

## Social Skills Scale Development for Elementary School Students

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### Abstract

As the first and basic level of formal education for children, elementary school has the aim of providing basic abilities to students to develop their lives personally, community members, citizens, and members of humanity and prepare students for secondary education. Lack of mastery of social skills can lead to potential problems, on the contrary by having social skills students can achieve success in school and society. So it is necessary to develop a measuring tool for the social skills scale. This study aims to develop social skills test kits based on the concept of social skills that have been identified in initial observations and validate the social skills test kits that have been developed, to produce a social skills measurement instrument in the form of a scale. The results can be used by educators as feedback in coaching. The results of the validity of the Expert Judgment on the social skills scale instrument conducted by six experts using the Aiken V formula were declared valid with conditions  $> 0.78$  with 18 items valid from 21 items. While the KMO test of  $0.58 > 0.50$  means that the instrument is considered valid as a measuring tool for the social skills scale of elementary school students. Then the reliability test was carried out with Cronbach's Alpha test. Based on the results of field data processed with the SPSS application, it was found that the reliability of Cronbach's Alpha was  $0.87 > 0.50$ , meaning that the social skills scale was considered reliable as a means of measuring social skills in elementary school students.

**Keywords:** Social skill scale, elementary school students.

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## INTRODUCTION

Elementary school as the first and basic level of formal education for children, has the aim of providing basic abilities to students to develop their lives personally, community members, citizens, and members of humanity and prepare students for secondary education (Arfani, 2016; Masang, 2021; Renna, 2022). When experiencing the transition from preschool life to school life, elementary school students are faced with various situations that tend to be different from before (Liana *et al.*, 2021). Students are faced with the physical environment, individuals, and new rules that require skills that can make children survive and be accepted namely social skills. Lack of mastery of social skills can lead to potential problems, on the contrary by having social skills students can achieve success in school and society, as expressed by Brigman *et al.*, (Brigman *et al.*, 1999), "... *social skills (working-playing cooperatively with others and forming and maintaining friendship) are essential for school success.*"

Social skills can be defined as the ability to interact with other people in a social context in specific ways that are socially acceptable or valuable and at the same time have benefits for themselves and others (Gunawan & Indrayani, 2021; Rachman & Cahyani, 2019; Ulum, 2019). Furthermore, (Cartledge & Milburn, 1986) then divides social skills into four categories, namely: First, Environmental behavior is a form of behavior that shows the social behavior of individuals in recognizing and treating their environment. The scope of environmental behavior include: caring for the environment; behavior regarding emergencies; behavior in the dining room; and movement around the environment (Cartledge & Milburn, 1986). Second, Interpersonal behavior is a form of behavior that shows the social behavior of individuals in recognizing and establishing relationships with other individuals (with peers or teachers). Various forms of interpersonal behavior include: accepting authority; resolving conflicts; getting/attracting attention; greeting others; helping others; conversing; performing game activities; being positive towards others; playing informally; and taking care of one's

property and that of others (Cartledge & Milburn, 1986). Third, Self-related behavior is a form of behavior that shows an individual's social behavior towards himself, which is illustrated through behaviors including accepting consequences; ethical behavior; expressing feelings; positive attitude towards oneself; responsible behavior; and self-care (Cartledge & Milburn, 1986). Fourth, Task-related behavior, according to (Cartledge & Milburn, 1986) is a form of individual behavior or response to several academic tasks. The forms of task-related behavior include several things including asking and answering questions; learning behavior; completing tasks; following directions; group activities; independent work; task-based behavior; appearing before others; and quality of work (Cartledge & Milburn, 1986).

Identify social skills with several characteristics, including First, Interpersonal Behavior is behavior that involves skills used during social interactions called friendship skills (Merrell & Gimpel, 2014). Second, Self-Related Behavior This behavior is a characteristic of a person who can regulate himself in social situations, such as skills to deal with stress, understand other people's feelings, control anger, and so on. Third, Behavior Associated with Academic Success This behavior relates to things that support learning achievement at school, such as: listening to teachers, doing school work well, and following the rules that apply at school. Fourth, peer acceptance This is based on the fact that individuals who have low social skills will tend to be rejected by their friends because they cannot get along well. Some forms of behavior in question are: giving and receiving information, being able to accurately capture the emotions of others, and so on. Fifth, Communication Skills These skills are needed to establish good social relationships, in the form of providing feedback and attention to the interlocutor, and being a responsive listener.

The development of social skills of elementary school children individual social development is marked by the achievement of maturity in social interactions, how he can get along, adapt to his environment and adjust to group norms (Masganti, 2015; Pangestu, 2013). Characteristics and characteristics of elementary school children's social behavior are that interest in groups is getting bigger, starting to reduce their participation in family activities (Musyarofah, 2017; Rohayati, 2013). This is the emergence of gangs in elementary school level children in their environment. Children form gangs just for the fun of playing, not for chaos (Gaol, 2021; Syarafah & Wulandari, 2022). Influences that arise on children's socialization skills include the following: helping children to learn together with others and behave in a manner that is acceptable to the group. Helping children develop social values that tend to be more concerned with others than their interests. Helps develop an independent personality by getting emotional

satisfaction from a sense of companionship. Children will make self-assessments that greatly affect their social relationships. Besides, the child will assess the pleasure and displeasure of others. Through association or social relationships, both with parents, family members, other adults, and playmates, children begin to develop forms of social behavior.

In elementary school children, the forms of social behavior are indicated by various things including Disobedience (negativism), which is a form of behavior against others. This behavior occurs as a reaction to the application of discipline or demands of parents or the environment that is not following the wishes of the child. The development of negative behavior at this age is considered normal. Fighting behavior is one form of the developmental process in elementary school-age children. Aggression, namely the behavior of attacking back physically (nonverbal) and words (verbal). This aggression is a form of reaction to the frustration (disappointment because their needs/wants are not met) they experience. This aggression is manifested in attacking behavior, such as hitting, pinching, kicking, biting, getting angry, and berating. Parents punish aggressive children, leading to increased child aggressiveness. Therefore, parents should try to reduce, reduce the child's aggressiveness by diverting the child's attention/desire, giving a toy or something he wants (as long as it does not endanger his safety), or other efforts that can reduce the child's aggressiveness. Disputes/fights occur when a child feels offended or disturbed by the attitudes and behavior of other children, such as being disturbed while doing something or being snatched away by their goods or toys. Teasing namely is another form of aggressive behavior. Teasing is a mental attack on another person in the form of verbal (words of ridicule or ridicule), causing an angry reaction in those who are attacked. Competition, namely the desire to exceed others and is always driven by others. Cooperation, namely the attitude of wanting to work with groups. Powerful behavior is a type of behavior to control social situations, dominate or request, order, and threaten or force others to fulfill their needs. Self-interest is an egocentric attitude in fulfilling one's desires. Children want to always have their desires fulfilled and if they are rejected, they protest by crying, screaming, or getting angry. Sympathy is an emotional attitude that encourages individuals to pay attention to other people, and want to approach or cooperate with them.

According to (Nurihsan, 2018), some of the social problems that are often experienced by children are: children want to be alone, are pretentious, do not want to wait their turn when playing together, always want to be noticed or choose friends, aggressive by attacking people or children. others, destroying other friends' belongings, and the inability to adapt to the new environment. The results of the research by (Cartledge & Kiarie, 2001; Sam *et al.*, 2020; Storebø *et al.*, 2019)

This low social skill makes children less able to interact effectively with their environment and choose aggressive action as a coping strategy. They tend to think that aggressive action is the most appropriate way to overcome social problems and get what they want. Another study (Bakhtiar, 2015; Sary & Sinthia, 2018) states that the tendency of children to have problems with their social skills is influenced by environmental factors, family, friendship, group solidarity, and adaptability.

Teaching social skills is a challenge for educators. Social skills are useful so that students can adapt well to the surrounding environment if students do not have social skills. In the development of elementary school students, these social skills are needed to establish relationships with the surrounding environment, including peers. (Widoyoko, 2011) explains that *Social Skills* are skills needed to live (*life skills*) in a multicultural society, a democratic society, and a global society full of competition and challenges. Social skills include communication skills, both orally and in writing, and skills to cooperate with other people, both in small groups and large groups.

With the existence of a social skills scale for elementary school students, educators can assess social skills by observing their students. The results of observations can be used as feedback and coaching. Behavioral observations can be made by using a special notebook about events related to students during school or by assessing the social skills scale filled out by students.

This study aims to develop social skills test kits based on the concept of social skills that have been identified in initial observations and validate the social skills test kits that have been developed, to produce a social skills measurement instrument in the form of a scale.

## RESEARCH METHODOLOGY

The research model used refers to the development of a social skills scale instrument. (Mardapi, 2017) there are ten steps to develop the instrument and modified (simplified) into eight (8) steps, which consist of: (1) compiling instrument specifications (instrument grid, instrument rubric, instrument scale, assessment criteria); (2) reviewing instruments; (3) conducting trials; (4) analyzing the

instrument (5) improving the instrument; (6) Interpreting instrument results; (8) (Final Instrument). Respondents in this study were 30 elementary school students in Ciamis. Instrument validation uses content and constructs validity. Validity was filled in by 6 experts who were analyzed using the Aiken V formula with the standard Aiken index, which was 0.78. While the field data validation used construct validity Exploratory Factor Analysis (EFA), reliability was analyzed using Cronbach's Alpha.

## RESULTS AND DISCUSSION

Instrument validation was carried out with content validation by Expert Judgment and analyzed using the Aiken formula. Furthermore, the valid items were field tested on 30 elementary school students. The data was then checked for validity and reliability using the KMO test and the Cronbach Alpha Reliability test. Here are the steps.

### a. Expert Test

An expert judgment or expert judgment was carried out with 6 raters, researchers involved 6 Guidance and Counseling Postgraduate Program students from Yogyakarta State University to become expert judges. Validation is carried out by 6 experts with 4 assessment options (scores), then the statement item will be said to be valid if it has a value greater than or equal to 0.78. The validation results show that 2 of the 21 statement items that are declared invalid consist of items number 8 and 19. The number of statement items in the valid instrument is 19 items.

### b. Field Test

Next is the field test process. After the 19 items above are declared valid, then the field test process is carried out. Field tests were conducted on 30 elementary school students. After the items are distributed, then the data obtained is carried out by factor analysis, with the following results:

#### 1. KMO and Barlett's test

KMO serves to see the suitability of the sampling. If the value obtained is  $> 0.05$  then it is considered by the sampling. Meanwhile, Barlett's Test serves to determine whether each item in the instrument is dependent or independent. If the score obtained is  $< 0.05$  then it is declared mutually independent. KMO and Bartlett's test values can be presented in the following table:

<b>KMO and Bartlett's Test</b>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,580
Bartlett's Test of Sphericity	Approx. Chi-Square	377,500
	df	171
	Sig.	,000

Based on the table, it is known that the KMO value is 0.580. Because  $0.580 > 0.5$  then the sampling in

this study was declared appropriate. Then the value of Barlett's Test of Sphericity (Sig.) is known to be 0.00

where  $0.00 < 0.05$ . So it can be said that each statement item in the instrument is independent of the other.

2. Anti-image correlation is used to see the correlation between items. If the score obtained by each item is  $< 0.50$  then the item will be declared void. It is known from the results of the calculation that there is one item that is dropped, item 10. The commonality test on 18 items showed results  $> 0.50$  so all existing variables had a strong relationship with the factors formed.

3. Total variance explains, which is the percentage of total variance that can be explained by the diversity of factors formed. In the calculation obtained a percentage of 20.108%.

#### 4. Reliability test

Social skills scale instrument tested on 30 elementary school students. The reliability test was calculated with the help of *SPSS for windows version 22* and obtained an alpha value of 0.874 as shown in the following table.

Reliability Statistics	
Cronbach's Alpha	N of Items
,874	25

An instrument is said to be reliable or consistent if the value of Cronbach's Alpha  $> 0.60$ . This indicates that the social skills scale instrument developed for elementary school students is reliable and can be used to measure the social skills of school students.

The results of the research show that the social skills scale instrument developed can be used to measure the social skills of elementary school students because it is proven to be valid and reliable. Several calculations and field test results that have been carried out with the help of *SPSS for windows version 22* are KMO and Bartlett's Test, Anti-image correlation, total variance explain, and reliability test. The validity test was carried out by experts consisting of 6 experts and determined that the item would pass the validity test if it had a final value of more than or equal to 0.78. The results of the field test on 30 elementary school students in Ciamis Regency, West Java, Indonesia, it was found that the sampling in the study was declared appropriate because it had a KMO of 0.580. Each item of the Social Skills scale instrument was also independent because Bartlett's Test was worth 0.00.

Referring to the results of the anti-image correlation and the quality test, in the end, it consisted of 18 favorable items. The items are formed from seven aspects, namely curiosity, self-management skills, sensitivity to the surrounding environment, controlling oneself and others, expressing opinions, and helping and appreciating. The last test carried out in the development of the social skills scale was the reliability test. Calculations on *SPSS for Windows version 22* show an alpha value of 0.874 which means that the

social skill scale of elementary school students is consistent because the alpha value is greater than 0.60.

The stages used in this study have similarities with the research development carried out by (Yugi Dwi Nur Jayanti, 2015). Instruments developed by Jayanti are an inventory of job readiness for students in the Marketing Department at SMK Negeri 1 Depok. Jayanti also uses stages that refer to the opinion of Saifuddin Azwar. Difference What can be highlighted is that Jayanti's research followed all stages by stage until Finally got a good instrument. While in this research on the development of the social skills scale, the researcher summarizes several stages as well as in the field stage test and item selection combined at the field trial stage. In addition, researchers also eliminate the construct validation stage and replace it with a content validation stage which involves experts on the item review process with the consideration that the social skills scale instrument is still in limited use. Content validation is carried out in conjunction with the item writing stage.

Another study that has similarities with the Development of Anti-Bullying Awareness Scale for Middle Schools by (Alisyahbana *et al.*, 2021; Rahmawati & Suwarjo, 2020) uses a Likert scale with four alternative answers using the choices Very Appropriate (SS), Appropriate (S), Not Appropriate (TS), and Strongly Disagree. Appropriate (STS). The statement items in this study only consisted of favorable and unfavorable choices on the *Social Skills Scale for Elementary School Students*.

## CONCLUSION

Based on the results of the assessment from the expert team and field trials, it can be found that the instrument developed includes a social skills scale consisting of 18 items and was tested on 30 elementary school students, after analyzing data from the expert team using the Aiken V index and field testing using the Aiken V index. Exploratory Factor Analysis, then the reliability test was analyzed using Cronbach's Alpha, it can be concluded that the instrument for measuring the social skill scale of elementary school students is declared valid.

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