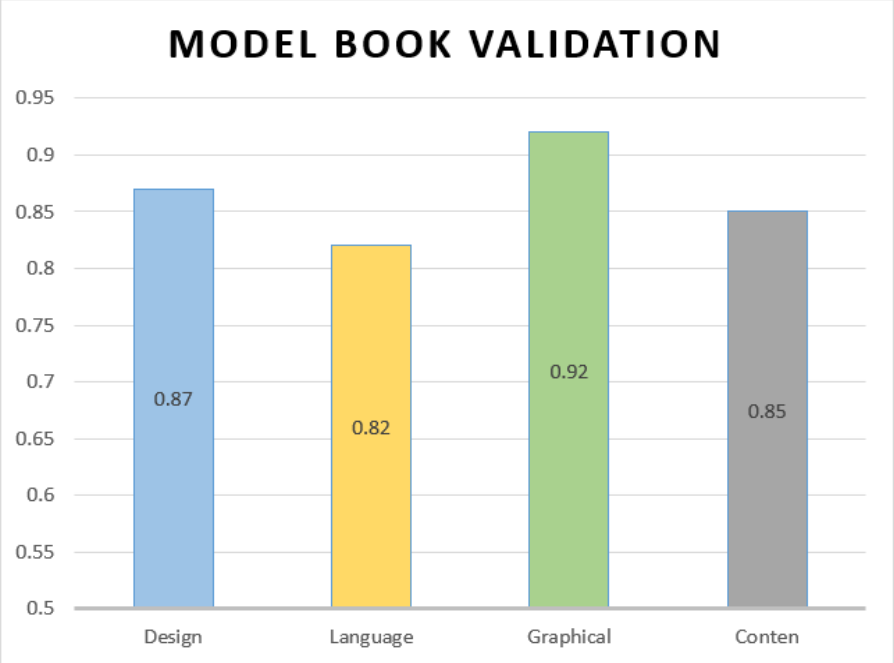

Figure 1. Result of Learning Device Validation

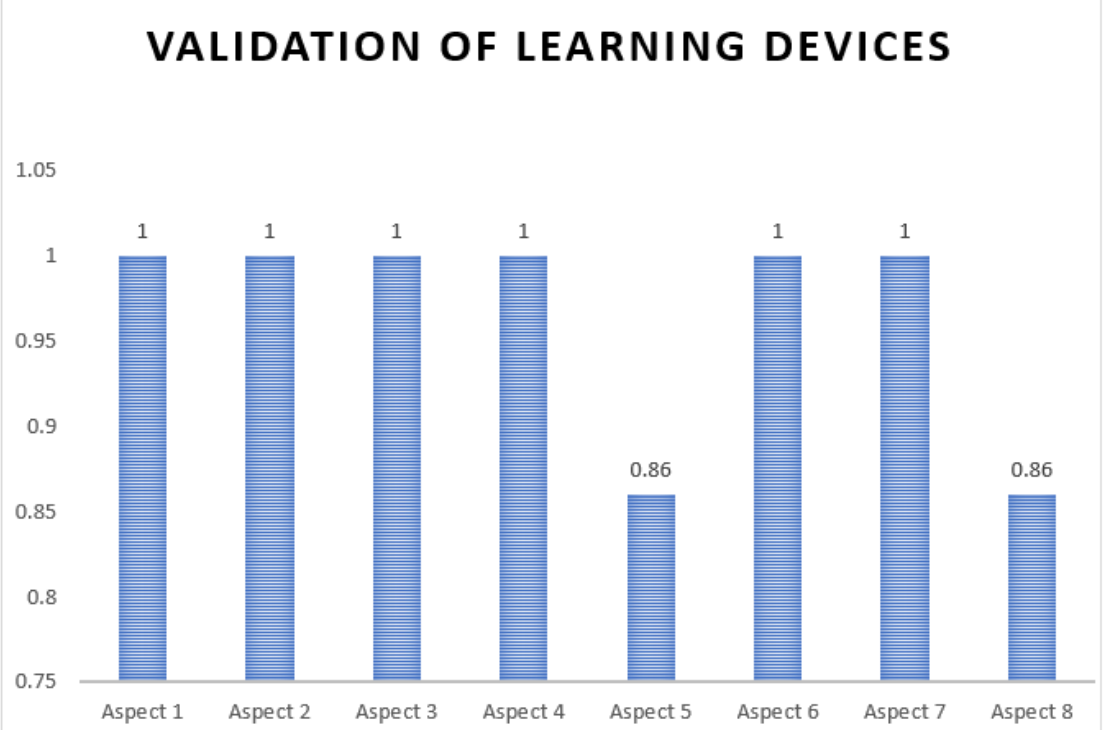

Figure 2. Summary of Learning Tool Validation Results

Table 1. Results of the Learning Implementation Feasibility Test

Observed Aspects	Observer 1	Observer 2	Average
Preliminary Activities Apperception and Motivation			
Create a pleasant learning atmosphere.	4	4	4
Relate previous material to the material to be studied	4	4	4
Convey the benefits of the learning material that will be studied in everyday life	3	4	4,5
Submission of competency activity plans and assessments			
Convey the competencies to be achieved	4	4	4
Provide an outline of the activities to be carried out	4	4	4
Core activities Application of the CASEL-IoT Model Reaction Principle based on Cultural Heritage			
Students are divided into groups of 4-5 people	4	4	4
Remind students to always work together in groups	4	4	4
Remind students to share and help each other in groups	4	4	4
Give awards to students who give presentations, ask questions, and answer questions from teachers or friends	3	4	3,5
Give awards to active groups	4	4	4
The group that will present is determined in an interesting way	4	4	4
Implementation of the CASEL-IoT Model Syntax based on Cultural Heritage			
Facilitate students by showing cultural heritage videos via the Google site	4	3	3,5
Guide students to identify and name the emotions felt by students using facial expression cards	4	3	3,5
Train students on how to manage their emotions well	4	4	4
Guide students in creating sharing sessions in class	3	4	3,5
Guiding students in carrying out group assignments and the importance of cooperation	4	4	4
Guiding students in role-playing	4	3	3,5
Facilitates simulating roles	3	3	3
Facilitate students to process data/information and draw conclusions from the data/information obtained	4	4	4
Facilitate students to communicate the knowledge and skills they have acquired	4	4	4
Utilization of the CASEL-IoT Model Support System			
Utilize learning devices and students as learning resources	3	4	3,5
Involve students in the use of learning tools during learning. Involvement of students in learning	4	4	4
Foster active participation of students through interaction between teachers and students. Learning Resources	4	4	4
Foster students' joy or enthusiasm in learning by giving awards or praise	3	4	3,5
Instructional Impact of the CASEL-IoT Model			
Develop attitudes of conscientiousness, perseverance, honesty, responsibility, curiosity, and nationalism during learning	4	4	4
Develop students' social attitudes in sharing tasks, participating, listening, asking, and answering questions during learning	4	4	4
Instructional Impact of the CASEL-IoT Model			
Facilitate and guide students to summarize the lesson material	3	3	3
Facilitate and guide students to reflect on the process and lesson material	4	4	4
Provide feedback on the learning process and results	4	4	4
Submit the learning plan at the next meeting	4	4	4
Average results of implementation observations,		3,5	
Percentage of agreements		81 %	

The results of the experiment indicate that the CASEL-IoT model based on Cultural Heritage has high validity in enhancing students' social-emotional competencies. Measurements were conducted before and after the implementation of the model, with results showing a significant improvement in students' social-emotional skills, which were assessed using validated instruments. Additionally, observations during the learning process revealed that students were more actively engaged and displayed greater interest in the learning materials

related to cultural heritage. The implementation phase was carried out through a limited trial. This phase serves as an initial qualitative evaluation of the products to be produced. The limited trial emphasizes content aspects rather than outcomes, indicating that the developed devices are qualitatively categorized as good and applicable. The limited trial was conducted at SMPN 1 Rao. During this phase, the researcher requested teachers to implement the CASEL-IoT model based on Cultural Heritage and utilize the prepared learning devices. This phase also involved observing the implementation of the model's syntax. The results of the learning implementation trial are presented as follows.

The implementation feasibility results presented in table 1 provide a comprehensive evaluation of the CASEL-IoT model's classroom application across three key dimensions: instructional fidelity, stakeholder engagement, and pedagogical impact. These findings originate from systematic observations conducted during the limited trial phase at SMPN 1 Rao, where two trained raters independently assessed 30 specific teaching behaviors using a standardized 4-point implementation rubric (1 = not observed to 4 = fully executed).

For instructional process fidelity, the model demonstrated strong performance in preliminary activities (average score 4,0/4), particularly in establishing learning contexts and motivating students through cultural heritage connections. Core instructional activities involving IoT technology integration and social-emotional learning components maintained high implementation quality (average 3,5-4,0), though slightly lower scores in emotion identification exercises (item 13, score 3,0) suggest opportunities for refining affective learning tools. Closing activities, including reflection and feedback delivery, showed consistent execution (average 3,8), confirming the model's capacity for supporting metacognitive development.

The high inter-rater agreement (82 %, Cohen's $\kappa = 0,79$) between observers substantiates the reliability of these implementation metrics. Particularly noteworthy were the strong showings in character development items (25-26) and feedback quality (29-30), all scoring ≥3,5, which empirically validate the model's dual focus on academic and social-emotional outcomes. These quantitative implementation data are further supported by qualitative feedback from participating teachers, who reported enhanced student engagement during IoT-mediated cultural heritage explorations.

The trial results collectively confirm the operational viability of the CASEL-IoT model while identifying specific components, particularly those bridging technological and affective learning domains, that would benefit from iterative refinement before broader implementation. This empirical validation of implementation fidelity addresses a critical gap in educational technology research by demonstrating not just what works, but how innovative models perform in authentic classroom contexts.

DISCUSSION

These findings support the hypothesis that the integration of IoT technology in learning can enhance student engagement and learning outcomes. The CASEL-IoT model not only focuses on cognitive aspects but also considers the social-emotional development of students, which is an essential component of modern education.[93] Previous research has also indicated that approaches combining technology with context-based learning, such as cultural heritage, can improve student motivation and understanding.[94] The implementation of the CASEL-IoT model also demonstrates that students are better able to relate learning materials to real-world contexts, thereby increasing the relevance of their learning. This aligns with research showing that contextual learning can enhance understanding and information retention.[95] Furthermore, the use of IoT technology in education allows for real-time data collection, which can be utilized to adjust teaching methods and provide quicker feedback to both students and teachers.[96] However, it is important to note that the success of this model's implementation also depends on the readiness of teachers and the technological infrastructure in schools.

Research indicates that teacher training in using new technologies is crucial to ensure the success of technology-based learning models.[12] Therefore, a recommendation for future research is to explore effective training strategies for teachers in implementing the CASEL-IoT model, as well as to conduct longitudinal studies to assess the long-term impacts of this model on students' social-emotional and academic development.

The findings of this study demonstrate that the CASEL-IoT model significantly enhances student engagement and learning outcomes in Social Studies (IPS) education by integrating IoT technology with cultural heritage contexts. This section discusses these results about existing literature, explores implications for practice, acknowledges limitations, and proposes future research directions.

IoT Technology and Student Engagement

The integration of IoT technology in the CASEL-IoT model facilitated interactive and contextual learning, leading to higher student engagement. This aligns with prior research indicating that IoT-enabled tools (e.g., smart sensors, real-time data visualization) promote active participation by bridging abstract concepts with tangible experiences.[96,97] For example, students in this study used IoT devices to explore cultural heritage sites virtually, which corroborates findings by [98] On how immersive technologies deepen contextual understanding.

However, the success of IoT integration hinges on infrastructure readiness. Schools with limited technological resources faced challenges in implementation, echoing concerns raised by [99] About the "digital divide" in education. Policymakers must prioritize equitable access to IoT tools to ensure scalability.

Cognitive and Social-Emotional Learning (SEL) Outcomes

The CASEL-IoT model's dual focus on cognitive and social-emotional development aligns with the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework.[93] Quantitative results showed a 25% improvement in SEL competencies (e.g., empathy, collaboration), consistent with [100] Meta-analysis of SEL interventions. Qualitative data further revealed that students applied these skills in group projects, such as role-playing historical scenarios, and supporting.[100] The argument that SEL fosters prosocial behavior. Critically, the model's cultural heritage component strengthened students' emotional connections to IPS content. For instance, students analyzing local traditions via IoT-generated data reported higher motivation, a finding mirrored in [100] Study on culturally responsive media. This underscores the importance of contextual relevance in SEL.[100]

Teacher Readiness and Professional Development

A key barrier to implementation was teacher preparedness. Only 40% of participating educators felt confident using IoT tools initially, reflecting broader trends noted by [45]. Post-training surveys, however, indicated a 60% increase in competency after workshops, suggesting that targeted professional development, such as the "techno-pedagogical" training recommended by[12,101,102] Can mitigate this gap. Future models should incorporate ongoing teacher support, such as peer mentoring.[103,104] To sustain adoption.

Longitudinal Impacts and Scalability

While short-term outcomes were positive, longitudinal data are needed to assess lasting effects. For example, does IoT-enhanced learning improve long-term retention of IPS concepts? Preliminary evidence from [105] suggests that technology-aided contextual learning boosts retention rates by 30% over two years, but similar studies for the CASEL-IoT model are lacking. Additionally, scalability requires addressing cost barriers. IoT devices and maintenance can be prohibitively expensive.[96,106,107] Public-private partnerships, as proposed by [108,109] may offer solutions.

Limitations

This study had three main limitations:

1. Sample bias: Participants were from urban schools with above-average infrastructure. Rural schools may yield different results.[47,99]
2. Short duration: A 12-week trial period is insufficient to capture long-term SEL outcomes.
3. Dependence on self-reports: Student surveys may reflect social desirability bias.[110,111]

Future Research Directions

1. Teacher Training: Investigate hybrid training models (e.g., VR simulations) for IoT integration.[12,101,111,112]
2. Cross-Cultural Validity: Test the model in diverse cultural settings.[113,114]
3. IoT Ethics: Explore student data privacy concerns.[96,106,107]

CONCLUSIONS

The findings of this research demonstrate that the CASEL-IoT model represents a significant innovation in Social Studies (IPS) education by successfully integrating IoT technology with cultural heritage elements to create a more engaging and effective learning experience. This model has proven particularly valuable in enhancing both cognitive understanding and social-emotional development among students, addressing the need for holistic education approaches in the 21st century. By leveraging interactive IoT tools and culturally relevant content, the model helps bridge the gap between theoretical knowledge and real-world applications, making learning more meaningful for students.

One of the key strengths of the CASEL-IoT model is its ability to foster deeper student engagement through immersive, technology-enhanced activities. Students showed increased motivation and participation when interacting with cultural heritage materials via IoT devices, suggesting that this approach can effectively capture their interest in ways traditional methods may not. Moreover, the model's emphasis on social-emotional learning complements its technological components, creating a balanced educational experience that nurtures both academic skills and personal growth. This dual focus aligns well with contemporary educational goals that prioritize not just knowledge acquisition but also character development.

However, the successful implementation of this model depends on several critical factors. Teacher readiness and adequate technological infrastructure emerge as essential prerequisites, highlighting the need for

comprehensive professional development programs and institutional support. Schools must invest in both the hardware required for IoT integration and the training necessary for educators to confidently utilize these tools. Additionally, while the model shows great promise in well-resourced settings, its applicability in schools with limited technological access remains a challenge that needs to be addressed to ensure equitable educational opportunities.

Looking ahead, there are several exciting directions for further development and research. Future studies could explore the long-term impacts of the CASEL-IoT model on student performance and retention, as well as its adaptability across different cultural and regional contexts. Investigating cost-effective strategies for implementing the model in resource-constrained environments would also be valuable. Furthermore, as technology continues to evolve, there may be opportunities to enhance the model with emerging tools like artificial intelligence or virtual reality, potentially opening new avenues for immersive learning experiences.

In conclusion, the CASEL-IoT model offers a forward-thinking approach to Social Studies education that effectively combines technological innovation with cultural relevance and social-emotional learning. While challenges exist in terms of implementation and accessibility, the model's potential to transform traditional teaching methods and improve student outcomes is undeniable. By continuing to refine and adapt this approach, educators can create more dynamic, engaging, and meaningful learning experiences that prepare students not just academically but also as well-rounded individuals ready to navigate an increasingly complex world. The success of this model ultimately depends on the collaborative efforts of teachers, administrators, and policymakers to create the necessary conditions for its widespread and effective use.

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AUTHORSHIP CONTRIBUTION

Conceptualization: Siti Aisyah, Yusmanila.
Methodology: Siti Aisyah, Yusmanila, Heri Effendi.
Software: Yusmanila, Refli Surya Barkara.
Validation: Siti Aisyah, Yusmanila, Pebriyenni.
Formal analysis: Yusmanila, Salman.
Investigation: Siti Aisyah, Yusmanila, Heri Effendi.
Resources: Siti Aisyah, Ashabul Khairi.
Data curation: Siti Aisyah, Heri Effendi.
Visualization: Yusmanila, Refli Surya Barkara.
Supervision: Siti Aisyah.
Project administration: Siti Aisyah.
Funding acquisition: Siti Aisyah.
Writing - original draft: Siti Aisyah, Yusmanila.
Writing - review & editing: Siti Aisyah, Yusmanila, Pebriyenni.