Research on Social Skills in Indonesia: A Systematic Literature Review in Reputable Journals

Ali Usman[1]*, Kukuh Munandar[1], Gandu Wadiono[2], Siti Wulandari[1] & Vizza Az Zahra Al Laros[1]

[1]Department of Biology Education, Universitas Muhammadiyah Jember, Indonesia
[2]Biology Education Teacher, SMA Negeri Arjasa Jember, Indonesia

*Corresponding email: aliusman@unmuhjember.ac.id

Abstract: Research on Social Attitudes in Indonesia: A Systematic Literature Review in Reputable Journals. Social skills are important attention to because life's challenges are increasingly complex. **Objectives:** The distribution of social skills in various fields of science, Trends in social skills in the social sciences, Which countries have the most articles about social skills, and What important information is contained in social skills? **Method:** is a Systematic Literature Review (SLR), with parameters: Publication in 2018-2023, English, Accessibility, and Social skills theme. **Results**: Social skills articles are spread across various fields of science; Trends in articles in the field of social sciences experience fluctuations; Indonesia reviews many articles about social skills and collaboration between countries; Important information, namely models, methods and collaborative learning media can encourage the development of social skills. **Conclusion**, social skills play an important role in forming the ability to collaborate and develop students' character in the learning context.

Keywords: instructional media, learning methods, learning model, social skil

Abstrak: Penelitian Tentang Sikap Sosial di Indonesia: Tinjauan Literatur Sistematis Pada Jurnal Bereputasi. Keterampilan sosial menjadi penting untuk diperhatikan karena tantangan hidup semakin kompleks. Tujuan: Sebaran keterampilan sosial dalam berbagai bidang ilmu, Tren keterampilan sosial dalam ilmu-ilmu sosial, Negara manakah yang memiliki artikel tentang keterampilan sosial paling banyak, dan Informasi penting apa yang terkandung dalam keterampilan sosial? Metode: yang digunakan adalah Systematic Literature Review (SLR), dengan parameter: Publikasi tahun 2018-2023, Bahasa Inggris, Aksesibilitas, dan Tema keterampilan sosial. Hasil: Artikel keterampilan sosial tersebar di berbagai bidang ilmu; Tren artikel dalam bidang ilmu sosial mengalami fluktuasi; Indonesia banyak mengulas artikel tentang keterampilan sosial dan kolaborasi antar negara; Informasi penting yaitu model, metode dan media pembelajaran kolaboratif dapat mendorong pengembangan keterampilan sosial. Kesimpulannya, keterampilan sosial berperan penting dalam membentuk kemampuan berkolaborasi dan mengembangkan karakter siswa dalam konteks pembelajaran.

Kata kunci: keterampilan sosial, media pembelajaran, metode pembelajaran, model pembelajaran

■ **INTRODUCTION**

A quality learning process does not only focus on mastering the material but is also an educational journey that is able to empower students holistically. Holistic learning empowerment includes not only students' ability to master the material but also requires teachers' ability to create an environment that stimulates students' active involvement Sommers et al. (2022), motivates concept exploration, and develops lifelong learning skills (Boogere et al., 2021). Sok et al. (2023), Yamoah & Nyatsikor, (2020), and Genovesi et al. (2022) stated that quality education not only conveys knowledge but also stimulates students' intellectual, emotional and social growth. Furthermore, Trust & Maloy, (2017) and Latif et al. (2018) stated that by empowering creativity, critical thinking, and problem-solving abilities, the quality learning process creates a solid foundation for students' self-development in facing the world's ongoing challenges. Develop. Therefore, quality learning is an important foundation for forming a generation that is not only academically intelligent but also able to compete and contribute positively to society. This ability to compete and contribute to a positive society is closely related to students' current social skills, which is a very important aspect to pay attention to.

Hassan et al. (2023), Sneed et al. (2023) and Tong et al. (2023) social skills are defined as a series of important abilities that students must have, becoming one of the main foundations for their success. In this context, social skills involve the ability to collaborate with classmates, communicate effectively, be actively involved in learning, show high empathy, build positive social relationships, and handle problems (Paeßens et al., 2023; Sharma et al., 2022; Witti et al., 2023). Through this combination, students can form a solid foundation of social skills for their future.

What is happening in the field today is that the learning process is more focused on students' efforts only for knowledge. There are still many teachers who do not pay enough attention to the development of social skills in their students (Bethere et al., 2023; Ganesh et al., 2023). Teachers are not yet fully aware of the role or importance of students' social skills in achieving learning goals. Sancho-Cantus et al. (2023) stated that social skills can encourage the achievement of learning goals, such as their influence on academic performance, mental health and problem-solving skills. Furthermore, teachers do not receive information about how to empower social skills in the learning process (Morales-Rodríguez et al., 2023). Students face challenges in collaborating well, have low communication skills, a low level of empathy, and often face conflicts with peers. Therefore, there is a dire need for improvement (Berduzco-Torres et al., 2020; Komiya et al., 2018; Yang & Lee, 2022).

This research has high urgency because research reports related to social skills indexed by Scopus are still very limited. Until now, there have been no results of review analysis research reports specifically discussing social skills in Indonesia that have been indexed by Scopus. Furthermore, the review analysis of Scopus-indexed articles related to social skills in Indonesia has not been carried out comprehensively, including in terms of article distribution, publication trends, countries with the most research, and other important information contained in these articles. Therefore, this research will fill this gap with the aim of providing comprehensive insight into the development of social skills research in Indonesia as documented in the Scopus database.

■ **METHODS**
Research Design and Procedures

This research is a systematic literature review (SLR) that follows the method (Ahmad & Junaini, 2020; Denyer & Tranfield, 2009). This SLR involves identifying, evaluating, and compiling all relevant information to answer predetermined analytical research questions. By

using an approach (Ahmad & Junaini, 2020; Denyer & Tranfield, 2009), this study aims to provide a comprehensive understanding of the research topic that has been determined. In the SLR process, several steps are carried out systematically. First, the researcher formulates research questions to obtain a clear and specific research focus. Furthermore, relevant studies were searched through various sources and appropriate databases to identify articles related to the research question. After that, the articles that have been found are evaluated and selected based on predetermined inclusion criteria. Articles that meet the inclusion criteria will be included in the analysis, while those that do not meet will be excluded. The next stage is an in-depth analysis of the selected articles. Data and findings from each article were synthesized to identify patterns, similarities, differences, and key findings relevant to the research question. The final step is compiling a summary of all the studies that have been analyzed and presenting the results comprehensively. Thus, the main objective of this research is to provide a comprehensive understanding of the research topic and make a significant contribution in a wider scientific context.
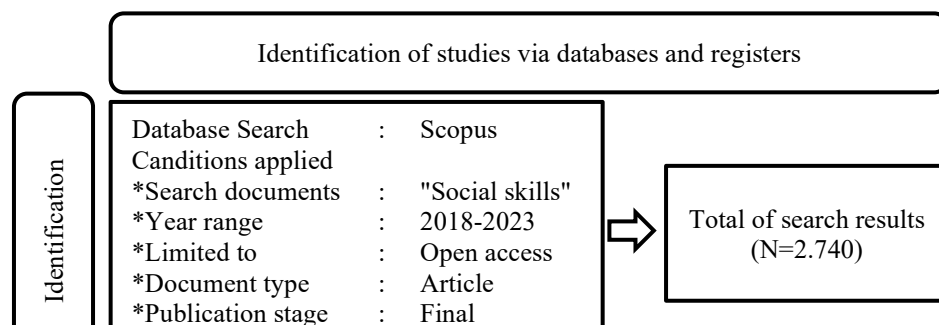
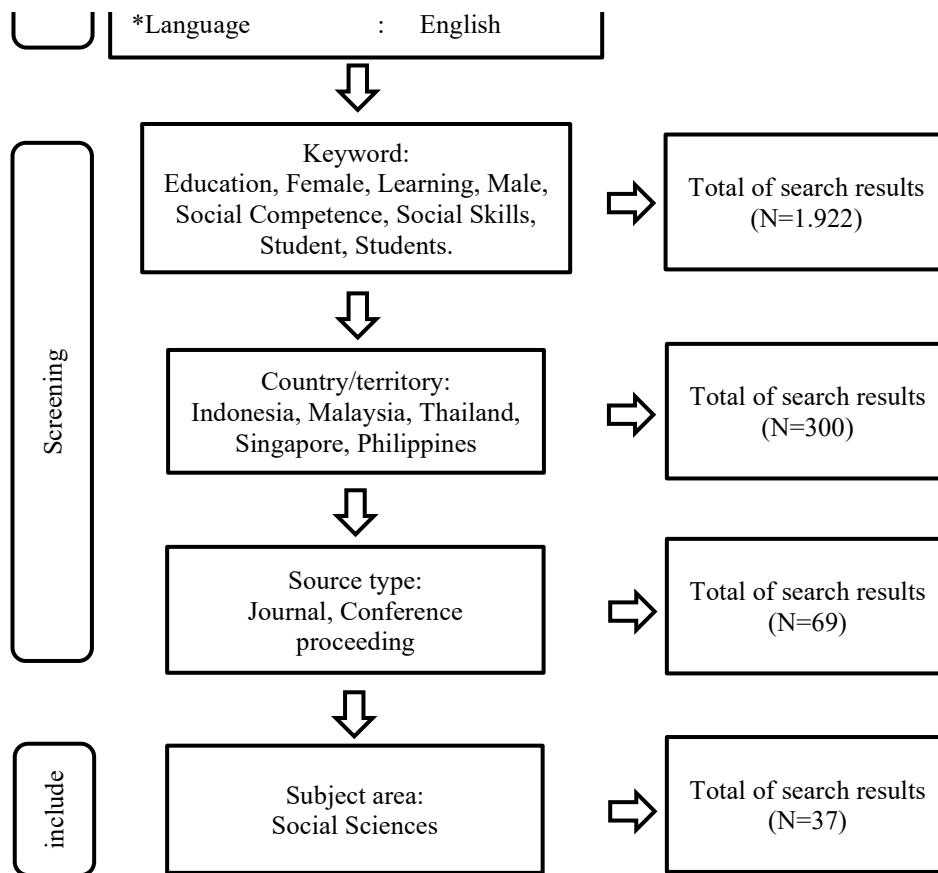**Inclusion and Exclusion Criteria**

Research questions include social skills publication trends (RQ1), percentage of documents by subject area (RQ2), author's country of origin (RQ3), social skills publication subject areas (RQ4), and important information related to social skills in the learning process (RQ4). Then a study search was carried out using the "social skills" keyword in the Scopus database. The data found is then analyzed. Next, the study selection and evaluation step involves an extensive search through the Scopus database with specific inclusion criteria, such as only considering studies published between 2018 and 2023 focusing on social skills in learning contexts. In addition, this study covers all levels of education, from primary to secondary education to tertiary institutions, to obtain a comprehensive picture of academic learning. The process of researching this literature is described in detail in Figure 1, including the keywords used and the stages of the screening process.

Data Analysis

This qualitative data analysis technique involves important steps, starting with understanding the data, creating initial codes, searching for consistently emerging topics, evaluating themes, representing themes holistically, and finally, interpreting the results. The first step is to familiarize yourself with the data, followed by initial coding to identify key patterns or elements. Next, a topic search was conducted to find recurring or consistent themes throughout the data. A theme evaluation process was then carried out to ensure the linkage and relevance between the themes. Theme representation is carried out by detailing and organizing the themes. Finally, the interpretation results provide a deeper understanding of the behind the identified themes.

Identification of studies via databases and registers	
Identification	Database Search : Scopus Canditions applied *Search documents : "Social skills" *Year range : 2018-2023 *Limited to : Open access *Document type : Article *Publication stage : Final	Total of search results (N=2.740)

**Figure 1.** review process for study selection

■ **RESULTS AND DISCUSSION**

This research aims to explore in-depth insights regarding social skills in the learning context, broken down into four main themes. The first theme explores the distribution of social skills across different fields of science, identifying how social skills are distributed and applied variably. The second theme highlights trends in social skills, specifically in social sciences, mapping identifiable changes and developments over time. The third theme focuses on the countries most active in producing articles on social skills, providing a global view of interest and contribution at the international level. Finally, the fourth theme explores the important information in social skills research, providing an in-depth understanding of the knowledge that has developed in this field. With a holistic understanding of these themes, this research aims to make a valuable contribution to academic literature and educational practice, opening the door to developing learning strategies that are more effective and responsive to student's needs in the future.

Theme 1. Exploring the Diversity

The distribution of articles in various subject areas is explained through a pie chart which visualizes the percentage of the number of documents published from 2018 to 2023. A visual representation of the distribution of these articles can be found in Figure 2.

Based on the information in Figure 2, from 2018 to 2023, were 2,740 documents indexed in Scopus relating to social skills. These studies are scattered in various fields of science with various patterns. The subject area of Social
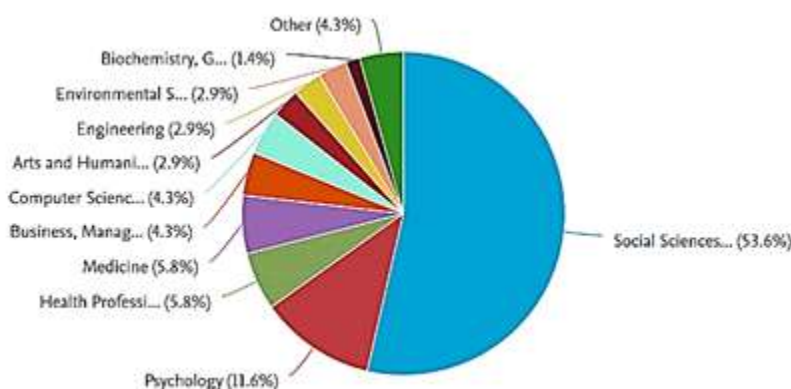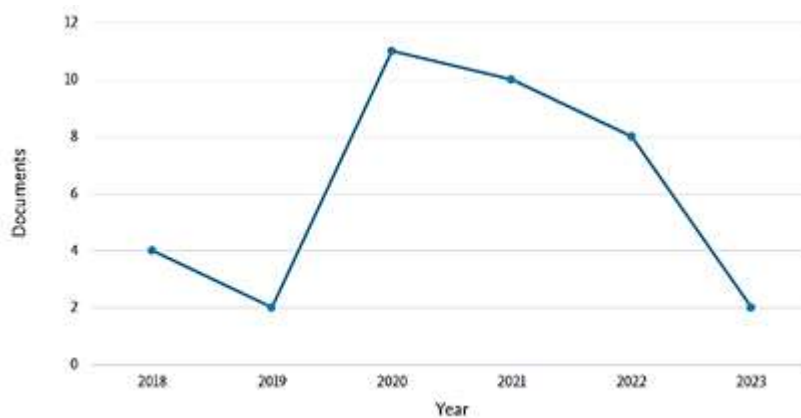
Figure 2. Documents by subject area

Sciences recorded the highest number of articles, namely 37 documents, indicating significant interest in this aspect. The subject area of Psychology (Psychology) is in second place with eight documents, followed by Health Professions and Medicine (Medicine), each with four documents. In addition, several other subject areas also made significant contributions, such as Business, Management, Accounting, Computer Science, Arts and Humanities, and Engineering. Each with 3, 2, 2, and 2 documents. There are also several subject areas with a single contribution which include Biochemistry, Genetics, and Molecular Biology (Biochemistry, Genetics, and Molecular Biology), Decision Sciences (Decision Sciences), Economics,

Econometrics, and Finance (Economics, Econometrics, and Finance), as well as Pharmacology, Toxicology, and Pharmaceuticals (Pharmacology, Toxicology, and Pharmaceutics). These data provide an in-depth understanding of the distribution of skills research across disciplines.

Theme 2. Unveiling Trends

Trends in the number of document publications in Social Sciences will be explained through line graphs that include data for the last five years. This graph will visualize changes in the number of published documents from 2018 to 2023, providing a clearer picture of fluctuations in the subject of this study. For more information, see Figure 3 below.


Figure 3. Trends in the number of documents in the Social Sciences Subject area

Based on the data in Figure 3, it can be observed that the trend in the number of published documents in the Social Sciences Subject area over the past five years has fluctuated, with increases and decreases. 2018 there were four published documents; then, the number decreased to 2 in 2019. However, in 2020 there was a drastic increase to 11 documents, followed by a decrease to 10 documents in 2021 and 8 in 2022. In 2023, the number of publications will again decrease to 2 documents. The increase in the number of these documents reflects the attention and interest given by researchers in studying interpersonal skills (social skills) because these skills are considered a very relevant indicator of achieving success in the learning

process. Through this research, researchers try to understand better how these interpersonal skills can influence learning success and how critical thinking skills also play a role in achieving that success.

Theme 3. Global Perspectives

Documents reviewed in a country or regional context cover fifteen different countries. Furthermore, there is cross-country cooperation in the preparation of these documents. Indonesia is the country that publishes the most documents, followed by Malaysia, Thailand, Singapore, the United States, the Philippines and the United Kingdom. This distribution is easier to understand through Figure 4 below.
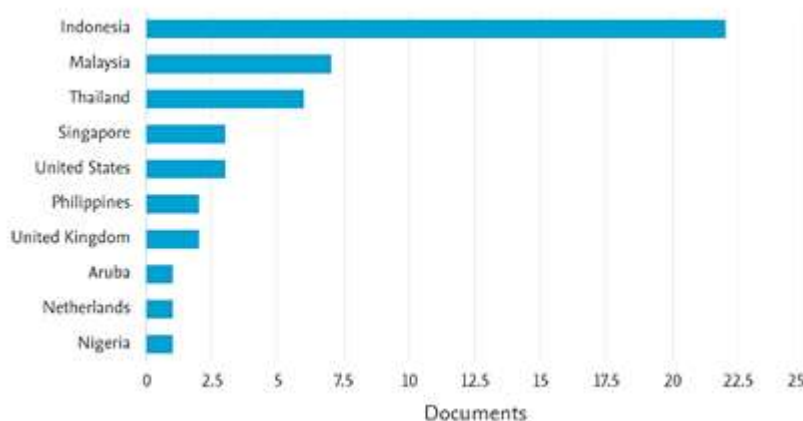
Figure 4. Documents by country or territory

In the context of country or regional studies, it is not only limited to fifteen countries involved but there is also a significant collaborative aspect between them in formulating these documents. The top position in the number of document publications is occupied by Indonesia,

followed by countries such as Malaysia, Thailand, Singapore, the United States, the Philippines and the United Kingdom. Remember that this distribution can be more easily understood by referring to Table 1.

Table 1. The country of origin of the author who presents the social skills document

| No. | Country of origin | | References | Amount |
	One country	Collaboration between countries		
			(Busnawir et al., 2023; Chandra, Degeng, et al., 2020; Hariyanto et al.,	

No	Country	Country (collab)	Authors	Total
1	Indonesia		2022; Hartanto et al., 2021; Hidayah et al., 2021; Irmita, L. & Atun, 2018; Padillo et al., 2021; Pratiwi & Mangunsong, 2020; Rasmitadila et al., 2021; Salimi et al., 2021, 2020; Sariyatun et al., 2021; Sukmawati et al., 2019; Sumani et al., 2022; Supianto et al., 2020; Suryanto et al., 2021; Suswandari et al., 2020; Syarifuddin et al., 2020; Yanuarto et al., 2023)	20
2	Malaysia		(Amat et al., 2021; Dollmat & Abdullah, 2022; Shin & Rahman, 2019)	3
3	Thailand		(Khantreejitranon, 2018; Pinchumphonsang & Chanchalor, 2020; Saramolee et al., 2022; Uiphanit et al., 2020)	4
4	Philippines		(Ching, 2020)	1
5		Indonesia and Malaysia	(Pardimin & Huda, 2018)	1
6		Malaysia and United States	(Lee & Saw, 2021)	1
7		Thailand and Netherlands	(Puranitee et al., 2022)	1
8		Singapore and United States	(Sun et al., 2021)	1
9		Indonesia, Nigeria, and Philippines	(Sinaga et al., 2022)	1
10		Malaysia, United Kingdom, Singapore, and United States	(Gan et al., 2022)	1
11		Malaysia, United Kingdom, and Saudi Arabia	(Baragash et al., 2020)	1

Meanwhile, the involvement of certain authors also shows active commitment to the contribution of this research. Kuswandi, D. and Setyosari, P. were in the spotlight with the three documents they wrote, and the contributions from Dardiri, A., Degeng, I.N.S., Salimi, M., and Sulton, who reached two documents, cannot be ignored. Furthermore, several authors contributed one document each, such as Abduljabar, B., Abdullah, N.A., and others. All these details are presented clearly in Figure 4. In the context of country or regional studies, it is not only limited to fifteen countries involved but there is also a significant collaborative aspect between them in formulating these documents. The top position in the number of document publications is occupied by Indonesia, followed by countries such as Malaysia, Thailand, Singapore, the United States, the Philippines and the United Kingdom. Indonesia ranks top in published documents on

social skills topics, and several factors can explain this. First, social skills are considered highly relevant in the context of Indonesian society's needs, motivating researchers' involvement in responding to social challenges through research, thus creating a positive impact on the number and relevance of publications. Second, there is a significant research concentration on developing interpersonal and leadership skills, indicating a strong focus by Indonesian researchers on understanding and developing aspects of social skills. Finally, strong institutional support from educational institutions, research institutes, and governments helps motivate researchers to focus on this area through program incentives, research grants, and the development of social skills-

related curricula. Remember that this distribution can be more easily understood by referring to Table 1.

Theme 4. Beyond the Surface

The results of a more in-depth systematic analysis of trends, research subjects, and authors' contributions provide a strong basis for understanding research developments in education. The findings from this contribution analysis reveal a close relationship between the research process, writing activities, and the evolution of the educational paradigm. More detailed information and a more structured overview can be found in Table 2.

Table 2. Important information related to social skills in the learning process

No.	Journal	References	Important Information
1	European Journal Of Educational Research	(Salimi et al., 2021)	The profile of students' social skills at SD Alam Bengawan Solo can be categorized as good. This can be seen based on several aspects of social skills: cooperation, courage to express opinions, responsibility, empathy, and good self-control.
		(Syarifuddin et al., 2020)	The Community of Inquiry (CoI) learning model influences students' social skills, and visual, auditory, and kinesthetic learning styles can influence this influence. Furthermore, there is an interaction between the CoI learning model and learning styles in developing students' social skills
		(Busnawir et al., 2023)	Students' social skills tend to improve on indicators of peer relations and self-management skills. But the social skills students possess can influence their attitudes and interests towards using digital technology. Furthermore, although students' social skills can affect digital literacy dispositions, these social skills do not directly affect students' skills in understanding and using mathematics.
		(Pardimin & Huda, 2018)	Social attitudes are an important factor that influences success in implementing the learning process.

2	International Journal Of Instruction	(Sariyatun et al., 2021)	Digital learning materials affect students' social skills. So that digital learning materials are more effective in improving students' social skills than printed textbooks
		(Rasmitadila et al., 2021)	Implementing the learning process will run effectively if one of the factors is paying attention to the dimensions of social skills. Social skills involve practising student interaction in study groups and are an absolute requirement in communicating with others.
3	Universal Journal Of Educational Research	(Salimi et al., 2020)	Learning affects students' social skills, including cooperation, assertiveness, responsibility, empathy, and self-control. So learning must pay attention to learning planning, learning implementation, and learning evaluation that is appropriate.
		(Ching, 2020)	Collaborative Learning influences students' social skills. This can be seen in group members who establish good working relationships and share ideas relevant to completing assignments given by the teacher so that good social skills can produce a more productive learning experience.
		(Supianto et al., 2020)	The results of this study indicate that several factors influence teachers' difficulties in assessing students' social skills; 1) teacher education qualifications, 2) teacher difficulties in identifying material, 3) teachers do not carry out social skills learning process activities such as planning, learning, and assessment, 4) teachers are not familiar with the constructs and indicators of social skills, time constraints, the choice of instruments that limited, and the teacher-to-student ratio contributes to this difficulty.
4	International Journal Of Emerging Technologies In Learning	(Ratnawati et al., 2020)	The Dota (Defense of the Ancients) game learning method can improve students' social skills. The Dota learning method provides opportunities for students to practice cooperation.
		(Uiphanit et al., 2020)	Games can improve students' social skills. This, in turn, improves their social skills, increasing fun, engagement and forging friendships between games. Furthermore, the "Chibumons" game model can improve social skills and motivate students.

5	Journal For The Education Of Gifted Young Scientists	(Sukmawati et al., 2019)	The study results show significant differences in both Project-based Collaborative Learning (PBCL) strategy and Collaborative Learning (CL) strategically towards social skills, conceptual understanding, and the application of emerging concepts. Furthermore, there is an interaction between strategy and social skills in conceptual understanding and application of the concept.
		(Chandra, Dedeng, et al., 2020)	There are differences in the analytical skills of students with high and low social skills. There is an interaction between the guided inquiry learning model and the expository learning model when combined with high social skills and low social skills on students' analytical abilities.
6	Academic Journal Of Interdisciplinary Studies	(Hidayah et al., 2021)	Service learning can enhance the development of students' social skills. Five types of social activities can serve as examples in service-learning: real student movements, fieldwork, hospitality with orphans, festivals of the nation's generation of hope, and community training.
7	Alam Cipta	(Shin & Rahman, 2019)	The design of educational toys can encourage children's social competence.
8	American Journal Of Pharmaceutical Education	(Lee & Saw, 2021)	"LEGO" plastic building blocks can teach communication skills and encourage students' social skills. Interactive games can be a teaching strategy that can create an active learning environment, helping students improve social and cognitive skills, such as decision-making, problem-solving, and communication.
9	BMC Medical Education	(Puranitee et al., 2022)	Social skills are one of the determinants of student motivation.
10	Behaviour And Information Technology	(Dollmat & Abdullah, 2022)	There is very little research related to social skills, a component of emotional intelligence (EI) in Machine Learning (ML).
11	Child Development	(Sun et al., 2021)	Internal factors, including social skills, can determine student learning success.
12	Creativity Studies	(Suryanto et al., 2021)	Social skills have a huge influence on the creative process. Students with high social skills will find it easier to complete creative tasks, and students with low social skills will have problems adapting and adjusting to the learning process.

13	Cypriot Journal Of Educational Sciences	(Padillo et al., 2021)	Profile of students' post-COVID-19 social skills of moderate students.
14	Education Sciences	(Amat et al., 2021)	Developing learning modules that pay attention to student learning approaches, strategies, and activities can encourage students' social skills improvement.
15	Electronic Journal Of Research In Educational Psychology	(Pratiwi & Mangunsong, 2020)	Peer social support and social skills positively affect students' academic self-concept. However, peer social support is only a partial mediator; namely, social skills remain strong and significantly affect students' academic self-concept.
16	European Journal Of Special Needs Education	(Baragash et al., 2020)	Augmented reality (AR) applications affect social, study, physical, and life skills.
17	International Journal Of Education And Practice	(Hariyanto et al., 2022)	Critical thinking and social thinking skills have contributed to the development of student character in the application of the discovery learning model.
18	International Journal Of Human Movement And Sports Sciences	(Hartanto et al., 2021)	There were significant differences in social skills between the two groups of students: the group involved in traditional games with social elements and the group involved in traditional games without social elements. Students with a Dayak ethnic background demonstrated superior social skills and behavior compared to Malay and Javanese students. The results showed that the influence of traditional games involving social elements, especially in the Dayak culture, positively impacts the development of social skills and social behavior of elementary school students compared to other groups. There is an interaction between types of traditional games and cultural background in developing social skills. However, there was no significant interaction in terms of social behavior.
19	International Journal Of Innovation And Learning	(Pinchumphonsang & Chanchalor, 2020)	Social-emotional learning can improve students' social skills.
20	Journal Of Educational And Social Research	(Sinaga et al., 2022)	There are very significant differences in social skills between the two groups of students who experience teaching through two different learning models: the Moral Reasoning cooperative learning model and the Simulation cooperative learning model. Furthermore, the study results show that

			learning using the Moral Reasoning learning model is much more effective than the Simulation model.
21	Journal Of Genetic Psychology	(Gan et al., 2022)	There is a strong relationship between the warmth given by parents to students' social and emotional competence.
22	Journal Of Higher Education Theory And Practice	(Yanuarto et al., 2023)	There is no relationship between cognitive abilities and social skills. However, there is a relationship between cognitive abilities with process skills and process skills with system skills.
23	Journal Of Social Studies Education Research	(Suswandari et al., 2020)	The results showed that 35% of students (7) had good mastery of social skills, while the remaining 65% (13) did not show solid mastery of social skills in class. The data implies that students' social skills are still limited.
24	Journal Of Turkish Science Education	(Irmita, L. & Atun, 2018)	The results showed no effect of the Technological Pedagogical and Content Knowledge (TPACK) approach on students' social skills.
25	Kasetsart Journal Of Social Sciences	(Khantreejitranon, 2018)	The findings show that the use of properly constructed social stories can be effective in reducing inappropriate student behaviour. However, any story interventions must be cautiously applied due to individual differences between children. Social story interventions should be designed only for children with autism who exhibit certain socially inappropriate behaviours.
26	Pegem Egitim Ve Ogretim Dergisi	(Sumani et al., 2022)	There are differences in the level of social skills between students who take part in the "Campus Teaching MBKM Program" and those who do not take part in the program. The results of this study indicate that teaching programs on campus impact improving students' social skills.
27	TEM Journal	(Saramolee et al., 2022)	This study shows that social skills such as communication, leadership, problem-solving, and teamwork affect performance.

Social skills have a vital role in the education and development of students (Kaltenbaugh & Parsons, 2021; Kurniawati, 2021). The profile of students' social skills in various learning situations can significantly affect the quality of interaction, adaptation, and student performance.

Hajovsky et al. (2021) reported that the results of this study indicated that there was a significant relationship between the quality of the relationship between teachers and students and the social skills of students from kindergarten to third grade; in addition, the results also showed that the

relationship between quality Teacher-student relationships and students' interpersonal skills influence each other or have a two-way relationship. Villardon et al. (2020), Travers and Carter (2022) stated that interaction-based interventions with an inclusive approach fostered the social skills of students with disabilities, in line with previous research. Soares et al. (2021), Soares et al. (2020) stated that the research results show that social skills significantly contribute to academic adaptation. This means that students with better social skills tend to have a better level of literary adaptation in an educational environment.

Furthermore, Caemmerer and Hajovsky (2022), Jovarini et al. (2018) reported a strong relationship between social skills and academic achievement. Several factors, such as learning models, learning materials, and particular interventions, positively impact the development of students' social skills. Research shows collaborative learning models such as Community of Inquiry (CoI) or game learning methods can improve students' social skills (Syarifuddin et al., 2020). The use of technology, such as augmented reality (AR) or educational toy design, can also potentially strengthen social skills (Baragash et al., 2020; Shin & Rahman, 2019). It turns out that differences in learning strategies and students' cultural backgrounds also impact their social skills (Hartanto et al., 2021; Sukmawati et al., 2019). In addition, the difficulty in assessing students' social skills by teachers indicates the need for more attention to training and understanding social skills indicators. Learning approaches focusing on social skills in planning, implementing, and evaluating learning can improve students' social skills. Overall, the results of this study provide strong evidence that social skills have a broad and profound impact on students' learning experiences and development. Therefore, integrating social skills in education is essential in shaping students to have good interpersonal qualities, high adaptability, and the ability to collaborate and adapt in various situations.

■ CONCLUSIONS

The results of this study indicate that social skills have a vital role in the learning process. Documents covering social skills have increased significantly, reflecting that they are considered a key indicator of success in education, and the cross-country collaboration on the development of the document demonstrates awareness of the importance of social skills in a global context. The results of various studies also confirm that different learning models, methods, and use of learning media can positively influence the development of students' social skills. Therefore, it is essential to integrate social skills in education, which can help form students with strong interpersonal skills, good adaptability, and readiness to collaborate in various situations. The teacher's role is also vital in this process, and teacher training in social skills deserves special attention. In addition, students with special needs, especially in an inclusive approach, need special attention in developing their social skills. A learning approach incorporating social skills in the learning process is believed to provide more positive results in developing students' social skills. Finally, the profile of students' social skills reflects the quality of social interaction, adaptation, and overall student performance, proving that social skills assist students in interacting with others and prepare them to face real-world challenges better. Thus, developing social skills is an integral part of continuing education.

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