



## **Development of SELASAR Learning Media to Improve Elementary School Students' social Skills**

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### **Abstract**

The development of the digital era presents challenges for elementary school students in developing social skills amid the growing tendency toward technology based interactions, creating a need for learning media that align with digital generation characteristics while actively encouraging direct social interaction. This research intends to design and evaluate the efficacy of SELASAR learning media, which combines the classic snakes and ladders game with augmented reality technology to enhance social skills in elementary school students. The research utilized a Research and Development framework based on the DDD-E model, which includes the stages of decide, design, develop, and evaluate. Product trials were conducted using five indicators of social skills: peer relationship, self-management, academic skills, compliance, and affirmation. The results showed that the peer relationship aspect achieved 72.5% and was categorized as good, self-management reached 90% and was categorized as very good, academic skills achieved 81.25 percent and were categorized as very good, compliance reached 72.5% and was categorized as good, and affirmation achieved 76.25% and was categorized as very good. These findings indicate that SELASAR learning media are effective and practical for addressing challenges related to the development of social skills among elementary school students through interactive and technology integrated learning.

**Keywords:** augmented reality; indonesian culture; learning media; snake and ladder; social skills

### **INTRODUCTION**

The sophistication of digital technology that is occurring and being felt today is showing a fundamental change in the mindset and habits of a generation born in this period, until the current era is usually called the birth of the digital generation. This generation is characterized by its better ability to adapt to the digital world, this is because the ability to understand and use digital technology has become a habit and experience of everyday life (Çoklar & Tatli, 2021). As part of the digital generation, you will naturally and intuitively be able to understand the technology better without any help or training compared to previous generations (Genç & Köksal, 2021). Under these conditions, there has been a tendency towards digital technology in everyday life, for example in interacting and communicating the digital generation will rely more on digital media than conventional media. Physically, this sometimes makes interpersonal relationships between individuals become distant and increasingly tenuous (Situmorang, 2023; Supriatna, 2024). Students at elementary school level, who generally belong to the digital generation, are facing these conditions, especially in their social lives.

Excessive and inappropriate use of digital technology in children's daily lives, such as the phenomenon of the rise of online games and the use of social media, will indirectly eliminate interest in activities that children generally do, such as playing or doing other activities together

with their peers (Sapan et al., 2023). The condition of children who are engrossed in their activities in cyberspace makes them closed and reluctant to interact with their environment (Nurhayati et al., 2023). Thus, children have difficulty establishing relationships, adapting and socializing with the people around them (Dewanti et al., 2024; Zuwirda et al., 2024). On the other hand, developments in the 21st century are demanding skills from students and one of them is social skills which are included in the realm of life skills.

Social skills are the ability to build social relationships with other individuals in order to adapt and solve problems in the environment (Rosyadi, 2024). The social skills possessed by an individual are the basic ability to handle problems related to interpersonal conflict (Intyaswati & Uljanatunnisa, 2022). Social skills relate to a person's ability to communicate and interact between individuals through behavior and language in order to form collaborative relationships, help each other, respect each other and respect each other in accordance with applicable social norms (Salimi et al., 2021). In other words, social skills are a person's ability to act and behave effectively in solving conflicts and problems related to interactions and social relationships in their environment in order to adapt to positioning themselves as a social member.

The negative impact of digital technology related to students' social activities is becoming a problem in developing their social skills. Social interaction is important in developing a child's social skills through communication and collaboration that occurs during the process (Pello & Zega, 2024). The social characteristics of children in general are relatively higher than adults because they do more and require interaction, especially with children's ability to easily understand and imitate things at their age, it would be more appropriate to start developing social skills during this period through a modeling process. and imitation (Sener, 2021). Through the process of forming social skills, students will show improvements in several things such as learning motivation, mastery of material, grades, attendance, and even student graduation rates (Mosher, 2022).

The learning process acts as a space for the formation of social skills in students, with educators playing a role in creating a learning environment that supports this process (Nurishlah et al., 2024). The choice of methods and teaching materials, including practical, varied and flexible learning media, has been proven to be able to grow students' social skills (Asmawati, 2021; Fathimah et al., 2024). Learning that integrates a game will be more fun and attract the attention of students who basically have the characteristics of liking to play and the game of snakes and ladders is one form of game that can be integrated into learning (Anniza et al., 2024). Utilizing traditional games such as snakes and ladders in learning can improve student learning outcomes both academically and socially, because it can stimulate thinking, social interaction and cooperation between students (Ameliasari & Fahyuni, 2024; Andriani & Wahyudi, 2023; Hariyadi et al., 2024).

Snakes and Ladders is a game between individuals and groups that uses a board with pictures of snakes and ladders where participants compete for the leading position by completing various challenges and questions provided in certain boxes. Through this process, social interaction will arise between students who compete with each other, and if done in groups, they will be able to develop an attitude of social cooperation among group members to solve a problem (Zahara et al., 2024). The emergence of social interaction and cooperation in the process of the

snakes and ladders game indicates that through this game, students will be able to develop social skills.

Reflecting on the early challenges associated with the digital generation, it is essential to refine the application of digital technology in enhancing social skills by utilizing educational tools like the snakes and ladders game. The incorporation of advanced digital tools in learning media can enhance students' social skills more effectively than traditional teaching resources (Sariyatun et al., 2021). The use of technology in learning can improve the quality of learning by improving students' cognitive and social skills, because it allows students as a digital generation to learn according to their methods and needs (Isti'ana, 2024; Wahyudi & Jatun, 2024). One form of digital technology that can be integrated into the use of digital media is Augmented Reality (AR).

Augmented Reality (AR) technology combines virtual elements with real-world settings, producing engaging and immersive experiences (Rosidin et al., 2024). By combining digital elements into the physical world, AR enables more dynamic and engaging learning, increasing students' active learning through the presentation of innovative visual information (Rachim et al., 2024). The implementation of AR in learning improves children's textual understanding and social skills through collaboration and exploration (Arisanti et al., 2024). In developing social skills, AR technology plays a role in utilizing elementary school students' needs for visual learning and direct experience, so that the process of interaction and information exchange in learning will run more effectively.

Based on the discussion of previous problems, students' social skills in learning can be developed through the use of traditional media such as snakes and ladders and digital media such as augmented reality (AR). Several previous studies have presented research results related to the development of related media. Regarding snakes and ladders media, a study on the development of snakes and ladders media concluded that this media can encourage increased student learning participation (Herdianti et al., 2024). Meanwhile, related to digital media, one of the research results on the development of AR learning media was proven to be able to significantly increase students' understanding of a concept in the subject matter (Uno, 2024). Other research shows increased student activity, interest, motivation and cooperation through the development of AR-based media (Logayah et al., 2023).

Judging from several relevant previous studies, there is no innovation that combines traditional media with digital media to develop students' social skills. Based on the problems that have been described and relevant previous research, the development of a learning media that combines the snakes and ladders game and AR technology is one of the objectives of this research to develop students' social skills in learning.

The learning media developed in this research is called SELASAR, an acronym for Snake Ladder based on Augmented Reality. The naming of SELASAR reflects the integration of traditional snakes and ladders gameplay with augmented reality technology as an innovative learning approach for elementary school students. Beyond its acronymic meaning, SELASAR also conceptually represents an interactive learning space that encourages communication, collaboration, and social engagement among students through technology-supported activities.

## METHOD

This study adopts a Research and Development (R&D) approach using the DDD-E model, which consists of four stages: (1) decide, (2) design, (3) develop, and (4) evaluate (Ivers & Barron, 2002). The data collected in this media development study include both qualitative and quantitative forms. Qualitative data are gathered through observations, as well as feedback and comments from experts and users. Meanwhile, quantitative data are obtained from product validation results, practicality testing, and students' test outcomes, which are used to assess the effectiveness of the product and measure students' creative thinking abilities.

The assessment of social skills is based on five key dimensions: (1) peer relations, (2) self-management, (3) academic competence, (4) compliance, and (5) assertion (Caldarella & Merrell, 1997). The indicators of social skills are presented in Table 1 below.

**Table 1. Student Social Skills Indicators**

No	Aspect	Indicator
1	Peer Relations	Able to behave positively with peers by offering assistance and participating in discussions
2	Self Management	Able to communicate and collaborate with others
3	Academic	Able to understand the material through accurate answers to questions and challenges
4	Compliance	Able to implement rules in learning well
5	Assertion	Able to ask questions and express opinions during learning

The research utilized a quasi-experimental method by adopting a non-equivalent control group design to assess the intervention's effectiveness. This design included two separate groups: an experimental group and a control group, each comprising 20 students. The participants were chosen using purposive sampling, indicating that the choice was made according to particular criteria established by the researchers. In this instance, students were selected based on their pretest scores, which showed that their social skills remained below the expected levels as per the established evaluation criteria.

In the implementation phase, the intervention or treatment was exclusively given to the experimental group, enabling researchers to assess the direct effects of the created product on students' social skills. The control group did not undergo any treatment, functioning as a comparison baseline. After the intervention period ended, both groups received a post-test. This post-test was designed to evaluate changes or enhancements in students' social skills and to ascertain the overall efficacy of the created learning product by contrasting the results between the experimental and control groups.

## RESULT AND DISCUSSION

### Result

The results of research and development are described in three stages of analysis which include: (1) product development analysis; (2) data analysis; (3) analysis of social skills and product practicality.

### ***Product Development Analysis***

At the deciding stage, several steps are taken. First, the researcher determines the learning objectives used as the basis and achievement of the material contained in the product being developed. Before determining the learning objectives, the researcher needs to determine which material will be used as the content of the teaching materials. The researcher decided to determine the material on the Pancasila Education content in Phase B by focusing on student learning achievements to be able to appreciate ethnic and socio-cultural diversity. The researcher considers that the material is suitable to be developed in interactive multimedia based on applications. This is because the content of the material related to the types of culture that generally exist in Indonesia and specifically exist around students is more appropriate if delivered with the help of technology, so that examples of images, illustrations, videos, and audio can be conveyed clearly.

Secondly, the researcher discovers the students' skills in using or managing technology like android devices through the comments of teachers and students. According to the findings from interviews with classroom teachers, it was noted that the students in their classes were familiar with learning through applications like WhatsApp and Google Classroom. The findings from the media development needs survey of students also back this up, revealing that 55% of students frequently use cellphones/smartphones for 1-3 hours daily spending 45% of that time gaming, 25% on social media, 20% studying/opening lesson materials, and 10% communicating with friends. Third, it can be seen that in the trial class, learning can be carried out using smartphones. This can be seen from all students who already have their own smartphone devices. Based on the conditions and readiness of students as well as supporting facilities and infrastructure, the development of an AR-based media product is considered to be maximally and optimally tested in the specified class.

At the design stage, the researcher took several steps to produce a blueprint for the product to be developed. First, the researcher made a content outline where the researcher tried to describe each topic or problem in the material to be raised into several more focused and directed discussions. Second, the researcher designed the appearance of the product to be developed. The appearance design also includes the appearance of snakes and ladders media and the appearance of AR barcodes. In the development stage, researchers assemble and combine the components that have been prepared with the help of the Photoshop application for the snake and ladder board and Assemblr for creating AR content according to the predetermined design. Figure 1 is an example of the results of the SELASAR learning media that is ready to be tested.



**Figure 1. SELASAR learning media**

After the initial product has been developed, it is continued to the final stage, namely evaluation to assess the initial product. The assessment begins by validating the product to media experts and material experts. This is followed by two stages of assessment in small group tests and field trials. The results of the assessment by media experts with an average percentage of 96.67% with very feasible criteria. After the validation is complete and input has been obtained as a basis for improving the product, the researcher makes improvements to the product. The input is in the form of the need for a product usage guide for users. Based on this input, improvements are made to the product by adding instructions for using the product which are integrated into the snakes and ladders board.

The results of the assessment by material experts with an average percentage of 81.25% with very feasible criteria. After the validation is complete and input has been obtained as a basis for improving the product, the researcher makes improvements to the product. The input relates to the interactive nature of the product, where according to material experts, the interactive nature of the initial product that was developed is not yet clear. Based on this input, improvements were made by clarifying the interactive nature of the product. The researcher added the emergence of interactive responses and sentences when users answer questions or challenges via AR.

The small group testing phase was conducted following the improvement and enhancement of the product based on feedback from media specialists and content experts. The small group assessment was conducted by distributing the application to class instructors and 9 students who were excluded from the experimental group. The outcomes from the student feedback reached a percentage of 98.61%, indicating a favorable reaction from students toward the product being evaluated with highly feasible standards. The survey was also provided to classroom teachers who achieved a percentage result of 95% under highly feasible criteria



**Figure 2. SELASAR learning media trial**

The field trial phase, shown in Figure 2, took place following the product's revision and refinement based on the outcomes of the small group trial assessment. The field trial involved 40 fourth-grade students, divided as follows: (1) 20 students formed the experimental class, receiving treatment with SELASAR media in their learning, and (2) 20 students comprised the control class, which did not receive any treatment. A social skills assessment questionnaire was administered to students in both the experimental and control classes at the start and conclusion of the learning process, serving as a set of tests for later data analysis

### Data Analysis

The data's normality from both the experimental and control group evaluations was analyzed using the Shapiro–Wilk test, a method well-regarded for evaluating data distribution, especially in research with smaller sample sizes. This test was chosen to assess if the scores from each group were normally distributed, since this assumption is essential for using parametric statistical methods.

Performing the normality test was a crucial initial step prior to advancing to additional data analysis. Verifying that the data satisfied the normality assumption enabled the researchers to support the application of the independent sample t-test for testing hypotheses. The analysis was conducted with SPSS software, enabling precise calculation and understanding of the statistical results. By means of this approach, the researchers systematically confirmed the data's distribution pattern, thus enhancing the validity of later analyses. The detailed outcomes of the normality test can be found in Table 2 below.

**Table 2. Normality Test Results**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experiment	.141	20	.200*	.909	20	<b>.062</b>
Control	.164	20	.162	.932	20	<b>.171</b>

The results of the normality test revealed that the experimental group achieved a significance value of 0.062, which is above the 0.05 cutoff, indicating the data is normally distributed. Similarly, the control group attained a significance value of 0.171, which exceeds 0.05, further confirming that the data in this group follows a normal distribution. The findings suggest that both datasets meet the normality requirement needed for further statistical examination.

These results suggest that the data from both the experimental and control groups show a normal distribution, allowing for the use of parametric statistical techniques. In this study, the independent sample t-test was selected as the appropriate method to compare the two groups. Following the assessment of normality, a homogeneity test was conducted to examine the equality of variance across the groups. The examination was carried out using a one-way ANOVA technique in SPSS, and the results are presented in Table 3 below.

**Table 3. Homogeneity Test Results**

Levene	Df1	Df2	Sig.
1.248	1	38	<b>.271</b>

The homogeneity test results showed that the significance value for both the experimental and control groups was 0.271, exceeding the set threshold of 0.05. This result suggests that the variances of the two groups may be regarded as equal or homogeneous. In other terms, the dispersion and allocation of data in both groups are quite uniform, satisfying one of the essential criteria needed for performing parametric statistical analyses. The satisfaction of this assumption bolsters the credibility of later comparative analyses, as it guarantees that any detected differences are not affected by differing variances among groups.

After verifying that the data satisfied the normality and homogeneity assumptions, the analysis moved on to the concluding phase, which involved hypothesis testing. The objective of

this phase was to assess if there was a statistically significant difference between the treatment group, which underwent the intervention, and the control group, which did not receive any treatment. An independent sample t-test was performed with SPSS software to systematically compare the average scores of the two groups. The findings from this hypothesis testing offer understanding regarding the intervention's efficacy and are thoroughly detailed in Table 4 below.

**Table 4. Independent Sample t-test Results**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Experiment Results	Equal variances assumed	1.248	.271	2.422	38	.020	3.750	1.548	.616	6.884
	Equal variances not assumed			2.422	36.129	.021	3.750	1.548	.611	6.889

According to Table 4, the significance value of the independent sample t-test (2-tailed) is 0.020, indicating it is below 0.05. Thus, it can be inferred that a notable disparity exists between the test scores of the experimental group and those of the control group. These results indicate that SELASAR media is effectively utilized for teaching about the diversity of Indonesian culture in grade 4 Elementary School

#### ***Analysis of Social Skills and Product Practicality***

The evaluation of students' social skills following the use of the SELASAR product was conducted through the outcomes of tests administered to the experimental class. Regarding peer relations, 6 students achieved a top score of 4 points, 6 students scored 3 points, 8 students received 2 points, and no students obtained scores of 1 or 0. The peer relationships in questions 3 and 5 received an average percentage of 72.5%, placing them in the Good category. Regarding self-management, 13 students achieved the highest score of 4 points, 6 students scored 3 points, 1 student received 2 points, and there were no students with scores of 1 or 0. Thus, the self-management component in questions 7 and 8 achieved an average percentage of 90%, placing it in the Very Good category.

In the academic realm, there were 8 students who achieved the highest score with a total of 4 points, 9 students who scored 3 points, 3 students who received 2 points, and no students obtained a score of 1 or 0. Therefore, the academic component in questions 1 and 6 achieved an average percentage of 81.25%, placing it within the Very Good category. Regarding compliance, 4 students achieved the highest score of 4 points, 11 students scored 3 points, 4 students received 2 points, 1 student earned 1 point, and no students recorded a score of 0. Thus, the compliance aspect in questions 2 and 4 received an average percentage of 72.5%, falling within the Good category. In the assertion part, 6 students achieved a highest score of 4 points, 10 students scored 3 points, 3 students received 2 points, 1 student earned 1 point, and no students scored 0. Thus,

the assertion component in questions 1 and 2 received an average percentage of 76.25%, placing it in the Very Good category.

The product's practicality was derived from the evaluation results provided by teachers and students in the experimental class. The evaluation of the product's usability by the teacher yielded a 95% score, placing it in the highly practical category. Simultaneously, according to the findings of the students' practicality evaluation, the percentage results were 98.25%, categorizing them as very practical.

## **Discussion**

### ***Peer Relations***

Based on the trial results through the SELASAR learning media development product, the level of social skills in the peer relations aspect is included in the Good category. This shows that students are able to have a positive attitude towards peers by offering assistance and participating in discussions well. Through the snakes and ladders game, student involvement can be increased through intensive social interaction (Abidah & Sari, 2023). By discussing and collaborating, students can expand their knowledge and strengthen their understanding of a concept. Through this process, students learn to develop strategies and share ideas to achieve common goals.

During the trial, students and their groups will interact positively both verbally and behaviorally. The digital snakes and ladders game facilitates constructive social interaction among students, develops effective communication skills, and strengthens teamwork (Purwati et al., 2024). The snakes and ladders game provides an opportunity for children to develop important emotional and social skills. They learn to manage emotions when facing victory or defeat, as well as develop a sense of empathy and team togetherness (Anggri & Wathon, 2022). Thus, this game creates a fun and interactive learning environment.

Developing emotional and social skills through snakes and ladders games has positive long-term impacts. Children who have good social and emotional skills tend to have better academic achievement, better social relationships and better mental well-being (Rafiuddin et al., 2024; Syam et al., 2023). Therefore, snakes and ladders games can be an effective means to help children develop skills that are important for real life.

### ***Self-Management***

Based on the trial results through the SELASAR learning media development product, the level of social skills in the self-management aspect is included in the Very Good category. This shows that students demonstrate effective communication and collaboration skills, which are important aspects of social skills. They are able to convey ideas, opinions and thoughts clearly and in a structured manner, as well as listen and understand the perspectives of others (Fitri et al., 2024). This shows students ability to manage constructive and productive social interactions.

The snakes and ladders game facilitates the development of communication and collaboration skills in several ways. First, players must discuss strategies and next steps. Second, they must collaborate to avoid snakes and reach the ladder. Third, players learn to manage conflict and solve problems together. This helps improve effective communication and collaboration skills. They can actively participate in group discussions, receive and provide feedback, and work

together on group projects (Aprilia et al., 2024). This can enrich the learning experience and improve students' ability to solve problems and make decisions.

This effective communication and collaboration skills are also essential life skills. Students who have this ability tend to have healthy relationships with friends and teachers, and are better prepared to face challenges in real life (Sari et al., 2024). Therefore, the development of this skill must continue to be supported and strengthened in the learning process.

### ***Academic***

Based on the trial results through the SELASAR learning media development product, the level of social skills in the academic aspect is included in the Very Good category. This shows that students demonstrate good understanding of the material through appropriate and relevant answers to questions and challenges. Students have mastered basic concepts and can apply this knowledge in different situations. This ability reflects a high level of cognitive understanding and critical thinking skills.

Students' ability to understand the material through the right answers has significant implications for the learning process. Through fun snakes and ladders game activities, they can more easily follow the material better, identify important concepts, and develop analytical and evaluative skills (Andriani & Wahyudi, 2023). This also shows that students have developed logical and systematic thinking skills in solving problems.

Using snakes and ladders games during learning can enhance comprehension of the material by providing correct answers. This game requires students to analyze situations, predict outcomes, make strategic decisions and assess the truth of information (Lumbantobing et al., 2022). Consequently, this game effectively promotes the enhancement of social abilities and critical thinking skills, contributing to educational quality.

### ***Compliance***

Based on the trial results through the SELASAR learning media development product, the level of social skills in the compliance aspect is included in the Good category. This shows that students are able to apply the rules in learning well, reflecting a deep understanding of basic concepts and logical thinking skills. This ability allows students to follow procedures, understand limitations, and make the right decisions. This is an indicator of good cognitive and social maturity.

The snakes and ladders game is an effective learning tool for developing the ability to apply rules. In this game, students must understand and follow the rules, such as starting from the beginning if they hit a snake, skipping steps if they get a ladder, and reaching the final goal (AzZahra et al., 2024). Through this game, students learn to apply rules consistently, develop discipline, and improve strategic thinking skills. The snakes and ladders game facilitates the development of the ability to apply rules in several ways. Students learn to make strategic decisions, analyze situations, and anticipate consequences. They also develop effective communication skills to explain rules and ask for clarification. This helps students understand and apply rules better.

The ability to apply good rules has significant implications in education. Students who have this ability tend to have better academic achievement, higher adaptability, and better critical

thinking skills (Hasan et al., 2024; Nurlaila et al., 2024). Hence, incorporating the snake and ladder game into the educational process can enhance the quality of learning and foster the comprehensive development of students' skills.

### ***Assertion***

Based on the trial results through the SELASAR learning media development product, the level of social skills in the assertion aspect is included in the Very Good category. This shows that students are able to ask questions and express opinions during learning, reflecting a high level of engagement and critical thinking skills. This ability allows students to deepen their understanding, clarify doubts, and develop logical arguments (Dahlan & Murad, 2023; Taemnanu et al., 2022). This is an indicator of good cognitive and social maturity.

The snakes and ladders game is an effective learning tool for developing the ability to ask questions and express opinions. In this game, students must discuss to understand the rules, strategize to achieve goals, and ask questions to clarify doubts. Through this game, students learn to express opinions effectively, receive feedback, and develop social and collaborative skills. The process of asking questions and expressing opinions in the snakes and ladders game is closely related to social skills. Students develop effective communication skills, empathy and conflict. They learn to understand other people's perspectives, respect different opinions and resolve conflicts politely. These skills are essential for real life, such as following social rules, making the right decisions and building harmonious relationships. Thus, the snakes and ladders game can be an effective means of developing students' social and academic skills.

## **CONCLUSION**

### **Conclusion**

The creation of SELASAR learning media, incorporating an augmented reality (AR)-based snakes and ladders game through the DDD-E model, showed a notable effect on improving students' social skills. The trial results showed significant enhancements in five areas of social skills: peer relationships, self-regulation, academic performance, adherence, and assertiveness. These findings suggest that the snakes and ladders game serves as a useful educational resource for enhancing students' social growth. The most significant improvements were noted in peer relationships, self-regulation, and assertiveness, with students demonstrating enhanced skills in communication, teamwork, and articulating their thoughts clearly.

Furthermore, the implementation of SELASAR media has meaningful implications for the learning process. Students were able to better comprehend the material alongside the development of their social skills, as they learned to regulate emotions, formulate strategies, and exchange ideas to achieve shared objectives. These competencies are essential for enhancing educational quality and supporting students' holistic development. In addition, the use of this media contributes to creating a more engaging and interactive learning environment.

### **Recommendations**

Based on the findings of this study, it is suggested that future research expand and further investigate the use of innovative game-based learning media and digital technologies in wider educational settings, across different subjects and levels of education. Subsequent studies should also include more diverse participants and characteristics, as well as adopt longitudinal designs to evaluate the long-term sustainability of their impact on students' social skills and character

development. In addition, further research is needed to explore learning strategies that effectively balance the use of technology with direct social interaction. This is important to ensure that learning is not solely focused on academic outcomes, but also supports the comprehensive development of students' attitudes, values, and social competencies.

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