



Analyzing Factors Affecting Social Skills Development Among Students in Indonesian Schools


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Abstract

The development of students' social skills is critical since they influence their academic performance and achievement. School provides optimal environment for students to learn these skills. Even though social skills are critical, there is still a lack in past research that examines the aspects that contribute to the development of students' social skills, particularly in school. Recognising the importance of this, the focus of this study is to identify characteristics that influence the development of social skills from a social cognitive perspective. This study sought to investigate the impact of emotional intelligence, teacher-student connections, student voice, and friendship quality on students' social skills at school. The method utilised was a survey with multistage random sampling. The study sample comprised of 1012 students aged 11 to 19 who were recruited at random from various schools in major Indonesian cities. The research instruments used in this study were emotional intelligence scale, teacher-student relationship scale, student voice scale, friendship quality scale, and social skills scale. The analysis technique used is the SEM model (structural equation model) with the Variance based matrix structural equation modelling (VB-SEM) structural equation model. The results showed emotional intelligence, teacher-student relationships, student voice, and friendship quality had in impact on students' social skills.

INTRODUCTION

The literature demonstrates that social skills rely social interaction, social behavior, and interpersonal relationships (Del Prette & Del Prette, 2021). Social skills lay the foundation for academic performance (McClelland & Morrison, 2003; Leite et al., 2021; Guo et al., 2022). Caprara et al. (2000) showed that students with good social skills tend to have better academic performance, as they exhibit high motivation to attend school and participate in various school activities. Conversely, students with low social skills often struggle academically, lacking the motivation to engage in various academic activities (Devi et al., 2015). Bloom (2007) noted that students with low social skills face barriers to positive interactions, both within their school environment and in the broader community (Dobbins et al., 2022). Social skills are positively correlated with resistance to the effects of drugs; individuals with low social skills are more vulnerable to drug use (Abbasi & Muhammad, 2022). Moreover, social skills indirectly impact mental health, as individuals with low social skills tend to experience increased stress, loneliness (Segrin, 2019), and other various disorders such as depression (Segrin, 2000).

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Bulman (2013) revealed that students with deficits in social skills encounter challenges in their psychosocial development. These deficits can lead to difficulties in psychological adjustment, negative self-concept, and mental health problems (Ang & Choo, 2019).

Regarding the development of students' social skills, the educational vision must be adapted to the context of current demands. School serves not only as a place for students to acquire academic skills but also as a setting for them to learn to interact with others and develop social skills (Lawson, 2003). Student involvement in school encompasses various contexts, including academic and social realms, where schools offer opportunities and space for students not only to participate in academic activities but also to enhance their social competencies through interaction (Wang & Hofkens, 2020). Social skill development is not only a competence but also a component of character education (Anggraini et al., 2017). Schools that facilitate interactions among students from diverse backgrounds promote social pluralism, providing opportunities for students to learn about different values (Eccles & Roeser, 2011). Within the school environment, students engage in classroom activities through interactions with their peers and teachers (Lopes & Salovey, 2004). Given the significance of social skills in both academic performance and overall student life, schools play a crucial role in fostering their development. Therefore, in this study, authors attempt to identify the factors influencing students' social skills in the school setting.

In this study, researchers have identified several factors affecting the development of students' social skills at school. This identification is based on the viewpoint of social cognitive theory, which posits that individuals learn through observation, imitation, and interaction with their environment. According to social learning theory, a person's response to social situations is acquired through previous experiences, continuously modified, and influenced by social consequences based on the demands of others (Grusec, 2020). The individual is perceived as an active participant, and interaction is viewed as a reciprocal influence where each actor can shape the social behavior of the other. In this conceptualization, individuals are considered dynamic participants who actively engage with their environment. The individual's role extends beyond passive observation to actively receiving and responding to stimuli, shaping interactions around them. This perspective emphasizes the two-way reciprocal relationship of social dynamics, highlighting how individuals can influence their social environment. It underscores reciprocal influence, where each actor has the ability to alter the social behavior of others through social interaction (Stewart & Krivan, 2021). From the perspective of social cognitive theory, social skills can also be learned by individuals through observing others (Grusec, 2020).

Emotional intelligence is one of the factors identified as influencing students' social skills. Emotional intelligence refers to personal factors related to an individual's abilities, including interpersonal communication skills, healthy relationships, conflict management, and building connectedness with others (Helmold, 2021; Kotsou et al., 2018). Daniel Goleman's model of emotional intelligence (1995) emphasizes its role in shaping students' interaction and communication patterns. An individual's ability to understand, manage, and effectively use emotions significantly impacts students' social interactions and relationships. Brackett et al. (2012) demonstrated that students with adequate emotional intelligence tend to exhibit better interpersonal skills. Studies indicate a strong positive influence of emotional intelligence on social skills (Brackett et al., 2006). Emotional intelligence can enhance interpersonal relationships and reduce conflicts between peers, thereby helping students perform better academically and positively impacting real-life activities (Schoeps et al., 2018; Saeed et al., 2022).

In addition, the study also identified student voices, which, in theory, underscore the importance of involving students in the decision-making process, fostering a sense of ownership and engagement that can affect their social skills. The conceptual framework of student voice stems from the belief that students have unique perspectives, insights, and agency in their

learning journey (Cook-Sather, 2006). By involving students as active participants, student voices contribute to the development of self-efficacy and interpersonal skills that are integral to effective social interaction. Research shows that when students are given a voice in collaborative activities related to their learning, they learn to take responsibility for their own growth (Toshalis & Nakkula, 2012). Whitty and Wisby (2007) emphasize that students acquire knowledge and social skills through participation. When students feel listened to, valued, and empowered, they are more likely to develop positive social skills. This aligns with the concept of student engagement and participation in education, which has been shown to result in improved academic and social outcomes for students, not just as recipients of education but as active participants whose insights can contribute to more effective teaching and learning practices (Cook-Sather, 2006).

The teacher's relationship with students in the perspective of social cognitive theory emphasizes the role of observational learning and modeling in shaping behavior (Grusec, 2020). In the context of teacher-student relationships, this theory states that students learn not only from instructional content but also by observing and modeling the teacher's behavior, attitudes, and values. The role of teachers can positively influence the social development of students. A positive teacher-student relationship is characterized by trust, mutual respect, open communication, and genuine care and support (Hamre & Pianta, 2001). The way in which teachers communicate and interact with their students has an impact on the development of students' social and emotional competence (Supriatna et al., 2022). A quality teacher-student relationship provides a safe and secure emotional space for students, enabling them to better regulate their own emotions (Mikolajczak et al., 2015). A positive teacher-student relationship encourages students to learn how to express themselves clearly, listen actively, and engage in meaningful conversations. These skills are essential for building rapport and resolving conflicts with peers (Buyse et al., 2009). When students experience respectful and open communication with their teachers, they are more likely to transfer these skills into their interactions with their classmates.

Lastly, the study identified friendship qualities that explain the impact of friendship dynamics on individual social competence. Within the framework of social cognitive theory, friendships represent a blend of personal and environmental factors. Friendships serve as important social laboratories where students learn, practice, and perfect their ability to interact with others effectively. Quality friendships provide a safe and supportive environment for students to express their emotions (Rubin et al., 2008). In this relationship, the individual learns to manage their own emotions and respond to their friends' feelings with empathy. This ability is important for achieving successful social interaction because it can help students navigate conflict, understand other people's perspectives, and respond appropriately to a variety of social situations (Eisenberg et al., 2015; Dobbins et al., 2022). Positive friendships provide opportunities for social interaction, emotional support, and skill development. Moreover, Véronneau and Dishion (2010) found that students with high-quality friendships tended to show better social skills and problem-solving abilities. Webb and Zimmer-Gembeck (2014) suggest that positive friendships contribute to the development of social skills.

Rationale

Based on the prior description, the development of social skills is crucial for students as they play a significant role in academic achievement and overall personal growth. Despite their importance, previous studies have not sufficiently addressed the factors contributing to the development of students' social skills, particularly within school settings. Recognizing this gap, the focus of this study is to identify factors influencing the development of social skills based on the perspective of social cognitive theory. It is hoped that this research can provide valuable

insights for school practitioners, teachers, and policymakers in enhancing students' social skills in schools.

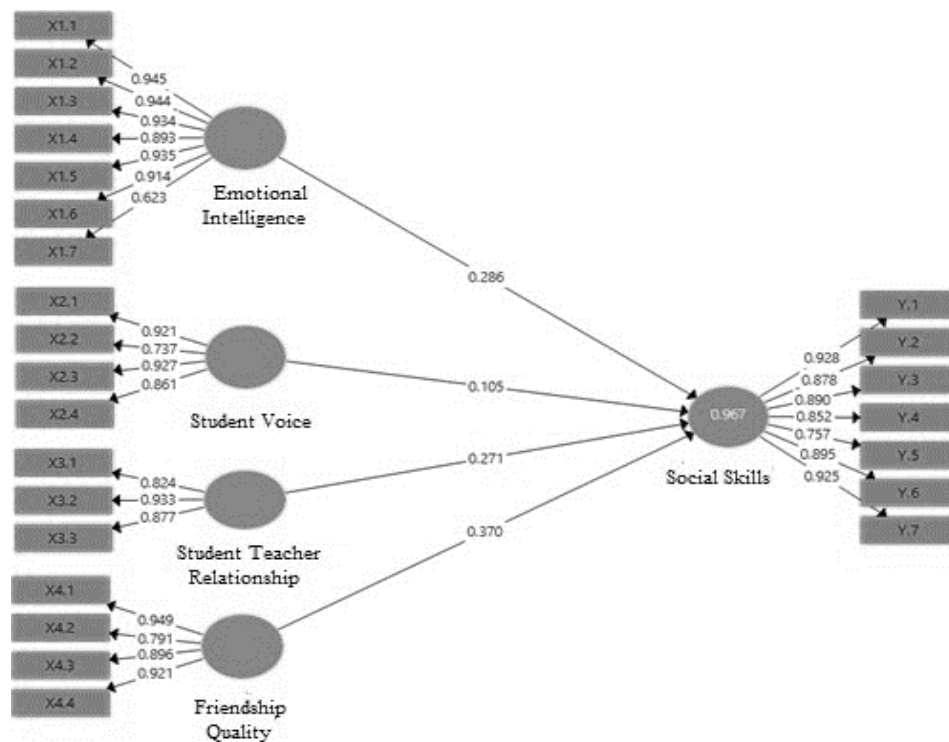


Figure 1. Measurement Model (Outer Model)

Objective

This study aims to examine the effects of emotional intelligence, teacher-student relationships, student voice, and friendship quality on students' social skills in school. The research seeks to contribute knowledge to the field of education. It is anticipated that the findings will serve as a foundation for interventions aimed at fostering the development of social skills among students in schools. By gaining a deeper understanding of the factors shaping students' social skills, educators and policymakers can collaborate to create more supportive school environments that promote students' social development.

METHODS

Design

This study utilized a quantitative approach by employing survey design. Survei is a scientific method that employs data collection techniques through questionnaires to gather information from respondents representing a larger population. This method is widely employed to collect data on attitudes, opinions, behaviors, and other characteristics of individuals or groups within a population. The aim of survey research is to describe, explain, or elucidate the relationship between certain variables in a population.

Sampling and Participants

This research employed multistage random sampling. The process involved several stages to ensure representativeness and diversity in the samples. Initially, research areas covering various geographical, economic, and social aspects in Indonesia were identified. Several areas were selected, including Bandung, Jakarta, Surabaya, Makassar, and Padang. Subsequently, several middle and high schools were randomly selected from each area, ensuring representation from various levels of education. Within each selected school, classes were

randomly chosen, followed by the random selection of students from each predetermined school. This sampling process yielded 1012 students as research participants, ranging in age from 11 to 19 years.

Instruments

This research employed five questionnaires. The emotional intelligence questionnaire comprised 40 items, adapted from a measurement tool developed by Afolabi (2017), encompassing seven aspects: interpersonal skills, empathy, stress tolerance, optimism, assertiveness, problem-solving, and flexibility. The teacher-student relationship questionnaire comprised 14 items, adapted from the instrument developed by Ang et al. (2020), covering three aspects: satisfaction, help, and conflict. The Student Voice Questionnaire comprised 18 items, constructed based on the theoretical concept of Welty & Lundy (2013), incorporating the aspects of space, voice, audience, and influence. The friendship quality questionnaire comprised 20 items, adapted from the instrument developed by Mee Thien et al. (2012), including four aspects: safety, closeness, acceptance, and help. The social skills questionnaire comprised 34 items, developed by the researchers referring to aspects of the measuring instrument developed by Gresham and Elliott (1990), encompassing six aspects: communication, cooperation, assertiveness, responsibility, empathy, relationships, and self-control.

Data Analysis

The analysis technique employed was the SEM model (structural equation model), a multivariate analysis technique enabling researchers to test relationships between complex variables to obtain a comprehensive model. The chosen structural equation model, Variance-based matrix structural equation modeling (VB-SEM), was intended to predict the relationship between constructs or independent and dependent variables in the model.

Table 1. Convergent Validity (Initial)

Variable	Aspect	Loading Factor	Decision
Emotional Intelligence (X1)	Interpersonal skills (X1.1)	0.945	Valid
	Flexibility (X1.2)	0.944	Valid
	Stress tolerance (X1.3)	0.934	Valid
	Optimism (X1.4)	0.893	Valid
	Assertiveness (X1.5)	0.935	Valid
	Problem solving (X1.6)	0.914	Valid
	Empathy (X1.7)	0.623	Invalid
Student Voice (X2)	Space (X2.1)	0.921	Valid
	Voice (X2.2)	0.737	Valid
	Audience (X2.3)	0.927	Valid
	Influence (X2.4)	0.861	Valid
Teacher Student Relationship (X3)	Satisfaction (X3.1)	0.824	Valid
	Help (X3.2)	0.933	Valid
	Conflict (X3.3)	0.877	Valid
	Safety (X4.1)	0.949	Valid
Friendship Quality (X4)	Closeness (X4.2)	0.791	Valid
	Acceptance (X4.3)	0.896	Valid
	Help (X4.4)	0.921	Valid
	Communication (Y.1)	0.928	Valid
Social Skill (Y)	Cooperation (Y.2)	0.878	Valid
	Assertiveness (Y.3)	0.890	Valid
	Responsibility (Y.4)	0.852	Valid
	Empathy (Y.5)	0.757	Valid
	Relationships (Y.6)	0.895	Valid
	Self-control (Y.7)	0.925	Valid

RESULTS AND DISCUSSION

Results

Utilizing SEM analysis, specifically variant-based SEM (VB-SEM), which is primarily intended for predicting relationships among constructs or independent and dependent variables within a model. The outer model serves as a measurement model elucidating the relationship between changes in latent variables and their forming factors (See Figure 1). Convergent validity measures the magnitude of the correlation between constructs and latent variables. A loading factor value of ≥ 0.7 is said to be ideal, meaning that the indicator is valid (See Table 1).

Based on the Table 1, the results of the initial convergent validity are obtained, that there is a dimension of the latent variable that has a loading factor value of < 0.7 , in the emotional intelligence variable empathy dimension (X1.7), so it needs to be eliminated and retested.

Based on the table 2, the final convergent validity results were obtained, that all dimensions of each variable have a loading factor value of > 0.700 so they can be declared valid. The emotional intelligence variable (X1) is formed by 6 dimensions, namely interpersonal skills (X1.1), Flexibility (X1.2), stress tolerance (X1.3), optimism (X1.4), assertiveness (X1.5) and problem solving (X1.6). Furthermore, the latent variable student voice (X2) is formed by 2 dimensions, namely Audience (X2.3) and Influence (X2.4), the teacher student relationship variable (X3) is formed by 2 dimensions, namely help (X3.2). and conflict (X3.3), the latent variable quality of friendship (X4) is formed by 3 dimensions, namely safety (X4.1), closeness (X4.2) and help (X4.4), finally the latent variable social skills is formed by 3 dimensions namely communication (Y.1), cooperation (Y.2) and self-control (Y.7).

Table 2. Convergent Validity Evaluation (Final)

Variable	Items	Loading Factor	Decision
Emotional Intelligence (X1)	X1.1	0.947	Valid
	X1.2	0.959	Valid
	X1.3	0.940	Valid
	X1.4	0.912	Valid
	X1.5	0.940	Valid
	X1.6	0.904	Valid
Student Voice (X2)	X2.3	0.912	Valid
	X2.4	0.933	Valid
Teacher Student Relationship (X3)	X3.2	0.972	Valid
	X3.3	0.952	Valid
Friendship Quality (X4)	X4.1	0.952	Valid
	X4.2	0.787	Valid
	X4.4	0.957	Valid
Social Skill (Y)	Y.1	0.967	Valid
	Y.2	0.933	Valid
	Y.7	0.987	Valid

Apart from that, convergent validity testing can be tested with the average variance extracted (AVE) value. Based on the results of data processing presented in Table 3. Based on the table, the results were obtained that all variables had an AVE value of > 0.700 , this shows that the variables used for research have good *convergent validity*.

Table 3. Average Variance Extracted (AVE)

Variable	Average Variance Extracted (AVE)
Emotional Intelligence (X1)	0.872
Student Voice (X2)	0.851
Student Teacher Relationship (X3)	0.925
Friendship Quality (X4)	0.814
Social Skill (Y)	0.926

Reliability is about the value of trust, reliability, consistency, or stability of the results of a measurement. *Internal consistency reliability of Cronbach's alpha and composite Reliability (CR)* values with a limit value of ≥ 0.7 is acceptable and a \geq value of 0.8 is very satisfactory (Haryono, 2017). Based on the results of data processing, the results are presented in table 4. Based on the table 4, it can be seen that all variables have Cronbach alpha values and composite reliability values of > 0.7 . This indicates that the variable constructs exhibit good data reliability.

Table 4. Reliability Test

Variable	Cronbach's Alpha	Composite Reliability
Emotional Intelligence (X1)	0.971	0.976
Student Voice (X2)	0.825	0.919
Student Teacher Relationship (X3)	0.920	0.961
Friendship Quality (X4)	0.886	0.929
Social Skill (Y)	0.960	0.974

The structural model in PLS-SEM, also called *the inner model*, shows how constructs or variables are related to each other. The structural model or *inner model* aims to determine the causality relationship between latent variables.

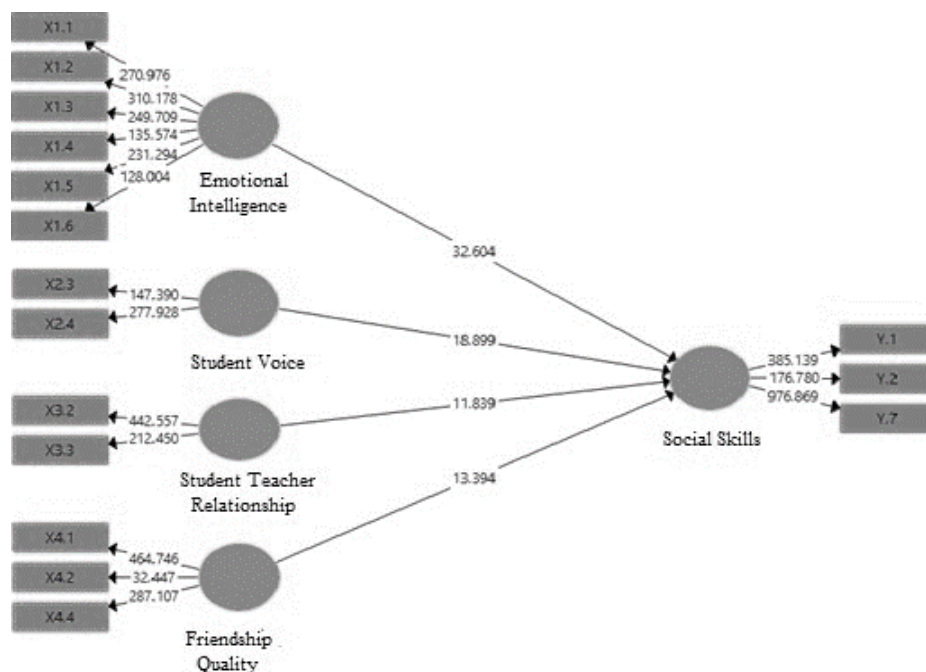


Figure 2. Structural Model (Inner Model)

Goodness of fit (GoF) is a measurement of the feasibility of a model, the communality value of each variable can be known from model measurements with blindfolding techniques in the construct cross validated communality section (See Table 5). From the table 5 the average value of R^2 , the GoF value is as follows $GoF = 0.613 \times 0.945$ $GoF = 0.761$. A GoF value of 0.761 can be interpreted as a large GoF, meaning that the measurement model (outer model) with the structural model (inner model) is feasible or valid.

Table 5. GOF Average Commuality Score

Variable	Q ² (=1-SSE/SSO)	Average Commuality
Emotional Intelligence (X1)	0.765	0.613
Student Voice (X2)	0.437	
Student Teacher Relationship (X3)	0.569	
Friendship Quality (X4)	0.569	
Social Skill (Y)	0.725	

Table 6. Hypothesis Testing (Path Coefficient)

Structural	Path Coefficient	T statistics	T table	p	Decision
Emotional Intelligence -> Social Skills	0.483	32.604	1.962	0.000	Accepted
Student Voice -> Social Skill	0.313	18.899	1.962	0.000	Accepted
Student Teacher Relations -> Social Skill	0.191	11.839	1.962	0.000	Accepted
Friendship Quality -> Social Skills	0.386	13.394	1.962	0.000	Accepted

Based on the table, the conclusion of the results of hypothesis testing (path coefficient) is obtained: a) Emotional intelligence has a significant influence on social skills, this is because the results of statistics > table (32,604 > 1,962) and pvalue 0.000 < 0.05, b) Student voice has a significant influence on social skills, this is because the results of statistics > table (18,899 > 1,962) and pvalue 0.000 < 0.05, c) Student teacher relationships have a significant influence on social skills, this is because the results of statistics > table (11,839 > 1,962) and pvalue 0.000 < 0.05, d) Friendship quality has a significant influence on social skills, this is because the results of statistics > table (13,394 > 1,962) and pvalue 0.000 < 0.05.

Discussions

Findings from this study suggest that emotional intelligence, student voice, student-teacher relationships, and friendship quality have a significant effect on social skills. The results of this study highlight the importance of these factors in encouraging positive social development. In short, nurturing emotional intelligence can help individuals better manage their emotions and engage in more effective interpersonal interactions. Fostering student voices can empower students to express themselves and engage positively with peers and enhance their social development. Strong student-teacher relationships provide a supportive environment for the development of social skills, while quality friendships offer opportunities for deeper and meaningful social interaction. Thus, through the perspective of social cognitive theory, it can be understood that the interaction between individual internal factors (such as emotional intelligence) and external (such as social relations) works together in shaping social skills. The role of observation, self-perception, direct experience, social interaction, and reciprocity in the social context becomes a focal point in understanding how these factors interact to form individual social skills.

Emotional intelligence as a set of characteristics related to social-emotional competence (Shaju & Agnihotri, 2022). In this perspective, emotional intelligence is the competency in understanding and expressing emotions appropriately. Emotional intelligence can also increase an individual's emotional capacity through the ability to control emotions. Studies conducted by Hughes and Evans (2018) show that individuals with emotional intelligence are associated with individuals who are more skilled in understanding other people's emotions and have better emotional regulation skills, thereby supporting the development of more appropriate behavior and interactions with their peers. Salguero et al. (2011) stated that individuals who have the ability to identify and understand other people's emotional conditions have better social relationships with their peers. In addition, individuals who have high emotional intelligence have greater interpersonal satisfaction which in turn can show greater empathy and can facilitate their involvement in positive social relationships (Mayer et al., 2000).

Study Holdsworth (2000) shows that when the school engages students' voices, it facilitates students to have a stronger sense of membership, respect for others, and self-esteem. Various studies report that through student voice, relationships, communication and learning run better. Most students have expressed their identity as learners and their commitment to learning (Flutter & Rudduck, 2004). Student voice fosters more student involvement in academic activities at school (Cook-Sather, 2020). The qualitative impact can be seen in student learning activities where students experience increased motivation, attendance, participation, positive attitudes towards learning, and student attitudes. the ability to take responsibility (Ngussa & Makewa, 2014). Students have the ability to interact with peers better (Partner & Gross, 2009). Student voice initiatives often involve collaborative projects and group activities, which encourage teamwork and cooperation (Cook-Sather, 2015). Through these experiences, students learn how to work together, negotiate differences, and achieve common goals. These skills can be directly transferred to social contexts, such as group projects, team sports, and community involvement, where effective collaboration is essential (Eisenberg et al., 2015). Encouraging students to voice their opinions can sometimes lead to disagreement or conflict. However, this situation also provides an opportunity for students to learn conflict resolution skills (Cook-Sather, 2015). When students are taught to express their disagreements respectfully and seek common ground, they develop the ability to manage conflict constructively. This skill is essential for maintaining a positive relationship with his friend.

The positive relationship between the teacher and student has a significant impact on the sense of ownership of students with the school and student academic achievements (Allen et al., 2021). If students feel comfortable with their teachers and the school environment, they can form more positive relationships such as friendships, develop better behavior in social settings, and improve their social skills (Göktaş & Kaya, 2023). Nugent (2009) suggests that by creating healthy relationships, teachers can motivate students in the learning process, which is one of the main goals of teaching practice. Marzano and Marzano (2003) explained that to improve positive relationships in the classroom, teachers must not only be aware of students' academic needs but also their emotional needs. These emotional needs include empathy which refers to the level of acceptance and caring, especially treating students well inside and outside the classroom and respecting students by being a sincere and professional teacher (Hawk et al., 2000). Additionally, students may feel more comfortable and motivated to learn when teachers make extra efforts to reward, support, and be patient when explaining and managing student behavior in class. Teacher-student interactions can provide students with adaptive models of how to solve social problems and teach social skills (O'Connor et al., 2010). Strong relationships between teachers and students have been shown to contribute to the development of social skills at school (Mashburn et al., 2008) and are associated with broader social engagement (Wanders, 2019).

Research shows that positive friendships can produce positive outcomes in social, emotional, and academic areas. More specifically, researchers have shown that positive, quality friendships are associated with adaptive academic outcomes (Berndt, 2002). Peer support can also positively predict behavior and emotions at school (Li et al., 2011). In the context of how individuals interact, individuals learn to accept other people's points of view, understand others, manage emotions, control impulses and aggressive behavior. individuals can develop more active participation and a sense of belonging (Rubin et al., 2015). Engagement in friendships builds control over aggressive behavior and increases concern for friends (Salisch & Zeman, 2018). The quality of friendships made during the years has a major impact on the development of their social skills. These friendships serve as important social laboratories where individuals learn, practice, and perfect their ability to interact with others effectively. If the friendship is a positive interaction, then a person thinks positively about the other person, and seeks to develop

meaningful, supportive, and constructive friendships. However, if the interaction is negative it can result in feelings of rejection and aversive relationships (Stevenson-Hinde, 2011). The concept of peers introduces a higher order of group complexity. A peer group is a collection of individuals who interact and have a reciprocal influence on each other. These groups often form spontaneously, but can form formally, like a class group at school (Rubin et al., 2006).

Limitations and Suggestions for Future Research

This research certainly does not escape research limitations. First, the limitations of this research include the sample used. Even though the sample size was quite large, involving 1012 students, sampling was limited to large cities in Indonesia. This can certainly limit the generalization of the findings to school contexts in other parts of the city that have different demographic and social characteristics. Therefore, it is recommended that further research expand the scope of the sample to cover various school contexts, apart from paying attention to distribution, it must also pay attention to urban and rural areas. Second, the wide age range of research participants (11-19 years) which is a group of students in secondary schools is also a limitation. Variability in social development across the age range. To overcome this, future research could consider expanding the age range in order to gain a more holistic understanding of the development of social skills from childhood to adolescence, so that in future research research can be carried out at the elementary school level.

Implication of The Results

The findings have important implications for educators, parents, and policymakers. To facilitate the development of social skills in individuals, it is essential to consider and integrate these factors into educational and social programs. Schools can incorporate social-emotional learning programs into the curriculum. Learning programs explicitly teach social skills, emotion regulation, and empathy, giving students the tools to navigate social interactions effectively (Mikolajczak et al., 2015). Schools should also invest in teacher training programs that emphasize the importance of positive teacher-student relationships. Teachers need guidance in fostering a classroom environment that encourages open communication, empathy, and conflict resolution. Professional development can help educators build the skills necessary to model and develop social skills effectively (Hamre & Pianta, 2001). School should implement peer mediation programs and strategies to increase social inclusion. These initiatives help students develop conflict resolution skills and create a sense of belonging, which is important for the development of social skills (Rubin et al., 2008).

Teachers must begin to be trained in implementing a student-centered educational approach that prioritizes student voice and active participation in the learning process (Cook-Sather, 2015). Encourage students to share opinions, collaborate on projects, and engage in class discussions to improve their communication and interpersonal skills. Schools and teachers should involve parents in initiatives that support the development of social skills. Collaborative efforts between schools and parents can reinforce the importance of positive relationships, peer interaction, and student voices, thus creating a holistic approach to social skills development (Domitrovich et al., 2017). Thus, we can improve the ability of individuals to navigate. In the end, this research seeks to contribute valuable insights to the field of education in Indonesia. The findings generated from this study are expected to inform educational policy, curriculum development, and interventions aimed at fostering the development of positive social skills among students. By gaining a deeper understanding of the factors that shape students' social skills, educators, policymakers, and stakeholders can work together to create a more supportive and nurturing school environment that fosters healthy social development and improves the overall educational experience for students in Indonesia.

CONCLUSION

This research has provided valuable insight into the various factors that influence the development of students' social skills at school. From the research results, it was found that emotional intelligence, student voice, teacher-student relationships, and the quality of friendship influence students' social skills. Research provides a basis for schools, teachers and policy makers in formulating interventions and strategies to develop these skills.

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AUTHOR CONTRIBUTION STATEMENT

ES acted as the main researcher who conceptualized and conducted the research. FH, NE, HR and HY acted as the main supervisors in conceptualizing, conducting research and analyzing research results

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