

Review Article

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Mapping Trends in Research on the Enhancement of Students' Social Skills and Prosocial Behavior: A Systematic Literature Review

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Abstract

Background/purpose. The enhancement of students' social skills and prosocial behavior in the learning process in the school environment is a must as an effort to minimize the emergence of various moral corruptions among students, such as acts of violence, bullying, being individual, lack of empathy, lack of motivation to learn, which has an impact on students' academic achievement. In this case, it is important to map the development of research related to strengthening social skills and prosocial behavior of students in the school environment.

Materials/methods. The development of students' social skills and prosocial behavior is essential in shaping their character and fostering positive interactions. This study aims to map research trends on enhancing social skills and prosocial behavior using a systematic literature review approach. The research data was collected from the Scopus database, covering publications from 2020 to 2024, with a total of 1,624 indexed journal article metadata. Data analysis was conducted using the R Program and Biblioshiny software combined with VOSviewer to identify research trends, thematic patterns, and frequently explored concepts.

Results. The findings revealed that research publications related to social skills and prosocial behavior of students from 2020 to 2024, indexed by Scopus, were highest in 2022, reaching 403 published articles. In this case, Carlo, G. became the most productive author with 14 articles, and the United States occupied the first position as a country with author correspondence with 363 published articles regarding the study of social skills and prosocial behavior of students. Mapping the publication literature also shows that research on the study of social skills and prosocial behavior of students with the topics of "social interaction", "social cognition", "child parent relations", "problem behavior", "prosociality", "morality", "empathy", "human relations", "student aggression", "depression", "gender", and "decision making" has novelty as research issues and can be a research opportunity.

Conclusion. The results of the literature review mapping are also intended to provide academic views and recommendations for further research processes related to the position of social skills and prosocial behavior of students in the learning process in the school environment.

1. Introduction

Educational hearing is principally oriented in the formation of academic competence and social character building of students in the school environment. However, in the learning process, teachers are also faced with various student social problems such as bullying, gedged addiction, and acts of violence between students in schools, becoming a classic phenomenon in the face of education in various parts of the world (de Souza & McLean, 2012; Verdasca & Baillien, 2021; Zolkoski et al., 2016). This student's social problem is a factor that affects student learning outcomes in the school environment, so it becomes the main discourse in the learning process held at various levels of education, which requires teachers and school institutions to seek various approaches to organizing learning that are more inclusive, accommodating and focused on linking students' social and emotional characters in the school environment (Jennings & Greenberg, 2009; Marshall et al., 2011; Yaeger, 2017).

The UNESCO report revealed that more than 30% of students are victims of bullying in the school environment, leading to a decline in academic performance and resulting in mental disorders in students. Various acts of violence often occur among students in the school environment, such as exclusion, rejection, neglect, humiliation, spreading rumors, lies, ridicule, insults and threats, and psychological punishment. Sexual violence is also massively experienced by students, ranging from intimidation of a sexual nature, sexual harassment, and unwanted touching carried out by schoolmates or classmates. (UNESCO, 2019; UNICEF, 2021). This condition is also exacerbated by the massive physical and verbal bullying behaviors such as hitting, kicking, damaging property, mocking, insulting, and cyberbullying by spreading false information, and embarrassing photos, causing psychological impact to the bullied victims. (Carlile, 2020; Fleming & Jacobsen, 2010; Gabrielli et al., 2021; Johnson, 2019; Norton & Duke, 2021). This situation is almost experienced by students from elementary school to secondary education, so it is important for teachers to seek a strategic approach to minimizing violence among students, such as through strengthening social skills and prosocial behavior in the school environment.

The pattern of strengthening students' social skills and prosocial behavior is intended to prepare students to interact effectively, both inside and outside the school environment (Singleton, 1983; Fligstein, 2001; Nangle, 2010). Some academic research shows the importance of strengthening social skills in the learning process, among others; social skills are a valid approach that can be adopted in the development of social inclusion for students in schools; social skills growth patterns starting from kindergarten to sixth grade that teachers should pay attention to during the development period; improvement in social skills categories is a factor that supports academic achievement in schools; and social skills-based activities have a positive impact on helping develop students' empathic tendencies in the school environment (Berry & O'Connor, 2010; Denham et al., 2006; Karateke, 2017; Saygın & Karakaş, 2021).

The same perception is expressed by other researchers, mentioning that students' prosocial behavior has positive implications for students' academic achievement at school, among others; prosocial behavior that begins in the early days of student development has a significant impact on student achievement in the future; student achievement at school can be influenced by interpersonal intelligence and prosocial behavior in the learning process in the school environment; the importance of schools to improve the environment that supports the development of students' prosocial behavior; and the importance of moral enhancement and empathy to understand the mechanism of prosocial behavior in a person. (Caprara et al., 2000; Kusumaningrum, 2019; Wikman et al., 2021; Toth, 2022). Other studies also posit that social skills and prosocial behavior are positively related to learning strategies such as attitudes towards academic success, better learning achievement, motivation, information processing, selection of main ideas, self-assessment and evaluation

strategies, and support students' emotional and social development in the school environment (Wiedermann et al., 2020; Inglés et al., 2021; Saguni, 2022).

Based on the description above, it is important to conduct literature review research related to building social skills and prosocial behavior for students in the school environment. This research aims to map themes related to research trends in strengthening social skills and prosocial behavior in the school environment by examining several things, including 1) Trends in Research Publications on Social Skills and Prosocial Behavior of Students; 2) Subject Area of Research Publication Social Skills and Prosocial Behavior of Students; and 3) Topic Mapping of Research on Social Skills and Prosocial Behavior of Students. This research was conducted using a systematic literature approach to identify various studies related to strengthening students' social skills and prosocial behavior in the school environment. The projected research findings are expected to provide informative data-based recommendations, as well as mapping research topic opportunities for educators, educational practitioners, and researchers in the study of strengthening students' social skills and prosocial behavior in the educational unit environment.

2. Literature Review

2.1. Term Social Skills and Prosocial Behaviour

The interpretation of social skills is generally generalized from the perspective of an individual's ability to interact and build positive relationships with others. The notion of social skills originates from symbolic interactionism and is defined as the ability to promote cooperation with others. Social skills, like all other types of skills, emphasize hypothetical constructs inferred from observations of performance. This concept is elaborated to show how actors are important in constructing and reproducing local order. (Singleton, 1983; Fligstein, 2001). Social skills are the ability to achieve various social outcomes in approved ways. Social skills are positioned as interactive outcomes and adaptive attitudes of individuals in social settings. In the context of education, social skills are also interpreted as a process of peer group interaction and staff-student interaction that encourages behavioral change in students. (Rubin & Ross, 1982; Singleton, 1983; Nangle, 2010).

Meanwhile, prosocial behavior refers to the emergence of a person's voluntary behavior in helping others or promoting group interests. In this case, Eisenberg defines prosocial behavior as an act to show helping behavior, sharing, and positive behavior voluntarily whose motives are not determined, unknown, or not altruistic. (Eisenberg, 1982). Prosocial behavior also emphasizes a person's actions that are intended to improve the situation of the beneficiary, and the beneficiary is a specific individual rather than a community or organization. Prosocial behavior has the additional restriction that the helper's motivation is characterized by perspective-taking and empathy (Bierhoff, 2002; Carlo et al., 2011). The position of prosocial behavior is synonymous with positive actions such as sharing, helping, and showing empathy towards others that impact the process of strengthening social relationships and promoting individual well-being. (Van der Graaff et al., 2018). Realizing social behavior in students is very dependent on the role of parents and the surrounding environment as a support system in controlling the strengthening of a student's prosocial behavior. In this context, prosocial behavior is interpreted as a person's social action in helping and helping others by showing empathy and sympathy that provides physical and psychological benefits for the lives of others (Bashori, 2017; Tartila & Aulia, 2021).

2.2. Social Skills and Prosocial Behaviour in Educational Contexts

Social skills are important abilities that enable individuals to interact effectively and harmoniously with others. In the context of education, social skills are highly influential on students' academic success and emotional well-being. According to Gresham and Elliott (1990), social skills include the ability to communicate, cooperate, manage conflict, and adapt to social environments.

These skills are not only important in everyday interactions but also in collaborative learning and group activities in the classroom (Johnson & Johnson, 2009). Research shows that students with good social skills tend to have higher academic achievement and lower stress levels compared to students who lack these skills (Wentzel, 2015). In addition, students with social skills also engage positively in the school community, form strong relationships with peers and teachers, and have higher self-confidence (Denham et al., 2012).

The position of prosocial behavior, defined as voluntary actions taken to help or benefit others (Eisenberg & Fabes, 1998), plays an important role in creating a positive and inclusive learning environment. In a school setting, prosocial behaviors such as sharing, cooperating, and providing emotional support to peers not only strengthen social bonds between students but also promote a classroom atmosphere conducive to learning (Caprara et al., 2014). Several studies have shown that prosocial behaviour is positively related to students' academic achievement and psychological well-being. For example, a study by Oberle et al. (2011) found that students who exhibit prosocial behavior tend to have better relationships with peers and show higher academic outcomes. In addition, prosocial behavior was also associated with improved self-regulation skills and reduced aggressive behavior among students (Ladd & Dinella, 2009).

3. Methodology

3.1. Research Design

This research used a systematic literature review method and descriptive analysis to map research trends related to strengthening students' social skills and prosocial behavior. The use of literature studies is intended to collect and analyze metadata from various studies (Congge et al., 2023; Hillis et al., 2016; Wang & Sahid, 2024). The research was conducted in several stages, including article search, keyword mapping, document study analysis, and describing the results using R and Biblioshiny software combined with the help of VOSviewer (Soedarwo et al., 2023). These stages provided a pathway to search for articles to characterise the research cluster based on emerging terms related to students' social skills and prosocial behaviour. The four stages of this study are shown in Figure 1.

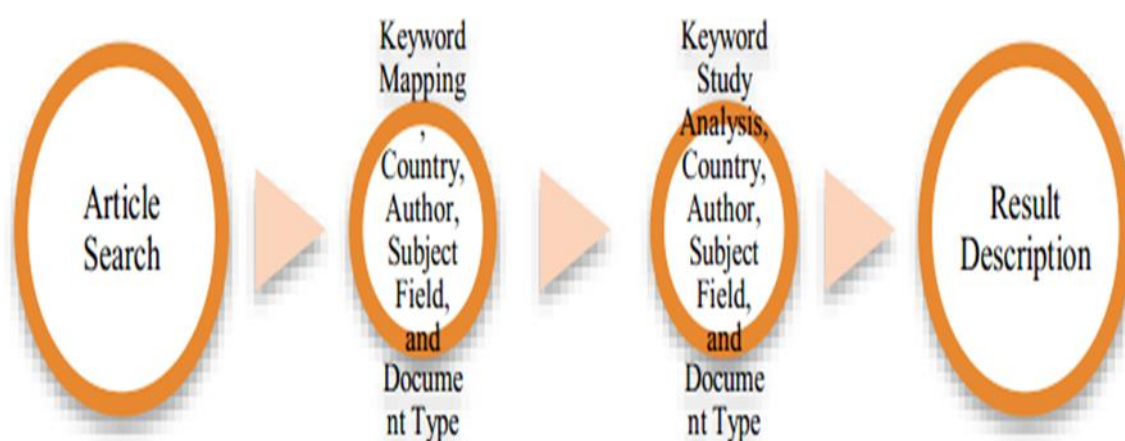


Figure 1. Research Stages Literature Review

This study aims to map research trends on the enhancement of students' social skills and prosocial behavior using a systematic literature review. Data were collected from the Scopus database, covering publications from 2020 to 2024, with a total of 1,624 indexed journal articles. This study employs a literature review method combined with descriptive analysis to explore key themes,

research trends, and conceptual developments. The analysis was conducted using Science Mapping techniques to visualize keyword co-occurrence and thematic clusters.

3.2. Identification of Source

This research used Scopus (www.scopus.com) as the main source to identify relevant journal articles. Scopus was chosen because it is one of the leading academic databases that includes high-quality publications from various scientific fields. The research database consists of 1,624 journal articles referring to literature sources from Scopus-indexed article databases from 2020 to 2024 related to strengthening students' social skills and prosocial behavior in the fields of education, developmental psychology, and social sciences. Data collection used the search keywords "social skills", "prosocial behavior", "Social skills development", and "School", with search categories of article titles, abstracts, and keywords, through searches in the Scopus database as follows.

TITLE-ABS-KEY ("SOCIAL SKILLS " OR "PROSOCIAL BEHAVIOUR") AND (LIMIT-TO (DOCTYPE , "ar") AND (LIMIT-TO (SUBJAREA , "PSYC") OR LIMIT-TO (SUBJAREA, "SOCI") OR LIMIT-TO (SUBJAREA , "ARTS") OR LIMIT-TO (SUBJAREA, "MULT") AND (LIMIT-TO (OA , "all") AND (LIMIT-TO (LANGUAGE , "English") AND (LIMIT-TO (SRCTYPE , "j") AND (LIMIT-TO (PUBYEAR , 2020) OR LIMIT-TO (PUBYEAR , 2021) OR LIMIT-TO (PUBYEAR , 2022) OR LIMIT-TO (PUBYEAR, 2023) OR LIMIT-TO (PUBYEAR, 2024) OR LIMIT-TO (LIMIT-TO (EXACTKEYWORD , "Prosocial Behavior") OR LIMIT-TO (EXACTKEYWORD, "Social Skills"OR LIMIT-TO (EXACTKEYWORD , "Children") OR LIMIT-TO (EXACTKEYWORD , "School") AND (LIMIT-TO (PUBSTAGE, final).

Research data in the form of the number of publications per year, productive journals, a large number of publicity documents, author information, keywords and research topics from 2020 to 2024, which are processed using Program R and Biblioshiny software combined with the help of VOSviewer software to map research developments, core journal publications, the most productive authors, correlation of writing sources and mapping research topics based on keywords that often appear in the research of social skills and prosocial behavior of students in the educational environment. The final results of this literature analysis are expected to map further research opportunities and trends in scientific publications related to students' social skills and prosocial behaviors in the learning process in the school environment.

3.3. Data Analysis

This study uses a descriptive analysis method to map research trends related to strengthening students' social skills and prosocial behavior. Descriptive data analysis was carried out through a review of article metadata sourced from the Scopus database (Zupic, I., 2015; Akyüz, H., 2021; Wang & Sahid, 2024). The descriptive analysis method was carried out using software to analyze qualitative data, namely QDAS (Qualitative Data Analysis Software) as the analysis database. (Bower, 2022; Niedbalski & Ślęzak, 2022; Soedarwo et al., 2023). Qualitative Data Analysis Software or QDAS in this study uses VOSviewer software combined with R and Biblioshiny software to analyze the metadata of 1,624 journal articles sourced from the Scopus database covering publications from 2020 to 2024.

Furthermore, the research data analysis was carried out using the Science Mapping technique using VOSviewer software, which allows for the visualization of the relationship between keywords, research trends, and collaboration patterns between researchers. Program R and Biblioshiny software were also used to analyze the articles' content and identify the research's main themes. Both software were used to analyze and review the development of research on students' social skills and prosocial behavior. The projected results of the data analysis provide an overview of the focus of further research relevant to this area, such as social-emotional learning approaches, collaborative learning strategies, and school-based interventions in improving students' social skills and prosocial behavior. The results of this research data analysis are also expected to provide comprehensive

insights for educators, researchers, and policymakers in designing learning strategies based on strengthening students' social skills and prosocial behavior in the educational environment.

4. Results

The content of this article seeks to map the development of research in the field of social skills and prosocial behavior of students in the school environment from 2020 to 2024, which includes: 1) Publication trends of research on social skills and prosocial behavior of students based on the year of publication and the productivity of the author; 2) the subject of the research publication area of relevant students' social skills and prosocial behavior is reviewed from the percentage of documents, and the impact of research citation; and 3) Mapping of research themes on students' social skills and prosocial behaviors based on relationships/connections, clustering related to research on students' social skills and prosocial behaviors in the school environment, which are described as follows.

4.1. Trend of Research Publications on Social Skills and Prosocial Behaviour of Students

The development of research publications is an important part of seeing the locus of research studies related to research on social skills and prosocial behavior of students in the school environment. Examining this publication trend focuses on the number of literature publications based on the year of publication, author productivity, and countries of prolific contributors to student social skills and prosocial behavior research. The research findings show that the development of research publications in the last 5 years has stagnated and tended to decline compared to the previous few years. This condition can be observed from the results of the Scopus data analysis, which illustrates the development of research publication trends in the field of social skills and prosocial behavior of students in the school environment, which can be seen in Figure 1 as follows:

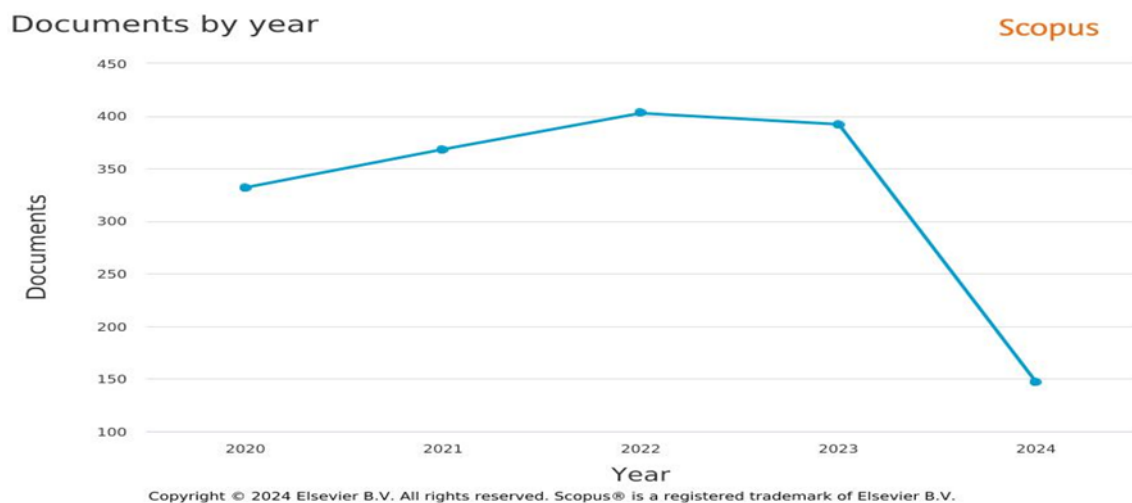


Figure 2. Trends in the Publication of Students' Social Skills and Prosocial Behavior

The results of the Scopus data analysis in Figure 2 above provide information on the graphical development of research publications in the field of study of social skills and prosocial behavior of students in the school environment, such as only in 2020, there were 332 articles published, while in 2021 the number of articles increased to 368 and in 2022 it also showed a significant increase of 403 published articles. Overall, the research publication data on the study of social skills and prosocial behavior of students in the school environment from 2020 to 2022 shows a significant trend of increasing research publications. Although in 2023 and 2024, there was a decrease in research publications, it is necessary to analyze several factors that are the reasons for the decline in research publications, ranging from changes in research focus and post-pandemic impacts to changes in journal policies, which can be factors that influence this trend. It is important to understand whether

this decline is a temporary fluctuation or an indication of deeper changes in the research process related to students' social skills and prosocial behaviour in the school environment.

Trends in research publications are also seen from the position of productive authors who have academic contributions to research on social skills and prosocial behavior of students in the school environment. Research productivity is a hierarchical part that can be a source of reference and new knowledge in strengthening students' social skills and prosocial behavior in the school environment. Researchers, with all their scientific productivity, will become the center of information on research sustainability for other researchers. Even the productivity of scientific articles from researchers can encourage innovation in the development of education, including in the field of social skills and prosocial behavior of students in the school environment. In this context, a graph of research productivity relevant to the learning of social skills and students' prosocial behavior is presented, as well as how many authors contribute to the number of published articles. The following graph focuses on the top ten authors with the highest number of publications in the field of social skills and students' prosocial behavior based on the analyzed Scopus database.

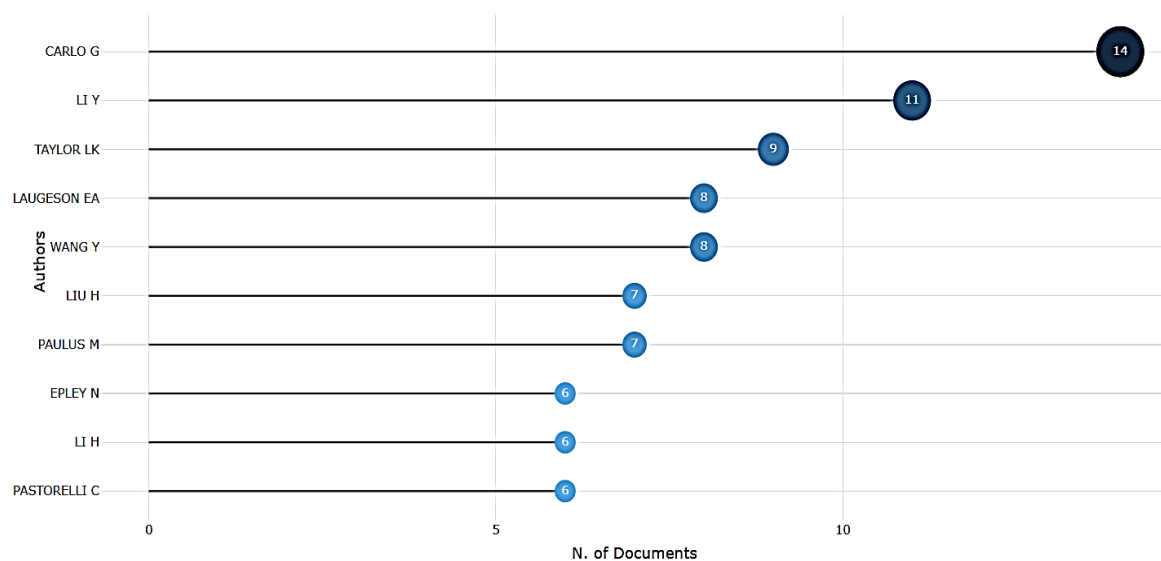


Figure 3. Top Ten Most Relevant and Productive Authors

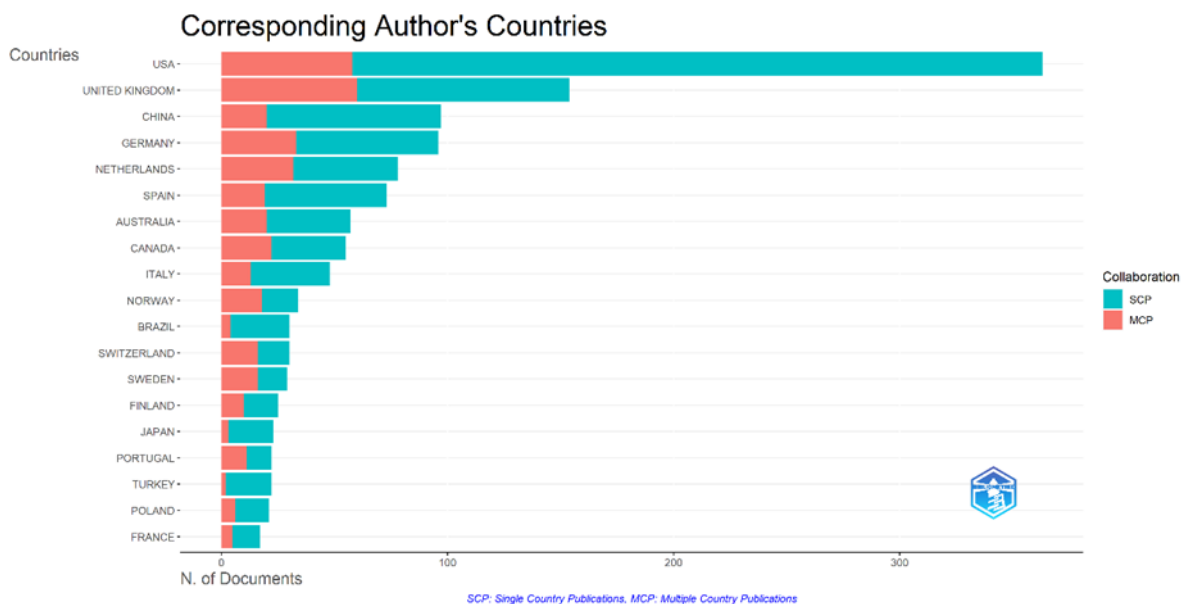
Based on the results of the analysis presented in Figure 3, it was revealed that the mapping conducted with Program R software identified a number of research articles on social skills and students' prosocial behavior from the top ten authors within the last five years with the number of publications of research articles as follows: Carlo, G., with 14 articles, Li Y, with 11 articles, Taylor, L.K., with 9 articles, Laugeson, E.A. and Wang Y, each with eight articles. Furthermore, Liu H and Paulus M. have 7 articles each, Epley, N., Pastorelli, C., and Li H with 6 articles each research articles found in the Scopus database. In terms of the impact of research publication, the results of the analysis place Taylor L.K and Laugeson E.A as researchers with a fairly high index with each H-Index 6 and G-Index 9 related to the local impact of article publication on the study of social skills and prosocial behaviour of students in the scope of education units. The results of the publication of this research article also contribute to the development of social science. In fact, the publication of this research also illustrates the dedication and academic commitment of researchers in producing scientific works that are beneficial for the development of science in the educational unit environment.

Table 1. Local Impact of the Author's Publication

Author Name	H_Index	G_Index	M_Index	TC	Years
Taylor Lk	6	9	1,2	160	2020
Bornstein Mh	5	5	1	55	2020
Laugeson Ea	5	8	1	68	2020
Padilla-Walker Lm	5	5	1	188	2020
Wang Y	5	7	1	60	2020
Buitelaar Jk	4	4	1	31	2021
Carlo G	4	6	0,8	49	2020
Chen Z	4	5	1	68	2021
Crone Ea	4	5	0,8	148	2020
De Korte Mwp	4	4	1	31	2021

Notes: H-Index: Citation Index and Number of Author Publications; G-Index: Productivity and Impact of Author Publication; M-Index: Impact and Publication Metrics Research Author, and TC: Total Citations of Author's Article Publications

Furthermore, when analyzed from the position of the author's correspondence based on the country in the last five years, it was found that the top countries with the most productive author contributors in conducting research on social skills and prosocial behavior of students in the educational unit environment include: United States, United Kingdom, China, Germany, Netherlands, Spain, Australia, Canada, Italy, Norway, Brazil, Switzerland, Sweden, Poland, Japan, Portugal, Turkey, Poland, and France. The description of the author's correspondence based on the top countries can be seen in the following graph.

**Figure 4.** Corresponding Authors by Top Productive Countries

The graphical content presented in Figure 4 above shows that the mapping done with the software Program R and Biblioshiny shows the top five countries with author correspondences that are most productive in conducting research in the study of social skills and prosocial behavior of

students, among others: The United States ranks first with 363 published articles; the United Kingdom ranks second with 154 published articles; China ranks third with 116 published articles; Germany ranks fourth with 97 published articles; and the Netherlands ranks fifth with 96 published articles. These five countries are very concentrated on encouraging researchers in various education to conduct research and publications related to the study of social skills and prosocial behavior of students in the school environment. On the other hand, the graphical representation of author correspondence also reveals that research publications related to student social studies are predominantly conducted in the United States and several European countries, while in Asia they are identified in China and Japan. This condition tends to confirm that research on the study of social skills and prosocial behavior of students, specifically in the region of Asian and African countries, is still not much done. So this mapping provides publication opportunities for researchers to conduct research and assessment of the study of social skills and prosocial behavior of students in the environment, especially those developing in Southeast Asia, the Middle East, South Asia, and Africa countries. Thus, the output of research publications is more comprehensive and can ultimately become an informative reference source related to issues of social skills and prosocial behavior of students, which can have a positive impact on the development of science.

4.2. Subjek Area Publikasi Penelitian Keterampilan Sosial dan Perilaku Prosocial Siswa

The next discussion is related to the research subject about social skills and prosocial behavior of students in the school environment that has been identified. This is important to know as a reference material for further research that is less researched. The results of the mapping of the subject area of this research document can provide information on the research process so that it becomes more innovative and broader than other topics covered in the following figure.

Documents by subject area

Scopus

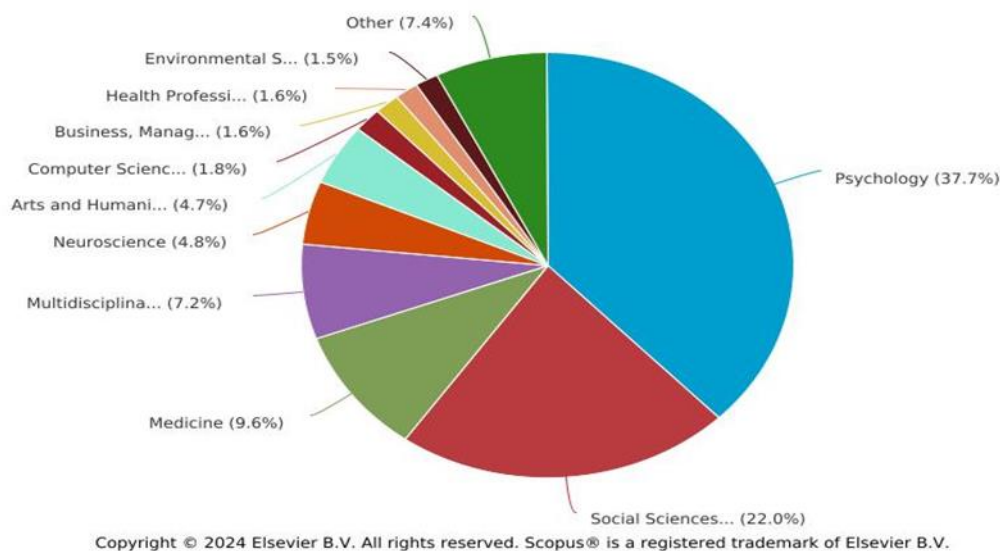


Figure 5. Percentage of Documents by Subject Area

Referring to the results of the analysis of Scopus data in Figure 5 above provides information that the subject of research publication documents in the field of social skills and prosocial behavior of students, is more dominant in the subject of psychology as much as 37.7% and the subject of social science occupies the second position as much as 22.0% in terms of publicity of research documents. The two subjects of the research publication document area, in principle, are in line with the analytical basis of the student's social skills and prosocial behavior related to social problems and the development of a student's individual behavior. So that the subject of the research document area is

dominant in the social problems of students and the field of student psychology as the dominant research area carried out by the researchers.

Meanwhile, the subjects of the research area such as: school environment; management of organization; Human relations and multidisciplinary are sub-areas that have not been widely studied and are an opportunity for studies related to the study of students' social skills and prosocial behavior in the school environment, so it is important for further research to explore studies on the subject of the research area. In another section of the research publication documentation, it also reveals some of the top research articles that show the most citations used as research reference sources related to the study of students' social skills and prosocial behavior, which are shown in the following table.

Table 2. Top Ten Articles with Most Cited Publications

Title Articles	Source	Year	Citation
The Effects Of Early Intervention On Social Communication Outcomes For Children With Autism Spectrum Disorder: A Meta-Analysis	Journal Of Autism And Developmental Disorders	2020	177
The Professional and Personal Characteristics Of Effective Psychotherapists: A Systematic Review	Psychotherapy Research	2020	139
Adverse Childhood Experiences And Trajectories Of Internalizing, Externalizing, And Prosocial Behaviors From Childhood To Adolescence	Child Abuse And Neglect	2021	68
Maternal Socialization Of Child Emotion And Adolescent Adjustment: Indirect Effects Through Emotion Regulation	Developmental Psychology	2020	65
Don't Forget Student-Teacher Dependency! A Meta-Analysis On Associations With Students' School Adjustment And The Moderating Role Of Student And Teacher Characteristics	Attachment And Human Development	2021	51
Augmented Reality In Special Education: A Meta-Analysis Of Single-Subject Design Studies	European Journal Of Special Needs Education	2020	50
Project Impact For Toddlers: Pilot Outcomes Of A Community Adaptation Of An Intervention For Autism Risk	Autism	2020	46
Virtual And Augmented Reality In Social Skills Interventions For Individuals With Autism Spectrum Disorder: A Scoping Review	Journal Of Autism And Developmental Disorders	2022	42
Group Work Assessment: Assessing Social Skills At Group Level	Small Group Research	2020	40

The description of table 2 above shows that several research publication articles have quite a signification related to research on the study of social skills and prosocial behavior of students in their school environment; The research article entitled "The Effects Of Early Intervention On Social Communication Outcomes For Children With Autism Spectrum Disorder: A Meta-Analysis" published in the Journal Of Autism And Developmental Disorders in 2020 became the top article with 177 citations. This research article is a literature review article in the form of a meta-analysis that examines the effects of early intervention on social communication outcomes for children with autism spectrum disorders. The findings of this meta-analysis highlight the need for further research examining the specific components of the intervention associated with greater and more general benefits in children with autism spectrum disorder (Fuller, E. A., & Kaiser, A. P., 2020).

The research article titled "The Professional and Personal Characteristics Of Effective Psychotherapists: A Systematic Review," published in the journal Psychotherapy Research in 2020, ranked second with 139 citations. This research article explains the importance of social support in therapist activities for students who experience difficulties in interpersonal relationships (Heinonen & Nissen-Lie, 2020). The research article entitled "Adverse Childhood Experiences And Trajectories Of Internalizing, Externalizing, And Prosocial Behaviors From Childhood To Adolescence" published in the 2021 Journal of Child Abuse And Neglect ranked third with 68 citations. This research article, explaining that unpleasant childhood experiences (ACEs) predict worse mental health throughout the course of life is significantly influenced by harsh parenting and corporal punishment strongly influences negative prosocial behaviors in children, as well as the presence of parental disputes and parental depression shows a relationship with internalization problems and has a negative impact on mental health from childhood to adolescent (Bevilacqua et al., 2021). These three research articles have made academic contributions to educators and other researchers regarding the importance of learning social skills and prosocial behavior of students in the school environment.

4.3. Mapping of Research Topics of Students' Social Skills and Prosocial Behavior

The construction of research on the study of the development of students' social skills and prosocial behavior is a domain that needs to be carried out by educators, practitioners, and researchers. This is because the position of developing students' social character in the school environment has positive implications for the process of student learning outcomes, so it is important to map topics based on relationships, clustering, and the level of density of research keywords in the study of students' social skills and prosocial behavior.

Topic mapping and data also provide advanced research information, which researchers can carry out in exploring various scientific studies on the study of students' social skills and prosocial behavior in the school environment. In this case, the results of the analysis with VOSviewer software map various networks of research topics based on keywords that are interconnected in the study of students' social skills and prosocial behavior, can be seen in the following figure.

Table 3. Network Mapping Clustering by Keyword

Cluster	Color	Keywords	Number of Item
Cluster 1	Red	Autism; autism spectrum disorder; autistic disorder; behavior; child; child behavior; child development; child parent relation; child, preschool; clinical article; cognition; cohort analysis; communication; communication skill; controlled study; education; interpersonal communication; learning; outcome assessment; parenting; parents; preschool child; procedures; randomized controlled trial; school child; skill; social cognition; social competence; social interaction; attention; social skills.	33 Items
Cluster 2	Green	Prosocial behaviour; young adult; well-being; social behavior; self concept; prosociality; prosocial behavior; physiology; perception; motivation; morality; middle aged; male; major clinical study; humans; human experiment; human; female; empathy; emotions; emotion; decision making; cooperation; article; altruism; aged; adult.	27 Items
Cluster 3	Blue	Adolescence, adolescent behavior, aggression, childhood, friend, gender, human relations, interpersonal relations, longitudinal studies, peer group, psychology, school, social status, student, students, teacher.	19 Items
Cluster 4	Yellow	Adolescents; anxiety; children; coronavirus disease 2019; covid-19; cross-sectional studies; cross-sectional study; depression; mental disease; mental health; pandemic; problem behavior; questionnaire; self report; social support; strengths and difficulties questionnaire; surveys and questionnaires	17 Items
Total			96 Items

Based on the graph data and the table of VOSviewer visualization results above, it describes the network of students' social skills and prosocial behavior research topics covering 4 clusters consisting of 96 items, as illustrated by the results of the identification of research topics with the keywords "Prosocial, Human, Child, and Social Skills" becoming the dominating main topic network. Cluster 1 in red illustrates that the process of learning social skills and prosocial behavior for children/students is identical to efforts to improve communication skills and the development of parenting patterns which are the determining factors for the effective achievement of the learning process in the school scope. Cluster 2 in green emphasizes that in the study of social skills and prosocial behavior, students focus on the problems of human attitudes, traits, and actions, starting from emotions, motivations, and cooperation between others in the main focus of the research. Cluster 3 in blue is described as a large number of research publications related to the study of students' social skills and prosocial behavior, which is more focused on student behavior and the development of relationships between students in the school environment. Cluster 4 in yellow describes the relationship between various

research topics in the field of social development of students/children as well as the level of anxiety and the importance of social support in the development of student attitudes.

Thus, the relationship between these clusters shows a dynamic and complementary interaction between various aspects in the study of students' social skills and prosocial behavior, ranging from technology, psychology, and global issues to the study of school curriculum development. Research that pays attention to these linkages will produce a more comprehensive and relevant approach to the challenges in the formation of students' social skills and prosocial behavior in the modern era. It can also open up opportunities for interdisciplinary research that combines various aspects and relevant research topics to improve the effectiveness and inclusive services of education for students in school link. The subsequent discussion also describes the development and relationship of various concepts and research topics related to social skills and prosocial behavior in students, which are presented in the following figure.

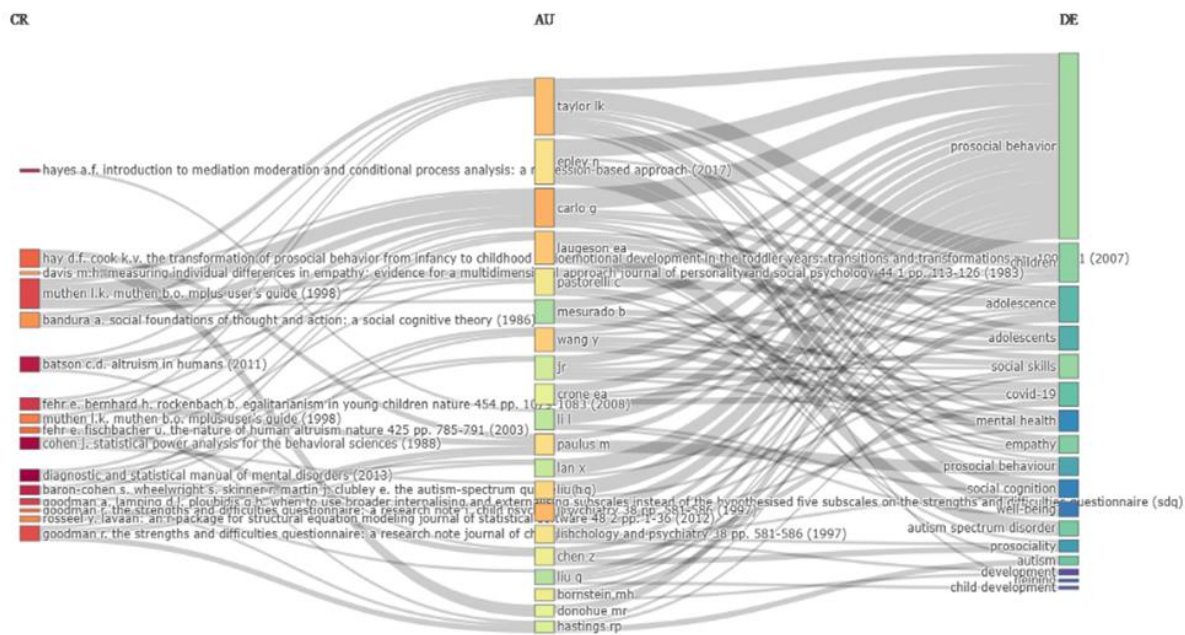


Figure 7. Three Fields Plot of Concept and Research Topic Relevance

The results of the analysis of the three fields plot in Figure 7 above it can be seen that the mapping carried out with Program R software shows three main parts of the relationship between various concepts and research topics in the study of students' social skills and prosocial behaviors which are marked by codes/fields "CR" (Central Research), "AU" (Adjacent) and "DE" (Distant). First, in the field of "CR" (Central Research), several core concepts are the main focus of research, such as: 1) Hayes. A.F., the research topic "introduction to mediation moderation and conditional process analysis: a regression-based approach", shows that this study focuses on the analysis of mediation processes, moderation, and conditional process analysis using a regression approach. 2) Good. D.F., Cook. K. Y., with the research topic "the transformation of prosocial behavior from infancy to childhood", this concept indicates that this study examines the transformation of prosocial behavior from infancy to childhood. 3) Davis M.H., with the research topic "measuring individual differences in empathy: evidence for a multidimensional approach", this concept shows that there is a focus on measuring individual differences in empathy using a multidimensional approach. Generally, these concepts indicate that this research focuses on an in-depth understanding of the dynamics and factors that affect the development of students' prosocial behavior in the school environment.

Second, in the adjacent field of "AU" (Adjacent), there are concepts that are closely related to the main focus, such as: 1) Bandura.A, with the research topic "social foundations of thought and

the school environment. This thematic mapping also provides an overview of the trend of research publication topics in the field of students' social skills and prosocial behavior from 2020 to 2024. In general, the above topics reflect the focus of researchers and education practitioners in identifying crucial issues in students' social skills and prosocial behaviors. Thus, in the final part of the results of the mapping of research opportunities, students' social skills and prosocial behavior can be a reference for relevant research issues and have a level of novelty to be further researched for teachers, education practitioners, and researchers as an effort to improve the quality of services for the formation of students' comprehensive social character in the school environment.

Based on the results of the analysis in Figure 8 above, the mapping conducted by VosViewer shows several research topics that still have many issues and research topics that can be developed in the study of students' social skills and prosocial behaviors including: "social interaction", "social cognition", "child-parent relationship", "problem behavior", "communication", "prosociality", "morality", "empathy", "controlled study", "human relation", "cooperation", "parenting", "stundet aggreation", "Depression", "gender", and "decision making", are topics that can be used as a reference and become research opportunities in the field of social skills and prosocial behavior of students in the school environment. This thematic mapping also provides an overview of the trend of research publication topics in the field of students' social skills and prosocial behavior from 2020 to 2024. In general, the above topics reflect the focus of researchers and education practitioners in identifying crucial issues in students' social skills and prosocial behaviors. Thus, in the final part of the results of the mapping of research opportunities, students' social skills and prosocial behavior can be a reference for relevant research issues and have a level of novelty to be further researched for teachers, education practitioners, and researchers as an effort to improve the quality of services for the formation of students' comprehensive social character in the school environment.

5. Discussion

Research findings related to students' social skills and prosocial behavior in the learning process in the last five years show a fairly massive trend carried out by education practitioners as researchers globally as one of the fields of academic study, although the increase in publications is not very significant. This can be seen from the increase in the publication of Scopus indexed articles on the topic of social skills and prosocial behavior of students, which is quite high in 2022, as many as 403 articles were published. The development of research publications has decreased significantly in 2023 and 2024 compared to the previous years.

In fact, when understood conceptually, the process of developing social skills and prosocial behavior of students is quite important in the midst of global challenges, moral decadence, acts of violence between students, bullying behavior, and addiction in students. So practicing students' social skills and prosocial behavior in the school environment is important. From a theoretical perspective, strengthening students' social behavior and prosocial behavior is considered to be able to animalize various acts of violence and massive bullying behavior, thus negatively impacting students' motivation and learning achievement in the school environment (Fonagy et al., 2005; Kilian et al., 2006; Tristanti et al., 2020; Wahid & Purnomo, 2020).

Building students' social skills and prosocial behaviour in the school environment A positive school environment is not only a relationship between students, but also an interaction with teachers and school staff. A safe, inclusive school environment supported by anti-bullying policies and conducive classroom management provides opportunities for students to learn to interact well, develop empathy, and the ability to work together. All of these are important foundations in building their social skills. The study also revealed that programs such as community service activities, project-based learning, and reflection sessions significantly supported students' prosocial behavior. These activities provide opportunities for students to be directly involved in activities that teach the value

of sharing, helping, and developing empathy (Attig & Weinert, 2020; Mosher & Carreon, 2021; Schoon et al., 2021).

In addition, teachers play an important role as models of social and prosocial behavior in schools. Teachers who apply character education approaches, teach moral values, and provide emotional support to students tend to succeed in shaping prosocial behavior. The approach carried out by teachers through daily interaction that provides concrete examples. By showing empathetic and caring behavior towards students, teachers become role models who can inspire students to emulate prosocial attitudes. Therefore, it is important for students to build social skills and prosocial behavior by formulating more adaptive strategies, such as providing guidance or counseling for students who need support in social interaction (Singleton, 1983; Fligstein, 2001; Nangle, 2010). The results of this study have important implications for the development of school policies and curriculum. Findings on the importance of social skills and prosocial behaviors can be the basis for designing school policies that encourage student involvement in social activities or even include prosocial values in certain subjects. This policy will be a real step in creating a school environment that not only focuses on academic achievement but also shapes the character of students who care about others answered (Singleton, 1983; Fligstein, 2001; Nangle, 2010). Thus, the impact of the formation of social skills and prosocial behaviors will be very meaningful in the long run. Students who have good social skills and prosocial attitudes are better prepared to contribute positively to society. The ability to work in a team, tolerance, and empathy that they have developed in school will be an important provision in living a social life and forming a caring and responsible generation.

Based on the analysis using Science Mapping with VOSviewer, it shows that the topics of Social-Emotional Learning (SEL), collaborative learning, and school-based interventions are the most frequently discussed topics in research and have become the main trends in the last five years. This finding is in line with the research of Durlak et al. (2011), which showed that SEL-based programs in schools not only improved students' social skills but also had a positive impact on their emotional and academic well-being. In addition to this, Taylor et al. (2017) confirmed that SEL-based interventions have a long-term impact on students' social development, which includes improved communication skills, empathy, and cooperation within the school setting.

The findings of this study also found that the collaborative learning approach became the dominant strategy in strengthening students' social skills. The results of the analysis show that studies in the last five years have increasingly highlighted the effectiveness of collaboration-based learning methods in improving students' social skills and prosocial behavior. This view is supported by Wentzel (2015), who states that involvement in group activities allows students to interact better, understand the perspectives of peers, and increase their sense of social responsibility. Another study also put forward by Caprara et al. (2014) also revealed that students who engage in collaborative learning are more likely to develop prosocial behaviors, such as helping friends and cooperating in group tasks.

This study also found a close relationship between social skills reinforcement and prosocial behavior with academic achievement. The study by Caprara et al. (2014) showed that students who have good social skills tend to show higher academic performance compared to students who experience difficulties in social interaction. This is due to increased learning motivation and self-confidence gained through positive social relationships. This finding is reinforced by Wentzel's (2015) research, which found that prosocial behaviors, such as sharing and cooperating, contributed to increased student participation in learning and better relationships with teachers and peers. Although this research trend shows a positive development, there are still some research issues that still need attention in the study of students' social skills and prosocial behavior, including social interaction, social cognition, 'child and parent relationships, problem behavior', communication patterns, 'morality', 'empathy', 'controlled study', 'cooperation', 'parenting, student aggression, depression, gender', cultural factors and social context are topics that can be used as references and

become research opportunities in the field of social skills and prosocial behavior of students in the school environment. Overall, the findings of this study reinforce findings in previous literature and reveal new trends in strengthening students' social skills and prosocial behavior. This discussion provides implications for educators and policymakers in developing evidence-based strategies that are more effective in supporting students' social development in educational settings. With the development of evidence-based approaches, it is hoped that the results of this study can serve as a reference for educators, researchers, and policymakers in designing more effective strategies for improving students' social skills in primary and secondary education settings.

6. Conclusion

Based on the description of the results and discussion of the research literature review related to building social skills and prosocial behavior for students in the school environment, several main information is concluded, including: 1) Judging from the trend graph of research publications, overall research publication data on the study of social skills and prosocial behavior of students in the school environment from 2020 to 2022, shows a significant trend of increasing research publications, With the highest number of publicity ranking articles in 2022 as many as 403 articles, although in 2023 and 2024 there will be a decrease in research publicity. In the last five years with the number of published articles, the research positioned Carlo, G., with 14 articles, Li Y., with 11 articles, and Taylor, L.K., with 9 articles as authors who were productive in publicizing articles on social skills and prosocial behavior issues of students in the school environment. 2) Judging from the source of research publications, *Frontiers In Psychology* is the top journal with 125 articles that contribute significantly to the publication of students' social skills learning and prosocial behavior in the school environment. In terms of the subject area of research publications in the field of social skills and prosocial behavior of students, it is more dominant in the subject of psychology as much as 37.7% which is related to social problems and the development of individual behavior of a student. 3) Analyzed from the development of research networks from the metadata of 1624 articles sourced from the Scopus database, four research clusters consisting of 96 items were identified, which were illustrated from the results of visualization of research topics with several research topic networks such as: "social interaction", 'Social Cognition', 'Parent-Child Relationship', 'Problematic Behavior', 'Communication', 'Prosociality', 'Morality', 'Empathy', 'Controlled Study', 'Human Relations', 'Cooperation', 'Parenting', 'Anger', 'Depression', 'Gender', and 'Decision Making', are topics that can be used as further research references in the development of studies of social skills and prosocial behavior of students in the school environment.

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