



The role of the habituation curriculum in encouraging the improvement of students' social skills in the digital era

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ABSTRACT

This study examines the impact of the habituation curriculum on enhancing students' social skills in the digital era. With the increasing reliance on digital technology, students face challenges in developing interpersonal communication and empathy. Therefore, examining how a habituation-based curriculum can bridge this gap is essential. The primary aim of this research is to evaluate the effectiveness of the habituation curriculum in promoting more effective social interactions among students within the context of modern educational environments. The study employs a mixed-methods approach, combining qualitative and quantitative data collection techniques. To gain insight into the impact of the habituation curriculum, researchers conducted surveys and interviews with educators to gather their perspectives on the topic. The findings indicate that habituation practices significantly improve students' ability to engage in meaningful offline and online social interactions. The research emphasizes the importance of incorporating habituation strategies into the curriculum to address the challenges posed by digital communication platforms. It supports the development of well-rounded, socially competent individuals. This study offers valuable implications for educators seeking to adapt teaching methods to contemporary needs.

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ABSTRAK

Penelitian ini mengeksplorasi peran kurikulum habituasi dalam meningkatkan keterampilan sosial siswa di era digital. Dengan semakin meningkatnya ketergantungan pada teknologi digital, siswa menghadapi tantangan dalam mengembangkan komunikasi interpersonal dan empati. Oleh karena itu, penting untuk meneliti bagaimana kurikulum berbasis habituasi dapat menjembatani kesenjangan ini. Tujuan utama dari penelitian ini adalah untuk menilai efektivitas kurikulum habituasi dalam mendorong interaksi sosial yang lebih baik di kalangan siswa dalam konteks lingkungan pendidikan modern. Penelitian ini menggunakan pendekatan metode campuran, menggabungkan teknik pengumpulan data kualitatif dan kuantitatif. Untuk menggali wawasan mengenai dampak kurikulum habituasi, peneliti melakukan survei dan wawancara kepada pendidik. Temuan penelitian menunjukkan bahwa praktik habituasi secara signifikan meningkatkan kemampuan siswa untuk terlibat dalam interaksi sosial yang bermakna, baik secara offline maupun online. Penelitian ini menyoroti pentingnya mengintegrasikan strategi habituasi dalam kurikulum untuk mengatasi tantangan yang ditimbulkan oleh platform komunikasi digital dan mendukung pengembangan individu yang terampil secara sosial. Penelitian ini memberikan implikasi yang berharga bagi pendidik yang berusaha menyesuaikan metode pengajaran dengan kebutuhan kontemporer.

Kata Kunci: era digital; kurikulum habituasi; keterampilan sosial

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INTRODUCTION

In the rapidly evolving digital era, social interaction has undergone a profound transformation due to technological advancements. This has implications for the change in social skills needed by the younger generation to adapt to this new social environment. Digital literacy encompasses a wide range of skills, including digital behavior, digital identity development, as well as critical thinking, collaboration, and social participation skills (Borbély & Némethi-Takács, 2023; Komara & Widjaya, 2024). These skills are essential for individuals to function well in a digitally engineered society (Ventista et al., 2024). However, there are concerns that the increasing number of digital interactions could lead to a decline in essential social skills in face-to-face interactions. A study reveals that the communication patterns observed during the pandemic, which led to the increased use of computer-mediated communication (CMC), highlight how face-to-face interactions can be reduced, thereby affecting interpersonal skills (Marani et al., 2020). This is crucial because strong social skills impact interactions in the real world and affect individuals' ability to collaborate in the digital world.

In education, it is essential to pay sufficient attention to developing social skills among students. A curriculum emphasizing positive attitudes and behaviors in social interactions can be an effective strategy (Reyna, 2021). This aligns with the idea that digital literacy should encompass both technical and interpersonal skills, enabling individuals to communicate effectively in digital contexts (Komara & Hadiapurwa, 2023). Holistic education, which focuses on utilizing technology positively and constructively, is crucial for ensuring that students become digitally proficient and retain and develop essential social skills (Garzón Artacho et al., 2020). The habituation curriculum in the context of education focuses on forming positive habits and behaviors among students through repetitive exercises and activities. This approach aims to develop the social character and skills necessary to adapt to the changing social environment, particularly in light of the increasing dominance of technology in daily life. In this case, students are not only required to master the skills of communicating directly but also to use digital platforms with good ethics (Fitria & Sukirman, 2023).

Habituation curriculum can be integrated to strengthen students' character and ethics in their use of technology. Vocational and character education must be integrated to prepare students to meet the social and professional demands of the digital age (Muaddab et al., 2024). Educational theory suggests that character should not be overlooked in education aimed at enhancing cognitive abilities, as without character, students can develop into intelligent yet immoral individuals (Prihatiningtyas et al., 2020). Therefore, a habituation curriculum that prioritizes the principles of character education and digital ethics is needed to prepare students to face social challenges. With repetitive and directed exercises in a digital context, it is hoped that students can internalize ethics and develop social skills that can support their interactions, both in the real world and on digital platforms, so that they can become qualified and socially responsible individuals (Fitria & Sukirman, 2023; Ramdayana, 2023).

Integrating habituation aspects into the educational curriculum significantly enhances students' social skills by fostering the development of positive habits, such as group work and reading practices. These habituation activities also strengthen students' communication skills, both in face-to-face interactions and digital contexts, while fostering an understanding of ethics and responsibility in online communication (Maimunah, 2020). Thus, the habituation approach plays an important role in developing individual skills and preparing students to face social challenges in the digital era. A key finding from this article is that, although previous research has highlighted the importance of habituation curricula in shaping students' social character, there has been limited examination of their application in the context of social skills required in the digital age. This article examines how the habituation curriculum can be applied to enhance students' social skills in both virtual and real-world settings. This research aims to investigate

whether the habituation curriculum can positively influence students' ability to interact effectively, both in physical environments and in digital communication.

The primary issue to be explored in this article is how applying the habituation curriculum can enhance students' social skills in interacting within the digital world. The hypothesis is that an appropriately implemented habituation curriculum will enhance students' social skills in both real-world and digital contexts by providing a solid foundation of values and norms for interacting positively in these environments. This article study explores the role of the habituation curriculum in improving students' social skills in the digital era by looking at its impact on students' social interactions, both in the real world and cyberspace. This research also aims to contribute to the development of an educational curriculum that is more relevant to today's social and technological needs.

LITERATURE REVIEW

Habituation Curriculum in Education

Habituation curriculum is an educational approach that emphasizes forming positive habits among students through structured and repetitive experiences. The habituation process in education is closely tied to broader character development. According to Dewey in the book entitled "*How We Think: Courier Corporation*", education should include character formation and habits that contribute positively to social interaction. This is important so that students can adapt to the social norms prevalent in society, which creates a supportive environment for developing their personality (Mustakim et al., 2024; Purwandari & Hidayat, 2022). The primary focus of the habituation curriculum is to form positive habits related to students' daily attitudes and behaviors. For example, through group work activities and appreciation for cooperation, students are taught to interact healthily and productively. Johnson, in the book entitled "*Reaching Out: Interpersonal Effectiveness and Self-Actualization*" revealed that implementing the habituation curriculum significantly impacts the development of students' social skills by creating a classroom atmosphere that supports student interaction. A curriculum that integrates character education, prioritizing habituation and behavioral expectations as part of a complete educational experience (Mustakim, 2023).

By using methods such as habituating good behavior through religious and social activities, students learn discipline and the ethical values that underlie their interactions with others (Purwandari & Hidayat, 2022). The reinforcement of values in the curriculum has been shown to contribute to the formation of better student character identities, which is especially important in today's increasingly competitive and complex educational context (Koutsouris et al., 2021; Makumane & Ngcobo, 2021). Incorporating various approaches in the habituation curriculum, such as extracurricular activities and character building through daily habits, is essential to prepare students for social challenges.

Students' Social Skills in the Digital Era

The digital age has brought significant changes in the social interactions of individuals, including among students. Interactions that were once generally carried out face-to-face are now shifting to various digital platforms, impacting the development of students' social skills. Gresham and Elliott define social skills as the ability to build and maintain positive relationships and interact with others following social norms. In this context, the main challenge is how students can develop those skills in a virtual environment. The development of digital communication technology has a significant impact on the way students interact, making skills such as empathy, clear communication, and an understanding of digital ethics increasingly important to master (Rosyiddin et al., 2023; Rodríguez-Rivera et al., 2023). Students tend to interact through text, images, and videos, making the application of social skills commonly used in face-to-face

interactions challenging. This suggests that the mastery of communication technology must be balanced with education, which shapes students' ability to interact effectively in cyberspace.

This is where the habituation curriculum can be applied. A habit-building curriculum can help students develop positive habits, enabling them to interact effectively on digital platforms. Through this approach, students are taught technical skills and social values that can enhance their online communication and socialization. As students' reliance on digital interaction increases, it is essential to integrate character education and social skills into the curriculum, enabling students to adapt and thrive in the digital age healthily and productively (Khaira et al., 2023). Maphosa and Berg argue that unsafe online interactions can lead to feelings of loneliness and anxiety among students, potentially hindering them from developing communication skills. Effective education should emphasize technical skills and cultivate a supportive social environment that promotes inclusion and enhances student engagement in social interactions (Hadiapurwa et al., 2024). Thus, a well-designed habituation curriculum can create a context where students feel more connected and better equipped to adapt to social dynamics in cyberspace, while maintaining positive norms and values in their interactions. These efforts are crucial to enhancing students' social skills and enabling them to thrive in a community that is increasingly reliant on digital communication technologies.

Integration of Habituation Curriculum with Digital Education

The application of the habituation curriculum in digital education represents an innovation with the potential to yield positive results in the development of social skills and student interaction in the digital era. Students who engage in digital-based habituation programs can interact more positively on various social platforms. This supports the hypothesis that the digital environment can enhance social skills when managed appropriately. Implementing a curriculum that integrates various digital educational applications and games has also proven effective in helping students develop their social skills, as it encourages collaboration between students (Nurohman et al., 2024).

Integrating technology into the habituation curriculum can create a more engaging and relevant learning experience. E-learning programs and educational games can foster positive habits in communication and collaboration (Rasmani et al., 2021). Technology-based learning, incorporating habituation elements such as reinforcing positive behaviors through assignments and rewards, can enhance student participation and engagement in learning (Lubis et al., 2024). Additionally, incorporating technology into education can foster a more dynamic learning environment where students feel more motivated to participate actively (Fatahillah & Arif, 2022). For example, developing e-LKPD based on a scientific learning approach can improve students' understanding of the material taught (Suyatmika et al., 2023).

However, implementing the habituation curriculum in the context of technology also faces challenges. Implementing the curriculum is often hindered by inadequate management, particularly in early childhood education (Rasmani et al., 2021). Therefore, the success of a habituation curriculum integrated with educational technology depends on teacher readiness, adequate infrastructure, and support from various relevant parties (Sabriadi, 2024).

The Role of Technology in Social Learning

The role of technology in education is significant, especially in shaping students' social skills. Students can interact directly and indirectly through social media, communication apps, and educational games, strengthening their social connections in a digital environment. Social interaction is a means of knowledge and a key mechanism in developing individual cognitive and social skills (Vygotsky, 2011). This demonstrates that, in education, technology offers students greater opportunities to engage in

virtual groups or communities, facilitating the exchange of valuable information and experiences. However, while digital interactions can drive social development, challenges remain when maintaining the quality of communication and social relationships. Using social media often exposes students to unfiltered information, which can impact their character and social ethics (Ramdani et al., 2021; Rosyidah & Ismeirita, 2023). Therefore, it is essential to implement positive communication values and digital ethics in education. Implementing a curriculum emphasizing healthy communication and digital ethics can help students interact more effectively in cyberspace.

Utilizing social media as a connecting tool is crucial for creating a learning environment that fosters healthy social interaction. Social interaction can encourage students' interest in learning, which has positive implications for the learning process (Sinulingga et al., 2023). Thus, when used correctly, technology can be a highly effective tool in education, enhancing students' social skills and helping them thrive in a social environment. While social media and other educational technologies offer numerous opportunities for social interaction, there is a significant responsibility to ensure that their use still fosters healthy communication. Therefore, implementing a curriculum that promotes positive values in communication is crucial for addressing the challenges that arise from digital interactions. Integrating value education in technology is expected to build students' character and create a more inclusive and collaborative learning environment.

Social Skills-Based Learning Approach

An approach that emphasizes the development of students' social skills in an educational context has received attention in several studies. According to Gresham, social skills can be taught through intervention programs specifically designed to help students communicate effectively and appreciate differences in social contexts. These programs emphasize the importance of social skills in promoting student interaction and cultivating an inclusive and supportive learning environment. In this context, a curriculum that includes social skills training can play an essential role in helping students overcome barriers to interacting with others (Rasmani et al., 2021). Furthermore, Gresham and Elliott's research confirms that programs that combine theory and practice in teaching social skills, including group work habituation and positive habit formation, have a significant impact on students' social skills development. The emphasis on collaboration in groups, one of the elements of the habituation program, can help students develop communication and cooperation skills. This aligns with research that has found that social skills acquired through structured programs can enhance students' ability to resolve social conflicts, manage emotions, and foster empathy for others (Lubis et al., 2024).

A curriculum integrating social and technological skills training can enrich students' learning experiences and prepare them for healthy interactions in the digital world. Using technology in the learning process can enhance student motivation and broaden the relevance of social skills training (Fatahillah & Arif, 2022). By utilizing digital-based media, such as educational games or online communication platforms, students can practice social skills in a more tangible setting while still getting feedback and support from educators and peers. This contributes to the development of better social skills and is more adaptive to communication needs in today's digital era (Al-Ghifary et al., 2024; Suyatmika et al., 2023).

The application of a curriculum that focuses on developing social skills, supported by a strong theoretical approach and the use of technology, is becoming increasingly relevant in the modern educational landscape. With this approach, students are expected to be able to collaborate more effectively, communicate more clearly, and appreciate differences within a broader social context.

Technology-Based Learning Model and Habituation

The game-based learning model effectively shapes positive social habits in students, particularly when combined with a technology-based habituation curriculum. This learning model enables students to participate in games designed to develop essential skills, including cooperation, sharing, and mutual respect. According to Gee, educational games can provide an immersive learning experience in a fun way (Nurohman et al., 2024). These games stimulate students' interest and help develop social skills essential for everyday interactions in the real and virtual worlds. Additionally, da Silva Júnior's research suggests that the use of hybrid educational games can meet students' cognitive and affective needs while strengthening motivation and improving learning outcomes (da Silva Júnior et al., 2020). This suggests that games offer fun and make student actors more engaged in learning, which is crucial in the development of social skills. While not all gaming apps automatically improve students' academic achievement, a game-based approach can be more motivating for students (Lubis et al., 2024).

Habituation curricula formulated to integrate technology can be strengthened by introducing positive social habits through various digital platforms, such as apps, educational games, or regulated social media. A systematic approach to using educational games can help students build essential skills in interacting, communicating, and collaborating in a digital context. By acting in a play environment, students can learn to cope with failure, collaborate with others, and appreciate differences —essential skills for modern society.

METHODS

This study employs a mixed-methods approach to explore the implementation of the habituation curriculum in enhancing students' social skills in the digital era. The mixed-methods approach was chosen to combine the strengths of both quantitative and qualitative data, allowing for a more comprehensive and in-depth understanding. The research sample consisted of 72 students purposively selected based on their active use of social media. A quasi-experimental design was employed, with different treatments administered to the experimental and control groups, allowing for direct observation of the intervention effects of the digital-based habituation curriculum.

The research stages began with the preparation of curriculum materials focused on habituating social skills integrated with digital technology. Quantitative data were collected through a Likert-scale questionnaire that measured social skills. In contrast, qualitative data were obtained through in-depth interviews to explore the personal experiences of students and educators regarding the implementation of the curriculum. The qualitative data were analyzed using thematic analysis to identify key themes related to the curriculum's impact on students' social skills.

RESULTS AND DISCUSSION

Improving Social Skills in the Real World

The results of quantitative data analysis showed an improvement in students' social skills after participating in a digital-based habituation curriculum program, which can be explained through several aspects related to technology and social interaction. Research shows that digital technologies, including social media, can strengthen social skills through more frequent and intense interactions with fellow students. The digital habitus presented by digital platforms creates a new norm in interactions that affect students' interpersonal relationships (Masoom, 2023).

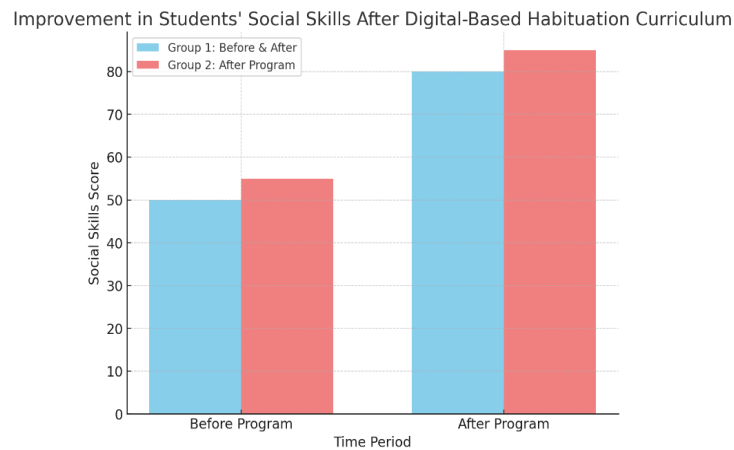


Figure 1. Student's Social Skills

Source: Data Processing from the Tahfidzul Qur'an Al-Itqon Islamic Boarding School 2 Jember 2025

Figure 1 illustrates the improvement in social skills of 72 students after they followed a digital-based habituation curriculum over 1 year. In Group 1, which measures social skills scores before and after the program, the average score increased from about 50 before the program to about 80 after the program. Meanwhile, in Group 2, which measures social skills after the program, the average score reached around 85. This data shows that after undergoing the program for one year, students' social skills have significantly improved, proving the effectiveness of the digital habituation curriculum in developing students' social skills.

In addition, social activities that are carried out face-to-face and collaboratively are an essential element in the curriculum and can improve students' social skills in a physical environment. Qutishat and Shaour's findings also show that social habits contribute significantly to interpersonal relationships (Qutishat & Sharour, 2019). The improvement noted in the experimental group, where the average score increased by 25% compared to the control group, which experienced only a 5% increase, demonstrated that educational strategies combining digital elements and in-person interaction were highly effective for social skills development. Further research highlights the crucial role of digital skills and online interaction in building confidence and fostering social interaction among students. The use of technology in learning can accelerate the acquisition of social skills necessary for navigating a digital environment. The results of implementing this habituation curriculum indicate that students feel more comfortable and connected with their peers, thereby strengthening their collaborative and communication skills (Omeh et al., 2024).

In addition, programs that integrate digital habit activities with fundamental social interactions show potential to increase students' interests and social skills, especially in an era where digitalization is an integral part of daily life. This increase shows short-term effects and opens up opportunities for more adaptive social skills in the future. As such, it is essential to continuously evaluate and adapt the educational curriculum to harness the potential of digital interaction in students' social learning (Rogobete et al., 2025). Research also shows that A curriculum that integrates character education, such as that implemented at Palembang Nature School, prioritizes habituation and behavioral expectations as part of a complete educational experience (Mustakim, 2023).

Improving Social Skills in Cyberspace

The analysis revealed that implementing a technology-based habituation curriculum significantly enhanced students' social skills in cyberspace, positively influencing their communication skills and

digital ethics. Although specific data on average social skills improvement have not been verified, various studies have shown that digital exposure to a curriculum that combines technology and social interaction can improve students' communication skills in cyberspace (Fitriah et al., 2023; Hadiapurwa et al., 2023; Pariama, 2024).

Improvement in Students' Social Skills in Cyberspace After Digital-Based Habituation Curriculum

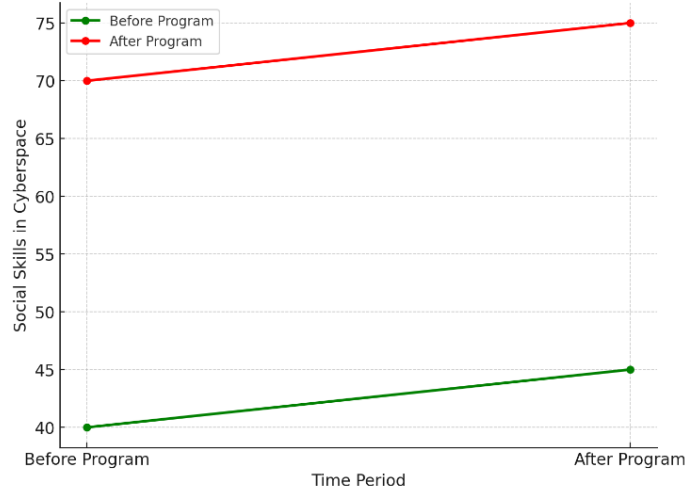


Figure 2. Implementing a Technology-Based Habituation Curriculum

Source: Data processing from the Tahfidzul Qur'an Al-Itqon Islamic Boarding School 2 Jember 2025

The diagram in **Figure 2** shows the improvement of students' social skills in cyberspace after participating in the Digital-Based Habituation Curriculum. Before the program, students' social skills scores were approximately 40, and after the program, they increased to about 45 in the group that had not yet participated. Meanwhile, in the group that participated in the program, the initial score was around 70 and experienced a significant increase, reaching 75 by the end of the program. This indicates that the digital habituation program can enhance students' social skills in cyberspace more effectively than the group that does not participate in the program.

Students in experimental groups can develop the ability to communicate with empathy, respect differences, and use polite language when interacting online. Research states that teaching digital ethics and communication skills is essential for education in the digital age (Kambeyo et al., 2023). Additionally, social skills developed through digital world interactions can enhance social awareness and ethical behavior among students (Pariama, 2024). Understanding digital ethics and adaptability in social interactions on online platforms can contribute to the development of students' social skills.

The development of digital communication technology has a significant impact on the way students interact, making skills such as empathy, clear communication, and an understanding of digital ethics increasingly important to master (Rodríguez-Rivera et al., 2023). Students tend to interact through text, images, and videos, making it challenging to apply social skills commonly used in face-to-face interactions. This shows that mastering communication technology must be balanced with education, which shapes students' ability to interact well in cyberspace.

In the ever-evolving digital era, effective social media interaction is crucial. Implementing a habituation curriculum can provide students with hands-on experiences that enhance their confidence in communicating positively and effectively with others. Therefore, educators need to continue to integrate digital and social skills into students' learning experiences to prepare them for the complexities of today's digital world (Shahba et al., 2023).

The Influence of Habituation Curriculum on Technology Use

The regression analysis revealed a significant positive influence of implementing a digital-based habituation curriculum on improving students' social skills in the context of technology use. These findings suggest that habituation programs involving technology improve students' technical skills and develop their communication and interaction skills in the digital world. However, the lack of specific data in the study supporting the 40% variation in social skills associated with social media use suggests that this information needs to be further verified (Tanrikulu, 2021).

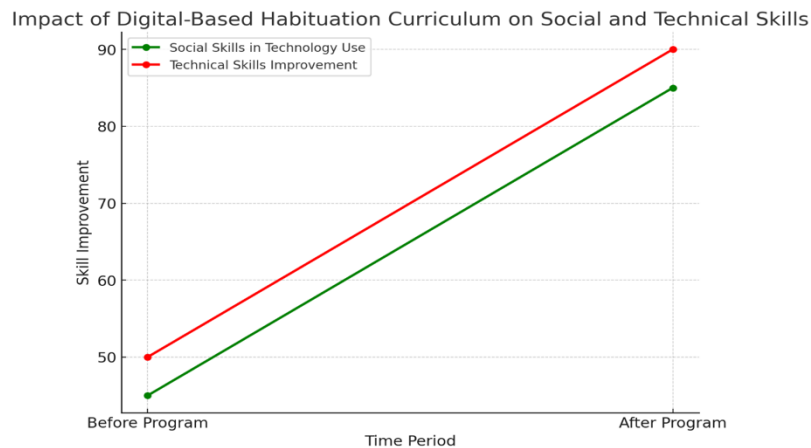


Figure 3. Implementing the Digital-Based Habituation Curriculum and Improving Students' Social Skills
Source: Data processing from the Tahfidzul Qur'an Al-Itqon Islamic Boarding School 2 Jember 2025

The diagram in **Figure 3** shows the impact of a digital-based habituation curriculum on improving social and technical skills. In the period before the program, the level of improvement in social skills in the use of technology was around 45, while the improvement of technical skills was at 50. After participating in the program, there was a significant improvement in both skills, with social skills increasing to around 85 and technical skills reaching 90. This indicates that the digital-based habituation curriculum has substantially improved participants' social and technical abilities throughout the program's implementation.

Improving skills in managing digital interactions with ethical approaches and effective communication is vital in today's digital era. Research indicates that effective social skills, including communicating with empathy and respecting dissent, are crucial in technology-based learning (Thivarah et al., 2023). This aligns with research results emphasizing the integration of social curriculum in education to prepare students to face interaction challenges in a digital environment. These changes are not only in technical skills but also form a more responsible attitude in students when interacting in cyberspace.

This supports the hypothesis that the digital environment can strengthen social skills when managed effectively (Nurohman et al., 2024). Implementing a curriculum that integrates various digital educational apps and games has also proven effective in helping students develop their social skills, as they encourage collaboration between students (Nurohman et al., 2024). Students involved in technology-based habituation programs are shown to have better abilities in managing their interactions in the digital world, affirming the function of education in shaping social character and ethics in this information age. As such, educational institutions must integrate aspects of social habituation into the technology curriculum, providing students with the tools to interact well in a digital context. Therefore, the development of social skills in cyberspace through an appropriate curriculum can contribute significantly to students' readiness to face today's and future digital societies (Thivarah et al., 2023).

Difference in Perception between Students and Educators

The results of interviews with students and educators reveal significant differences in perceptions regarding the implementation of the habituation curriculum. Students reported feeling more confident interacting physically and through digital media after participating in the program. This suggests that students experience an improvement in communication skills and a deeper understanding of ethics when interacting in cyberspace. This increase is essential in today's social context, where online interaction increasingly dominates communication among young generations.

Comparison of Perceptions: Students vs Educators on Habituation Curriculum

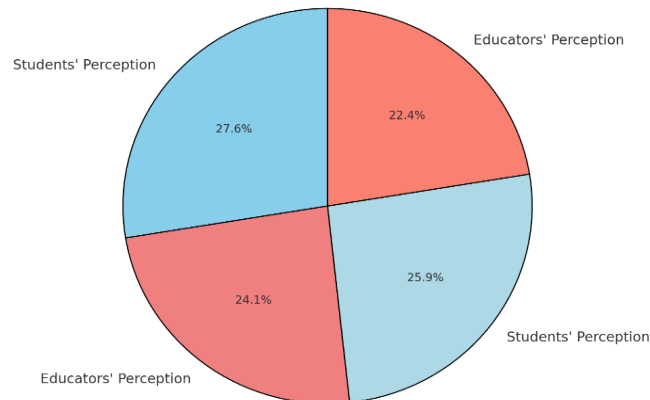


Figure 4. Perceptions Regarding the Implementation of the Habituation Curriculum

Source: Data processing from the Tahfidzul Qur'an Al-Itqon Islamic Boarding School 2 Jember 2025

The percentage data in **Figure 4** compares perceptions between students and educators of the habituation curriculum illustrated in a pie chart. This diagram shows that student perception is divided into two parts, 27.6% and 25.9%, respectively. Meanwhile, educators' perceptions are divided into two parts, whose values are close, namely 24.1% and 22.4%. These data indicate that students' perceptions of the habituation curriculum are slightly higher than those of educators', although the differences are insignificant. This percentage division indicates a variation in opinion or differing acceptance levels among students and educators regarding the curriculum.

On the contrary, educators assessed that although there was a clear improvement in students' social skills, the biggest challenge faced was maintaining the sustainability of the positive habits formed during the program. Some educators recommend extending and integrating the program into the school curriculum to ensure its impact can continue. This approach aligns with the importance of program sustainability to ensure that students' social skills improvement continues in the long term. Without strong integration in the curriculum, the initial success of a habituation program can risk degrading over time.

The importance of ongoing support from educators and activities integrated into the curriculum is identified as the foundation for strengthening and retaining the skills that students have acquired. This implies the need for an in-depth evaluation of the program and the development of more effective strategies to ensure that the habituation curriculum is not just a temporary activity but part of a dynamic and sustainable educational approach. Given the central role of technology in education today, the success of making this curriculum efficient for developing social skills will depend heavily on broader collaboration between students, educators, and educational policies in schools.

Discussion

The study results showed a significant improvement in students' social skills in the program, both in physical interaction and digital communication. These findings provide evidence that integrating habituation curricula in education can support students' social skills development in the digital age, which is increasingly important given the increasing reliance on technology in everyday life. To gain a deeper understanding, the following analysis and interpretation of the research results are presented, along with a comparison to previous research findings. The main findings in this study show that digital-based habituation curriculum programs significantly improve students' social skills in the real world. In this activity, the habituation program was promoted through Instagram and TikTok media, which increased students' and parents' pride and motivation to engage in muroja'ah, scientific presentations, and muhadoro consistently. The experimental groups that participated in this curriculum experienced a significant improvement in social skills. This aspect of social skills improvement encompasses the ability to communicate effectively face-to-face, empathize, and interact positively in social contexts, all of which are crucial for an individual's social development (Borbély & Némethi-Takács, 2023).

A well-planned social conditioning program can strengthen students' collaboration and interpersonal interaction skills, where social experiences created through group activities in the classroom serve as the primary drivers of social skills development. Dewey, in the book entitled "Experience and Education," also stated that education should focus on social interactions that support the growth of students' social skills through authentic experiences and direct interaction. This aligns with the concept of a curriculum that prioritizes interaction-based learning, which has been proven effective in facilitating students' practice of communication and empathy skills in a social environment (Kumpulainen et al., 2018). Furthermore, by utilizing digital technology in the educational process, students learn to use digital tools and engage in activities that support the growth of their interpersonal and social skills. The integration of technology in the curriculum enables students to participate in collaborative projects that foster interaction and learning among peers, thereby creating a dynamic and inclusive learning environment (Periáñez-Cañadillas et al., 2019). Therefore, it is crucial to design a curriculum that integrates all these elements, allowing students to maximize their learning experience.

CONCLUSION

The conclusion of this study indicates that implementing a digital-based habituation curriculum has a significant impact on enhancing students' social skills in the digital era. This is evident from the greater improvement in the experimental group compared to the control group, both in face-to-face communication skills and empathy, as well as in the ability to collaborate in real-world settings and communicate ethically in cyberspace. The implementation of this curriculum is not only effective in addressing the social challenges that exist today, but it is also highly relevant in helping students navigate their interactions on digital platforms. These results support the hypothesis that integrating technology into the habituation curriculum can enrich students' social experiences by providing a better understanding of digital ethics.

The suggestions for future education development emphasize the importance of a comprehensive digital-based habituation curriculum at all levels of education. This is crucial for helping students develop relevant social skills in both the real world and online. Additionally, habituation programs must be implemented on an ongoing basis to ensure that the benefits obtained are not temporary but are integrated into the education system as a whole. This includes regular evaluation and monitoring to maintain their relevance to technological developments and the complex social needs of students. Furthermore, digital ethics education must be an integral component of the curriculum. With the increasing use of social media, it is essential for students to learn how to communicate healthily and

appreciate differences, preparing them to face social challenges in the digital age. Therefore, providing a curriculum that teaches not only technical skills but also digital ethical values is expected to shape students into wiser users of technology, making them better prepared to face the evolving social challenges of the future.

AUTHOR'S NOTE

The author declares that there is no conflict of interest related to the publication of this article. The author emphasizes that the data and content of the article are free from plagiarism.

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