

Contribution of Self-Concept and Social Skills Toward Students' Social Relationships

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ABSTRACT: Social relationships result from interactions between individuals influenced by various factors, including self-concept, social skills, parenting patterns, culture, and communication. This study aims to analyze (1) the contribution of self-concept to students' social relationships, (2) the contribution of social skills to students' social relationships, and (3) the simultaneous contribution of self-concept and social skills to students' social relationships at Islamic High School (MAN) of Insan Cendekia Padang Pariaman, Indonesia. This research method is ex post facto using a questionnaire that has been tested for validity and reliability as a data collection instrument. The research sample consisted of 96 students who were selected randomly. Data analysis shows that both partially and simultaneously, self-concept and social skills significantly contribute to students' social relationships. This finding emphasizes the importance of strengthening self-concept and social skills to build harmonious social relationships among students.

INTRODUCTION

as seen in psychology perspective development, one of the developmental achievement that adolescents should do is achieving mature social relationships with male and female friends (Bertus F. Jeronimus, E. Saskia Kunnen, Mandy A. E. Gaag, 2019). The social development of adolescents can be seen from their ability to build social relationships with the environment. The results of Juliana Batubara's research (Batubara, 2013) revealed that the social relationship abilities of accelerated and regular students of SMA Negeri I Padang were similar. However, accelerated students were higher than regular students in the interaction variable between individuals and groups. This is affected by various factors, one of the factors is comes from inside, the ability to socialize with others.

Social relationships will be established because of interactions between individuals. In order to establish a harmonious relationship with the social environment, individuals are required to be able to adapt. Social adjustment is a psychological aspect that needs to be developed in an individual's life (Lundqvist et al., 2024; Rahmati et al., 2024; Saifi & Arif, 2024). Individuals can achieve social adjustment by learning the behavioral patterns needed to change habits to suit a group or social environment (Liu et al., 2023; Puerta-Beldarrain et al., 2023). To achieve good social relationships with other people, individuals need social skills to adapt themselves (Olena et al., 2022); so that individuals can carry out social adaptation and provide positive responses following the expectations of the community in which the individual is located. Social relations begin in the home environment, then develop more widely into the school environment, and continue to a

broader environment, namely a gathering place for peers. In this case, Ki Hajar Dewantara stated: "The educational environment can be divided into three, known as the Three Centers of Education, namely: (1) education in the family, (2) education in schools, (3) education in society" (Nafisah et al., 2024).

This means that parenting patterns and family environment treatment influence the development of adolescent social relationships. Parental warmth has a significant influence on children's self-concept and self-esteem.(Fuentes et al., 2022; Wang et al., 2023). In the family environment, a child also learns not to be selfish. He is expected to be able to share feelings with other family members and learn to respect others. (Beleslin & Partalo, 2024; Elsayed, 2024). If a child is accepted, acknowledged, and gets affection and attention in the family environment, then the child will feel warm, safe, and happy. This can help the child develop a positive self-concept and self-esteem. This self-concept and self-esteem will affect the child's adolescence and even adulthood.(Crone & van Drunen, 2024; Ljøkjell, 2024).

A person with a positive self-concept will be an individual who can view himself positively, dare to try and take a risk, always optimistic, confident, and enthusiastic in determining the direction and goals of life. A positive self-concept begins because of positive family interactions. (Handayani & Idealistiana, 2024; Sood & Gupta, 2024). Social interaction is inseparable from interaction with the peer environment. One thing that is very difficult for a teenager is to distance themselves from their friends. Experience in interacting with peers will affect a person's social relationships in the future. (Bilello et al., 2024; Song, 2024; Azzahfa & Bakhruddin, 2024). However, not all experiences have meaning in adjustment. Experiences that have meaning in self-adjustment are pleasant experiences and troublesome (traumatic) experiences.

Based on problems in the field, then it is necessary to conduct research that related to the students' social relations. the research is on the Contribution of Self-Concept and Social Skills to Students' Social Relations at MAN Insan Cendekia (IC) Padang Pariaman.

METHODS

Design

This study uses an ex post facto design with a correlational approach, which aims to analyze the extent of the relationship and contribution of two independent variables, specifically: Self-concept (X1), Social skills (X2) to the dependent variable, namely student social relations (Y). The statistical method used is regression analysis, which allows to determine the magnitude of the contribution of the independent variable to the dependent variable.

Research Participants

The population in this study were students in grades X and XI of MAN IC Padang Pariaman, Indonesia, as shown in Table 1. The entire population is used as a source of data collection.

Table 1. Research Population

No	Class	Number of students
1	XA	20 People
2	XB	20 People
3	XIA	19 People
4	XIB	18 People
5	XIC	19 People
Amount		96 People

Instruments

The research instrument is a questionnaire, by conducting a literature review to examine the variables to be measured. On the self-concept variable using Colhoun and Acocela's theory (Calhoun, J. F., & Acocella, 1990), on the social skills variable using Ronald Riggio's theory (Riggio, 2013) and on the social relationship variable using Bales' theory (Bales, 2017).

Developing an instrument lattice based on literature review to the formulation of statement items, so that 20 items are obtained on the self-concept variable (19 valid items and 1 invalid items), on the social skills variable obtained 30 items (25 valid items and 5 invalid items), on the social relationship variable obtained 20 items (19 valid items and 1 invalid items).

Based on the results of the analysis, the Alpha Cronbach value of the self-concept variable is 0.850, the Alpha Cronbach value of the social skills variable is 0.884 and the Alpha Cronbach value of the social relationship variable is 0.887. This shows that the three research variables are reliable.

Data analysis

Hypothesis testing was conducted using the multiple linear regression method (Sugiyono., 2016). Previously, prerequisite tests were conducted, including normality, linearity, and multicollinearity. Data were processed using IBM SPSS Statistics 25 for Windows software.

RESULTS AND DISCUSSIONS

Results

This study focuses on self-concept and social skills about social relations. The description of factors that influence the social relations of MAN IC Padang Pariaman, Indonesia students can be seen in Table 2.

Table 2. Frequency Distribution of Students' Self-Concept, Social Skills and Social Relationships

No.	Variables	N	Score			Note
			Ideal	Mean	% Mean	
1.	Self-concept (X1)	96	95	66.54	70.04	Good
2.	Social skills (X2)	96	110	83.72	76.10	Good
3.	Social relations (Y)	96	95	72.8	76.6	Good

Based on Table 2 self-concept is categorized as good. It can be seen from the mean score of students 66.54, with an ideal score of 95 and an average % of 70.04. Furthermore, the social skills variable categorized as good. It can be seen from the mean score of students, 83.72, with an ideal score of 110 and an average % of 76.10, and the social relationship variable is also categorized as good. It can be seen from the mean score of students 72.8, with an ideal score of 95 and an average % of 76.6.

Based on the results of the data processing that has been carried out, it can be concluded that the data has met the requirements for regression analysis, that is the normality test and the linearity test (Mardiatmoko, 2024). The contribution of self-concept and social skills to the social relations of MAN IC Padang Pariaman, Indonesia students can be seen in Table 3.

The table 3 shows that in the Self-concept- Social relations variable the R-value is 0.489, which shows the correlation coefficient of self-concept with students' social relationships. While, the R Square value is 0.239, in the multiple regression analysis, the R Square value is the Adjusted R Square value. (Atemoagbo et al., 2024). The Adjusted R Square value in the table is 0.231. It shows that the contribution of self-concept to students' social relationships is 23.1%. The Social skills - Social relations variable's R-value is 0.466; the R Square value is 0.217. The Adjusted R Square value in the table is 0.208. It shows that the contribution of social skills to students' social relationships is 20.8%. The Self-concept -Social skills - Social relationship variable's R-value is 0.539; the R Square value is

0.290. The Adjusted R Square value in the table is 0.275. It shows that the contribution of both variables to social relationships is 27.5, while other variables influence the remaining 72.5.

Table 3. Results of Regression Analysis

No.	Variables	R	R Square	Adjusted R Square
1.	Self-concept- Social relations	.489	.239	.231
2.	Social skills - Social relations	.466	.217	.208
3.	Self-concept -Social skills - Social relationship	.539	.290	.275

Discussion

The data analysis results prove a significant contribution between self-concept (X1) and students' social relationships (Y), which is 23.1%. Self-concept significantly influences individual behavior. Specifically, that individuals will behave according to their self-concept. (Miao et al., 2024; Varshney & Varshney, 2023). Self-concept can help students interact with their surroundings.(Javaid et al., 2024; Ramos & Verschueren, 2024; Steinberg et al., 2024). The better the self-concept, the better the social relationships will be. It shows a positive relationship between self-concept and students' social relationships.(Park & Kim, 2024; Ramos & Verschueren, 2024; Zhang et al., 2024).

The social interactions which students have are reciprocal relationships that influence each other; there is an action, and there is a reaction. (Halberg, 2024; Olsson et al., 2023). Good interaction can facilitate the student learning process. So that, it produces good learning outcomes and is supported by good behavior. (Anisah, 2023; Tripon et al., 2023).

If students have a low self-concept, they can become withdrawn and lack confidence in their abilities. (Forslund et al., 2024; Martens et al., 2023). Therefore, positive interactions are only possible if mutual trust, respect, and support exist. (Khairy et al., 2023;).

Students with positive self-concepts have higher social and emotional compatibility, so they have a potential to make better progress in life.(Fernández-Bustos et al., 2024; Nechaeva et al., 2023). It shows that self-concept is a significant factor in compatibility with life events, behavioral problems, social relationships, and interpersonal relationships with peers.

A person capable and confident in their social endeavors is likely to build relationships with others in their environment effectively. Likewise, someone terrible at social life may also describe poor interpersonal relationships with those around them.

The data analysis results prove a significant contribution between social skills (X3) and the social relations of MAN IC Padang Pariaman students (Y), which is 20.8%. It shows that social skills influence individuals' success in interacting with their environment. Social skill are skills that individual use to interact and communicate based on social norms and behavior considered normal, acceptable, and expected in certain social situations. (Heitmayer & Schimmelpfennig, 2024; Qobilovna, 2023).

Several aspects need to be considered regarding social skills, namely: a. Interpersonal skills and behavior (which includes attitudes: coping with conflict, attracting attention, greeting others, helping others, making conversations, organizing play, and having a positive attitude towards others); b. Self-related skills and behavior (which includes attitudes: accepting the consequences, ethical behavior, expressing feelings, positive attitude towards self, responsible behavior); c. Task-related skills and behavior (which includes attitudes: asking and answering questions, attentive behavior, classroom discussions, group activities, and performing in front of others); and d. environment-related skills and behavior (which includes attitudes (taking care of the environment, table manners, and taking part in traffic)(O'Donnell et al., 2024; Varshney & Varshney, 2023; Widyaningrum et al., 2024)

Social skills are behaviors that need to be learned, because when interacting, individuals can get positive or negative responses. Therefore, social skills are essential for everyone. Positive

student social skills can help students make friends and succeed in school. (Ruga, 2024; Suvita et al., 2024). Socially skilled children are generally popular among their peers.(Bistline et al., 2024), Admired and respected by their teachers and generally treated well and respected by their parents (Kavuma & Ejuu, 2024; Shahzad et al., 2024). These children think well of themselves as a function of their skills and status in their social environment. (Li et al., 2023; Syakhrani & Aslan, 2024). Moreover, they appear to experience a prosperous and happy quality of life.

On the other hand, a lack of socially skilled behavior will hinder the development of an individual's social relationships. (Iksal et al., 2024; Wilson, 2024), It becomes an obstacle to the success of achieving educational and work excellence. (Rad et al., 2022; Wilson, 2024), as well as for psychological well-being (Cramarenco et al., 2023; Timmer et al., 2024).

Social skills are critical in social adjustment and influence the personal development of individuals. Individuals with good social skills tend to be accepted by the environment, express themselves well, and feel satisfied. Students with good social skills can express themselves in a way that produces something positive (Timmer et al., 2024). Conversely, individuals who lack social skills will experience obstacles in socializing, feel hesitant, feel unaccepted by the environment, individuals cannot express themselves well, and are dissatisfied in their lives (Laldinpuii et al., 2024; Nada et al., 2024).

The research findings show that various factors influence students' social relationships. Among these factors are the variables of self-concept and social skills, contributing significantly % to students' social relationships by 27.5%. Social development is one of the developmental tasks that must be mastered in adolescence. Adolescents are required to be able to socialize in a broader environment than the family environment. They are required to be able to socialize in the community environment. Behaving socially in adolescence means carrying out the socialization process following the rules that apply in society so that they are successful in peer-group life and society in general.

Social learning theory emphasizes that social development is a process of imitation of the social behavior of parents. The role model of the parent's figure is essential for variations in social development. (Piko, 2023; Renati et al., 2022). Meanwhile, according to cognitive theory, social development depends on the individual's ability to understand themselves, others, and their relationship with others. in the other words, self-concept dramatically influences the development of students' social relationships.

Students (teenagers) who develop social behavior can be identified from social independence, pleasure in groups with peers, and interest in the opposite sex. Therefore, they are need social skills and personalities that can be accepted in the group and avoid personalities that probably rejected by the group.

CONCLUSIONS

The results of this study indicate that self-concept and social skills significantly contribute to students' social relationships at MAN Insan Cendekia Padang Pariaman. In detail, self-concept contributes 23.1%, indicating that students with positive self-concept tend to find it easier to establish harmonious social relationships. Social skills also contribute significantly to 20.8%, indicating that students' ability to communicate and interact plays an essential role in building effective social relationships. Simultaneously, self-concept and social skills contribute 27.5% to students' social relationships. While, the rest is influenced by other variables not measured in this study. These findings emphasize that developing self-concept and social skills is a primary concern in supporting students in interacting effectively in their social environment. Family, school, and community support are needed to strengthen these two aspects of forming healthy and productive social relationships.

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