

The Role of Social Studies Education toward Students' Readiness in Facing Globalization: Social Skills as Moderating Factor

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Abstract: **The Role of Social Studies Education towards Students' Readiness in Facing Globalization: Social Skills as Moderating Factor.** **Objective:** This study aims to determine the role of social studies education in students' readiness to face globalization through social skills. **Methods:** This study used a quantitative approach, utilizing data from 40 junior high school students. Data was collected through a questionnaire using Google Forms on the role of social studies education in preparing students to face globalization through social skills. The data was analyzed using the Structural Equation Modeling -Partial Least Square (SEM-PLS) statistical testing method to construct four latent variables: social studies learning, social skills, globalization readiness, and attitudes toward adversity and globalization. **Findings:** SEM analysis indicates that Social Education directly influences social skills. Conversely, social skills directly impact preparation and attitudes toward difficulties and globalization. Social skills modulate the learning of Social Studies regarding attitudes towards difficulties and globalization, but do not influence the readiness for facing globalization in Social Studies learning. **Conclusion:** This study implies that globalization significantly influences social studies education, necessitating the cultivation of new social skills and competencies to equip students and instructors for a globally interconnected environment. This include promoting critical thinking, cultural understanding, and adaptation to manage the intricacies of global integration.

Keywords: social sciences, social skills, education, globalization.

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■ INTRODUCTION

In this era of globalization, the impact of globalization has reached all aspects of life, including the lives of students at home, school, and society. The wave of globalization has brought positive consequences and various negative impacts, including national and social issues, which are currently of great concern. Social problems such as individualism, egoism, lack of practical communication skills, lack of empathy, lack of sense of responsibility, lack of discipline, and lack of cooperation and interaction in social life are often identified as social autism or social problems,

especially seen in students' isolation in daily life (Branson, 2021; Lalayants et al., 2014; Myers, 2008). One of the impacts of globalization can be seen in the reduction of social interactions in previously harmonious communities because friendships have become limited through smartphones and internet networks (Agbaria, 2011a). Apart from that, the negative impact of globalization on students can be seen in the rise of immoral behavior and ignorance of the moral values of local cultures, such as the many acts of consuming drugs, promiscuity, brawls, and others. This happened because a strong foreign culture

flooded people's lives (Alduaij & Al-Salameh, 2007; Rocha et al., 2023). To respond to the social challenges faced by globalization, students need support from various parties, including schools and other educational institutions.

Education needs to create a high-quality society that can survive in global competition. Therefore, education with clear objectives is critical in preparing students to assume increasingly crucial roles in achieving intense, creative, independent, and professional achievements in their respective fields. Education is an attempt to experience the transformation of various elements, such as knowledge, ideas, norms, laws, and values, by changing them into other forms. This transformation mainly occurs within the framework of the national education system, which involves both formal and non-formal aspects. Educational activities are a series of communicative interactions between humans that aim to develop individuals into complete individuals through a learning process. In this case, learning carried out at school can be directed at developing students' skills in social life and developing students' personalities (Guler, 2024).

According to Korolenko & Donskih (2014), although they have different weights, all subjects have a role in reducing social and personal deviant problems and behavior. Personal and social abilities relate to the mastery of characteristics and values as a person and as a citizen, as well as the ability to live in society. In this case, social studies subjects play a more significant role in developing the ability to live in society. Apart from that, social studies is a subject that digs deeper into various fields of social sciences, humanities, and basic human activities. This is in line with the objectives of social studies learning in the National Council of Social Studies (NCSS) in developing the younger generation's abilities as good citizens in making rational decisions that all parties can accept in a pluralistic

and interdependent society. With other nations in the world (Green et al., 2014; Peck & Herriot, 2014). Content Standards for Social Sciences Subjects, one of which is developing students' skills in social life, having the ability to communicate and work together in society. These concepts are explained and arranged scientifically in the curriculum to provide deeper understanding and insight to students, especially at the beginner and intermediate levels (J. Bennett, 2014; Hartman, 2006; Kenna & Russell, 2015).

Understanding and developing concepts through Social Sciences (IPS) focuses on empowering students with knowledge and skills, especially social skills (Kern et al., 2007). This is because, until now, the implementation of social studies learning has only emphasized the knowledge aspect. Students need to prepare to become citizens and world citizens who have the skills to live in society, work together, live side by side, control themselves, and share with others (Teichler, 1999). Social skills are the ability to create harmonious social relationships and satisfy various parties in the form of adaptation to the social environment and skills in solving social problems. Social skills include the ability to control oneself, adaptation, tolerance, communication, and participation in community life. Social skills are behaviors that need to be learned because they allow individuals to interact and get positive or negative responses. Therefore, social skills are essential for students to maintain three positive social relationships with family, peers, society, and the wider environment (Alièkoviæ, 2019; Owens & Johnston-Rodriguez, 2009; Spence, 2023).

Educators must remain sensitive to social developments so that the context of teaching materials can reflect the reality of students' social lives. This is because The current learning system places more emphasis on standardized material. This kind of learning model prioritizes intellectual development rather than the development of emotional and psychomotor aspects. This is

contrary to social skills, which are included in the psychomotor aspect. Therefore, a more balanced approach is needed to ensure that education not only refers to intellectual development but also holistically supports students' emotional and psychomotor development (Harwood, 2021; Mavuru & Ramnarain, 2018; Spence, 2023).

Until now, the implementation of Social Science learning tends to emphasize the cognitive dimension alone. The learning objectives of several subjects are not only in the mental dimension but also in the affective and psychomotor dimensions. In this context, teachers must fully develop students' capacity to become citizens and global leaders who can coexist, collaborate, control, manage emotions, and share with others (L. B. Bennett et al., 2016; Nguyen et al., 2024). This is in line with the view (Frenzel et al., 2009; Keller et al. (2016) that social studies learning is considered boring because the presentation is monotonous and full of expository methods, which can make students less enthusiastic and learning less attractive.

According (Sheffield & Duplass, 2009a), in social studies learning, teacher orientation tends to be more about delivering subjective content without placing sufficient emphasis on developing thinking and acting skills. The main focus on cognitive aspects causes a lack of attention to forming students as good citizens. Therefore, it is necessary to strengthen the social studies learning curriculum so that it does not only focus on cognitive aspects but is also able to improve students' social skills. Social skills are essential in learning because this aspect is one of the assets for students to interact with others. Someone with high social skills will be able to carry themselves in their environment, work together with other people, and have a sense of empathy towards others. Therefore, social skills are essential to prepare students to face life in a more functional and meaningful way in the era of

globalization, which impacts the world of education. This article explores efforts that can be made to improve students' social skills through the implementation of social studies learning (Dalal & Devi, 2023; Davies et al., 2015).

Learning Social Sciences signifies a big responsibility and is a fundamental basis for students' intellectual, emotional, cultural, and social growth. The main goal is to guide students in developing responsible thinking patterns, attitudes, and behavior in their roles as individuals, members of society, citizens, and global citizens (Brown & Kenney, 2017; Davies et al., 2015; Sandahl, 2015). Furthermore, Social Studies demands that students be aware of the social problems around them, form a positive mindset to overcome inequality and acquire the skills necessary to face various daily challenges that can affect both themselves and the society in which they live. This is an effort so that students can practice and apply the knowledge and skills they have acquired (Güleç, 2020).

The effectiveness and methodical implementation of the social studies learning program in schools is critical to meeting these objectives. Researchers are investigating several approaches that might be used to improve students' social skills through the use of social studies coursework. By integrating social studies learning holistically, students can better comprehend, appreciate, and apply the concepts taught, allowing them to become more knowledgeable, skillful, and responsible persons in diverse life circumstances. This is done in an effort to equip students to handle the increasingly rapid pace of globalization. Globalization is currently challenging social studies learning from a global perspective, recognizing that it can connect societal cultural variety and technology-enabled learning. This is because technology may improve global education by allowing for more in-depth and experiential learning (Maicher et al., 2009).

To see the role of Social Studies Education on students' preparation for facing globalization with social skills as a moderating element, many hypotheses are established that must be tested, including:

- H1: Social studies learning improves social skills.
- H2: Social studies learning improves preparation for globalization.
- H3: Social studies learning improves attitudes in facing challenges and globalization.
- H4: Social skills improve one's readiness to tackle globalization.
- H5: Social skills improve attitudes in facing challenges and globalization.
- H6: Social skills serve as a mediation between Social studies learning and attitudes in facing challenges and globalization.
- H7: Social skills serve as a mediation between social studies learning and preparedness for globalization.

■ METHOD

Participants

This study included all 7th grade students from one of Yogyakarta's Junior High Schools a total of 158 pupils. To determine the number of samples, this study employed a basic random sampling procedure, which ensures that each student has an equal chance of being chosen as a respondent. The data gathering technique involved sending questionnaires containing statements on the research variables.

According to (Suharsimi, 2006), for populations over 100, a sample comprising 10-15% of the total population may be utilized if adequately representative data is required. To attain a superior degree of representation, Arikunto recommends utilizing a sample comprising approximately 20-25% of the whole population. Consequently, the sample size for this study was established at approximately 15-25% of the overall population, equating to around 24

to 40 students randomly picked to represent the population. Among the 40 participants in the study, 27 were female students (66.67%) and 13 were male students (33.33%).

Research Design and Procedures

This research employs a quantitative methodology. Qualitative research methods are employed to examine natural contexts where the researcher serves as the primary instrument. This study can be classified as literal research or literature review, which entails the collection of diverse data, including materials, information, and literature (Cohen et al., 2002). Library research involves the aggregation of data from multiple pertinent sources. The phases of this study encompass identifying a research topic, obtaining information, defining the study's focus, gathering data sources, preparing the data, and compiling papers. This study generates descriptive data based on individual thoughts and perceptions from prior research. This study examines the impact of social studies education on enhancing students' social skills in the context of globalization.

The study stages began with the delivery of questionnaires to respondents via Google Forms to students in class over a two-day period. Data is automatically collected using a Google Drive link, which researchers can subsequently download and examine. At the data analysis stage, the SmartPLS 3 application is utilized to perform SEM-PLS (Structural Equation Modeling-Partial Least Square). SEM-PLS analysis is used to test the researchers' hypothesis on the role of social studies learning in increasing social skills for the era of globalization. The analysis results are then analyzed and linked to data derived from earlier investigations.

Instruments

The instrument used in this study is a non-test instrument created independently in the form of a survey using Google Forms and distributed

to respondents. This survey is divided into two parts, each of which contains personal information such as name, Student ID Number, and class. The second section includes poll questions about the impact of social studies education on students' ability to cope with globalization. In this example, four indicators are used: 1) social studies learning; 2) social skills; 3) readiness for globalization; and 4) attitude toward problems and globalization. Each indicator is represented by five statements, as seen in Table 1.

The study's instrument was assessed using a Likert scale with values ranging from 1 to 5, including the statements (1) "strongly disagree" and (5) "strongly agree." Before being utilized in

the main study, the questionnaire was distributed to 28 student respondents to see whether it was practicable and adequate. The questionnaire was further assessed for validity and reliability. The product-moment correlation technique was utilized in the validity test, and an instrument is considered valid if its calculated r -value exceeds its table r value (Achmad et al., 2023). While the reliability test on the instrument employs the Alpha Cronbach formula, an instrument is regarded to be reliable if its Alpha Cronbach coefficient is more than 0.6 (Abedi et al., 2021). SPSS version 26 was used to conduct validity and reliability testing (Ghozali, 2016). The following table shows the indicators for each variable.

Table 1. Items of survey

Indicator 1. Social Studies Learning	
SSL1.	Social studies materials help me understand the importance of social norms in everyday life.
SSL2.	Social studies teachers often involve me in group discussions to understand social problems.
SSL3.	Social studies teachers often involve me in group discussions to understand social problems.
SSL4.	Through social studies, I learn the importance of the role of society in maintaining cultural diversity.
SSL5.	Social studies help me identify social problems and how to solve them peacefully.
Indicator 2. Social Skills	
SS1.	Learning social studies makes it easier for me to work together with friends who have different opinions.
SS2.	I learned to respect other people's opinions after discussing in social studies learning.
SS3.	Social studies helped me understand how to deal with conflict with a positive and constructive attitude.
SS4.	Through social studies, I learned how to communicate well in groups.
SS5.	Learning social studies improved my ability to understand other people's emotions and feelings.
Indicator 3. Readiness to Face Globalization	
RFG1.	I feel that social studies help me prepare myself to face global challenges such as climate change.
RFG2.	Social studies learning enhances my understanding of global issues such as human rights.
RFG3.	Social studies teach me the importance of international cooperation to solve global problems.
RFG4.	Through social studies, I better understand the role of technology in changing social life in the era of globalization.
RFG5.	Social studies provide insight into the importance of maintaining peace in relations between countries in the global world.
Indicator 4. Attitude in Facing Challenges and Globalization	
AFCG1.	Learning social studies makes me more concerned about poverty and social inequality.
AFCG2.	Social studies teach me to be more sensitive to social injustice in the surrounding environment.
AFCG3.	Through social studies, I understand the impact of globalization on local culture and traditions.

AFCG4.	Social studies encourage me to be actively involved in social activities that help the community.
AFCG5.	I feel more prepared to face various challenges in the future because of the insights provided by social studies.

Data Analysis

The research data were evaluated via PLS-SEM through the SmartPLS 3 program. This analysis encompasses two evaluations: the assessment of the measurement model (outer model) and the assessment of the structural model (inner model). The assessment of the measurement model will involve conducting tests for convergent validity, discriminant validity, and reliability. The convergent validity test assesses the validity of the relationships between indicators and their corresponding constructs or latent variables. If the loading factor exceeds 0.5, it indicates that all indicators are valid measures for their respective variables, fulfilling the criteria for convergent validity (Marliani et al., 2023). The discriminant validity test is conducted to confirm that each notion inside each latent model is distinct from other variables. Validity testing is conducted to assess the accuracy with which a measuring device fulfills its measurement purpose (Ghozali, 2016). The discriminant validity assessment can be conducted with the Fornell-Larcker criterion test. If the root value of the Average Variance Extracted (AVE) exceeds the correlations among other constructs, it indicates that the construct possesses a satisfactory level of discriminant validity (Pedrosa et al., 2016). The subsequent results pertain to the discriminant validity assessment for each research variable. The reliability test assesses the dependability of the measurement model. The reliability assessment can be conducted by examining the Cronbach's Alpha and Composite Reliability values; if both exceed 0.7, all variables are deemed reliable (Taber, 2018).

Several tests are used to evaluate the structural model (inner model), including the R Square test, F Square test, research hypothesis

test, and model the suitability test (Goodness of Fit). The R Square value is used to estimate the amount of variability in endogenous variables that can be explained by exogenous factors. The F Square test determines the extent of the influence of endogenous variables on exogenous variables. The research hypothesis test is a partial test of the hypothesis developed during the investigation. Meanwhile, the Goodness of Fit (GoF) test validates the overall structural model. The GoF test can be performed by calculating the GoF index, which is a single metric that validates the combined performance of the measurement and structural models. The GoF value is calculated by taking the square root of the average communality index and multiplying it by the average R^2 model value. According to Kusuma et al. (2021), GoF values vary from 0 to 1 and can be interpreted as modest (0.1), moderate (0.25), or big (0.36).

■ RESULT AND DISCUSSION

The study data is then examined using the SEM-PLS approach, which provides two results: an evaluation of the measurement model (outer model) and an evaluation of the structural model (inner model). Before conducting SEM analysis, the research instrument was evaluated on 15 respondents, and the results were subsequently assessed for reliability and validity. The pilot test of the research instrument provided the following results about its reliability and validity:

Validity Test

The instrument's validity was tested on 28 students as respondents, with a significance level of 5%, $n = 28$, $df = 26$, and $p = 0.05$. The r table value was 0.388. Validity test results are presented in the following table:

Table 1. Result of validity test

Indicator	Item	Calculate r	Status
Social Studies Learning	SSL1	0.679	Valid
	SSL2	0.573	Valid
	SSL3	0.733	Valid
	SSL4	0.673	Valid
	SSL5	0.671	Valid
Social Skills	SS1	0.612	Valid
	SS2	0.571	Valid
	SS3	0.772	Valid
	SS4	0.618	Valid
	SS5	0.672	Valid
Readiness to Face Globalization	RFG1	0.777	Valid
	RFG2	0.805	Valid
	RFG3	0.634	Valid
	RFG4	0.728	Valid
	RFG5	0.650	Valid
Attitude in Facing Challenges and Globalization	AFCG1	0.609	Valid
	AFCG2	0.582	Valid
	AFCG3	0.648	Valid
	AFCG4	0.710	Valid
	AFCG5	0.659	Valid

According to Table 1, the validity test results satisfy the specified criteria. This indicates that the questionnaire instrument employed in this study is considered valid. Additionally, Table 2 below depicts the results of the instrument reliability test conducted with the SPSS version 26 program:

Table 2. Result of reliability test

Cronbach's Alpha	N of Items
0.929	20

Table 2 indicates that the Cronbach Alpha value of 0.929, which is greater than 0.60, it is possible to assume that all questions have satisfied the reliability criteria, or in other words, that the questionnaire is reliable as a research instrument.

After the validity and reliability of the research instrument are verified, it is subsequently distributed to respondents in the main study. The

study data is then examined using the SEM-PLS approach, which provides two results: an evaluation of the measurement model (outer model) and an evaluation of the structural model (inner model). The two evaluation outcomes are displayed as follows:

Results Of Measurement Model Evaluation (Outer Model)

The outer model test is designed to define the relationship between latent variables and their indicators. The PLS Algorithm procedure is employed to facilitate this outer model evaluation. Validity and reliability testing are implemented to evaluate the analysis phase of the outer model. SEM-PLS uses two outer model measurements: reflective and formative. The initial SEM-PLS model measurement in the outer model is reflected. The measuring model is evaluated for reliability and validity. Cronbach's Alpha can be

used to measure reliability. In this study, the SEM-PLS model was used to four indicators, each of which included social studies learning, social skills, preparation to tackle globalization, and attitudes

toward globalization-related difficulties. Figure 1 depicts the PLS model as follows:

The results of the outer model evaluation in this study can be described as follows:

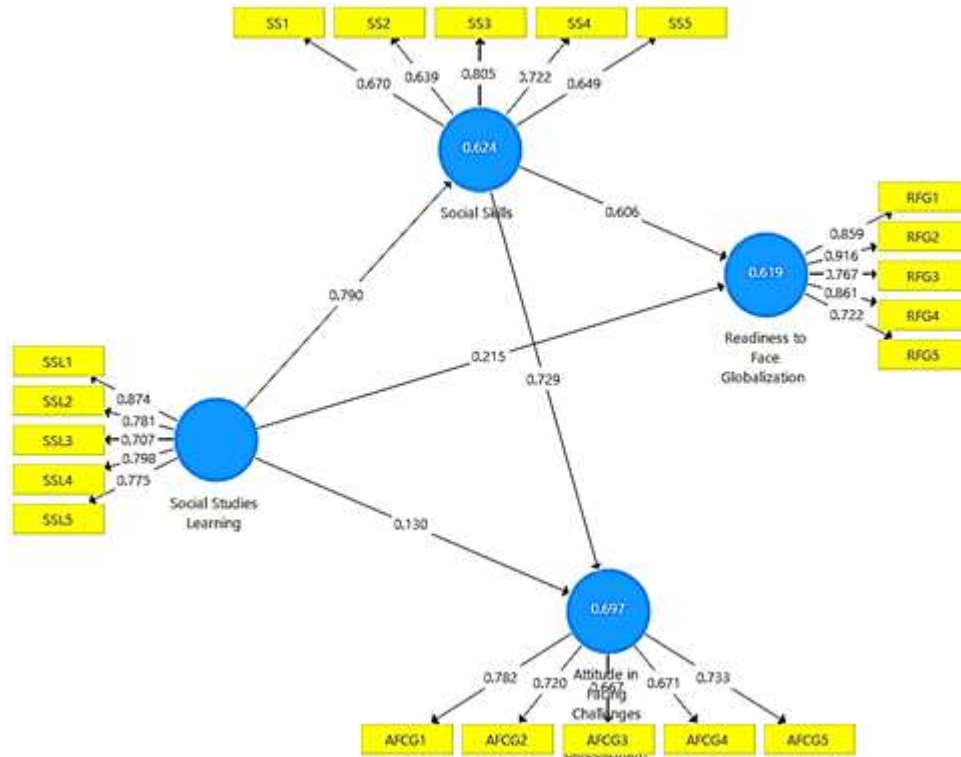


Figure 1. PLS algorithm

Convergent Validity

SEM-PLS contains two types of validity: convergent validity and discriminant validity. Convergent validity signifies that a collection of indicators reflects a singular latent variable and is foundational to that latent variable. Convergent validity testing can be evaluated by outer loadings

or loading factors and Average Variance Extracted (AVE) (Ghozali, 2016). In research, a loading factor threshold of 0.50 is typically employed (Marliani et al., 2023). The outcomes of the convergent validity assessment in this study are presented in the following table:

Table 4. Discriminant validity test

Variables	Readiness to Face Globalization	Social Skills	Social Studies Learning	Attitude in Facing Challenges and Globalization
Readiness to Face Globalization	0.828			
Social Skills	0.776	0.700		
Social Studies Learning	0.694	0.790	0.789	
Attitude in Facing Challenges and Globalization	0.813	0.631	0.706	0.716

Based on the table above, the AVE root values of each variable > correlation between constructs and other constructs. So, it can be concluded that all variables are declared valid discriminants (Pedrosa et al., 2016).

Reliability Test

Reliability is a tool for evaluating a questionnaire as an indicator of a variable or

concept. A questionnaire is considered reliable if a person's responses to a statement are constant or stable throughout time. A test's reliability is measured by its stability, consistency, predictive capacity, and correctness. High-reliability measurements give reliable data (Ghozali, 2016). The reliability test results for each indicator in this study are presented in Table 5, as follows:

Table 5. Reliability test

Variables	Cronbach's alpha	Composite reliability (rho_c)
Readiness to Face Globalization	0.883	0.915
Social Skills	0.738	0.826
Social Studies Learning	0.847	0.891
Attitude in Facing Challenges and Globalization	0.762	0.840

Cronbach's Alpha and *Composite Reliability* values of all variables > 0.70. So, it can be concluded that all variables are reliable (Taber, 2018).

Structural Model Evaluation Results (Inner Model)

The inner model is a structural model that predicts causal relationships (cause-and-effect relationships) between latent variables, which are variables that cannot be directly assessed. The structural model (inner model) describes the causal relationship between latent variables derived from the theory's substance. In the structural model test (inner model), use the Bootstrapping and Blindfolding procedures in SMART-PLS. Tests on the structural model are performed to determine the link between latent constructs. There are many structural model evaluations, including (1) R Square on endogenous constructs (Sekaran, 2016). The coefficient of determination on endogenous constructs is denoted by the R Square value. (Chin, 1998) specifies that the R square value is 0.67 (strong), 0.33 (moderate), and 0.19 (weak). The path coefficient value, or the extent of the relationship/influence of latent constructs, is the second estimate. Implemented the Bootstrapping

procedure; (3) Effect Size (F Square), (4) Hypothesis testing, and (5) Goodness of Fit (GoF). If the value is 0.02 (small), 0.15 (moderate), and 0.35 (large). The evaluation of the structural model of the SEM-PLS model occurs through the bootstrapping process, as illustrated in Figure 2.

The evaluation of the SEM-PLS structural model from this investigation yielded the following results:

R Square

The results of the determination coefficient (R square) for each variable from the SEM-PLS model can be seen in Table 6 as follows:

The adjusted R square value of the readiness to face globalization variable is 0.592. This means that the social studies learning and social skills variables can explain the readiness to face globalization variable by 59.2%. So, the model is considered moderate. Furthermore, the adjusted R-square value of the social skills variable is 0.611, which indicates that the social

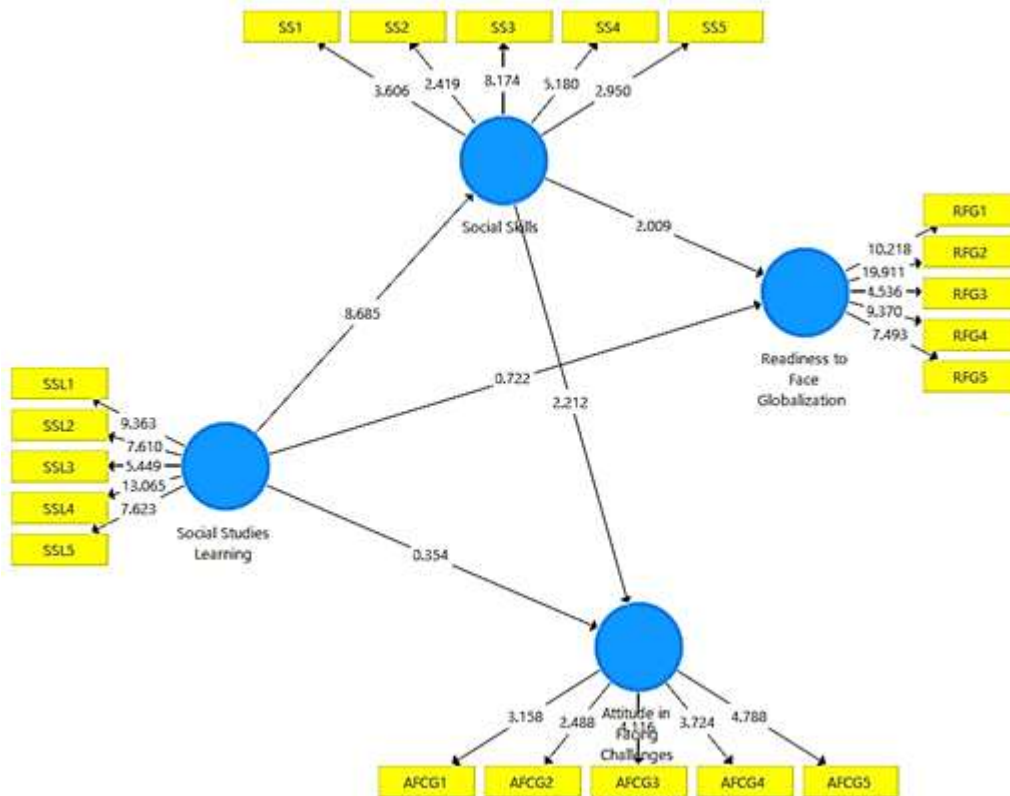


Figure 2. Bootstrapping for path analysis

Table 6. R Square value

Variables	R-square	R-square adjusted
Readiness to Face Globalization	0.619	0.592
Social Skills	0.624	0.611
Attitude in Facing Challenges and Globalization	0.697	0.676

studies learning variable can explain the social skills variable by 61.1%. So, the model is considered moderate. Meanwhile, the adjusted R square value for the attitude variable regarding challenges and globalization is 0.676. This means that the social studies learning and social skills variables can explain the readiness to face globalization variable by 67.6%. So, it can be

concluded that the model is considered strong (Chen et al., 2022; Wolk et al., 2016).

Effect Size (F Square)

The results of the F Square (F²) test, utilized for evaluating the impact of endogenous variables on exogenous variables, are presented in Table 7 as follows:

Table 7. Effect size (F Square)

Variables	F Square
Social Studies Learning → Readiness to Face Globalization	0.046
Social Studies Learning → Social Skills	1.663
Social Studies Learning → Attitude in Facing Challenges and Globalization	0.021
Social Skills → Readiness to Face Globalization	0.362
Social Skills → Attitude in Facing Challenges and Globalization	0.659

The results of the effect size (F square) test in Table 7, through with the categorization of the F square assessment based on (Basbeth et al., 2017), indicate that the social studies learning variable on Readiness to Face Globalization and Attitude in Facing Challenges and Globalization, with F square values of 0.046 and 0.021 respectively, indicates a small impact. The social studies learning variable significantly impacts social skills, evidenced by a F square weight of 1.663. Conversely, the social skills variable significantly impacts the Readiness to Face Globalization and Attitude in Facing Challenges and Globalization variables, with F square values of 0.362 and 0.659, respectively.

Hypothesis Testing

The results of hypothesis testing using path analysis for examining the interactions among variables in the SEM model of this study are presented in Table 8 as follows:

From the results presented in Table 8, the following conclusions may be inferred:

H1: Social studies learning improves social skills.

The study's finding indicate that social studies education positively impacts the development of social skills. This is shown by the p-value of 0.000, which is less than the 5% significance level. This shows that H1 is accepted,

Table 8. Hypothesis test

Hypothesis	Path official	T statistics	P values
Social Studies Learning → Social Skills	0.790	13.205	0.000
Social Studies Learning → Readiness to Face Globalization	0.215	0.726	0.468
Social Studies Learning → Attitude in Facing Challenges and Globalization	0.130	0.358	0.721
Social Skills → Readiness for Globalization	0.606	2,052	0.040
Social Skills → Attitude in Facing Challenges and Globalization	0.729	2.275	0.023
Social Studies Learning → Social Skills → Readiness to Face Globalization	0.479	1,810	0.070
Social Studies Learning → Social Skills → Attitudes in Facing Challenges and Globalization	0.576	2.117	0.034

which implies that social studies education influences social skills (Chen et al., 2022; Li et al., 2022). This validates the findings of prior research indicating that social studies education, through various methodologies and curricular integration, significantly improves students' social skills, thus preparing them for active and effective societal participation. In the context of Social Sciences, the development of social skills has more specific goals (Pengping & Khayankij, 2022). This aims to enable students to interact with the surrounding environment, especially the people around them. Students are expected to

have the skills to solve problems and share results, showing a sense of togetherness as group members. Apart from that, social skills in Social Sciences are also rooted in an understanding of human nature as social creatures who naturally interact with others.

Some social skills can be enhanced through social studies education. According to (Gallagher, 2021; Sheffield & Duplass, 2009b), social studies education promotes civic competence by teaching students about their roles and obligations as citizens in a democratic society. This involves the ability to make informed judgments in the public

interest and participate in civic activities. Learning about social studies can also motivate students to study, evaluate, and generate new ideas (Rock, 2010). This improves their ability to think critically and imaginatively about societal issues. Social studies education, on the other hand, strengthens students' communication abilities through discussions, debates, and presentations. This allows them to express themselves clearly and listen to others more effectively (Rock, 2010). According to x, the use of methods in social studies learning can help students develop empathy, self-awareness, and emotional regulation (Bond et al., 2021).

H2: Social studies learning improves readiness to face globalization

The second hypotheses in this study, which indicate that social studies learning improves students' readiness to face globalization is rejected. This is shown in the p-value of 0.468, which exceeds the 5% significance level. This suggests that social studies learning has no significant effect on student's preparation toward globalization. This is because of the fact that the current social studies curriculum may necessitate modifications in order to completely realize the potential of building students' attitudes and preparedness toward globalization and the challenges that it provides. The existence of curriculum limitations is one of the factors that influences the insignificant influence of social studies learning on students' preparation toward globalization. As an example, The U.S. educational system often prioritizes national identity and patriotism over global perspectives, which limits students' understanding of global issues and their impacts. This national approach fails to address the complexity of globalization and its relevance to students' lives (Myers, 2006a). In Turkey, social studies courses have been found to inadequately cover global issues and connections, leading to a superficial

understanding among students. This lack of depth in addressing global topics hinders students' ability to fully grasp the implications of globalization (Bozkurt & Yasar, 2016a). On the other hand, the existence of external factors that influence social studies learning is not significant towards students' readiness to face globalization as stated by (Akhan & Kaymak, 2021) where teachers often lack the necessary support and resources to effectively integrate global education into their social studies curriculum. For example, teachers in Turkey expressed a need for more support in preparing projects and attending seminars related to global education. Without adequate training and resources, teachers struggle to provide comprehensive global education. (Bozkurt & Yasar, 2016a) also states that there are prevalent misconceptions about globalization and global education among teachers, which can lead to ineffective teaching practices. These misconceptions prevent teachers from fully embracing and accurately conveying the complexities of globalization to their students. Conversely, (Bond et al., 2021) asserts that instructors must implement innovative learning strategies to enhance nationalist attitudes and academic performance. Social studies learning is critical in helping students prepare for global issues. Despite misconceptions among teachers regarding globalization and global education, they play an important role in educating students for social and cultural life. This shows that, while the potential exists, the current implementation may not be sufficient (Bozkurt & Yasar, 2016b).

H3: Social studies learning improve the attitude in facing challenges and globalization.

The third hypothesis in this study also indicate that the social studies learning improve the attitude in facing challenges and globalization, is rejected. This is shown by the p-value of 0.721 for the path test between social studies learning

and Attitude in Facing Challenges and Globalization, which is greater than the 5% significant level. This correlates with the findings of the study by (Widiana et al., 2021), which indicates that globalization impacts children's nationalism. Furthermore, despite the aims of social studies education (SSE) to cultivate awareness of social issues, students' performance in SSE remains insufficient. This indicates that SSE may not be adequately prepared students to face the challenges of globalization. Conversely, (Myers, 2006a) argued that there are potential gaps in the curriculum that may restrict students' capacity to face the challenges of globalization effectively. Furthermore, challenges in social studies education regarding teachers' perspectives of social justice and their instructional experiences are affected by multiple factors, including their backgrounds and the socio-cultural setting of their educational institutions. This variety can influence the level to which students are equipped to confront global concerns (Bursa & Ersoy, 2016).

H4: Social skills improve one's readiness to face globalization.

The findings of the study indicate that enhancing social skills can significantly improve students' readiness for facing globalization. This can be seen by the p-value of 0.040 in the partial hypothesis test between social skills and Readiness for Globalization, which is less than the 5% significant level. In this case, social skills are more than just the ability to interact; they also include the ability to form harmonious and satisfying social relationships (Leach, 2022). The ability to adapt to the social environment, deal with social problems faced, develop aspirations, foster mutual respect, encourage independence, and formulate life goals are elements contained in social skills. In addition, social skills involve showing discipline, making responsible decisions, and feeling responsible for assigned tasks,

especially in the context of learning in the school environment (Tomé-Fernández et al., 2024). On other hand, (Neubauer 2007) stated that globalization has a very dominant influence on aspects of education. The demands demonstrate this for the creativity of an educator to master a wide range of skills and knowledge. Teachers play an important role in demonstrating and teaching critical and social skills that are required for students to face the challenges of globalization (Caron, 2008). To get ready for globalization, students should learn a few social skills. Being able to speak more than one language makes it easier to communicate and build relationships with people from other countries, which makes it easier to work in a globalized world (Gerhards et al., 2017). Sociocultural intelligence, on the other hand, includes skills like empathy, cultural sensitivity, and conflict resolution that help you deal with different cultural norms and practices. To be successful in a globalized world, you need to be able to understand and navigate social and cultural dynamics in different situations and be able to adapt to new environments and cultural contexts (Hsieh, 2016; Morris et al., 2014).

H5: Social skills improve attitudes in facing challenges and globalization.

Social skills also have a vital role in developing attitudes about challenges and globalization. This can be seen from the p-value of the partial hypothesis test between social skills and Attitude in Facing Challenges and Globalization of 0.023, which is less than the 5% significance level. Social skills are critical for developing positive feelings toward globalization and effectively tackling its issues through enhanced communication, collaboration, and educational activities. This is because people with excellent social skills, such as openness and effective communication, are more likely to have positive attitudes toward globalization. This is because

they are more confident in their economic and cultural circumstances, which decreases the perceived threat of globalization (Gerhards et al., 2017). There are challenges with effectively incorporating social skills into social studies to prepare students for globalization. These include misconceptions regarding global education, a lack of activities relating to global challenges, and a lack of a holistic strategy in the curriculum. By addressing these issues, social learning may establish a solid foundation for children to develop the social skills required in the context of globalization, such as teamwork, empathy, and critical and creative thinking (Sherman, 2016; Vongsatan et al., 2020).

H6: Social skills serve as a mediation between social studies education and attitudes toward problems and globalization.

Social skills are incapable of mediating the relationship between social studies education and attitudes toward globalization. This is shown by the hypothesis test, which yielded a p-value of 0.070, which exceeds the 5% significance level. In theory, there is no clear evidence to back up or reject the argument that social skills cannot bridge the gap between social studies education and attitudes toward globalization. However, previous study has demonstrated that education, particularly social studies, has a vital role in forming attitudes toward globalization, and social skills are an essential component of this educational process. (Cook & Underwood, 2012) found that education has a crucial influence in establishing positive attitudes toward globalization. In this situation, social science education is viewed as critical in educating persons for social and cultural life, including adaptation to globalization (Bozkurt & Yasar, 2016a). Social science education equips students with the necessary views, abilities, and values to thrive in the global era (Agbaria, 2011b). On the other hand, social competence, which includes social skills, is regarded as an important feature

of education, particularly in social and moral education. The development of social skills through education has the ability to impact students' views about globalization by improving their understanding and acceptance of global perspectives (Myers, 2006b).

H7: Social skills serve as a bridge between social studies curriculum and preparedness for globalization.

Social skills serve as a bridge between social studies curriculum and preparedness for globalization. This is shown by the hypothesis test's p-value of 0.034, which is less than the 5% significance level. While social skills are important, they may not be sufficient to completely prepare students for globalization. Effective preparation necessitates a comprehensive curriculum that involves intellectual, thinking, and life skills, as well as a thorough awareness of global challenges and cross-cultural competency (Luciani & Sylvia, 2010; Myers & Rivero, 2020). For example, incorporating global perspectives into the curriculum and employing creative teaching methods are required to provide students with the knowledge and abilities required in a globalized world (Myers, 2006c; Myers & Rivero, 2020). There are challenges with effectively incorporating social skills into social studies to prepare students for globalization. These include misconceptions regarding global education, a lack of activities relating to global challenges, and a lack of a holistic strategy in the curriculum (Bozkurt & Yasar, 2016b; Suryono, 2020). By addressing these issues, social learning may establish a solid foundation for student to develop the social skills required in the context of globalization, such as teamwork, empathy, and critical and creative thinking.

Goodness Of Fit (GoF)

The R-square values and AVE values for each variable used for the calculation of the GoF index are presented in Table 9 below:

Table 9. AVE and R-Square (R^2) of the research variables

Variables	AVE	R-Square
Social Studies Learning	0.622	-
Readiness to Face Globalization	0.686	0.592
Social Skills	0.489	0.611
Attitude in Facing Challenges and Globalization	0.513	0.676
Average	0.5775	0.470

The GoF value is determined by calculating the square root of the product of the average communality index (AVE) and the average coefficient of determination (R-square) of the model. As a result, the GoF index may be calculated using the average AVE and average R^2 values displayed in Table 9, which are 0.521. This means that the combined performance of this study's outer and inner models can be classified into the large GoF category (Cheung et al., 2024; Markstrom & Marshall, 2007). Social skills, which are the ability to interact and communicate with other people according to the roles occupied in the social structure, play an essential role in human life. Experts, as stated by (Zsolnai & Kasik, 2016), state that social skills refer to an ability visible in action, where individuals can search for, select, and manage information. In addition, social skills include acquiring new knowledge that can be applied to solving everyday problems. This involves the ability to communicate both orally and in writing and understand, appreciate, and collaborate with individuals with diverse backgrounds. Social skills also include the ability to transform academic skills and adapt to societal developments (Kallioglou & Vairamidou, 2020).

■ CONCLUSION

Social skills are essential competencies that students must acquire to navigate the era of globalization, enabling them to engage actively in both national and global community life. Social skills can be cultivated through the study of social studies disciplines. The cultivation of social skills

is facilitated through social studies curricula tailored to the relevant objectives and competencies required in the educational process, with the aim of transforming students into responsible citizens capable of democratic living and positive interpersonal interactions. In this instance, social skills directly impact students' capabilities in confronting globalization, although they do not facilitate the integration of social studies curriculum with students' attitudes towards difficulties and globalization. The obstacles encompass misconceptions regarding global education, insufficient activities addressing global issues, and an absence of comprehensive techniques within the curriculum. By adeptly incorporating social skills into social studies education, the problems encountered will be addressed, enabling social learning to serve as a robust foundation for students in navigating globalization.

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