

Improving the Social Competence of the Students of SMK Muhammadiyah 1 Sleman through Social Skill Training

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Abstract—The research aims to improve the social competence of the students of SMK Muhammadiyah 1 Sleman through social skill training. The method used in this research was quantitative with the action research format. The model referred to Kemmis and Taggart model. The research subjects were the tenth-grade students who had low social competence. The data collection methods used in this research were scale observation and interview. The Instruments used were social competence observation guide and interview guide. The data analysis technique was quantitative descriptive technique with percentage. The research result showed that social competence could be improved through social skill training consisting of six steps: defining the target skill, modeling, role playing, giving feedback, positive strengthening and homework. This could be seen from each participant's social competence before treatment to social competence level after the first cycle treatment and the second cycle treatment. After the first cycle treatment was conducted, as 31% of the students reached high social competence. And when the second cycle treatment was conducted, 100% of the students reached high social competence and already reached the research target, each student having minimum social competence 75%. Generally, when the students were in the classroom, they dared to express their opinion and gave responses to their classmates. The students were able to manage their shyness, and when did not understand in the lesson, when they were brave to ask.

Keywords—social competence, social skill training.

I. INTRODUCTION

Essentially, humans are social beings. The process of human life that starts from birth to adulthood experiences a period of growth and development. This implies that humans cannot live alone and always establish relationships with other people, both parents, adults, children and adolescents. One of the competencies needed to interact well within a group or community, a person needs social skills which are often called social competencies. Social competence as the ability to succeed and choose the right process towards interpersonal maturity [1]. Ashiabi mentions that interpersonal maturity is like the ability to form and maintain relationships with others, how well individuals associate and establish relationships with peers and adults [2].

The presence of teenagers in schools is an expansion of the social environment in the process of new social interactions and at the same time presents challenges that might worry them. In the association of students or adolescents in school often encountered problems caused by the influence of the existing social and cultural situation. Teenagers want to appear and show their identity, but often what appears is deviant behavior, low interpersonal skills, low self-related behaviors, and low behaviors related to tasks and responsibilities.

As found in Muhammadiyah 1 Sleman Vocational School, this problem is caused by the low social competence of students in socializing in school. The results of the observations found that there were 5 students who seemed to limit the area of their association, it was seen that the student was only communicating with a single table mate. Students tend to be shy and unable to communicate with other friends. At grade X there are 11 female students. A total of 6 female students in the X Multimedia 1 class, a total of 5 female students in the X Multimedia 2 class, showed that the female students were friends and did all the activities in school with just one classmate. Then there are 2 to 5 students from each class X who still feel shy and even choose to be silent when asked to express their own feelings. Most students from each class X have not been able to understand themselves. There are students who feel embarrassed to start a conversation with other students outside the class, feel ashamed to refute an agreement that is not appropriate, even there are students who do not dare to build communication other than with their peers.

Guidance and counseling services are programs prepared by schools to help optimize student development. Efforts are being made to help students who have low social competence, one of which is using social skills training. Social skills training as a method or method that is carried out to provide an overview of the behavior changes of everyone in working on the function properly, both at school, at home and in the neighborhood [3].

Social skills training is certainly very effective in improving aspects of social skills. Aspects of social

skills according are peer relations, self-management, academic, compliance, assertion. These aspects of social skills are interrelated with aspects of social competence [4]. As Stephens argues which states that social competence involves, 1) social skills, 2) adaptive behavior, 3) peer acceptance. Social competence not only involves social skills, but also a variety of additional behaviors and all skills that contribute to social competence [4].

Through these social skills training programs students are expected to be helped to improve their social competence. Social skills training is effective for increasing acceptance of peer relationships, improving communication skills, can improve the quality of relationships with yourself, siblings and other people and can improve the social competence of children and adolescents with limited social skills [4].

II. THEORY

A. Social Competence

Social competence refers to social, emotional, and cognitive skills and behaviors needed by individuals for successful adaptation to the social environment [5]. Social competence is the ability to integrate cognitive, affective, and behavioral conditions in a social context. The opinion above implies that individuals who have social competence can integrate social, emotional, and cognitive abilities to bring up skills in adapting to the social environment [2].

Social competence is a complex multidimensional concept, social, emotional (influencing regulation), cognitive (skills to process or acquisition, perspective taking) and behavioral skills, prosocial skills, and motivation and expectations (moral development, self-efficacy) is needed for successful social adaptation. The above opinion can be interpreted that the success of individuals adapting to the social environment is influenced by many factors, one of the factors that influence the success of adaptation is the ability of individuals to process and integrate social, emotional and cognitive skills called social competence [6].

Social competence reflects individuals able to take other perspectives on a situation, understand past experiences, and apply that learning to changes in social interaction. Social competence is the foundation on which hope for future interactions with others. The opinion above implies that individual success in social life is influenced by the ability of individuals to positively interpret a situation, using experience as a basis in dealing with ongoing social situations [6].

Social competence is a dynamic construct that involves the ability to adjust and interact in certain social conditions. This opinion implies that, in social life, individuals cannot choose to find the expected social situation, thus individuals need competence to deal with these social situations [7].

Another concept of social competence as a person's ability to start and continue relationships with others. These opinions contain the meaning that in conducting interactions, individuals need responses or responses, so that what is conveyed gets feedback from other individuals [8]. Social competence is defined as a set of abilities to flexibly respond to responses in social interactions. Individuals who have good social competence, when facing a new social situation, will easily face and adapt to the social situation [9].

Social competence is the ability of individuals to adjust the expression of social behavior in accordance with perceived social conditions, so that they are optimal in social interaction [10]. Individuals who have social competence can easily learn strategies to interact comfortably and positively with others, armed with their experiences of social interaction when at home or at school [2].

Another opinion, social competency is demonstrated in interactions in the social environment, which at that time they are challenged to learn to express themselves and to understand a variety of verbal and nonverbal communication, including behavioral choices used for success in the process of social interaction [1].

Furthermore, according to Stephens's framework it is stated that social competence involves three aspects, namely: 1). Social Skills which consist of a. interpersonal behavior, b. Self Related Behavior, c. task-related behavior. 2). Adaptive Behavior which consists of a. Independence, b. Physical / Physical Development, c. Language Development, d Academic Competence 3). Peer Acceptance, namely, the degree to which individuals are liked by their peers and included in an activity [4].

B. Social Skill Training

Social skills training is a method or method that is carried out to provide an overview of changes in behavior of everyone in working on his function properly, both at school, at home and in his neighborhood. This opinion implies that social skills training is a method carried out to teach individuals to apply behaviors that are appropriate to social situations and conditions [3].

Social skills training is a structured method derived from cognitive, behavioral and social learning theories, aimed at teaching social skills needed in interpersonal relationships, promote the maintenance and generalization of skills in real life [11].

Social skills training is a term used to describe interventions designed to improve deficit interpersonal skills. All these interventions aim to improve social competence, usually as a means of increasing adjustment and reducing disruption [12]. Social skills training also aims to improve and maintain individual social skills. individuals are taught how to adjust their verbal and nonverbal behavior in their social

interactions. This also includes efforts to change cognitive judgment about the 'social world' [13].

Social skills training is a training method that can be used to encourage more effective interpersonal interactions for students who internalize social skills problems that have a negative impact. From the above opinion it can be interpreted that social skills training can be used for preventive purposes to reduce social problems that will have a negative impact on the lives of individuals [14].

Social skills training aims to help individuals with mental disturbances to carry out physical, emotional, social, work, awareness, problem solving, and intellectual skills needed for life [15]. Social skills training aims to improve the ability to display social behavior that is important for achieving success in social situations [16]. In addition to helping individuals to succeed, social skills training is also used to help individuals learn specific skills that are lost or experiencing delays. Steps of social skills training:

- 1) Defining Target Skills
- 2) Modeling
- 3) Role Playing
- 4) Feedback
- 5) Reinforcement
- 6) Homework [15].

III. METHODOLOGY

This study uses a descriptive quantitative approach with the type of action research. This study uses a research design Spiral model from Kemmis and Mc Taggart covering the stages of planning, action, observation and reflection [17].

Actions in social skills training consist of defining target skills, modeling, role playing, feedback, reinforcement and homework. Subjects used in this study are class X students, selection of subjects based on observations and interviews in preliminary research whose data shows students' social competence quite low.

The instrument used is the social competency scale. Preparation of social competency scale based on one aspect of social competence of Stephens, namely social skills consisting of interpersonal behavior, self-related behavior and task-related behavior [4]. Each statement in the social skills scale is equipped with four answer choices, namely very appropriate (SS), appropriate (S), inappropriate (TS) and very inappropriate (STS). The instrument in this study tested its validity by using content validity through expert judgment. The selection of items that meet the criteria is done with total item correlation with a minimum criterion of r count 0.3 at a significant level of 5%. The reliability value of this social competence scale is 0.852.

Using quantitative descriptive analysis techniques, in this study quantitative data in the form of social

competency scales. Quantitative data analysis techniques in the form of a scale to determine the level of students' social skills, with categories:

TABLE I. QUALITATIVE TO QUANTITATIVE CATEGORY

Limit (interval)	Formula	Categories
Score < 90	< (M-1SD)	Low
$90 \leq \text{Score} < 135$	(M-1SD) s/d (M+1SD)	Medium
Score ≥ 135	$\geq (M+1SD)$	High

Whereas, the description of the data is obtained from the results of the Paired Sample T-test analysis and observations during the action process based on the observation guidelines and interview guidelines that have been made.

IV. RESULT AND DISCUSSION

Research begins with pre-test before being given action to improve students' social competence. The post-action test results of cycle I showed an increase, namely 4 participants (31%) had experienced an increase in social competence in the high category, but 2 participants (15.38%) had not experienced an increase and still had the same pre-action and post-action test results. , the remaining 7 (53.84%) participants experienced an increase in social competence still in the medium category. Furthermore, the results of the post-cycle II test showed an increase, namely all participants (100%) had experienced an increase in social competence in the high category. The test results after the action in the second cycle are in accordance with the expected target, namely the social competence of each participant reaches a minimum of 75%.

Data on improving students' social competence from cycle I and cycle II can be seen in the table below:

TABLE II. ACTION I AND ACTION II RESULT

No	S	Action I			Action II		
		Res ults	Cat	%	Res ults	Cat	%
1	IK	128	M	71.11	136	H	75.56
2	RZ	130	M	72.22	145	H	80.56
3	TA	145	H	80.56	157	H	87.22
4	AP	134	M	74.44	136	H	75.56
5	FP	130	M	72.22	135	H	75.00
6	DR	167	H	92.78	170	H	94.44
7	DP	162	H	90.00	166	H	92.22
8	RK	118	M	65.56	135	H	75.00
9	SS	139	H	77.22	140	H	77.78
10	FK	122	M	67.78	136	H	75.56
11	FT	134	M	74.44	145	H	80.56
12	BA	133	M	73.89	142	H	78.89
13	RO	122	M	67.78	140	H	77.78
Average				75.39			79.96

At the time of the action process, there are some improvements, which are seen when participants get role playing. Each participant has shown progress in terms of courage, self-confidence, and has reduced his shame. This happened because before the participants did role playing, repeated exercises were accompanied directly by the model. In the role-playing process in

cycle I, participants were still guided by researchers and BK teachers, but when doing role playing in cycle II participants were able to do better, but sometimes they were given stimuli to speak.

The results of the reflection between the researcher and the BK teacher showed that, Role playing that was carried out in the second cycle was better than cycle I. It was seen from the duration of time carried out by participants longer than previous role playing. In addition, with the addition of actors from outside, participants were very helpful in the role-playing process.

Providing feedback to participants has been done well. Through stimulation from researchers and BK teachers, participants were able to provide input and criticism to participants who had performed role playing. Improved social competency of participants was good, namely all participants had experienced an increase in the high category. Observation results show that after the implementation of cycles I and II participants have shown changes in their social competencies. In general, when in class the participants have dared to express their opinions and respond to friends' opinions. Participants are willing and able to mingle with friends in their class. Participants can manage their shame, when things are not clear in the lesson, they have started to dare to ask questions, some participants are asked to be ceremonial officers.

The implementation of this action research shows that social skills training which consists of defining target skills, modeling, role playing, feedback, reinforcement and homework can improve the social competence of class X Muhammadiyah 1 Sleman Vocational High School students. Facilitators such as BK teachers, students and teachers outside the training participants have a very important role in the training process. The facilitator helps participants to be able to follow the activities well and provide encouragement, feedback and positive reinforcement to students to carry it out seriously and responsibly. The provision of material in the initial activities aims to assist students in knowing the benefits and objectives of the activities carried out so that participants understand the purpose of implementing social skills training.

Based on the results of the increase obtained by each participant, it can be concluded that social skills training which includes the stages of defining target skills, modeling, role playing, feedback, reinforcement and homework can improve social competence of class X Muhammadiyah 1 Sleman Vocational High School students. The results of this study are in accordance with the aim of the study that is to improve social competence through social skills training students of Muhammadiyah 1 Sleman Vocational School.

V. CONCLUSION

Social skills training that includes the stages of defining target skills, modeling, role playing, feedback, reinforcement and homework can improve social competence of class X Muhammadiyah 1 Sleman Vocational High School students. This can be seen from the increase in social competence of each participant starting from before the action to the level of social competence after the action of cycle I and cycle II actions. After the first cycle research which consisted of six actions, 31% of participants had achieved social competence in the high category. then conducted a research cycle II with six actions, increased to 100% of participants achieve social competence in the high category and have reached the research target, namely each participant has a social competence of at least 75%. After getting training in social skills participants have shown changes in their social competencies. In general, when in class the participants have dared to express their opinions and respond to friends' opinions. Participants are willing and able to mingle with friends in their class. Participants can manage their shame, when things are not clear in the lesson, and they have started to dare to ask questions.

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