

The Effect of Social Skill Training (SST) on Social Self-Adjustment in Undergraduate Students

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ABSTRACT

This study aims to determine the effect of Social Skill Training (SST) on social self-adjustment variables. This type of research is quantitative experimental research with pretest-posttest one shot design method. The sample of this study were students from various majors. Data were obtained through psychological measurement tools in the form of social self-adjustment scales and then processed with the JASP application. The results of this study are 1). There are differences in the ability of social self-adjustment in students, before and after Social Skill Training. 2). Social Skill Training has a significant influence on the social self-adjustment of students of UIN Raden Fatah Palembang. 3). The average value of social self-adjustment in students increases after conducting training.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh *Social Skill Training* (SST) terhadap variabel penyesuaian diri sosial. Jenis penelitian ini adalah penelitian kuantitatif eksperimental dengan metode pretest-posttest one shot design. Sample dari penelitian ini yaitu mahasiswa. Data diperoleh melalui alat ukur psikologi berupa skala penyesuaian diri sosial dan kemudian diolah dengan aplikasi JASP. Hasil dari penelitian ini yaitu 1). Terdapat perbedaan kemampuan penyesuaian diri sosial pada mahasiswa, sebelum dan sesudah dilakukannya Social Skill Training. 2). Social Skill Training memiliki pengaruh yang signifikan terhadap penyesuaian diri sosial mahasiswa. 3). Nilai rata-rata penyesuaian diri sosial pada mahasiswa meningkat setelah melakukan pelatihan.

Introduction

In general, socialization is the process of education and adjustment of an individual in society. This is done through the introduction, transmission and communication of values, norms and culture that exist in society. Socialization can also help empower youth to prevent crime. Juvenile crime is a serious problem in today's society, and socialization can be an effective strategy to address this problem. Through the socialization process, adolescents learn positive values, norms, and skills needed in society. Socialization also helps adolescents develop social, emotional and cognitive skills.

In general, socialization is closely tied to social skills in developing students' social abilities in their educational environment. Students' social skills refer to their ability to interact effectively with others. These social skills include the ability to communicate, build healthy relationships, resolve conflicts appropriately, work in teams, manage emotions, and many more. These social skills are especially important in new students, as new students are in the process of forming their social identity and developing the ability to cope with various complex social situations.

Social skills are an essential element for a person to initiate and develop positive social relationships. Weak social skills in a person can make it difficult for them to adapt to their environment, resulting in low self-esteem, social isolation, and a tendency to engage in non-normative (antisocial) behavior. Further actions, extreme examples include mental disorders, juvenile delinquency, criminality, and violence (Mu'tadin, 2008). However, in Indonesia, although the exact number is unknown, based on the number of children involved in crimes and criminals, it can be predicted that children who experience behavioral disorders may be caused by poor social skills.

Therefore, Social Skill Training is important to improve one's ability to communicate in their environment. Communication skills are key to enriching life experiences, making friends, participating in activities and teamwork. According to (Cartledge and Milburn, 1995), social skills training is an ability that a person can learn to communicate by providing positive reactions to the environment and reducing negative reactions that can occur within themselves. Kneisl (2004) argues that social skills training is a method based on the principles of social learning that uses behavioral techniques of role playing, practice, and feedback to improve problem-solving skills. According to (Vaccaro, 2006), social skills training is a method based on the principles of social learning that uses behavioral techniques such as role play, practice, and feedback to improve problem-solving skills. Gimpel and Merrill Lynch (1998) define social skills as learned behaviors that individuals use in interpersonal relationships in the environment.

Self-adjustment requires the ability of new students to live and get along reasonably with their environment, so social skills are needed to be able to adjust well so that they tend not to become inferior, closed, unable to accept themselves and the weaknesses of others, and feel embarrassed if they are among other people or situations that feel unfamiliar to them. Schneiders (1964) states that self-adjustment is a mental and behavioral process that encourages a person to adapt to desires that arise from within himself and are accepted by his environment. Calhoun and Acocella (Satmoko, 1995) explain that self-adjustment can be interpreted as a person's continuous interaction with himself, others, and the environment. These three factors influence human behavior and are interrelated. Self-adjustment is a human effort to achieve harmony with oneself and the environment (Sunarto & Hartono, 2002).

The effectiveness of social skills training has been proven in many studies. Ramdani found that social skills training was effective in helping children with social difficulties and

improving children's self-concept and social behavior. Good social skills help in performing activities in social situations that are determined by the learning process and intellectual level to avoid maladaptive behavior and social problems. Students with good social skills are able to remember, communicate, and organize information received verbally and nonverbally for positive and adaptive social interactions.

In a study conducted by Mulyani, this social skills coping method was tested for its effectiveness in improving social skills in 12-year-old children. This study combined SST with the provision of psychoeducation to parents, and SST was conducted for only 3 days (Mulyani, 2013). In addition, other studies have also shown that social skills training can help school-age children who have difficulty processing emotions and establishing friendships (Tedjawidjaja & Kuntoro, 2020).

Social skills are not innate, but are acquired by individuals through learning from parents, family, peers and the environment. Social skills also help individuals to avoid upsetting situations, gain positive responses from their social environment, and improve their ability to build relationships with those around them. Based on these conditions, researchers conducted this experimental research to determine the effectiveness of Social Skills Training (SST) on the social self-adjustment of new students.

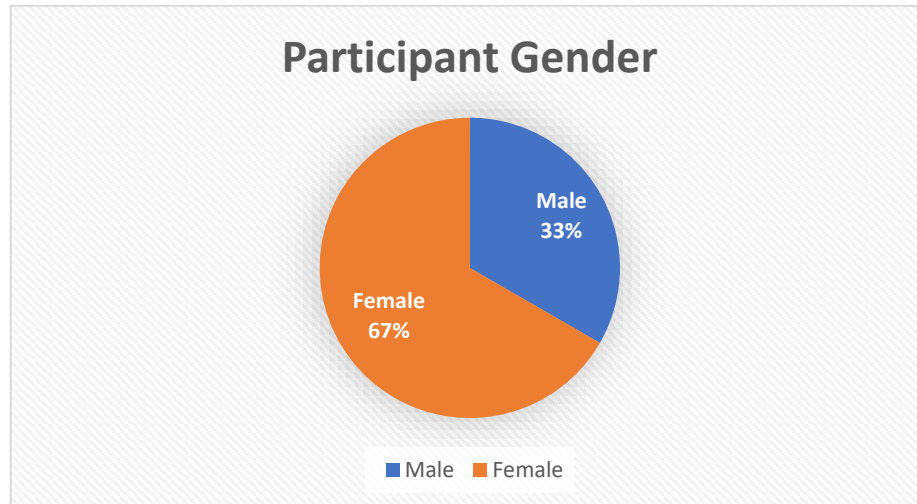
Method

The method used in this research is quantitative experimental using pre-test post-test one shot design. This method measures variables before and after treatment in one meeting. The variable used in this study is the social self-adjustment variable. The population in this study were students. And the sample used was 24 people from various majors with 8 men and 16 women. Data collection uses a social self-adjustment scale that is distributed before and after Social Skill Training (SST) to college students. Data were analyzed using the JASP 0.18.3.0 application with paired sample t-test analysis.

Results and Discussion

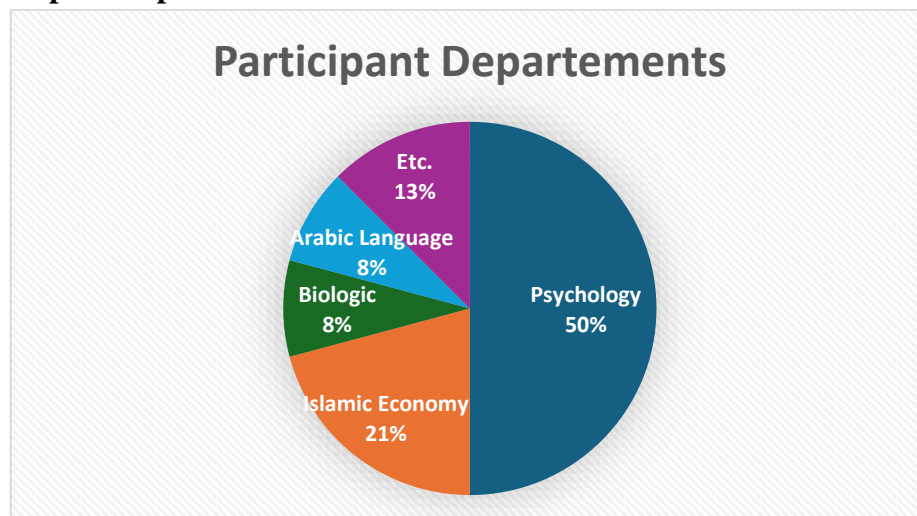
1. Experiment Sample Population Data

1.1 Participant Gender



Based on the data above, it is known that the sample in this experiment amounted to 24 people with 8 men (33%) and 16 women (67%).

1.2 Participant Departements



Based on the data above, it is known that the samples in this experiment were taken from several departments, namely 12 people from Psychology (50%), 5 people from Islamic Economy (21%), 2 people from Biology (8%), 2 people from Language (8%) and 3 people from etc. (13%).

2. Data Analysis Using JASP

2.1 Normality Test

Test of Normality (Shapiro-Wilk)

		W	p
PRE-TEST	- POST-TEST	0.920	0.057

Note. Significant results suggest a deviation from normality.

Based on the normality test above, it is known that the Shapiro-wilk output is 0.920 (>0.05) so that the data can be said to be normally distributed.

2.2 Hypothesis Test

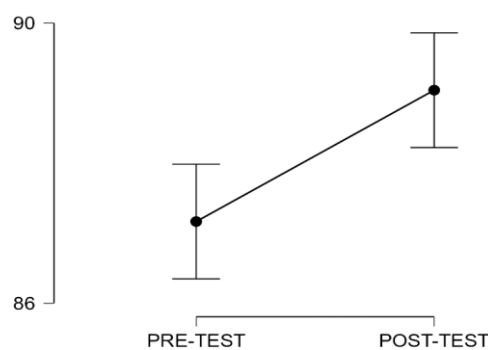
Descriptives

	N	Mean	SD	SE	Coefficient of variation
PRE-TEST	24	87.167	3.852	0.786	0.044
POST-TEST	24	89.042	4.814	0.983	0.054

Based on the descriptive test above, it is known that the average value of social self-adjustment

students before Social Skill Training (SST) is 87.167 while after Social Skill Training (SST), students have a greater average value of social self-adjustment which is 89.042. It can be concluded that Social Skill Training has a positive influence on social self-adjustment students.

2.3 Scatter Plot



Based on the plot above, it is known that there is a change in a more positive direction towards the ability of social self-adjustment in students after receiving social skills training. It can be concluded that students are more able to adjust to the social environment after social skills training.

This study aims to examine the effect of social skill training (SST) on social self-adjustment in new students. The data of this study were analyzed using JASP and obtained Shapiro-wilk output of 0.920 (>0.05) and in the hypothesis test it is known that the average value of social self-adjustment students before Social Skill Training (SST) is 87.167 while after Social Skill Training (SST), students have a greater average value of social self-adjustment which is 89.042. It can be concluded that Social Skill Training has a positive influence on social self-adjustment in students. To strengthen the argument in this study, researchers used the results of the scatter plot test where there was a change in a more positive direction towards the ability of social self-adjustment in students after receiving social skill training. It can be concluded that students are more able to adjust to the social environment after social skills training.

The results of hypothesis testing underlying this study are that social skills training is proven to be very effective in improving self-adjustment in college students. This hypothesis is influenced by the theory of Harber and Runyon (1994) which says that one of the efforts to improve self-adjustment by improving social skills. The results of this analysis are in accordance with previous research which shows results where the adjustment score in the experimental group has increased post-intervention social skills and pre-intervention social skills from before and after testing (Khasanah & Hertinjung, 2024).

The procedure in this study begins with the implementation of a pre-test on April 4, 2024 by distributing pre-test sheets containing a self-adjustment scale. Using a population students with a sample in this experimental research totaling 24 people with 8 men (33%) and 16 women (67%). In the second session the researcher provided social skills material, by explaining to respondents about various aspects of social skills, namely smiling, greetings, talking to new people, and speaking in public. And in the last session the researcher gave a post-test sheet containing a self-adjustment post-test scale.

Schneiders believes that self-adaptation is a process that includes mental and behavioral responses, individual efforts to successfully cope with pressure, frustration, and conflict, to achieve a balance between the requirements of where you live and your current needs. Schneiders divides the adjustment into several categories. One of these divisions is the division based on the situational context of the response generated by the individual, including personal adjustment, social adjustment, marital adjustment, and career adjustment (Damra, 2021).

Based on the various campus social adjustment problems experienced by students, interventions are needed that aim to improve self-adjustment so that students can achieve harmony and harmony between their own demands and the expectations of the campus environment. In making social adjustments on campus, students need skills that can minimize the occurrence of problems. One of the skills needed is social skills.

According to Gresham and Elliot (1990), social skills are defined as a set of skills that initiate and maintain positive social relationships, participate in the social environment of friends, adapt to the school environment, and can motivate people to meet social demands.

Education, or psychoeducation, is an appropriate method to improve social skills. Social skills are skills that a person can learn to activate their interactions through positive reactions to their environment and reduce the possibility of negative reactions.

The research process was carried out well in accordance with the research procedures. However, this research is inseparable from limitations including, data collection was carried out using a questionnaire, when filling out the questionnaire the researcher did not directly supervise the respondents, research limitations on the subjects given the intervention. Students who get a lot of interventions are psychology students, when filling out the questionnaire students form groups that allow bias in the research data.

Conclusion

Researchers found several results after conducting Social Skill Training experiments on students, namely as follows: that the average value of social self-adjustment students before Social Skill Training (SST) is 87.167 while after Social Skill Training (SST), students have a greater average value of social self-adjustment which is 89.042. It can be concluded that students have differences in social self-adjustment before and after training, namely there is an increase in students' social self-adjustment after training so that it is proven that Social Skill Training can affect students' social self-adjustment abilities.

Suggestions students, including the researchers themselves to further improve public speaking because it is an important aspect of social self-adjustment ability. Researchers acknowledge the limitations of the study due to less exploration of the treatment given, and only analyze sufficiently. So the researcher hopes that future researchers will further explore the treatment used and analyze more deeply the social self-adjustment variable.

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