The Contribution of Conformity and Self-Acceptance to the Development of Students' Social Skills

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Abstract

Low social skills are still one of the problems students face, which adversely impacts their attitude towards someone. Preliminary research showed that Junior High School students' lack of social skills is still a significant problem that needs to be resolved. Therefore, this research aims to determine the level of social skills, conformity, and self-acceptance in junior high school students and the relationship between them. The population in this study were 536 junior high students and 205 students participated as participants which recruited using the proportionate stratified sampling method. The data was collected using psychological scale specifically the social skills, conformity, and self-acceptance scale. The data collected were analyzed using the multiple regression analysis using the SPSS program. The result showed a positive relationship between conformity and self-acceptance with social skills in junior high school students. Good social skills make students complete tasks faster and more proficient in social life.

Keywords: Social Skills, Conformity, Self-Acceptance, Students

Abstrak

Keterampilan sosial yang rendah menjadi permasalahan yang terus ada dari tahun ke tahun. Kurangnya keterampilan sosial akan memberikan dampak sikap asosial terhadap seseorang. Studi awal yang telah dilakukan, diketahui bahwa masih kurangnya keterampilan sosial yang dimiliki siswa SMP masih menjadi permasalahan yang harus dituntaskan. Tujuan dari penelitian ini adalah untuk mengetahui tingkat keterampilan sosial, konformitas dan penerimaan diri serta untuk menentukan hubungan antara konformitas dan penerimaan diri dengan keterampilan sosial pada siswa SMP. Populasi dalam penelitian berjumlah 536 siswa dengan jumlah sampel sebanyak 205 siswa dengan pengambilan sampel menggunakan metode *proportionate stratified random sampling* dari seluruh populasi. Pengambilan data dilakukan menggunakan alat ukur skala psikologis. Alat ukur yang digunakan meliputi skala keterampilan sosial, skala konformitas, dan skala penerimaan diri. Teknik analisis data menggunakan rumus analisis regresi berganda dibantu dengan program SPSS. Setelah dilakukan analisis data maka diperoleh hasil nilai koefisien yang diketahui ada hubungan positif antara konformitas dan penerimaan diri dengan keterampilan sosial pada siswa SMP. Keterampilan sosial yang baik menjadikan siswa lebih cepat menyelesaikan tugas dan lebih cakap dalam menjalankan kehidupan sosial.

Kata Kunci: Keterampilan Sosial, Konformitas, Penerimaan Diri, Siswa

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INTRODUCTION

Social skills are important part of an individual's life, significantly needed to carry out day-to-day activities, such as communicating with others. Good social skills enable individuals to complete their tasks quickly and become more proficient in daily activities. However, lack of this skill leads to asocial attitudes towards individuals with a tendency to be individualistic, intolerant, arrogant, envious, etc. Supported by Baumrind

theory (1978) that stated the important role of social skills in the various phases of life, from childhood to adulthood and old age. Accordingly, Engelberg and Sjoberg (2004) stated that less socially skilled individuals experience problems related to behavioral emotions, such as loneliness and deviant life values.

In Indonesia, many students have low social skills verified by data from the Indonesian Child Protection Commission (KPAI) that showed 37,381 reports of violence against children from 2011 to 2019. Furthermore, a total of 2,473 cases of bullying recorded both in the field of education and social media. Every year, television, print, and social media reports cases of bullying. For example, liputan6.com reported the case of a Butuh Muhammadiyah Junior High School student in Purworejo Regency who bullied a friend. Furthermore, news of teachers being bullied by their students is also often heard. These bad incidents are a problem for the world of education that should be resolved. This explained by Carroll et al. (2009) stated adolescents are influenced by four factors in taking risky actions, namely individuals, peer groups, families, and communities. This behavior, when associated with theory, can be influenced by the weak social skills of the bullies due to low empathy, sympathy, and oppressive behavior (Zakiyah et al., 2017)

According to Merrell (2001), social skills are specific behaviors and initiatives that lead to expected social outcomes as a form of one's behavior. Gimpel & Merrel, (1998) revealed that social skills have five dimensions, namely peer relation, self-management, academic, compliance, and assertion. Moreover Minarni (2013) confirmed that positive social skills can make individuals have good emotions,

which can later be realized as a form of positive communication interaction with others. Musfiroh et.al, (2007) also stated that every individual needs social skills to connect with family, relatives, friends, neighbors, and the environment in daily life. Social skills children to support the of better friendships. Children can develop social skills through experience and training (Tadkirotun: 2007). Teachers teach this skill to children through activities that allows them to interact with friends, how select a leader, to be a leader, follow a leader, make suggestions, and problem solving (Wardani, 2019).

Based on interviews with guidance and counseling teachers at State Junior High School 1 Tlogomulyo in Temanggung Regency, some students has low social skills because there are still phenomenon such as skipping lessons, doodling on school facilities, fighting and mocking friends, using disrespectful language with teachers, etc. Some feel it is as something that normally happen, while others believe it as a personal problem. However, the continuous occurrence of these phenomena will lead to worse and bigger consequences.

Recently, research by Dinata (2019) identified that peer acceptance and assertive behavior play a significant role in social skills. High peer acceptance and assertive behavior make adolescents possess sufficient social skills and adapt quickly. Furthermore, Atika and Rasyid (2018) stated that parents' socioeconomic status has a significant and positive effect on the social skills of children aged 5-6 years. In addition, according to Syafrida (2014), social skills are directly and positively influenced by the intensity of smartphone use and self-regulation. Also, research by Agustriana (2018) stated that

there is significant interaction between edutainment method and self-identity with children's social skills in Kindergarten. With the edutainment method, children can socialize, be respectful, work together, be responsible, and improve social skills. Husain and Yolanda (2017) reported that the school environment and learning motivation are related to social skills. They explained that a good school environment and learning motivation significantly affect social skills. However, current research uses different predictors compare to previous research, specifically conformity and self-acceptance. The novelty is that conformity is often found in students but has not been used as a predictor of social skills. Thus, current study choose conformity as new predictor along with self-acceptance.

METHODS

Current study is a quantitative research that uses conformity (X1) and self-acceptance (X2) as the independent variables and Social Skills (Y) as the dependent. The population is all students of State Junior High School 1 Tlogomulyo, with a total of 536 people. The proportionate stratified random sampling method was used to obtain data from the population because it consists of strata elements, such as classes VII, VIII, and IX. Using the Isac and Michael formula with an error rate of 5%, a sample of 205 students in all classes was obtained. The distribution is 76, 71, and 58 students in classes VII, VIII, and IX, respectively.

The data collection method uses a psychological scale with a Likert scale model. The data collection method used a psychological scale to determine the social skills, conformity, and self-acceptance scale

with four answer options using a Likert scale, namely HA (Highly Appropriate), A (Appropriate), I (Inappropriate), and HI (Highly Inappropriate). The social skills scale in this research is in accordance with Merrell & Gimpel's (2014) theory, which consists of 28 statement items divided into favorable and unfavorable groups. The aspects measured on the social skills scale include peer relation, self-management, academic, compliance, and assertion. Furthermore, the conformity scale refers to the theory of Baron & Byrne (2005), consisting of 28 statement items with normative and informative aspects. Normative aspects comprise differences or adjustments in perception, fulfillment of positive group rewards to get approval, and readiness to be liked or rejected. Informative aspects include perception change, adjustment, and trust in useful information. The self-acceptance scale refers to the theory of Jerslid: 1978, which consists of 26 statement items with several aspects such as self-perception and appearance, ready for the weaknesses and strengths of self and others, feelings of inferiority, acceptance, self-acceptance, spontaneity, enjoying life, highlighting self, response to rejection and criticism.

The instrument trial involves 50 respondents with the data analyzed using the product-moment formula and calculated with the Statistical Product and Service Solution (SPSS) program. A total of 6, 6, and 8 statement items on the scales of social skills, conformity, and self-acceptance removed because all the correlation coefficients are smaller than 0.279, resulting in only 28, 28, and 26 items are valid, respectively. The three psychological scales have high-reliability criteria with values of 0.889, 0.872, and 0.895 for the social skills, conformity, and

self-acceptance. The reliability calculation technique uses the Cronbach Alpha formula using SPSS program. The descriptive analysis and multiple regression tests provided an overview and determined the relationship between variables. Before the multiple regression process, the classical assumption test was carried out, including data normality, linearity, multicollinearity, and heteroscedasticity.

RESULTS

The descriptive analysis results of students' social skills are summarized in Table 1 as follows:

Table 1: Social Skill Level

Score Interval	Category	Frequency	%
3,4 – 4	Very high	37	18
2,7 - 3,3	High	153	74,6
2 - 2,6	Moderate	15	7,3
1,3 – 1,9	Low	0	0
1-1,2	Very low	0	0
Total		205	100

Table 2: Tabulation Results of Social Skills Data Based on Indicators

Variable	Indicator	N	ΣM	Mean	Category
	Peer relation	6	19.4	3.23	High
	Self-management	6	18.9	3.14	High
Social Skills	Academic	5	14.8	2.97	High
	Compliance	5	16	3.2	High
	Assertion	6	18	3.1	High
Total		28	87.1	3.128	High

Based on Table 1, students have a high level of social skills with a percentage of 74.6%. Regarding individual distribution, the indicator with the lowest score is academic.

The descriptive analysis results of students' conformity are summarized in Table 3.

Table 3: Conformity Level

Score Interval	Category	Frequency	%
3,4 – 4	Very high	23	22,2
2,7 - 3,3	High	164	80
2 - 2,6	Moderate	18	8,8
1,3 – 1,9	Low	0	0

1-1,2	Very low	0	0
Total		205	100

Table 4: Tabulation Results of Conformity Data Based on Indicators

Variable	Indikator	N	∑M	Mean	Category
	Perception differences and adjustments	5	16	3.2	High
	Fulfillment of positive group rewards to get approval	6	18	3.1	High
	Ready to be liked or rejected	6	19	3.1	High
Conformity	Perception change and adjustment	5	15	3	High
	Trust in useful information	6	17.6	2.93	High
	Total	28	85.6	3.066	High

Table 3 shows that students have a high level of conformity with a percentage of 80%. The distribution of conformity data based on indicators is also in a high category. Trust in useful information has the lowest score of 2.93 among other indicators.

The descriptive analysis results of students' self-acceptance are summarized in Table 5.

Table 5: Self-Acceptance Level

Score Interval	Category	Frequency	%
3,4 – 4	Very high	37	18
2,7 - 3,3	High	149	72,7
2 - 2,6	Moderate	19	9,3
1,3 – 1,9	Low	0	0
1-1,2	Very low	0	0
Total		205	100

Table 6: Tabulation Results of Self-Acceptance Data Based on Indicators

Variable	Indicator	N	∑M	Mean	Category
	Self-perception and appearance	4	12	3	High
Self-Acceptance	Ready to embrace the weaknesses and strengths of self and others	5	15	3	High
	Feelings of inferiority as a flare of self-acceptance	2	5.7	2.8	High

Acceptance of self and others	3	9.7	3.1	High
Self-acceptance, spontaneity, and enjoyment	6	20	3.3	High
Self-acceptance, following the will and highlighting self	2	5.6	2.8	High
Response to rejection and criticism	4	13	3.2	High
Total	26	81	3.0286	High

Table 5 shows that students' self-acceptance is in the high category with a percentage of 72.2%. Its distribution based on each indicator is also in a high category. Although the hypothesis is tested using multiple regression analysis, it is necessary to conduct a classical assumption test first. Classical assumption includes 1) data normality test carried out using a One-Sample Kolmogorov Smirnov Test technique normally distributed with a sig of 0.475> 0.05, 2) linearity test using a residual data with normal linearity at a sig of 1.00> 0.05, 3) multicollinearity test without multilinearity as indicated by tolerance results of 0.559 > 0.10 and VIF value of 1.789 < 10.00, 4) heteroscedasticity test where two variables are declared to have passed the test because their conformity and self-acceptance has a sig of 0.146 > 0.05 and 0.802 > 0.05.

The multiple regression analysis results are summarized in Table 7.

Table 7: Multiple Regression Test

No	Predictor	R	R2	F	B	T
1	Conformity	-	-	-	0,512	8,230
2	Self-Acceptance	-	-	-	0,305	4,901
3	Conformity and Self-Acceptance	0,750	0,563	130,045		

With an N number of 205, the table price of 1.960 was obtained. Table 4.0 indicate that conformity has a significant relationship with social skills with β= 0.512 and t^{count}= 8.230. The t^{count} is greater than the t^{table} (8.230 > 1.960), hence, the first hypothesis is accepted.

The multiple regression test results in Table 7.0 show that self-acceptance has a significant relationship with social skills with β= 0.305 and t^{count} = 4.901. The t^{count} is greater than the t^{table} (4.901 > 1.960), hence, the second hypothesis is accepted.

The multiple regression test results in Table 7.0 also show R = 0.750, R^2 = 0.563, and F = 130,045. The level of correlation coefficient shows the direction of a positive relationship between variables. The correlation coefficient R = 0.750 is in the "very high" category with a percentage contribution of conformity and self-acceptance of 56.3%, hence, the third hypothesis is accepted.

DISCUSSION

The results indicate that conformity and self-acceptance positively correlate with social skills in State Junior High

School 1 Tlogomulyo students. Similar to research findings by Dinata (2019), peer acceptance and assertion play a significant role in social skills. These roles contribute significantly to social skills where the more the group accepts individuals, the better their social skills. Rubin, et. al (1998) stated that social skills are influenced by external factors. The interaction pattern between parents and children as well as quality friendships and acceptance in groups are two external or environmental factors that influence children's social development. Thus, it can be concluded that individual conformity contributes to social skills. This means that the higher the conformity, the greater the social skills of students. Also confirmed by Soetjiningsih (2004), which stated that individuals in the adolescent phase will generally become members of a group because the role of peers is very influential in their social life to promote them to form peer groups. When the individuals are increasingly conforming to their peers, many information can be extracted about their group, enabling them to follow the rules. Furthermore, Santrock (2003) stated that individuals tend to receive feedback about their abilities from peer groups. This conformity is a means for them to improve their social skills.

Based on the data obtained, self-acceptance positively and significantly correlates with students' social skills. Fatimah (2006) stated that social skills are individuals' ability to overcome problems due to interaction with the social environment according to applicable rules and norms. Andayani, et.al (2012) stated that self-acceptance is a core of happiness for every individual, including adolescents. According to Santrock (2002), individuals who can accept themselves will show confidence, happiness, and enthusiastic

behavior, communicate well, adapt, and easily carry out social interactions with others. The individuals fail to accept themselves due to the lack of confidence and ability to deal with a problem. This makes it difficult for them to adjust to the surrounding environment (Paramitha, 2013).

According to Cartledge & Kiearie (2001), low skills can lead to failure in school and can cause individuals to grow up to be poor adults. Furthermore, positive skills can make them have good and stable emotions, consequently, they are able to communicate with others. Li (2018) reported that a horizontal relationship among peers means children interact with people who have similar social cognition. Individuals who enter school gradually have a larger proportion of being influenced by their peers in a horizontal relationship. This is because, the increase frequency of meeting others in groups, enhance the experiences that are not obtainable in the family sphere. Moreover, understanding oneself is an opportunity for individuals to recognize their abilities and disabilities (Ardila & Herdiana, 2013). This implies the more they understand themselves, the greater they will be able to accept themselves (Hurlock, 1978). However, when individuals fail to understand themselves, they feel useless to others. When individuals can control their lives mindfully, they can accept past and present life circumstances. Individuals recognize that they have the ability to see their own life from many perspectives and change it depending on their context. Accordingly, they can accept themselves unconditionally (Carson & Langer, 2006). When people have conformity and self-acceptance, they have the opportunity to continue to have open interactional

experiences and have the opportunity to improve social skills because social skills are obtained from the learning process from the environment and are not innate. Social skills function as a means of getting good relationships (feedback) in interacting with others.

In research by Bali (2015) stated that various kinds of social skills in students are needed in the learning process. Individuals are more optimal in self-actualization with social skills and can express their problems and feelings easily. In addition, they can have adaptive solutions to seek escapism that can harm themselves and others can be avoided (Bali, 2017).

The results of this study showed that conformity and self-acceptance have a positive and significant relationship with social skills. Both variables have a correlation coefficient in the "very high" category with a contribution of 56.3%, while the rest is influenced by other predictors that can still be explored.

Despite the limitation, the implications of this research are 1) guidance and counseling teachers play a role in providing services to improve students skill, especially social skills, and 2) guidance and counseling teachers play a role in providing services related to increasing a sense of self-acceptance in students.

CONCLUSION

In conclusion, conformity and self-acceptance have a positive and significant relationship to social skills. This means that the higher the level of conformity and self-acceptance in students, the greater their social skills. Therefore, guidance and counseling teachers need to use various support services and activities to continue improving the social skills of Junior High school students

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