

Training To Improve Social Skills Of X High School Student Depok

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Abstract

School X is one of the high schools in the city of Depok where students are known to often not do homework, do not come to school without information, late coming to school, skipping, lacking the ability to socialize well, bullying, fighting with peers, to brawl. This can be overcome if students have good social skills. The purpose of this study is to improve students' social skills by using training. The subject consisted of 10 students from X high school Depok. The training is given by giving a pretest, conducting the training, giving a posttest and evaluating the training. The pretest and posttest in this study used a social skills scale. The results of this study indicate that there are significant differences in learning outcomes for students before and after social skills training is provided.

Keywords: Academic achievement; interpersonal ability; peer acceptance; brawl; social skills.

School X is one of the free schools intended for underprivileged children. School X is located in the middle of the neighborhood of residents' homes, markets, and stations when viewed from the physical factors of the school environment, this affects the problems that occur in school X. Many of the students of school X do have problems in terms of economics and family problems. make the characteristics of groups that are quite diverse so that they cause problems that are also quite diverse. This is consistent with the results of extensive research showing that school climate has a profound impact on students' mental and physical health. School climate has been shown to influence high school students' self-esteem (Hoge, Smith & Hansom, 1990), reduce the negative effects of self-criticism (Kuperminic, Leadbeater, & Blatt, 2001), student learning and academic achievement (Thapa & Cohen, 2013) and influence a variety of emotional and mental health outcomes (Kuperminic et al., 1997; Payton, Weisberg, Durlak, Dymnicki, Tarlor, Schellinger & Pachan., 2008; Power, Higgins & Kohlberg., 1989; Shochet, Dadds, Ham & Montague 2006; Thapa & Cohen, 2013). Research has also revealed a positive correlation between school climate and students' self-concept (Heal, 1978; Reynolds, Jones, Leger & Murgatroyd., 1980; Rutter., 1983). Actually, with the diversity of students in school X, the problems that occur in school X are not much different from other schools. Starting from students who don't do their homework, don't come to school without explanation, come late to school, skip school, are less able to socialize, bullying, fight with fellow friends, to the worst thing that ever happened was a brawl that caused one student's hand to almost break. The behavior of the brawl that occurred was not actually caused by student X. Students of school X were only invited by other

schools to help the school fight with other schools. With the number of students tending to be fewer, school X students said that they would only comply with requests from other school students rather than being beaten and ridiculed weakly.

In addition, lately school X students also tend to be violent where when there are students from other schools who pass through school X for several times, school X students will feel displeased and suspicious because they feel observed until they finally start a fight with school students. the other. This of course can be avoided when school X students have good social skills. This is in accordance with the results of the study where students with poor social skills showed behavioral difficulties in interpersonal relationships with parents, teachers, and peers, violence at school, aggression and anxiety. Shows poor academic performance as an indirect consequence (Gustavsen, 2017; NASP, 2002).

The average age of school X students is adolescence. Teenagers need to develop social skills so that they can still adapt to their environment and meet the demands of their developmental tasks. Social skills are a person's ability to get acquainted, adapt, and overcome problems and interact with their environment (Rosdianah, 2009). Low social skills can make adolescents less able to interact effectively with their environment and choose aggressive actions as a form of self-defense. Self-defense mechanisms are the key to understanding adolescent adjustment (Santrock, 2005). Adolescents tend to assume that aggressive behavior is the most appropriate behavior to overcome social problems and get what they want. Therefore, social skills training is needed to improve aspects of social skills, namely interpersonal behavior, anger management, academic success, peer acceptance, and communication skills. This is supported by the results of research which says that social skills training can improve interpersonal skills, improve quality of life leading to psychological and physical health, better adjustment in school, in peer groups and reduce aggressive behavior (Matson & Senatore, 1981; Puspitasari, 2007). 2014; Rizeki, 2012; Sharma, Goswani & Gupta, 2016).

This research has several benefits, namely academically, increasing literature and research on handling psychological problems, the problem of low social skills. Second, for schools, it is hoped that the results of this intervention will provide knowledge for handling student problems related to social skills and can also continue the interventions provided. Finally, for the government, this research is expected to be able to assist the government in reducing student problems related to social skills by implementing the same intervention for students.

Method

This study uses a quasi-experimental method (quasi-experimental). The research design uses a one group pretest posttest design or also known as a before-after design. The subjects who were given the training were 10 students of school X. The age range of the subjects in this study was 15-17 years and students of class X-XII. Training activities are carried out by giving pre-test, conducting training, and giving post-test. In addition, at the end of the intervention, an evaluation sheet on the implementation of the intervention was also

given to the research subjects, to find out what the research subjects thought about the intervention that had been given. The social skills scale was given to research subjects to measure the pre-test and post-test variables to be measured.

The scale used to measure the pretest and posttest is a social skills scale compiled by the researcher himself where this social skills scale uses a Likert scale model with a scale that moves from 1-4. This scale provides 40 question items. This scale has been tested for reliability using the alpha formula from Cronbach with the help of the SPSS for windows 21.0 program. The reliability coefficient of this social skills scale is 0.77, where the higher the reliability coefficient is close to 1.00, the higher the reliability (Azwar, 1999).

The intervention provided to the community is in the form of training. The training aims for the trainees to develop quickly, because it is difficult for someone to develop themselves based solely on experience without a special education. This proves that self-development will be faster through training. This training aims to help students to be able to improve their social skills that are useful both for themselves in their behavior in dealing with stress, understanding other people's feelings, controlling anger, academic success as well as for the surrounding environment such as their ability to overcome problems, their ability to socialize, make good friends, and students' communication skills.

Results and Discussion

The results of this training can be seen based on the results of the evaluation of learning outcomes where the scores before the intervention is carried out (pretest) and after the intervention is carried out (post-test) for the social skills of members of school group X can be described as follows:

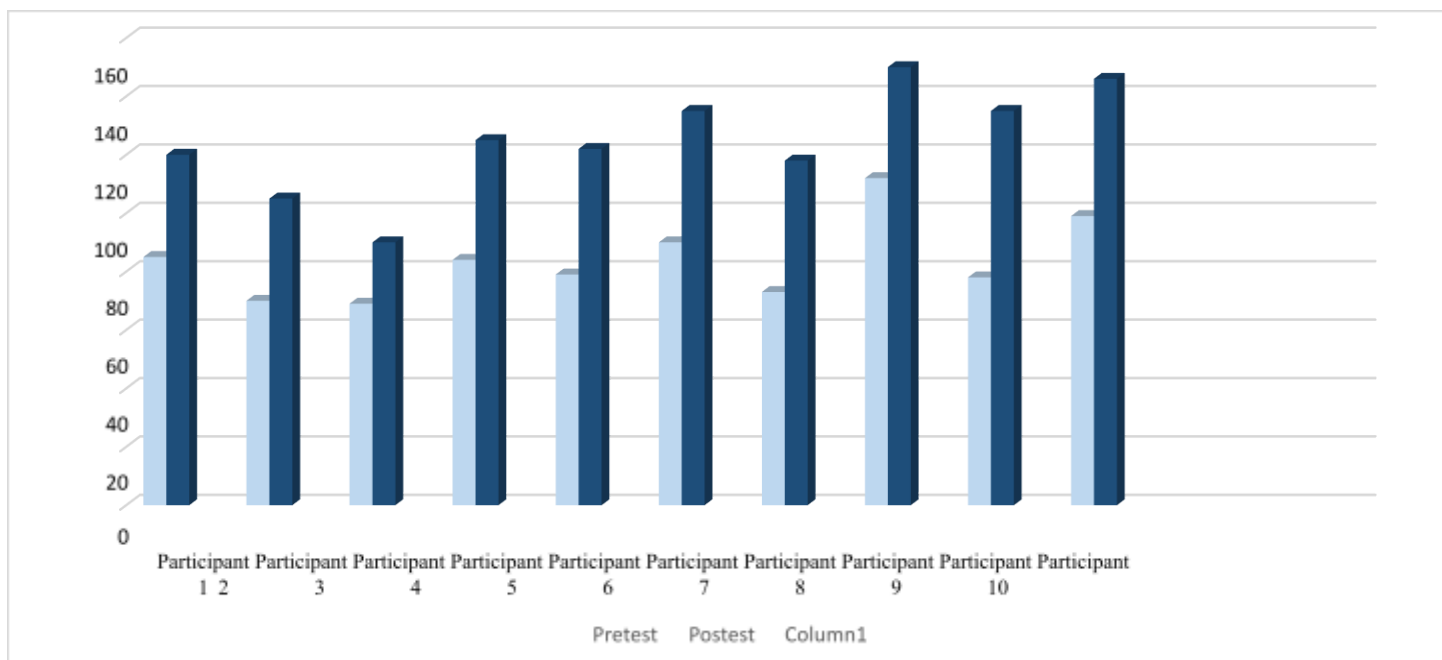


Figure 1. Social skills pretest & posttest scores

Based on the picture above, it can be seen that there was an increase in learning outcomes for almost all of the training participants. Next, the examiner saw whether there was a difference between the pretest and posttest scores using the Wilcoxon signed rank test. The following are the results of the test.

Table 1. Mean results of pretest and posttest

	N	Mean	Std. Deviation	Minimum	Maximum
Pretest	10	83.0000	14.59833	64.00	112.00
Posttest	10	124.6000	18.17324	90.00	150.00

Table 2. Signification table Wilcoxon signed rank test

	Posttest-Pretest
Z	-2.805 ^a
Asymp. 2. (2-tailed)	.005

Based on the different test table above, it shows the mean, standard deviation, minimum and maximum values of each data group (pretest and posttest). It appears that the mean or average posttest value is 124,6000 which is greater than the pretest value, which is 83,0000. Furthermore, based on the calculation results of the Wilcoxon signed rank test, the Z value obtained is -2.805 with a p value (Asymp. Sig 2 tailed) of 0.005 which is less than the critical research limit of 0.05 so it can be seen that there is a significant difference from the results of the pretest and posttest.

Based on the results of observations after the activity was carried out (posttest) it was seen that almost all group members experienced changes in behavior in a positive direction. Group members begin to show the behavior of giving praise to their friends, knowing when they are stressed and how to deal with it, understanding other people's feelings, being active in learning and communicating both verbally and non-verbally well. Several things that support the success of the intervention activities are (1) The training participants feel that the material presented is very related to their daily lives and is easy to understand and implement. This makes it easy for participants to make behavioral changes. (2) The material presented is very easy to understand by the participants because they are immediately given examples from everyday life and also games related to the material that has just been delivered. (3) Every training session is finished, the examiner always asks for feedback, evaluates and discusses the materials that have been carried out in each session.

The success of this intervention activity is in accordance with the opinion of Pardey (2007). Pardey (2007) explains that there are several factors that determine the success of a training, namely before delivering the material, the facilitator or presenter of the material introduces the topic to be discussed first, delivering clear material so

that training participants can understand and absorb all the material given at the time. training and can apply it in daily life, always providing training at the end of each session, and an evaluation process after the training activities are carried out, which aims to find out how much influence the training has on changing the behavior of the trainees.

The success of this social skills training is also in accordance with the results of research which says that social skills training can improve interpersonal skills, improve quality of life leading to psychological and physical health, better adjustment in school, in peer groups and reduce aggressive behavior (Hosteter & Miller, 2003). 2000; Kristiyani, 2011; Matson & Senatore, 1981; Nangle, 2000; Puspitasari, 2014; Rizeki, 2012; Sharma et al, 2016). This is also in accordance with the theory of Hersen & Bellack (1977) which says social skills are very important for human beings throughout their lives because they enable them to understand other people and be understood by others in the right way. Social skills help people to express their positive and negative feelings in interpersonal situations.

Elias et al (1997) also revealed that social skills can help children to adapt well to their peer group and to maintain good relationships with teachers and other adult members of society. Social skills play a very important role in adolescence as well. Adolescence is the period in which the transition from childhood to adulthood occurs. Rapid physiological and psychological changes occur in children at this stage. Now, children are starting to mature and they are expanding their relationship beyond their family. They are facing an identity crisis in this day and age and need to create their own identity. They need to have better social skills to develop good relationships and establish their identity. Social skills help people to succeed in their personal, academic, social and future professional activities. During the implementation of the training, the examiner did not experience any significant difficulties apart from determining the timing of the training. This happens because school X students are having many activities, namely competitions and exercises for the X school anniversary event.

Conclusions and recommendations

This social skills training can help students improve their social skills that are useful both for themselves in behavioral therapy in dealing with stress, understanding other people's feelings, controlling anger, academic success as well as for the surrounding environment such as the ability to deal with problems, social skills, make good friends, and social skills. students in communication. The results of this training can be seen immediately after the training is carried out, where students immediately show good social skills. Make good friends and communicate well.

There are several suggestions that can be made regarding the results of this study. Suggestions for schools, schools are expected to always control the behavior of school X students by providing clear and consistent rules when students make

mistakes, provide rewards in the form of reinforcement for students who excel in order to increase students' motivation to learn and achieve, always be open as it is today to receive useful lessons for school X students, be able to work together with parents to make it easier in the teaching and learning process and handling students when there are problems, schools can work together between schools in Depok city to build good relations between schools and students by presenting healthy competitions such as student council meetings and various other competitions. Suggestions for teachers, teachers are expected to be able to continue the good relationship that has been created with students, when giving subject matter is always accompanied by examples that are directly related to student problems at school. Suggestions for Parents, Parents are expected to improve the quality of relationships with children so that children can learn well at school build good relations with schools in order to create good cooperation with schools in the learning process. Suggestions for the Education Office & Related Parties, the Education Office & related parties are expected to make a program to overcome brawling behavior in high school students, provide training for schools and teachers to deal with problematic students. Suggestions for Group Members, Group members are expected to be able to maintain the changes that have been made and always apply the social skills that have been taught previously, provide knowledge to their close friends regarding the material about social skills that have been given.

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