

Vocational High School Students' Social Skills

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Abstract—Social skill is a person's ability to interact with others and their environment in ways that are acceptable without causing harm to themselves or others. The purpose of this study was to determine social skills of vocational high school students. This research is a descriptive study involving 72 students, which consisted of 22 male students and 50 female students from the State Vocational High School (SMKN) 3, Sukabumi City, Indonesia. The instrument used was an instrument of social skills adapted from Gresham and Elliot, consisting of 4 aspects, namely cooperation, affirmation, empathy, and self-control. This research is important as an evaluation material for educators in schools. Besides that, social skills are very valuable for every vocational student as a preparation for entering the world of work, further study, or community.

Keywords: social skills, vocational high school

I. INTRODUCTION

Social skills are considered to be important and primary thing that an individual has [1]. Social skills are defined as the ability to interact with others through ways that are acceptable or valued in social contexts, whereas the interaction is beneficial for individuals and others and the surrounding environment [2]. One function of social skills serves as a means to obtain good relationships in interacting with others [3,4]. An individual who proficient with social skills will be seen from the way he behaves with the surrounding environment. Moreover, social skills can also improve the ability to speak expressing feelings, give deep consideration, respond quickly, give complete answers, demand reciprocal relationships, and express evidence that can convince others.

School as one of the educational institutions have an important role in attempts to create quality human resources. Not only forming intelligent humans, but forming humans who have noble character, good personality and high social sense. However, from some literature studies discovered that the number of deviant behavior done by students was due to low social skills such as lack of self-control, so that the carried out behavior will have a negative effect on themselves as well as on others and the environment [5,6]. Thus, an understanding of social skills is important to know and to be learned in an effort to minimize this.

Several previous studies have revealed the importance of social skills for students. Johnson and Johnson [7] revealed that social skills play an important role in the success of a learning

group in carrying out its tasks, not to mention the fact that students learn more to be involved in social skills when groups given bonus points for doing so. Other research stated that social skills possessed by students or individuals have the potential to make someone successful in learning, having a career, or becoming an entrepreneur [8]. Lane, et al [9] added that when children begin to enter learning in school, they are expected to have certain skills and experience which will enable them to negotiate the demands of academic and social work from the school environment. For example, students are expected to have adequate expressive and receptive language and communication skills, the ability to follow directions and regulations, problem solving skills, and a variety of interpersonal skills. Therefore, data about students' social skills needs to be identified as a means for educators in schools in an effort to develop children's potential. This research aims to find out the description of social skills possessed by vocational high school students.

II. METHODS

The research was adopting descriptive research method by looking at the phenomena that occur in a group without giving a treatment. The sample used in this study was 72 students of Sukabumi City Vocational School consisting of 22 boys and 50 girls. The instrument used was an instrument of social skills adapted from Gresham and Elliot consisting of 4 aspects namely cooperation, affirmation, empathy, and self-control. Then the data were analyzed using statistical descriptive analysis techniques with the help of SPSS version 23.

III. FINDINGS AND DISCUSSION

Research data describes the social skills students have. The descriptive summary of the overall research data is as follows:

TABLE I. SUMMARY DESCRIPTION OF DATA ASPECTS OF STUDENT SOCIAL SKILLS.

	Social Skills Aspects			
	Cooperation	Affirmation	Empathy	Self-control
Total Score	2413	2113	1327	1759
Mean Score	3.35	3.26	3.07	3.49
SD Score	1.03	1.05	0.98	1.06

In table 1, a descriptive summary of aspects of students' social skills is seen. The cooperation aspect gained a total score of 2413 with an average score of 3.35 and a standard deviation of 1.03. The Affirmation Aspect obtained a total score of 2113 with a mean score of 3.26 and a standard deviation of 1.05. The Empathy aspect obtained a total score of 1327 with a mean of 3.07 and a standard deviation of 0.98, while the self-control aspect obtained a total score of 1759 with an average of 3.49 and a standard deviation of 1.06.

In Figure 1 shows a graph of the percentage of students' social skills. The highest percentage was obtained in the aspect of self-control with a percentage of 69.80% and the lowest percentage was obtained in the aspect of empathy. The collaboration aspect gained a percentage of 67.03% and the affirmation aspect gained a percentage of 65.22%. Overall, all aspects of the category are still at 60-70%.

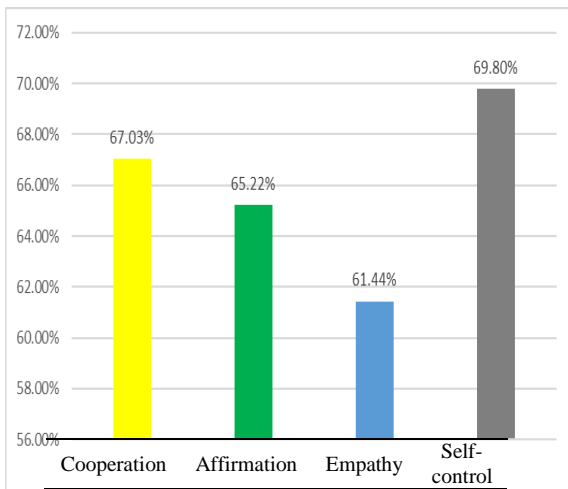


Fig. 1. Percentage graph of student social skills.

From the results of the study found, self-control factors have the highest percentage value, but still below 70%. It indicates that all aspects of social skills need to be improved. Social skills can basically be instilled and shaped early on, one way is to exercise. Howie et al. [10] in their study measure up children who participated in sports activities who had higher social skills compared to children who did not participate or did not participate in activities outside of school. From this research it is concluded that the importance of participating in sports activities and interacting with various people will have an impact on the development of social skills. Furthermore, Samanci [11] mentioned in his research that students who have low social skills can be seen from their behavior such as lack of confidence, failure to attend school, shyness and hard behavior, one fundamental reason for the emergence of negative behavior and failure as the consequence of the lack of integration in social groups. The results of his research illustrate that when a student has low social skills indicates in him a feeling of lack of confidence, shy, behaving hard which means a lack of emotional control. This can be encountered by the teacher during school hours, namely when the teacher asks whether or not there is anything to ask, then most students are just silent, embarrassed to ask. Another thing that we often encounter is mutual taunts between students that do not rule out the

possibility of ending in a fight action. Therefore, the initial identification of students' social skills becomes an evaluation material that must be studied by educators so that the learning process that will be carried out does not only prioritize cognitive and psychomotor elements, but rather affective which leads to an understanding of students' social skills.

Many things can be done by educators in an effort to improve children's social skills. Goudas and Magotsiou revealed that implementing cooperative learning programs can improve social skills and group work attitudes [12]. Specifically, students showed an increase in social skills and empathy and decreased tendency to interfere. Gülay, et al. added that by giving cooperative learning models students' social skills were increased when viewed in terms of emotional expressiveness, emotional control, social sensitivity, and social control [13]. Innovative, interesting, and fun learning is also needed in the provision of education in schools so that students do not feel bored [14,15]. Therefore, the selection of learning methods by combining elements of attitude learning needs to be of particular concern to educators [16-18].

IV. CONCLUSION

This research is a preliminary study conducted by researchers regarding the condition of social skills of students in vocational high schools. The results of this study shows that overall social skills possessed by students are in the range of 60-70%. It implies that the students' potential social skills are in a sufficient range and can still be developed. One way to be able to improve social skills is through the educational process as outlined in the persuading learning environment in schools. Alternative choices that can be used are throughout the implementation of effective physical education learning leading to strengthening social skills of vocational students.

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