DEVELOPMENT OF SOCIAL SKILL SCALE

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Abstract

Social success is critical for broader success, and resiliency research shows that children who are popular, likeable and able to resolve conflicts with others are also more likely to succeed at school, and are generally more resilient than children with less developed social skills. Social skills are complex and multi-faceted. They are also closely linked to development. The social skills which serve a five year old child will clearly not be adequate for negotiating the more complex social world of a twelve year old. In assessing social skills, it is important to bear in mind the milestones of normal social development according to the child’s age.

Kata Kunci: Development, Social Skill Scale

INTRODUCTION

It is often assumed that social skills will be ‘picked up’ by osmosis. However, while many social skills may be learned implicitly, all children can benefit from being taught social skills explicitly, not only children who are developmentally lagging behind their peers. Social skills are not always learned easily. Some children may require repeated instruction and reinforcement of learning. It is also possible for children to have well-developed social skills in one area but not in another. For example, they may be able to work co-operatively on a group project, but lack the self-confidence to approach a group of children in the playground. Social competence has many domains.

Development Background

The social life skill aspects from UNESCO, Indonesia have engaged with UNESCO to develop Social Skill in:

a. Interpersonal communication skills
b. Verbal/nonverbal communication: active listening, expressing feelings; giving feedback (without blaming) and receiving feedback,
c. Negotiation/refusal skills, Negotiation and conflict management, assertiveness skills, refusal skill
d. Empathy: Ability to listen and understand another’s needs and circumstances and express that understanding
e. Cooperation and Teamwork : expressing respect for others’ contributions and different style, assessing one’s own abilities and contributing to the group, advocacy skill, Influencing skills & persuasion, Networking and motivation skills
Recently Indonesia minister education has a new policy to develop character education. In Indonesia, developing character is become hot issue. In their education they adopted social skill from UNESCO programs.

The first step to training social skills is assessing them. Social skills assessment methods can be defined as having a direct or indirect focus (Gresham, 2002). Direct assessment includes observation and self monitoring strategies. Indirect assessment includes analog role-play measures, interviews, and teacher and parent ratings.

**METHODE**

Role-play assessments were one of the first techniques to assess social skills in many populations, including shy men, individuals with severe psycho pathology, and unassertive children. Since the introduction of the role-play, direct behavioral observation, informant-based rating scales, self-report rating scales, and socio metrics have been introduced to assess this construct. Each of these methods has strengths and weaknesses that should be considered in the context of the assessment. Rating-scales are an efficient method to gain information on the presence or absence of essential skills to social functioning, while direct behavioral observation provides information on environmental variables that affect behavior. The child’s developmental level, culture, and setting should also be considered when selecting appropriate assessment methods. Just as with any assessment in the education or psychology fields, the assessment of social skills should be conducted through the use of multiple assessment methods and from a variety of sources (Merrell, 1999). The assessment of social skills of children is, undoubtedly, of great importance. Accurate assessment leads to effective intervention, as well as knowledge on the implications of poor social functioning, group differences, and, hopefully one day, information on common pathways to psychopathology (Matson & Wilkins, 2009). Researchers are encouraged to continue the study of social skills in children to aid in the better understanding of social dysfunction and its implications within groups, particularly those with special needs, and across cultures, and internationally.

Apropos to social skills assessment, Sattler (1993) proposed criteria when selecting an adaptive behavior scale or checklist. Initially, one should judge the **scope** of the assessment instrument, in this case, whether it highlights social competencies. With regard to the **structure** of the instrument, it should cover the areas of behavioral functioning that are of interest for a given student in a manner that is easily understood by raters. The **reliability** and **validity** of the instrument also should be examined, including statistics about the interrelationships among items (internal consistency reliability) and whether multiple raters obtain. The same results when assessing the same student (inter-rater reliability). Studies reporting these statistics are available in test manuals and journal publications. One should be certain that the group from which an instrument was developed and standardized matches the student being assessed. Finally, the **utility** should be weighed, meaning the instrument should require a reasonable amount of time for administration and scoring.

**RESULT AND DISCUSSION**

Here is an alternative for clinicians and educators who evaluate young children. This exciting scale measures social competence, affective expression, and adjustment in children 4+ to 6 years of age. The primary objective of the Social Skill Scale (SSS) is to describe the child’s behavior for purposes of socialization and education, rather than diagnosis. It focuses on the child’s adaptation.
to and functioning within his or her environment which is particularly relevant to teachers. The SSS helps teachers design classroom interventions that address both the child’s strengths and weaknesses.

It includes 115 items that can be completed in just 30 minutes by Early Childhood, a preschool, or Kindergarten teacher. These items cover ten basic scales and 3 summary scales. Targeting an appropriately narrow age range, SSS items focus not on obscure or pathological behaviors but on behaviors that are commonly observed among preschoolers. The SSS is particularly useful to educators as a standardized description of a child’s social and emotional adjustment to the classroom setting. While many instruments for young children focus primarily on anger and hyperactivity, the SSS measures a full range of behaviors and emotions including anxiety and depression that are relevant to the teacher and parent.

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