

# Social Skills Training Influence of Children's Cooperation Group B

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## ABSTRACT

This study aims to determine the significant effect of social skills training on cooperating with children in group B Diponegoro Kindergarten, Buleleng District, in Academic Year 2019/2020. This research is quasi-experimental research using a Non-Equivalent Pretest-Posttest Control Group Design research design. The study population were all group B of Diponegoro Kindergarten, Buleleng District, with 69 students. The sample is determined by the cluster random sampling technique. The sample in this study amounted to 33 students. Data on the ability to cooperate were collected by observation techniques analyzed using descriptive statistical analysis techniques and inferential statistics t-test. The analysis results obtained  $t_{\text{count}} = 23.425$  while at a significance level of 5% with degree of freedom = 31 obtained  $t_{\text{table}} = 2.039$   $t_{\text{count}} = 23.425 > t_{\text{table}} = 2.039$ . Based on the testing criteria, then  $H_0$  is rejected, this means that the  $H_A$  hypothesis is accepted, which states that there is a significant influence between groups of children who receive social skills training learning and groups of children who do not receive social skills training learning towards collaborative skills in Group B Kindergarten children Diponegoro 2019/2020 Academic Year. The average value of working together in groups that receive social skills training learning is 41.12, while the average value in groups that do not get social skills training is 19.12. The results it can be concluded that there is a significant influence on the ability of cooperation between groups of children who receive social skills training learning with groups of children who do not get social skills training learning on collaborative skills in group B Diponegoro Kindergarten in Buleleng Regency in Academic Year 2019/2020.

**Keywords:** *Young Children, Cooperation Ability, Social Skills Training*

## 1. INTRODUCTION

Education is a process in the individual through efforts up to the 14<sup>th</sup>. According to Regulation No. 20 of 2003 chapter 2, article 3 of the sub-district, the development of children's potential so that people who believe with the Almighty, noble, healthy, knowledgeable, capable, creative, independent, and democratic citizens are responsible. Antara et al. [1] stated that children are the nation's successors and are priceless, so getting a quality of the next generation is then physical and certainly ready early with stimulation. This is because every child has a future, psychic, intellectual, attitude, interest, and so on [2].

Learning is the process of managing, organizing the environment around the child [3]. Early childhood learning is a learning activity that children-oriented, not in the form of conventional learning in which teacher-oriented. Learning activities in PAUD learning is emphasized in education through play. The play attaches

importance to the process of the results. Bredekamp (in [4]) twitches "Play is an important vehicle for children, social development, emotions and cognitive." It means playing is an essential vehicle for children's social, citrus, and cognitive races reflected on the activities. Through play, children can experience their imagination, digging their self-potential, exploring, being creative, and expressing their feeling in optimizing the children's needs and interest in their development stage, education and education the background of the age of the child.

Kindergarten is a form of early childhood education unit on a formal path that organizes educational programs for children aged four years to six years with various types according to existing conditions and abilities. Furthermore, Regulation of the Minister of Education and Culture (Permendikbud) No. 137 of 2014 stated that kindergarten education aims to help learners develop various psychic and physical potentials, including religious and moral values, social-emotional, cognitive, language, and motor physics art [5]. In kindergarten's

learning process to be done optimally, it must be adjusted to the child's growth and development and implemented in an active, creative, and fun atmosphere. The rapid growth and development of development aspects, namely religious and moral values, social-emotional, cognitive, language, motor physics and children's art.

According to Susanto [6] defining social behaviour is defined as activities related to others, activities related to other parties that require socialization in terms of acceptable action to others, and efforts to develop social attitudes that deserve to be accepted by others. Also, Hurlock (in [7]) states that a desire demonstrates the pattern of social behaviour of the child for social acceptance, cooperation with other children, generosity, competition for the child to do their best. Besides, Fauziddin [8] states that social development is the process of children's involvement in norms, morals and traditions in a group to be accepted in the community.

According to Campos (in [9]), emotions as feelings arise when a person faces a situation considered necessary by the individual. Sarlito (in [10]) argues that sentiment is every state in a person accompanied by affective colour both at a weak level (shallow) and at a broad level. Goleman and Ackerman (in [11]) state emotions are physiologically and psychologically possessed by the child and used to respond to events around them. Woolfson (in [12]) mentions that children have emotional needs, such as wanting to be loved, feeling appreciated, full of comfort, and optimizing in determining something. Early preschool-age children learn to understand and express emotions complexly, such as jealousy, pride, sadness, and loss. Children at this stage still have difficulty interpreting other people's feelings. This child's stage requires experience to control emotional expression in maintaining organized behaviour when strong emotions appear and guided by emotional experiences.

Children who have adequate social-emotional development are believed to live the learning environment and build a conducive climate, thus giving rise to learning's spirit and motivation. Therefore, emotional, social development is an important thing that every child must have to establish a good and harmonious relationship with teachers and fellow children in the classroom to achieve learning [13]. Sanan (in [13]) states that emotional, social development includes individual relationships with others, changes in emotions and personality, meaning that the child will affect his emotional social according to his level of maturity in terms of his relationship in everyday life with others, peers, or parents.

The emotional, social process is very influential in learning to work together because the child interacts directly with peers. The child must be able to control his emotions to create comfort in learning. In contrast, children who lack good social-emotional behaviour in

learning activities, among others, cannot accept the opinion of friends, do not give opportunities to friends to talk, are less able to control themselves and behave at will. Referring to the above exposure, one of the necessary and essential to be stimulated is cooperating.

According to Apriono (in [14]) explaining the ability of cooperation can be interpreted as the ability of a group of children to help others in doing something so that it appears togetherness and cohesion achieve a common goal. Santoso (in [15]) explains that working together is an activity in the form of social interaction between members of one group that is closely related to the goals of the other members as a whole so that each individual can achieve the plan if the other individual also achieves the goal. Santrock [9] explains that cooperation is the behaviour of approaching each other in taking care of shared interests and common goals that require each human group to interact with others constantly. Hurlock [16] cooperation is an activity in completing a task together. Saputra (in [17]) states cooperation is a condition in which one person and another approach each other to take care of interest or purpose together

Nurfitriah [18] said that cooperation is an achievement of maturity in social relations. It can also be interpreted as a learning process to conform to group norms, morals, and traditions, fuse themselves into unity and communicate with each other. Lestari et al. [19] stated that cooperation is an activity carried out by humans against a particular interest through social interaction. Johnson et al. (in [20]) state that cooperative learning can be defined as a structured system of working or group learning. The interaction between individuals or groups to achieve a common goal of working or learning. Also, Isjoni (in [21]) states that in cooperation, children are actively involved in the learning process, thus positively impacting the quality of children's interactions and communication and can motivate children to improve their abilities. Cooperation skills are also valuable to train students to accept differences and work with friends of diverse backgrounds. In carrying out cooperation activities, children are taught to regulate individual traits and contribute to their interests to play in groups.

Based on the observations done in December 2019 at Diponegoro Kindergarten Buleleng Regency in group B found several factors that cause children's cooperation ability is still low. Namely, teachers tend to give individual tasks to children, so that children are rarely given group tasks that allow children to work with their friends. It proved when learning to develop cooperation skills, some children did not want to do tasks with friends, children did not want to help their friends, children did not want to give opinions during discussions in groups, and children only want to do their tasks independently or individually. The low ability of children's cooperation is also due to the lack of learning media to stimulate children's cooperation skills. This is

seen in the learning process that often uses student worksheets used daily. Based on the observations, it can be synthesized that the cooperation of children in group B at Diponegoro Kindergarten Buleleng Regency is still not developed to the maximum. To create and optimize children's cooperation skills, a strategy is needed so that cooperation skills can develop optimally. Strategies that can be done to establish children's cooperation skills are Social Skill Training.

Social Skill Training is essential to improve someone's ability to interact in an environment. The ability to interact is key to enriching life experiences, having friends, participating in activities, and working together in a group [22]. Rai [23] stated that social skill training is an intervention that uses an extraordinary approach to develop the improvement of prosocial behaviour and provide an introduction to social skills that the child does not yet have. Kneisl (in [22]) states that social skill training is training based on the social principles of learning and using role-playing behaviour techniques, practices and feedback to improve problem-solving skills.

According to Cartledge and Milburn (in [24]), social skill training is the ability to interact with a person, thus allowing them to interact well with a particular environment. Carson (in [22]) says that social skill training is a learning process in which one learns practical ways of interacting. Bellack (in [22]) social skill training is one of the psychoeducational approaches to correct deficiencies in some interpersonal skills in interacting with others. Similarly, Jackson also expressed (in [25]) that social skill training includes the implementation of basic principles of SST, discussion, modelling, role-playing, feedback, reinforcement, transfer training, and games.

Based on the explanation above, to overcome the problem of low ability of children's cooperation in the learning process in kindergarten, the researchers intend to test the influence of social skill training on the knowledge of teamwork in children of group B Kindergarten at Diponegoro Buleleng Regency in Academic Year 2019/2020.

## 2. METHOD

This research was conducted in Diponegoro Kindergarten, Buleleng Regency. This research was conducted in the second semester of the academic year 2019/2020. The experimental group is group B4 in Diponegoro Kindergarten, and the control group is group B2 in Diponegoro Kindergarten. This research is quasi-experimental. This research used a non-equivalent research design form Pretest-Posttest Control Group Design. The population in this study was the entire group B. The whole class was 69 students. Sampling techniques in this study using Cluster Random Sampling technique.

Cluster Sampling is a sampling technique that is done by randomizing non-student classes. Sampling with random techniques in this study is done in the traditional way that is drawn. Based on these considerations, was obtained class B4 as an experimental group and class B2 as a control group.

The data required in this study is the data on children's cooperation skills. Data collection in this study using the observation method. To measure the ability of early childhood cooperation in this study was conducted by observation method by involving three dimensions and each indicator of the knowledge of association, namely: (1) the ability to interact with hands can communicate with friends in the group, can invite his friend in doing activities or activities, and can appreciate friends (2) attitude of helping with indicators can help others in a group that has difficulties, and the child can provide solutions to problems contained in his group (3) responsibility in completing his task with indicators can be responsible in completing tasks that have been divided in the group, can take good care of the game tools.

Descriptive statistical analysis is done by presenting data in the form of mean numbers, medians, modes. The technique used to analyze data in testing research hypotheses is the t-test (pooled variant). Before the hypothesis test, a prerequisite test is conducted, namely normality of data distribution and a variant homogeneity test. The normality test used with the Kolmogorov-Smirnov (K-S) technique and data distribution homogeneity test used is the Levene statistic. The last step is to test the hypothesis to see if there is a significant influence between the group of children who got social skill training learning and children who did not get social skills training learning on cooperation skills in children of group B of Diponegoro Kindergarten Buleleng regency in Academic Year 2019/2020.

## 3. RESULTS AND DISCUSSIONS

The descriptive statistical analysis of experimental group cooperation capability data consists of two data: pre-test results and post-test results. The pre-test results were obtained by an average of 21.88 of experiment groups, a median of 21, a mode of 19, a variant of 7.58. Post-test products received an average of 41.12 in experiment groups, a median of 42, a mode of 43, a variant of 8.78. Further analysis was also performed on the control group. Pre-test results obtained an average control group of 17.88, a median of 17, a mode of 15, a variant of 6.61. Post-test results obtained a central control group of 19.12, a median of 19, a mode of 18, a variant of 5.86.

Pre-test data of experimental group cooperation capabilities are described in the form of bar graphs in figure 1. Post-test data of practical group cooperation

capabilities are described in the form of bar graphs in figure 2.

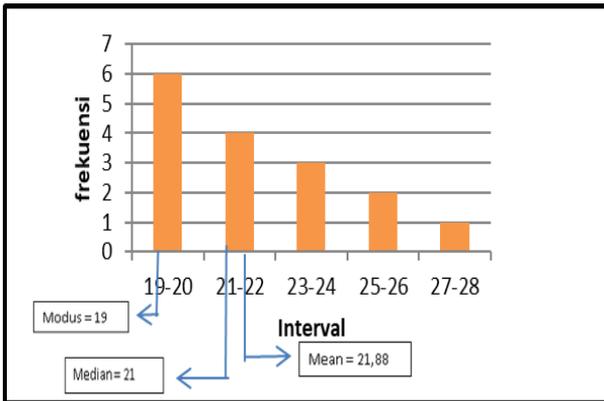


Figure 1. Bar Graph Pre-test Experiment Group Capabilities

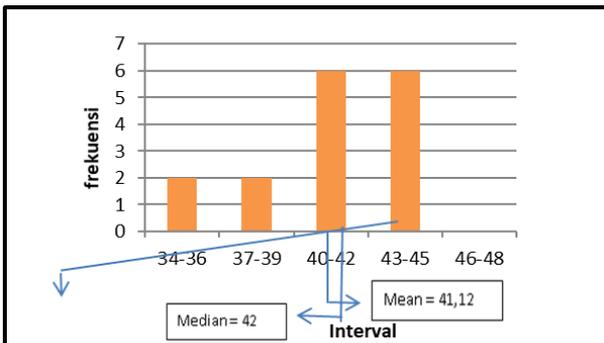


Figure 2. Bar Graph Post-test Experiment Group Capabilities

Furthermore, the pre-test data of the control group's cooperation ability is described in a bar chart in figure 3. The control group's post-test capability data is described in the form of a bar chart in figure 4.

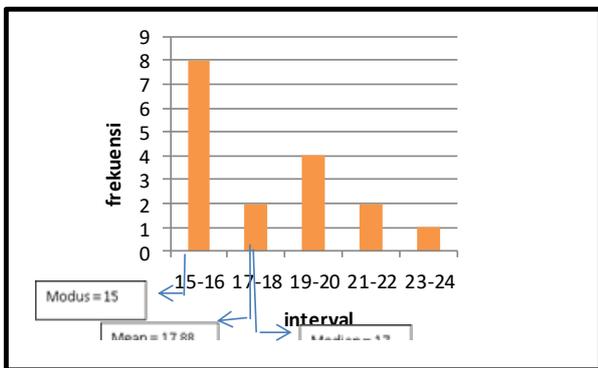


Figure 3. Bar Graph Pre-test Ability Control Group Capabilities

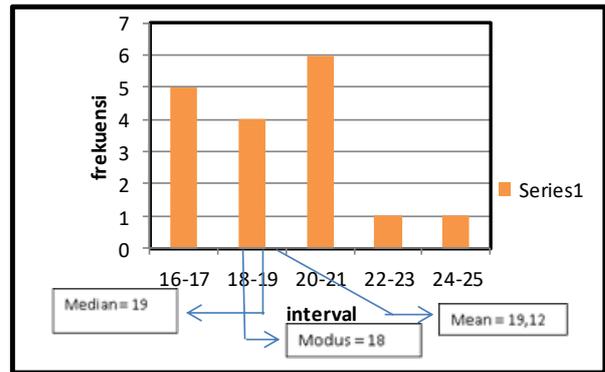


Figure 4. Bar Graph Post-test Control Group Capabilities

The normality test of data distribution for cooperation ability scores in pre-test experimental groups is sig.  $\alpha = 0.137$  ( $\alpha > 0.05$ ) and post-test sig experiment group.  $\alpha = 0.184$  ( $\alpha > 0.05$ ), while pre-test the sig control group.  $\alpha = 0.147$  ( $\alpha > 0.05$ ) and post-test sig control group.  $\alpha = 0.200$  ( $\alpha > 0.05$ ) which means normally distributed data. The results of the Levene Statistic based on the Mean on homogeneity test showed a sig value.  $\alpha = 0.554$  or well above 0.05, so it can be assumed that the collaboration capability data of experimental groups and control groups come from populations that have the same or homogeneous variance.

Based on the analysis of data using t-test obtained tcount is 23.425, while  $t_{table}$  with a significant level of 5% and  $dk = (16+17) - 2 = 31$  is 2.039. Thus,  $t_{count} > t_{table} = 23.425 > 2.039$ , it can be interpreted that there is a significant difference between the scores of the two variances of the data tested. Based on the data of this t-test, the hypothesis presented in this study is accepted that there is a significant influence on the experimental group's cooperation ability with the control group's cooperation ability. Differences in the ability of experimental group cooperation with control groups occur because learning activities using social skills training provide children's experience to improve social skills and ability to interact with an environment or group so that with the ability to interact becomes the key in enriching life experience, having friends, participating in activities, and working together in groups.

This study's results were supported by Muryadi et al. [26] entitled "The influence of social skill training on social skills": positive habits of deaf adolescents of mild classification at SLB N 1 Bantul Yogyakarta. The results showed that social skill training therapy on social skills: positive habits showed 14 respondents with a percentage of 48.1% had a sufficient understanding of applying social skills training therapy. Based on bivariate analysis obtained analysis using Wilcoxon sign rank test obtained p-value result is 0.003 (p. 0.05), which means that there is an influence of social skill training therapy on social skills: positive habits of deaf adolescents in SLB N 1 Bantul Yogyakarta.

Darmiany [27] supported this study's results entitled Effectiveness of social skills training to train secondary school students' social skills. The results showed an increase after implementing social skills training with a percentage on the type of opinion-expressing skills 72%, self-introducing skills 53%, feelings expressing talents 39%, and feelings-sensing skills 36%. Bellack, et al. [28] stated some advantages of social skill training, namely social skill training could develop the ability to communicate and interact effectively in a peer environment, can describe in detail the elements of social skills along with the necessary treatment, able to improve the development of verbal behaviour skills, paralinguistic behaviour, and nonverbal behaviour, able to develop the ability to pay attention and interpret cues given by others (interpersonal), create social behaviour in information processing, motivation, and environmental constraints, and train the skills needed in particular situations, such as the skills of associating with people around and taking a stand from an event.

#### 4. CONCLUSION AND SUGGESTION

Based on the data analysis results, this study's conclusion states that there is a significant influence of social skill training on cooperation. Thus, social skill training affects group B's cooperation skills in Kindergarten in Buleleng Regency in Academic Year 2019/2020.

Based on this study's results, the advice that can be given is for the Principal. The learning strategy is recommended to include teachers in seminars or training on innovative learning strategies. For teachers, in implementing learning strategies, it is recommended to teachers to be more creative in designing and implementing learning activities by implementing innovative learning strategies so that the learning process becomes more active, to improve cooperation skills. Children are advised to be more actively involved in the learning process so that the classroom becomes more conducive and can improve cooperation skills. Researchers recommend researching more innovative learning for other researchers who want to study social skill training. Also, always pay attention to the time available so that the research carried out can run smoothly. This can be done by coordinating with the principal or teacher where the researchers are doing it.

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