



# The Impact of Social Skills Training on The Ability To Cooperate in Early Childhood

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## Abstrak

Permasalahannya kemampuan kooperatif anak masih rendah karena guru cenderung memberikan tugas individu dan jarang memberikan tugas kelompok yang memungkinkan anak bekerja sama dengan temannya. Penelitian ini menganalisis pelatihan keterampilan sosial terhadap kemampuan bekerjasama pada anak TK kelompok B. Penelitian ini merupakan penelitian eksperimen semu dengan menggunakan non-equivalent pretest-posttest control group design. Populasi penelitian adalah 69 siswa—sampel dengan teknik cluster random sampling. Sampel penelitian ini berjumlah 33 siswa. Data hasil kemampuan bekerja sama dikumpulkan dengan menggunakan teknik observasional, yang dianalisis menggunakan teknik analisis statistik deskriptif dan statistik inferensial dengan uji-t. Hasil analisis diperoleh  $t_{hitung} = 23,425$  sedangkan pada taraf signifikansi 5% dengan  $dk = 31$  nilai  $t_{tabel} = 2,039$  sehingga  $t_{hitung} = 23,425 > t_{tabel} = 2,039$ . Berdasarkan pengujian maka  $H_0$  ditolak yang berarti hipotesis  $H_A$  diterima yang menyatakan bahwa terdapat pengaruh yang signifikan antara kelompok anak yang mendapat pelatihan keterampilan sosial dan anak yang tidak mendapatkan pelatihan keterampilan sosial terhadap kemampuan kooperatif anak. Hasil penelitian menunjukkan adanya pengaruh yang signifikan keterampilan kooperatif antara kelompok anak yang mendapat pelatihan keterampilan sosial dan kelompok anak yang tidak mendapatkan pelatihan keterampilan sosial terhadap keterampilan kooperatif di TK.

**Kata kunci:** Kemampuan Kerjasama, Pelatihan Keterampilan Sosial

## Abstract

The problem is that children's cooperative abilities are still low because teachers tend to give individual assignments and rarely give group assignments that allow children to work with their friends. This study analyzes social skill training on the ability to cooperate in group B Kindergarten children. This research is quasi-experimental research using a non-equivalent pretest-posttest control group design. The research population was 69 students—the sample with cluster random sampling technique. The sample of this study amounted to 33 students. The data on the results of the ability to work together was collected using observational techniques, which were analyzed using descriptive statistical analysis techniques and inferential statistics with a t-test. The results of the analysis obtained  $t_{count} = 23,425$  while at the 5% significance level with  $dk = 31$  the value of  $t_{table} = 2,039$  so that  $t_{count} = 23,425 > t_{table} = 2,039$ . Based on the test, then  $H_0$  is rejected, which means that the  $H_A$  hypothesis is accepted, which states that there is a significant effect between the group of children who receive social skills training and children who do not receive social skills training on children's cooperative abilities. The results showed a significant effect on cooperative skills between groups of children who received social skills training and those who did not receive social skills training on cooperative skills in Kindergarten.

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

## 1. INTRODUCTION

Education is a process of developing abilities in individuals through learning efforts (Dini, 2022; Sum & Taran, 2020). Education is one of the most important needs for humans to form quality human resources spiritually, intellectually, and independently in nation-building so that they can compete with various countries around the world in the era of the industrial revolution 4.0, which also changed the education development system. Education is one of the most important needs for humans to form quality human resources spiritually, intellectually, and independently in nation-building so that they can compete with various countries around the world in the era of the industrial revolution 4.0, which also changed the education development system (Paramita et al., 2016; Wahidin, 2017). One level of education

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unit that needs special attention is early childhood education. Early childhood education is education that develops the child as a whole. The part of the child that is developed includes aspects of religious and moral values, physical-motor, cognitive, language, social-emotional, and artistic (Dewi, 2017; Kusumastuti, 2017). The purpose of early childhood learning is so that later the child develops into a complete human being, who has a noble personality and character, is intelligent and skilled, can work together with others, and can live in a nation and state and in society (Hasanah & Priyantoro, 2019; Mu'awwanah, 2018; Yulianti, 2014). One of the abilities that must be developed in children is the ability to work together. The ability to cooperate can be interpreted as the ability of a group of children to help others do something so that togetherness and cohesiveness appear to achieve common goals (Gillies, 2016; Pratiwi et al., 2018).

Cooperation is an activity carried out by humans for a particular interest using social interaction (Lestari et al., 2016; Tomasello, 2010). Early childhood cooperation aims to prepare students with various new skills better so they can participate in a world that is always changing and constantly evolving, shaping students' personalities so that they can develop abilities, communicate and cooperate with others in various social situations. Invites children to actively build knowledge because, in cooperative learning, as well as kindergarten, children not only receive understanding from the teacher for granted, but students develop continuous knowledge so that they place children as active parties (Aqobah et al., 2020; Simões et al., 2013). In general, the ability to cooperate can be interpreted as one of the abilities to develop children's creativity in groups or play with friends, being able to prepare students with various new skills so that they can participate in an ever-changing world, shaping students' personalities so that they can develop the ability, communicate and work together with others and can develop social, emotional abilities such as children learning responsibility, sharing, helping each other and interacting in solving problems in groups (Fauziddin, 2016).

Based on the results of observations made in December 2019 at the Diponegoro Kindergarten, Buleleng District, group B for the 2019/2020 school year consisted of 4 classes. The total number of students in all group B in TK Diponegoro is 69. The problem found through observation is that children's cooperative abilities are still low, which is caused by how the teacher provides activities to develop cooperative skills. Teachers tend to give individual assignments to children, so children are rarely given group assignments that allow them to work with their friends. It is proven that when learning develops cooperative skills, some children do not want to do assignments with friends, do not want to help friends, do not want to give opinions during group discussions, and only want to do their work independently or individually. The low ability of children's cooperation is also due to the lack of learning media to stimulate children's cooperative abilities. It can be seen in the learning process, which often uses student worksheets daily. Based on these problems, it can be seen that the cooperative ability of the children of group B at Diponegoro Kindergarten, Buleleng District, is still not developed optimally.

To develop and optimize children's cooperative abilities, researchers want to research using a strategy so that cooperative abilities can develop optimally. The strategy that can be done to develop children's cooperative abilities in Social Skill Training. Social skills training is an intervention that uses a special approach to develop prosocial behavior and introduce social skills that children do not yet possess (Hardhiyanti et al., 2020; Hourcade et al., 2012; Rai, 2015). The steps in social skills training are implementing the basic principles of SST, discussing, providing modeling, role-playing, providing feedback, reinforcement, transfer training, and playing games (Abdelmohsen & Arafa, 2021; Moody & Laugeson, 2020). The application of social skills training begins by being friendly to children, such as smiling,

conversing with children, greeting them and giving greetings when they arrive at school, and asking general questions (Moody & Laugeson, 2020; Sudana et al., 2019).

Next, the teacher asks the children to discuss the tasks given. The teacher acts as a model that displays collaborative activities with other teachers during the learning process in and outside the classroom, such as teachers who work together, such as taking out the trash and cleaning the classroom environment. The teacher gives role-playing activities with learning support media. Then, the teacher gives feedback related to the activity that has just been done. The teacher gives praise or gifts to the child for his achievements during role-playing as a reinforcement. Social skills training has several advantages, including being able to develop the ability to communicate and interact effectively in the peer environment, being able to explain in detail the elements of social skills and the treatment required, being able to improve the development of verbal behavior skills, paralinguistic behavior, and nonverbal behavior, being able to develop the ability to pay attention and interpret cues given by other people (interpersonal), develop social behavior in information processing, motivation, and environmental constraints, and practice skills needed in special situations, such as the skills to get along with people around and react to an event (Bellack, 2004; Silondae, 2013). Some findings state that social skills training is important to improve a person's ability to interact in an environment (Maharani & Damayanti, 2017).

The ability to interact is the key to enriching life experiences, making friends, participating in activities, and working together in a group (Dorten et al., 2022; Moody & Laugeson, 2020). Social skill training is the ability to behave socially towards someone, thus enabling that person to interact well with a certain environment (Bali, 2017; Chen, 2006). Social skills training is provided to help others at home, at school, and playground (Meitya et al., 2017). It will increase self-esteem as a useful child by working together (cooperative). Social skills training is related to motor skills such as throwing, catching, running, and balance. Skilled children can make better environmental adjustments or adaptations at school and in the community. There is an effect of providing social skills training for socially acceptable in society and can reduce aggressive behavior that is contrary to social skills that are accepted in society (Puspitasari, 2014). Based on this, to overcome the problem of children's low cooperative ability in kindergarten's learning process, the researchers intend to examine the effect of social skills training on the ability to cooperate in children in group B of Diponegoro Kindergarten. This study aimed to analyze social skill training on the ability to cooperate in group B children at Diponegoro Kindergarten.

## **2. METHODS**

This research is quasi-experimental. This study uses the form of research design Non-Equivalent Pretest-Posttest Control Group Design. This design uses one experimental group and one control group, giving a pre-test. The experimental group gets treatment with social skills training, while the control group does not get social skills training treatment and is then given a post-test. This research was conducted in Diponegoro Kindergarten, Buleleng District, Buleleng Regency. This research will be implemented in the second semester of the 2019/2020 school year. The population in this study was four classes of group B TK Diponegoro with a total of 69 students. The sampling technique in this study is a cluster random sampling technique. The samples obtained were from Group B4, totaling 16 students, and Group B2, totaling 17 students. Next, a lottery was conducted to determine the experimental and control classes. The data collection technique in this study was an observation technique using an observation sheet. Observation is a data collection method used to collect research data using observation. This observation is carried out by observing the ongoing activities in the field.

The research instrument was made in the form of a checklist. The research instrument to measure children's cooperative abilities was arranged based on aspects of the assessment criteria used, namely 1 (not able), 2 (able), and 3 (very capable). The research instrument consisted of 15 instrument items. The research instrument involves three dimensions, and each indicator of the ability to work together, namely the ability to interact with indicators can communicate with friends in groups, can invite friends to do activities or activities, and can appreciate friends, the attitude toward helping with indicators can help others in one way or another. Groups with difficulties and children can provide solutions to problems in their groups, are responsible for completing tasks with indicators that can be responsible for completing tasks that have been divided into groups, and maintain game tools properly. Next, a content validity test (expert test) was conducted by two experts. The two experts are two FIP lecturers from the Ganesha University of Education. After conducting the expert test, a validation test was carried out using the Gregory formula. The test results by the two experts stated that there were 15 items of instruments that were declared relevant or suitable for use in research. Furthermore, item validity and reliability tests determine an instrument used in research. The results of the item validity test stated that there were 15 items classified as valid. The item validity test was carried out by testing the instrument in the field and then being validated using the product-moment formula, followed by the reliability test by performing calculations with the Cronbach's alpha formula.

Descriptive statistical analysis was carried out by presenting data in the form of mean, median, and mode numbers. The technique used to analyze the data in testing the research hypothesis is a t-test (pooled variance). Before testing the hypothesis, the prerequisite tests were carried out: the normality test of the data distribution and the homogeneity of variance test. The normality test used was the Kolmogorov-Smirnov (K-S) technique, and the homogeneity test of the data distribution used was the Levene statistic. The last step is to test the hypothesis to see if there is a significant effect between the children who received social skills training and children who did not receive social skills training on the ability to work together in group B children at Diponegoro Kindergarten.

### **3. RESULTS AND DISCUSSION**

#### **Results**

The descriptive statistical analysis results of the experimental group's cooperative ability data consisted of two data: the pre-test and the post-test. The pre-test results obtained an average of 21.88 for the experimental group, the median of 21, the mode of 19, and the variance of 7.58. The post-test results obtained that the experimental group average was 41.12, the median was 42, the mode was 43, and the variance was 8.78. Further analysis was also carried out in the control group. The pre-test results showed that the control group average was 17.88, the median was 17, the mode was 15, and the variance was 6.61. The post-test results obtained that the control group average was 19.12, the median was 19, the mode was 18, and the variance was 5.86. The experimental group's cooperative ability pre-test data is depicted in a bar graph in [Figure 1](#), and the experimental group's post-test data is depicted in the form of a bar graph in [Figure 2](#).

The normality test for the data distribution for the cooperative ability score in the pre-test of the experimental group is sig. = 0.137 ( $\alpha > 0.05$ ) and the post-test experimental group sig. = 0.184 ( $\alpha > 0.05$ ), while the pre-test of the control group was sig. = 0.147 ( $\alpha > 0.05$ ) and the post-test control group sig. = 0.200 ( $\alpha > 0.05$ ) which means the data is normally distributed. The results of Levene Statistics based on the mean on the homogeneity test show a sig value. = 0.554 or far above 0.05, so it can be assumed that the data on the cooperation ability of the experimental group and the control group comes from populations that have the same variance or are homogeneous. Data analysis using t-test showed that tcount was 23,425,

while  $t_{table}$  with a significant level of 5% and  $dk = (16+17) - 2 = 31$  was 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 being tested. Based on the data from the t-test results, the hypothesis proposed in this study is accepted that there is a significant effect on the cooperative ability of the experimental group and the cooperation ability of the control group. The difference in the cooperative ability of the experimental group and the control group occurred because learning activities using social skills training provided children's experience to improve skills and work together in groups.

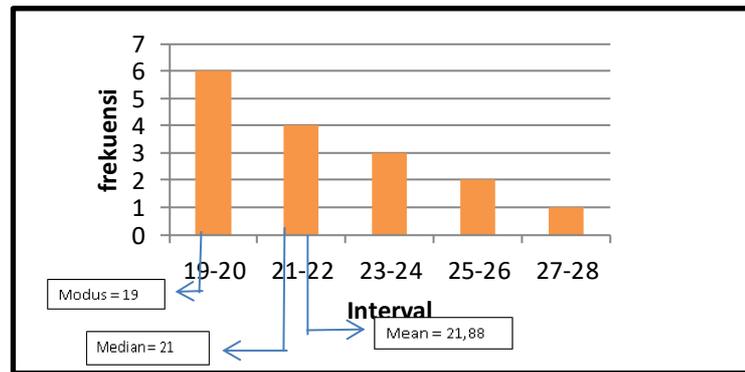


Figure 1. The Pre-Test Ar Graph of the Experimental Group's Workability

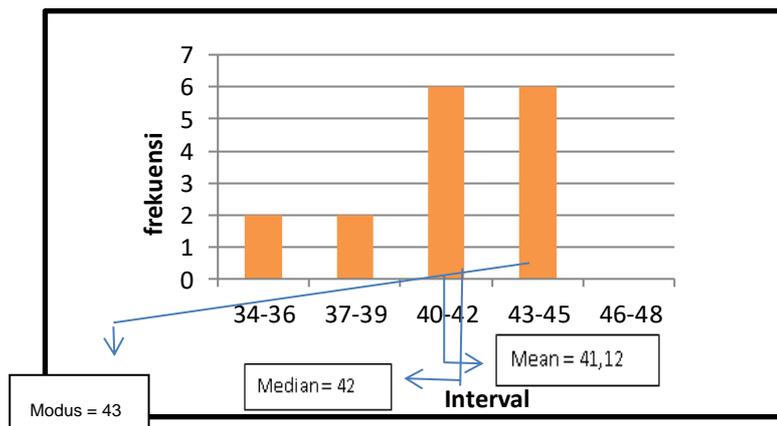


Figure 2. The Post-Test Bar Graph of the Experimental Group's Workability

Furthermore, the pre-test data on the ability of the control group to work together is depicted in the form of a bar graph in Figure 3, and the post-test data on the cooperation ability of the control group is depicted in the form of a bar graph in Figure 4.

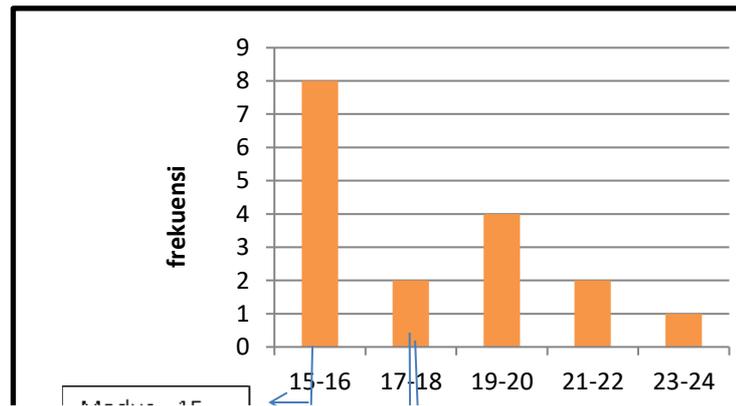


Figure 3. Bar Graph of the Control Group's Pre-Test Workability

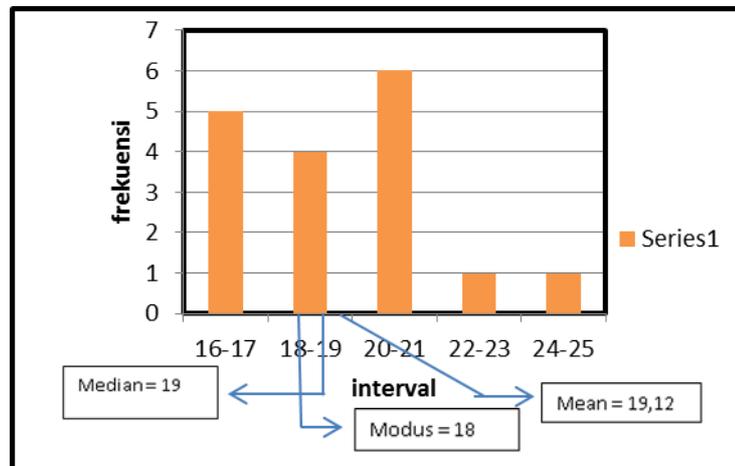


Figure 4. bar graph of the control group's post-test workability

## Discussion

Based on the results of the study, there was a significant effect on the cooperative ability of the experimental group and the cooperative ability of the control group. The difference in the cooperative ability of the experimental group and the control group occurred because learning activities using social skills training provided children's experience to improve skills and work together in groups. The application of social skills training in the experimental group gave children a very high curiosity and enthusiasm for participating in the learning activities. Children are very happy when learning social skills training. They are very happy because it is their first experience in improving social skills and the ability to interact with a group. This learning activity trains children to enrich life experiences, make friends, participate in activities, and work together in groups. Children who are taught social skills training provide opportunities for children to learn to interact with friends, be active in group activities, complete tasks in groups, have an attitude toward helping others, be responsible for completing tasks, and help others who have difficulty (Dorten et al., 2022; Moody & Laugeson, 2020; Pebriana, 2017). In learning social skills training, the teacher provides stages of activities starting from the basic principles of SST, discussion, modeling, role-playing, providing feedback, reinforcement, transfer training, and playing games to provoke children's desire to work together in small groups and large groups on the given task (Moreno-Guerrero et al., 2020; Murniviyanti et al., 2020; Riantini et al., 2016).

Social skills training or social skills training is training to develop the ability to interact with other people in certain social contexts in ways that are socially accepted and appreciated or even useful in a social environment (Combs & Slaby, 1977; Van Hasselt et al., 1979; Yuliati, 2013). In social skills training, children can learn to exchange and respect their friends' opinions, invite friends to join groups, and not discriminate between friends and want to share. Learning social skills training is the ability to behave socially towards someone, thus enabling that person to interact well with a certain environment, so that the ability to interact becomes an experience for children to have good relationships with peers (Alfianti et al., 2019; Cosso et al., 2022). Some of the advantages of social skills training, namely social skills training can develop the ability to communicate and interact effectively in the peer environment, can explain in detail the elements of social skills and the treatment needed, and can improve the development of verbal behavior skills, paralinguistic behavior, and nonverbal behavior, able to develop the ability to pay attention and interpret cues given by other people (interpersonal), develop social behavior in information processing, motivation, and environmental constraints, and practice skills needed in special situations, such as the skills to get along with people around and take attitudes from an incident (Bellack, 2004).

Social skills training learning is carried out three times a week, with a meeting time of 1 hour and 11 meetings. The steps in learning social skills training are the treatment of 1-3 children being introduced to the basic principles of SST, giving examples (modeling), discussions, giving games such as playing plasticine, blocks, putting together puzzles, role-playing such as cats and mice, giving feedback, reinforcement (reinforcement), transfer training. Treatment 4-5 provides activities with the basic principles of SST, role-playing, reinforcement, and transfer training. Treatment 6-8 implements the basic principles of SST, forming pieces of paper into group work, providing feedback, strengthening, and transferring training. Treatment 10-11 asks children to role play, provide feedback, reinforcement, transfer training, and play flour dough in groups. This finding is reinforced by previous research showing increased social skills before and after the intervention (Tedjawidjaja & Kuntoro, 2020). Social skill training can minimize behavior contrary to the social environment and improve children's social skills (Puspitasari, 2014). Whirlwind game activities are packaged in social skill training with increased collaboration from the first cycle to the third cycle (Ayu, 2019). Social skills training can develop cooperation skills quite well (Meitya et al., 2017).

These results indicate an increase in social skills after the intervention, and these skills persist even though the intervention is no longer given. So it can be concluded that the social skills of students who get social skills training are better than students who do not get social skills training. Social skills are still below the average social skills of children their age. This research implies that it can be used as reference material in the learning process to improve the ability to cooperate by using social or social skills training. This research can provide a new finding that can help children's learning process to learn to interact with friends, be active in small group and large group activities, complete tasks given in groups, have an attitude of helping others who are having difficulties, be responsible for completing tasks, and appreciate between individuals without distinction. In addition, always pay attention to the time available so the research can run smoothly. It can be done by coordinating with the principal or teacher where the researcher is doing.

#### 4. CONCLUSION

There is a significant effect of social skills training on the ability to work together. Thus, social skill training affects the cooperative ability of group B children in Kindergarten. In implementing learning strategies, it is recommended for teachers to be more innovative in

designing and implementing learning activities by implementing innovative learning strategies so that the learning process becomes more active and improves cooperative abilities. It is recommended that children be more actively involved in the learning process so that the class becomes more conducive and can improve the ability to work together.

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