



Personal-Social Guidance Based on Social Skills Profile of High School Students

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Abstract. The research is motivated by the importance of the social skills of adolescents, especially high school students, in fulfilling developmental tasks. The aim of the research is to produce personal-social guidance based on the social skills profile of high school students. The research uses a quantitative approach with descriptive methods. The research design used was a cross-sectional survey. The research participants were 258 student class XI at SMA Angkasa Lanud Husein Sastranegara for the 2023/2024 academic year. The research findings show that personal-social guidance is based on the social skills profile of high school students which is generally in the medium category. The resulting personal-social guidance is suitable for use based on rational testing by guidance and counseling experts and practitioners. The research results can be used as a reference in implementing personal-social guidance services in developing social skills in high school..

Keywords:

Personal-Social Guidance; Social Skills; Senior High School.

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INTRODUCTION

The social skills of high school students include various abilities that enable them to interact and communicate effectively with other people in various social contexts verbally and non-verbally. These social skills are very important in students' personal development and also in their preparation to face various situations in the future, including higher education, work and everyday life (Yusuf, 2000). The development of high

school students' social skills requires attention and support from various parties, including family, school and community. With the right support, students can develop strong social skills that will help them succeed in various aspects of their lives (Mukhtar et al., 2020).

High school students are included in adolescence, during this period social relationships become clearer and more dominant, which is usually referred to as the social period. One of the developmental tasks that teenagers have is social development.

Adolescent social development is maturity in social relationships, which is defined as the process of learning to interact and cooperate with other people and adapting to applicable moral norms (Mukhtar et al., 2016). Teenagers are not immediately born with social maturity. To achieve social maturity, a teenager must learn to adapt to other people because they do not yet have social characteristics or the ability to get along with other people (Yusuf, 2000). Adolescents' social abilities will be honed if adolescents interact with their environment, have their own experiences, observe other people's experiences, there is reinforcement/reciprocity received by adolescents, motivation and confidence in themselves.

In life, teenagers at school will experience various experiences with their environment through interaction. This will result in a judgment of rejection or acceptance by peers. The rejection and acceptance experienced by adolescents will influence the development of their social life (Legistini et al., 2020). This acceptance will result in interaction, participation, and cooperation with other people, especially peers (Elliot & Gresham, 1987). On the other hand, teenagers who experience rejection will result in reduced interaction space with their peers, a lack of self-confidence, and difficulty working together with other people. The success of students in completing their developmental tasks leads to a condition of good social adjustment throughout their lives. If students fail to carry out their developmental tasks, then students will lose direction and students may engage in deviant behavior. One of the life skills that teenagers must master is social skills. The ability to interact and communicate with other people can make a major contribution to the well-being of teenagers in various aspects of life. The creation of positive relationships with those around you based on the norms that apply in society can be influenced by someone who has social skills (Sakung, 2022). Teenagers' failure to master social skills will make it difficult to adapt to the surrounding environment, which can lead to feelings of low self-esteem, being socially ostracized, tending to behave in less normative ways (for example, social and anti-social), and even in more extreme developments can cause mental

disorders, juvenile delinquency, criminal acts and acts of violence. Some of the problems faced by high school students include personal and social problems (Sa'adah & Rosidi, 2023), for example academic problems, dating problems, children who experience broken homes, friends who have a bad impact, cyberbullying, and many more.

Technological developments, social media, and cultural changes have caused an individual's communication to become more widespread. Teenagers who cannot access technology, social media and culture certainly need social skills. In their social development, teenagers need to interact with other people and get various responses. Of course, in terms of interacting, there are abilities that must be improved, especially in adolescence, namely the idea that they live socially and will depend on other people. Elksnin & Elksnin (2004) argue that an individual must have the idea that interacting with other people is important and will make them successful in life's affairs. Furthermore, after having the idea that it is important to have interactions with other people, Riggio et al. (1990) revealed that socially skilled individuals will increase their "social self-esteem" to become positive individuals which is highlighted by their behavior..

Thus, there is a lot of evidence that adolescents who demonstrate adequate social skills are more likely to be academically successful, accepted by others, well adjusted emotionally, and have high self-confidence (Elksnin & Elksnin, 2003). In contrast, children and adolescents who lack these skills are more likely to be rejected, experience school difficulties, drop out of school, and suffer mental health problems and be unemployed as adults (Elksnin & Elksnin, 1995, 1998, 2001). This can be minimized by efforts made by teachers, such as showing a positive personality towards children, teaching skills that come from religious values, using fun learning models, always caring about students in learning, and being a good example for their students (Hadi, 2021). As a prospective Guidance and Counseling teacher, of course this is the focus of a Guidance and Counseling teacher in improving students' social skills so that in the future they are able to develop as ideal individuals. The sample that the researcher took was high school students, so the

researcher refers to student development tasks at the point of developing the ability to have good relationships with peers and their environment, being able to be responsible for something, having good self-adjustment, and respecting themselves and others; Of course, this is something that makes researchers interested in the topic to be researched.

METHOD

This research uses a quantitative approach. The quantitative approach measures variables with research instruments so that data consisting of numbers can be analyzed based on statistical procedures (Creswell, 2012). The method used is descriptive method. The descriptive method is a method that attempts to describe, analyze and draw a generalization (general conclusion), then describe it as it is. In this study, a cross-sectional survey design was used, meaning that the sample surveyed at one time represents the population as a whole and is not continuous.

Participants in the research were class XI high school students at Angkasa Lanud Husein Sastranegara High School for the 2023/2024 academic year, consisting of 258 students. The research sample was taken using a non-probability sampling approach with a purposive sampling technique. Nonprobability sampling is sampling selected because they are willing, feel comfortable, and can represent the characteristics that the researcher wants to study (Creswell, 2012). The purposive sampling technique used is the homogenous sample type, namely a non-probability sampling technique to obtain a homogeneous sample, namely members are selected because they have the characteristics needed for the research sample.

The research instrument was developed from three figures, namely Riggio (1986), Gresham (1988), and Elksnin & Elksnin (1998), who identified aspects of social skills including cognitive aspects, affective aspects, and psychomotor aspects. A high value in the instrument score indicates a high level of social skills, and conversely a low score in the instrument indicates low social skills. The score results will be categorized into three categories, namely high, medium and low.

RESULT AND DISCUSSION

The social skills profile of class XI students has three levels of categorization, namely high, medium and low. Data processing produces a frequency distribution to indicate the level of social skills. The frequency distribution of class XI students is depicted in the following figure 1.



Figure 1. Social skills profile of high school students

Based on Figure 1, it can be seen that the majority of high school students, namely 250 students or around 97% of the total students, show a moderate level of social skills. Then, 8 students or around 3% of the remaining students showed a high level of social skills. Meanwhile, for the low level, there are no students in the low category or 0%, indicating a low level of social skills. This shows that in general, these students have the skills to interact in their environment verbally and non-verbally effectively in carrying out their social development tasks. In addition, students have the ability to manage themselves, excel academically, collaborate with peers, and take the initiative to help others, and have the skills to take on roles.

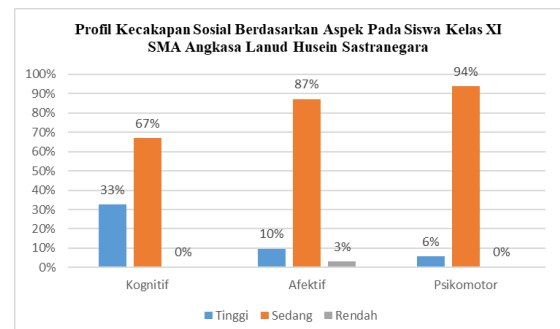


Figure 2. Social Skills Profile based on Aspects in High School Students

Based on Figure 2, it is known that the social skills of class Apart from that, there were no students who were classified as low in the psychomotor aspect. Furthermore, the affective aspect tends to be dominant at a high level, namely 87% of students. Furthermore, cognitive aspects tend to be dominant at a high level, namely 67% of students.

Based on Figure 2, it can be seen that the majority of 173 students or 67% of the total students in class Then, 84 students or 33% of the total students showed a high level of social skills in the cognitive aspect. Meanwhile, not a single student or 0% of the total students showed low social skills in the cognitive aspect. This shows that students have demonstrated adequate skills in learning achievement, dealing with stress, problem solving, being able to take a role in the environment, and respecting themselves.

Based on Figure 2, it can be seen that the majority of 225 students or 87% of the total students have a moderate level of social skills in the cognitive aspect in the class Then, 25 students or 10% of the total students showed a high level of social skills in the cognitive aspect. Meanwhile, eight students or 3% of the total students showed low social skills in the cognitive aspect.

Based on Figure 2, it can be seen that the majority of the psychomotor aspects of class Then, 15 students or 6% of the total students, showed a high level of social skills in the cognitive aspect. Meanwhile, one student or 0% of the total students showed low social skills in the cognitive aspect.

The first socio-demographic characteristic is age. The results obtained descriptively show differences in social skills at each age. To be able to see significant or non-significant differences in students' social skills based on age, a One-way ANOVA test was carried out. The profile of students' social skills based on age (15-17 years) can be seen in Table 1.

Table 1. Social Skills Profile of High School Students by age

Age	N	Mean Rank
15	3	3,1533
16	188	3,1418
17	67	3,1171
Sig.		0,087

Table 1 shows that there are no significant differences in students' social skills based on age. This can be seen from the significance value (Sig.) of 0.087, which is greater than the generally used significance level (0.05 or 5%). This indicates that the differences in students' social skills between age groups are not statistically significant.

The Mean Rank score shows the average ranking of each age group in terms of social skills. In this case, students aged 15 years have the highest Mean Rank score (3.1533), while students aged 17 years have the lowest Mean Rank score (3.0460). Although these differences did not reach statistical significance, these Mean Rank scores can provide a qualitative insight into the differences between these age groups. However, it is important to remember that the non-statistically significant results in this analysis mean that differences in students' social skills between age groups likely occurred by chance, and cannot be considered scientifically or practically significant differences.

The second socio-demographic characteristic is gender. To determine differences in students' social skills based on gender, a different t-test was carried out with an independent samples test. In Table 2, the profile of social skills of class XI SMA Angkasa Lanud Husein Sastranegara students is presented for the 2023/2024 academic year.

Table 2. Profile of Social Skills of High School Students by Gender

Gender	N	Mean Rank
Female	157	3,1701
Male	101	3,0347
Sig.		0,000

Based on gender, there are significant differences between students' social skills, namely sig. 0.000 < 0.05. Judging from the Mean Rank score, the score of female students (3.1710) is greater than that of male students (3.0347). This means that the quality and quantity of social relationships between female students is slightly better than male students.

The third socio-demographic characteristic is placement class. Differences in social skills based on placement class were

tested using One way ANOVA. The profile of students' social skills based on placement class (XI-A, XI-B, XI-C, XI-D, XI-E, XI-F, XI-G, XI-H) is presented in Table 3.

Table 3. Social Skills Profile of High School Students based on Placement Class

Placement Class	N	Mean Rank
XI.A	34	3,2235
XI.B	34	3,0159
XI.C	31	3,2323
XI.D	31	3,0626
XI.E	33	3,0836
XI.F	32	3,0919
XI.G	30	3,0673
XI.H	33	3,1576
Sig.		0,032

There are significant differences in students' social skills based on placement class (Sig. 0.032 < 0.05). Based on the Mean Rank score, students in placement class XI-C (3.2323) have higher social skills than other placement classes. Meanwhile, placement class XI-B (3.0159) has lower social skills than other placement classes.

Social skills grow from the awareness that these skills are very important for school success and students' lives (Elksnin & Elksnin, 2004). Many studies show that students who have high social skills are more likely to succeed academically, be accepted by others, adjust well emotionally, and have high self-confidence. In contrast, students who lack social skills are more likely to be rejected, experience school difficulties, even drop out, and suffer from mental health problems and become deprived or unemployed during adulthood. The ability to interact with peers and significant adults is one of the most important aspects of child development (Gresham & Lemanek, 1983). In adolescence, social skills are influenced by several factors including family factors, environmental factors, personality factors, social factors, adjustment factors (Gaul, 2021).

The ability to interact with peers and significant adults is one of the most important aspects of child development (Gresham & Lemanek, 1983). The results received when a student's social skills are high are being accepted by peers (popularity), having a good

assessment of their abilities (by parents, teachers, and others), and other social behaviors that are known to consistently correlate with popularity, acceptance by friends, peers and judgments of significant others (Gresham, 1986). Meanwhile, students who do not have a good social life and are not looked upon favorably by people will find it difficult in adulthood, so their life will be difficult because no one wants to help them in times of difficulty. Changes in behavioral habits carried out by students can change other people's assessments according to the student's actions (Gresham, 1984).

Riggio (1990) revealed that socially skilled individuals will increase their "social self-esteem" to become positive individuals. La Abute (2019) explains that social self-esteem can be assessed from (1) Self-appearance seen from other people's perspectives. (2) Other people's experiences are seen from their own perspective. (3) Other people's appearances are seen from one's own perspective. (4) Personal appearance is seen from one's own perspective. (5) Self-experience seen from the perspective of others. (6) Other people's experiences are seen from one's own perspective. (7) Other people's appearances are seen from their own perspective. Hasnah et al. (2022) it was proven that many students expressed that they did not dare to ask questions in class because the new environment caused students to maintain their self-esteem so as not to be embarrassed in front of the class. In research conducted by Riggio (1986) it was found that adolescent girls were more sensitive and expressive than adolescent boys, but adolescent boys may be more adept at regulating and controlling emotional displays.

School is a second home for students because they spend more time at school than at home. The teacher's role as a substitute parent at school begins when students enter school. Being imitated and imitated has become a slogan for school teachers because students will see and follow what the teacher does. In this way, a sense of caring is provided by providing role models that students can emulate, for example, if a student is a teacher, one of the teachers must reprimand him slowly so as not to hurt the students' hearts and feelings by giving care and hugs by a teacher to children like their parents. The contribution of the quality of friendship to

teenagers' happiness is that friends can help teenagers in difficult times, provide support, ward off loneliness, act as a place to share thoughts, and can influence teenagers' self-identity (Lana & Indrawati, 2021). Students who have high social skills tend to be better able to interact well with teachers and their peers. Motivation to learn also increases because students are involved in study groups or receive support from their peers. Students who have high social skills can more easily collaborate with their friends on academic projects. Teenagers' emotions can change quickly and they may face pressure and stress related to the demands of school, peers, and expectations from family. Students who lack social interaction with other students experience a decrease in their learning motivation which has an impact on their grades and activity in class (Cahyani et al., 2020).

Efforts to improve the social skills of high school students can be made through the implementation of personal-social guidance. Classical tutoring and group tutoring help students improve their social skills. Game and exercise techniques can be used to improve interpersonal communication and foster an attitude of cooperation, trust, interaction and adjustment. With the existence of a personal social guidance program to improve the personal social skills of class In this way, students will not experience obstacles in carrying out their developmental tasks.

CONCLUSION AND SUGGESTION

The results of the research stated that the social skills achievement level of class XI students at Angkasa Lanud Husein Sastranegara High School was in the medium category. If we look at the students' scores, the majority are spread across the medium category. The results of this research show that students have mastered three aspects of social skills, namely cognitive, affective and psychomotor. Students have sufficient skills in establishing relationships with peers, self-management, academic skills, initiative to help others, and skills in taking roles. Personal-social guidance arranged based on the social skills profile of high school students. This social skills profile is the basis for formulating a description of needs. The

guidance that can be provided is classical guidance and group guidance.

The suggestion from this research is that the research topic can be used in further research because social skills can increase or decrease at any time. Then, researchers can then choose research objects from students in elementary schools, junior high schools, or students in tertiary institutions.

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