Relationship with Self Concept and Regulations on Social Skills Students of Class III District SDS Pati

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Abstract

The purpose of this research is to know the relation between concept and self-regulation with social skill of third grade student of SDS in Pati Regency, West Java Province This research use descriptive method with correlation approach, with sample number 95 students of class III in Regency Starch The results showed that: 1) There is a significant relationship between self-concept with social skills. This means that the higher the self-concept of the child, the higher the social skills of the child, 2) There is a significant relationship between the child's self-regulation with the social skills of the child. This means better self-regulation of children, the better the social skills, 3) There is a significant relationship together between self-concept and self-regulation with social skills. This means the better the self-concept and self-regulation, the better the child's social skills. Conversely, the lower the self-concept and self-regulation of children, the lower the social skills of children.

Keywords: *Self-concept, self-regulation, and social skill*

1. Introduction

TheA child needs a social environment that can help him to know who he is. Well-developed social skills will be realized when children engage in social interactions around the environment, such as in the home environment and in the school environment. Özokcu*et al* (2017: 214) reveal that social skills are defined as socially acceptable behaviors that enable children/individuals, received as one of the most important outcomes of the school process, to gain positive reactions from society and to prevent from getting the negative reaction. These skills make it easier for children to learn and become playmates. They also help them to develop friendships and maintain this friendship. Social skills are also needed for people to initiate a positive interaction with others. Rianawati (2017: 166) reveals that social skills are the ability to organize knowledge and perform concerted actions directed at multiple social and intercultural goals.

The child's social skills can be influenced by both the external and internal factors of the child. Internal factors from within the child that can affect children's social skills can be a child's self-concept and how children manage themselves in associating with peers or so-called self-regulation of children.

Self-concept is a perception of self that is formed from experience, behavior in everyday life and the environment, in this case, one's experience with the environment. Having a relationship becomes a determinant of one's self-concept. The experience of the child he gets in his neighborhood (family, school, and community) will shape the child's perspective on himself. The child will be able to accept himself or herself with his or her limitations or advantages depending on the experience he or she receives from the environment. Children who have good self-concept tend to have good social relationships with their peers.

Nurvinta (2017: 6) reveals that the concept of self is one of the constituent elements of a person's personality. How a person sees himself, precious or not, deserves success or not one of them depends on the concept of self-owned. This self-concept greatly affects one's self-belief and one's achievement in various areas of life. This needs to be done because many students tend to experience psychological disorders when having to communicate and interact with others.

Self-regulation *(self-regulation)* is an arrangement in a person confronted with stimuli from the outside. *Self-regulation* according to DanutaBukatko*et al* (2012: 451) is the ability to monitor, adjust and behavior activities achieve certain goals prevailing in society. Self-regulation bridges external influences with one's own capabilities or capital as the basis for performing purposeful actions, enabling one to have individual control over his thoughts, feelings, motivations, and behaviors. With self-regulation, the child will know and understand what kind of behavior

is acceptable to the environment. Self-regulation also helps the child in organizing, planning and directing himself to achieve certain goals. Cervone and Pervin (2012: 112) reveal that self-regulation is an internal motivation, resulting in a person's desire to set goals in his or her life, forcing the strategy to be used and evaluating and modifying the behavior to be performed. By self-regulation, the child will be able to show or hold certain behaviors appropriately in accordance with the conditions it, so that the child is expected to develop social skills, so that children can adjust to the rules that apply in the community.

Based on preliminary observations at SD MuhammadiahPati Regency in third-grade students are students with different cultural backgrounds. It is also present in Kanisius Elementary School. Some came from the Batak, Javanese, Chinese and others. These tribal differences have an impact on the daily life of the school. Based on interviews with several students in the school, frequent physical and psychological violence due to these differences. The most frequent occurrence is that students of Chinese descent often experience such things as being bullied by their peers. Students tend to hang around picking friends who come from the same tribe with him. There are students who feel strongest and are entitled to bully, there are students who tend to succumb and even low self, or otherwise have excessive emotions that make arbitrary action against peers. Based on this background, researchers want to know the relationship of self-concept and self-regulation with social skills in the third grade SDS students in Pati District.

Research objectives

Purpose of this study was to determine:

1. The relationship between self-concept with social skills of third grade SDS students in Pati District.
2. The relationship between self-regulation (*self-regulation*) with social skills of third grade SDS students in Pati Regency.
3. The relationship between self-concept and self-regulation *(self-regulation)* together with the social skill of SDS class III student in Pati Regency

Methodology

The method in this research uses a descriptive method with correlation approach. This method is used to find the relationship between dependent variable (Y) with independent variable (X1, X2). The relationship between the dependent variable and the independent variables in this study can be described in the form of a constellation of relations between the three variables as in the figure 1.

Target Population in this study is all students of Class III Private School located in Pati District, Central Java Province. The sampling technique used in this research is *simple random sampling*.
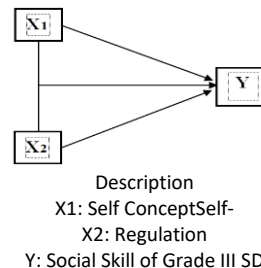

Description
X1: Self ConceptSelf-
X2: Regulation
Y: Social Skill of Grade III SD

Figure 1: Research Constellation

By way of drawing of 21 sub-districts in Pati Regency, and the selected is Pati sub-district. After that, the researchers conducted a random draw (random) to a private elementary school located in Pati Regency. The selected random results were SD Muhammadiyah, Kanisius 1 and 2 primary schools with a total of 95 students. Data collection techniques used in this study is a questionnaire (questionnaire), which contains a set of questions that are specially prepared.

Findings Research

This data research consists of social skills of third-grade students of the SDS in Pati District (Y) as the dependent variable, Self-Concept (X_1)andSelf Regulation (X_2)as independent variables. These data were obtained from questionnaires distributed from third grade students of SD Muhamadiah, Kanisius 1 and 2 elementary schools in Pati Regency, Central Java Province. Here is the data of questionnaire/questionnaire distribution for each of the following variables will be presented average value, standard deviation, median, mode, distribution of fraction and histogram of each variable.

Social Skills

Based on the results of the research for social skills score of third-grade students have the lowest score range 45 and the highest score of 84. From the data analysis known mean 67.23, 63.56 modes, 65.41 data variance and standard deviation of 8.09.

Based on the calculation of the data shown, 15.79% obtained or as many as 15 people get a score of social skills below average, 25.26% or as many as 24 people are on average and 58.96% or as many as 56 people are above average. While the frequency of social skills can be described in the form of the histogram as follows:
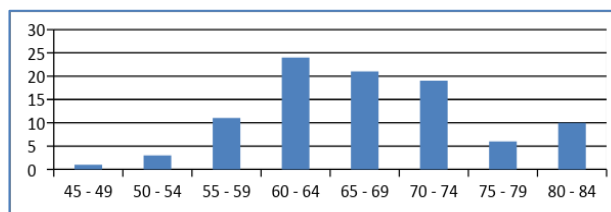

Figure 4.1 Graphic Histogram Frequencies of Social Skills

Self Concept (X₁)

Based on the results of the research for self-concept score has the lowest score range 195 and the highest score of 127. From the data analysis is known Mean of 59.71, Mode 57.86, Median 59.31, Variance data 20.38, and standard deviation 4.51. Based on the calculation of the data, 17.89% obtained or as many as 17 people obtain self-concept score below the average, 25.26% or as many as 24 people are on average and 56.85% or as many as 54 people are above average. While the frequency of self-concept score can be described in the form of the histogram as follows:
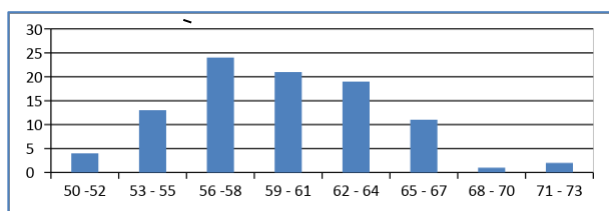

Figure 4.2 Self-concept scores histogram graph (X1)

Self Regulation (X2)

Based on the results for the scores of self-regulation has a range of empirical low score 156 and 37 with a score of 173. The highest score on data analysis known Mean of 80.54, 84.29 modes, Median 81.56, Variance data 76.49, and Standard deviation 8.75. Based on the data calculated, 54.74% or 52 people get the self-regulation score below the average, 25, 26% or as many as 24 people are on average and 20% or as many as 19 people are above average. While the frequency of self-regulation score can be described in the form of the histogram as follows:
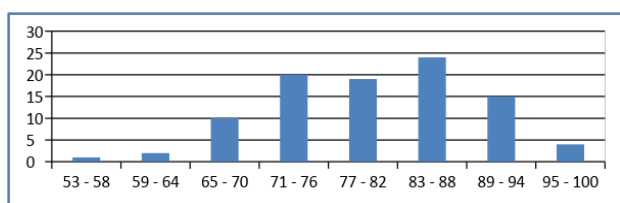

Figure 4.3 Chart Histogram Frequency Self Regulation

The study discusses three hypotheses to be tested using inferential statistics ie statistical regression analysis and simple correlation and multiple correlations. The analysis of independent variables with the dependent variable by using product moment correlation coefficient from Pearson, whereas test which states relationship together X_1 and X_2 are done by using multiple regression and correlation analysis techniques.

1. The relationship between Self Concept (X₁) with Social Skill (Y)

The result of hypothesis test obtained by regression coefficient (b) equal to 0,672 and constant (a) equal to 27,14. So the capital of the regression equation is: $\hat{Y} = 27.14 + 0.672X_1$. It can be concluded that the regression equation of $\hat{Y} = 27.14 + 0.672X_1$ is very significant and linear. This means that if the concept of self-enhanced one score then the social skills of children will increase 0.672 at constant 27.14. Based on the results of the test, the increased score of self-concept of children will be followed by the increase of social skills of children.

Testing significance and linearity of regression equation equal to $\hat{Y} = 27,14 + 0,672X_1$ then continued calculation of simple correlation coefficient X_1 with Y (ry_1) equal to 0,37. Furthermore, to know the magnitude of the relationship of self-concept with the social skills of children can be seen from the calculation of simple correlation ry_1 and t-test significance, it can be concluded that H_0 rejected which means there is a significant relationship between self-concept with social skills class III SDS students in Pati regency, Central Java province.

Based on the correlation coefficient ry_2 above obtained coefficient of determination 0.1405. This means that 14.05% of the variation in social skills can be explained by the variation of self-concept of the child.

2. The relationship between the Self Regulation (X₂)and Social Skills Grade III SDS (Y)

Based on the calculations, the correlation coefficient of regression b of 0.449 and a constant value amounted to 27.06 so that the relationship between self-regulation by the social skills expressed by the regression line equation

y = 27.06 + 0.449X₂.

Test of significance and linearity of regression equation $\hat{Y} = 27,06 + 0,449X_2$ used analysis of variance (ANOVA) test - F, the criterion of significance if F_{hit} bigger than F_{tab} then regression equation stated significant while linearity test criterion, if F_{hit} smaller than F_{tab} then the equation of regression line is expressed linearly. This means that if self regulation is improved one score then social skill will increase 0,449 at constant of 27,06.

Testing significance and linearity of regression equation equal to $\hat{Y} = 27,06 + 0,449X_2$ then continued calculation of simple correlation coefficient X_2 and Y (ry_2) equal to 0,54. Itc show t $_{count}$ equal to 8,25 bigger than t $_{table}$ 1,661, it can be concluded that H_0 rejected which means there is a significant relationship between self-concept with social skills class III SDS students in Pati District, Central Java Province. Based on the correlation coefficient ry_2 above obtained coefficient of determination 0.2909. This means that 29.09% of the variation in social skills can be explained by the variation in self-regulation of children.

3. The relationship between Self Concept (X_1) and Self Regulation (X_2) with Social Skills of Class III SDS Students in Pati (Y).

Based on calculations, the regression correlation coefficienta$_1$, of 0.261 a$_2$ of 0.433 and a constant value $_{of\ 0}$ at 16.789 so that the relationship between self-concept and self-regulation by the social skills expressed by the regression line equation y = 16.789 + 0,261X_1 + 0,433X_2. Test of significance and linearity of regression equation $\hat{Y}$ = 16,789 + 0,261X_1 + 0,433X_2 used analysis of variance (anava) F-test, criteria significance, if F_{hit} bigger than F_{tab} then regression equation is stated significant while linearity test criterion, if F_{hit} is smaller than F_{tab} (α) (k / n-1) then the regression line equation is stated significant. It can be concluded that the regression equation of $\hat{Y}$ = 16.789 + 0.261X_1 + 0.433X_2 is very significant and linear. This means that if together the concept of self and self-regulation improved the score of the social skills will be increased by 16.789 in constant 0,261X_1 + 0,433X_2

Tests of significance and linearity regression equation of Y = 16.789 + 0,261X_1 + 0,433X_2 then proceed the calculation of simple correlation coefficient X_2 and Y (ry$_2$) of 0.307. it can be concluded that H$_0$ is rejected, which means there is a significant relationship between self-concept (X_1)and the self-regulation (X_2)with social skills (Y). Based on the correlation coefficient ry$_2$ above obtained coefficient determination 0,554. This means that 55.4% of the variation in social skills can be explained by self-concept variations and self-regulation.

After testing double coefficient correlation, then continued calculation of partial correlation is to test the coefficient by controlling the independent variable, either individually or collectively. Partial correlation coefficient test ry$_{1.2}$ can be known through partial correlation test. When controlled variable adaptation (X_2), obtained partial correlation coefficient ry$_{1.2}$ of 0.368. to know the significance of partial coefficient ry$_{1.2}$ is continued with the t-test. When controlled for adaptation variable (X), partial correlation coefficient ryobtained$_{2.1\ is}$ by 0.156 which means that there is a relationship between self-concept and social skills, although adaptation variables are controlled.

Result and Discussion

1. Self Concept Relations (X_1) with Social Skills (Y).

The results of the calculation of the hypothesis that there is a significant relationship between self-concept (X_1) with social skills (Y) shows the model of simple regression equation $\hat{Y}$ = 27.14 + 0.672X_1. Through analysis of variance for significance obtained F_{hit} = 15, 20 smaller F_{tab} = 1.36 while for simple regression equation that is $\hat{Y}$ = 27,14 + 0,672X_1 expressed very significant and linear. This means that if the concept of the self-enhanced one score then social skills increased 0.672 scores at the constant 27.14

The further correlation coefficient between self-concept with social skills of 0.1405 through t-test obtained $_{arithmetic}$ of 5.74 is greater than t$_{able}$s of 1.661 so that correlation coefficient (ry$_1$) is expressed significant at the 0.05 level which means that the higher the self-concept than the higher the social skills. Conversely, if the concept of low self will bring the consequences of low social skills. Based on the correlation coefficient (ry$_1$) the social skills also obtained the determination value 0.1405. This means that the variance of social skills can be explained by self-concept variance of 14.05%.

When viewed partially the relationship of self-concept with social skills by controlling the self-regulation variable obtained partial correlation coefficient (ry$_{1.2}$) of 0.368. This means that the linkage has limited the involvement of relationships to other independent variables. Furthermore, controlling these variables shows an increase in the closeness of the relationship between self-concept and social skills, so the partial correlation coefficient is significant. This is because of t$_{hat}$ (6,285) $\geq$ $\geq$$_{tab}$ (1,661)

The findings in this study show that to improve social skills, it is necessary to note and improve self-concept, meaning that if a child has a good self-concept, then the social skills of the child can increase. In addition, the results of this study also indicate that the important self-concept is owned by each child to improve social skills. Özokcu et el, (2017, H.214) discloses that Social skills are defined as socially acceptable behaviors that enable children/individuals, received as one of the most important outcomes of the school process, to gain a positive reaction from the community and to prevent from getting negative reactions. These skills make it easier for children to learn and become playmates. They also help them to develop friendships and maintain this friendship. Social skills are also needed for people to initiate a positive interaction with others. This can happen if the child has a view of himself (self-concept) properly and correctly. Children who have a good self / positive concept will allow him to get along with his peers, not feel inferior or inferior to peers.

This is in accordance with the results of the research of Nurvinta (2017: 6) which concluded that: (1) Social interaction in class VIII students Mts Negeri 1 Pontianak classified as "Good". This means that the students of class VIII have been able to interact well in the school environment. (2) Self-concept of VIII Grade 1 students of State Pontianak is "Good". This means that students of class VIII already have a positive self-concept that is to know himself well and can accept and understand the various facts about him. (3) There is a significant positive relationship between social interaction with self-concept in students of class VIII Mts Negeri 1 Pontianak. This means that with a good social interaction, the more positive the self-concept of the learners. Based on the findings on the results of this study, it can be concluded that there is a significant relationship between self-

concept with the social skills of third grade students SDS Pati District, Central Java Province.

2. Relationship of Self Regulation (X_2) with Social Skill of SDS Class III (Y) Student.

The result of calculation about hypothesis that there is a significant relationship between self regulation (X_2) with social skill (Y) shows model of simple regression equation $\hat{Y}$ = 27,06 + 0,499X_2. Through variance analysis for significance obtained F_{hit} = 38, 15 larger F_{tab} = 1.39 whereas for simple regression equation that is $\hat{Y}$ = 27,06 + 0,449X_2 is stated very significant and linear. This means that if self-regulation is improved one score then social skills increased 0.449 score at the constant of 27.06.

The correlation coefficient between self-regulation with social skill 0,2909 through t-test obtained t_{hit} equal to 8,25 bigger than t_{tab} equal to 1,661 so correlation coefficient (ry_1) stated significant at level 0,05 meaning that higher regulation children's self, the higher the social skill, if low self-regulation will bring the consequences of low social skills of the child. Based on the correlation coefficient (ry_2) the self regulation also obtained the determination value 0.2909. This means that the self-regulation variance of children can be explained by the variance of social skills by 29.09%.

When viewed partially the relationship of self-regulation with social skills by controlling the self-regulation variable obtained partial correlation coefficient ($ry_{2.1}$) of 0.156. This means that the linkage has limited the involvement of relationships to other independent variables. Further control of these variables shows the increase in the closeness of the relationship between self-regulation with social skills, so the partial correlation coefficient is significant. This is because of that t_{hit} (3.835) $\geq\geq t_{tab}$ (1.661).

The findings in this study show that to improve the social skills of children, it is necessary to note and improved regulation in the child. The results of this study also indicate that self-regulation is important to be owned and enhanced by each child, in order to improve children's social skills.

This is in accordance with research from Syafrida (2014: 360) in third grade children at elementary school in KelurahanJatisampurnaBekasi concluded that self regulation directly affects positively to social skill. Based on the findings in the field it can be concluded that social skills are directly affected positively by self regulation. Increased self-regulation of a child, it will result in an increase in social skills.

Irem*et al* (2017: 1) concluded that self regulation is necessary both to display constructive behavior and to control negative social behavior, and self-regulation can influence social behavior by increasing the ability to understand the minds of others. By having a high self-regulation, will allow children to be able to control themselves in interacting with peers. Based on the

research findings, it can be concluded that there is a relationship between self-regulation with social skills of third grade students SDS Pati district, Central Java Province.

3. Self Concept Relationship (X_1) and Self Regulation (X_2) with Social Skills (Y)

The results of calculations on the hypothesis that says that there is a significant relationship between self-concept (X1) and self-regulation ($X_{2)}$with social skills (Y) shows a model of simple regression equation y = 138.023 + 0,261X_1 + 0,433X_2. Through the analysis of variance for significance obtained F_h = 55.4 smaller F_t = 3.10 while for simple regression equation that is $\hat{Y}$ = 138,023 + 0,261X_1 + 0,433X_2 expressed very significant and linear. This means that if together self-concept and self-regulation is improved one score then the social skills of children increased $\hat{Y}$ = 138.023 + 0.261X_1 + 0.433X_2 score on the constant 138.023.

Based on the above double regression equation shows that among the two independent variables that provide the highest increase in social skills if the two independent variables raised one unit is self-concept variable 0.261 and self-regulation 0.433.

The coefficient of double correlation together between self-concept and self-regulation with social skill ($ry_{1.2}$) equal to 0,554. Testing significance through t-test is obtained t_{hat} equal to 55,4 bigger than at t_{tab} equal to 3,10 so that correlation coefficient (ry_{12}) stated significant at level 0,05 which mean that higher self-concept and self-regulation hence higher children's social skills. Conversely, if the concept of self and low self-regulation will bring the consequences of low social skills of children. Based on the double correlation coefficient (ry_{12}) also obtained the determination value 0,554. This means that self-concept and self-regulation variable can boost social skills because together these two variables explain the variation of social skill equal to 55,4%.

The findings in this study are in line with the theoretical studies put forward that self-concept and good self-regulation will be able to improve good social skills. Thus it can be said that social skills related to self-concept and self-regulation have a positive correlation. According to Lindgren in Sobur (2003: 512) states that the concept of self is formed because of the interaction of individuals with the people around him. What other individuals perceive about individual self is inseparable from the structure, role, and social situation that an individual holds. " Piaget reveals that self-regulation is an arrangement within a person against external stimuli.

Talib (2010: 165) explains that social skills are formed from the attitude of social awareness in relationships with others, respect for oneself and others, ability to communicate, give or receive feedback in accordance with norms and regulations. Based on the results of this study as a whole can be concluded that after a statistical test of empirical data that has been obtained from the

field can be said that the two independent variables proposed that self-concept variable and self-regulation significantly positively correlated with children's social skills.

Conclusion

Based on the results of research, and hypothesis testing obtained conclusion that:

1. There is a significant relationship between self-concept with social skills. This means that the higher the self-concept of the child, the higher the social skills of the child. Conversely, the lower the self-concept of the child, the lower the child's social skills. Thus, self-concept is one of the variables that are closely related to children's social skills.

2. There is a significant relationship between self-regulation of children with children's social skills. This means the better the child's self-regulation, the better the social skills. Conversely, the lower the self-regulation, the lower the social skills. Thus, self-regulation is one of the variables that are strongly related to the social skills of children.

3. There is a significant relationship together between self-concept and self-regulation with social skills. This means the better the self-concept and self-regulation, the better the child's social skills. Conversely, the lower the self-concept and self-regulation of children, the lower the social skills of children.

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