

# The Influence of Socio-Economics on Students' Social Skills

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**Abstract.** The purpose of this study is to analyze the impact of socio-economic on social skills in elementary school students in South Tangerang. The survey method is the technique of independent variable influence on the dependent variable partially or simultaneously. Samples of this research were 164 students of second graders at Lab school FIP UMJ and second graders at Madrasah Pembangunan UIN Jakarta. The results of this study indicated that; socio-economic gave direct impact on students' social skill. Thus the improvement of children's social skills could be achieved well if there was a strong influence on physical activity, socio-economic, and family environment which was well developed.

**Keywords:** social economy, family environment.

## INTRODUCTION

A human being is a social creature which always complements each other on a daily basis. In terms of behavior, they have always had a relation to the environment where they live as a human being. The relationships among humans are parts of life rules. Hossain, F. M, A (2014) says that the action of interaction among humans is aimed to fulfill each of needs to live comfortably. *"as a human being, man cannot live without associations. So man's life is to an enormous extent a group life. Because individuals cannot be understood apart from their relations with one another"*.

The development in social-emotional is an improvement which involves associations and interactions between people through feelings and expressions towards others, neither happiness nor sadness. Alex Zurek (2014) states that children's interaction is important. He further describes that *"peer interactions play an important role for young children in learning new concepts and developing social behaviors in preschool years,"* therefore the development of social-emotional is one of the key aspects to stimulate the children's development. This important aspect will impact children's future especially in their social environment interactions, including family, schools, and society. The children's social and emotional improvement could be developed through playing or physical activities to understand how to behave in a

social environment and figuring out how to control their emotions.

The presence of father and mother is necessary to create a harmonious relationship in a family, yet a single parent could also provide good care for his/ her children to develop their psychology. It indicates that having two parents or single parent should not be an issue as long as they could role well in the family. The important thing is where the parents could create a home with the democracy aspect of communications among family members. Two ways communications between parents and children are the best way to minimize problems between parents and children. Thus, it could also affect the harmony between parents' and children's behavior towards social environments.

A few parents pay attention to the children's education problems at schools, as a whole education purpose is to educate children to be smart and have good characters. In real life, parents pay less attention to take the responsibilities to bring their children's character to reach a good balance of intelligence, joy, creativity, skills, and grown aspects. If a child has such difficulty in a social relationship with their parents, there may affect the children's learning experiences to understand the socialization process. The children could also have pressure to fit into a group in society. It can cause feebleness and denial to emerge in social life. On the other hand, the children will tend to have no skills in socializing, feel insecure, doubtful, unexpressive, restricted, and feel unsatisfied.

Besides the family environment, the social-economic factor could also give a serious impact on the students' social skills — social factor related to other human beings, society, and the living environment. The economic factor is a person's situation dealt with jobs, income, or social status. Another factor that also matters is the number of family members; the more members in a family, the more responsibilities would be. Fewer family members means the family income will take convenient coverage to the family expenses. It will cause a different result in the case of a single child in a family. According to Suleman et al. (2012), the social-economic status is a combination between economy and the social situation created by people's working experiences, economic positions, and social individual which associates with incomes, educations, and occupations. A family which has better social-economic status could give better family

expenses on daily needs and plan for their children's future.

#### THEORETICAL REVIEW

##### A. Social Skills

Social skill is a personal skill in interacting with others and doing certain actions that can be accepted by the environments (Aniko Zsolnai, 2014). The skill of interacting with others in certain ways that can be accepted and follows certain values in a social context. This interaction characteristic will give benefits to self and others. A journal of Early Childhood Education in Post Graduate of Jakarta States University by Putri Admi (2013) explains that interpersonal behavior is a behavior which dealt with skills to be used in social interactions such as making friends. This social skill is a key to adapt in a good manner with the environment and skills to avoid conflict while doing verbal communications and physical interactions.

The social-economic status could influence the number of skills that children could learn. The children from higher economic and social status tend to have fewer skills than children with lower social and economic status because the children with lower social and economic status will focus on individual or social skills, while children of middle and higher social-economic status will focus more on playing skills in the group (Hurlock, 2013).

A number of social interactions could be experienced by children such as natural interactions or special methods like stories, sociodrama, films, and so forth. The children could improve lots of social skills like making friends, having friends, developing knowledge, and problem-solving among individuals. By building friendships and social relationships and problem-solving, the children could learn how to understand others and learn other social skills for their future.

In general, these social skills can be found in Lab school in many forms, such as, first, interpersonal behavior in how they control their emotions, find out solutions in social interactions, process information, and have empathy towards others; second, their behavior towards others; third, their behavior towards academic-related things such as obeying teachers and rules.

The development of children's social skill is influenced by the social conditions of their parents, friends, and surrounding. If the children's social and environmental conditions could facilitate and support the positive growth of the children, then they could gain benefits to learn and develop their social skills. This social skill needs to be done because it builds the children's self-esteem and confidence, and also to socialize with more friends with the same ages.

Based on the previous explanations, we may conclude that the definition of social skill is acceptable behavior in a social setting, which may give positive impacts to individuals.

##### B. Parents' Social Economic Status

Society is built by individuals that merge to be a heterogeneous group which consists of social class. By social class classifications, it forms the society layers or social strata. These layers in society will automatically attach to each individual in a society. The different positions or status owned by individual will affect individual roles, rights, responsibilities, behavior patterns, and privileges. Social status can also be defined as a situation which relates human being with the environment to create an ideal social life desired. The connections in social life among individuals create interaction and life chains in humans' life.

The balance of social interactions could be reached through a formal education setting and an informal educational setting. The formal education setting includes preschool, elementary school, middle school, and higher institution.

Based on the activities, income consists of formal sectors. Income from the formal sector could be in the form of goods (such as rice, health care, transport fee, housing, or recreation) or money (such as salary, wage, and investment returns or goods).

The current research focuses on parents' income that they earn from their formal and informal jobs within a month in Rupiah currency. The amount of individual income is different from another; this is influenced by the situations and positions towards their jobs and activities. Higher educated and skilled people tend to have bigger opportunities to get ideal and better jobs with higher income, while people with lower skills or education level tend to have limited opportunities with lower income. In several different discussions, the position of parents' social status can be influenced by their occupations, incomes, facilities ownership, educational backgrounds, and housing properties.

#### METHOD

This research using survey as a method to analyze the influence of independent variables towards dependent variables. The population of the research was students of 2<sup>nd</sup> grades of Lab school Elementary School FIP UMJ and students of 2<sup>nd</sup> grades of MI Madrasah Pembangunan (MP) UIN Jakarta with a total of 11 classes of 278 students. The number of classes of 2<sup>nd</sup>-grade study groups was eight classes from MI MP UIN Jakarta, and each class consisted of 28 students in average, so there were 224 students in total, and also 54 students of 2<sup>nd</sup>-grade students from Lab school Elementary School FIP UMJ. The total respondents were 278 students; the sample was 164 respondents.

#### RESULTS

Based on the statistic result of Liliefors, the normality for error estimation for Y on X is obtained  $L_{count}$ , which equals to 0.043. The critical value of Liliefors  $L_{table}$  for  $n=164$  on  $\alpha = 0.05$  is 0.0692. of these results are known that  $L_{count} \leq L_{table}$ . So it can be concluded that the error

estimation of Social Affordability(Y) on Social Economic(X) from the population has a normal distribution. The results of the calculation of the error estimation Y on X can be seen in the following table.

Table 1. Test of Normality Y on X

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual Y atas X	.043	164	.200 <sup>*</sup>	.990	164	.333

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Simple regression calculation Y on X can be seen from the following table output results of simple regression analysis calculation:

Table 2. Coefficients\* Regretion Y on X

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	11,608	9,852		1,178	.240
X	.702	.127	.398	5,528	.000

a. Dependent Variable: Y

From the result calculation for preparation of regression equation models between social skills and socio-economics, regression contents are obtained a = 11,608 and coefficient regression b = 0,702 thus the relations between the simple regression equation model is  $\hat{Y} = 11,608 + 0,702 X$ . Before the regression equation model is analyzed further and used to draw conclusions, a test of significance and linearity of the regression equation were conducted.

Based on results of regression analysis equation of Socio-Economics (X) against Social Skills (Y), obtained regression coefficient  $\beta_2$  is 0.646 ( $\beta_2 \neq 0$ ) with  $t_{count} = 5.770$ , while value  $t_{table} = 1.97$  ( $\alpha = 0,05$ ; dk = 160). Therefore  $t_{count} > t_{table}$  and sig value  $0.000 < 0.05$ , then  $H_0$  is rejected,  $H_1$  is accepted. Thus it can be concluded that Social Economic influences Social Skill.

Human needs are different from one to another. It is caused by the difference in social-economic status. There are several categories, such as higher levels, middle classes, and lower levels. For those with a higher economic level, they could be easily fulfilling their daily needs such as clothing, foods, housing, and good education to support their children's future.

For parents with higher status in social economics, they also have bigger opportunities to plan their future and plan fun activities for their family, contradictory with the lower social class parents. The fulfillment of the children's need could affect the development of their social skills. The parents will also have less stress and be proactive in doing parenting techniques. In such an ideal condition, the opportunity to develop social skills as individual will also bigger between parents and their children from higher economic status. As ArifShala (2016) states, "for parents who have more advantageous socioeconomic backgrounds will experience less stress and employ more proactive parenting techniques."

There are several indicators influencing the parents' status in social economics, such as educational

background, types of occupations, income levels, job positions, or family social status. These indicators significantly impact the process to cover all daily needs. As a result, it could optimize the children's opportunities to gain good self-value, self-esteem, and formal and informal educations.

## CONCLUSION

Based on the result, it concludes that socio-economics has a direct effect on social skills. It means that parents with high economic status will correlate positively to the improvement of their children's social skills.

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