

Analysis of Differences in Social Skills of Students Attending Student Team Sport Activities Unit

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Keywords: Social Skills, Team Work, Student Activity Unit.

Abstract: This research is motivated by the writers' observation of student activity unit at university that has positive or negative impacts. In relation to social skills, and from the analysis of such situations, this sport team of student activity unit is assumed to have an important role. Therefore, this research is aimed on knowing the Differences of Social Skills of Students Participating in Sport Team of Student Activity Unit at Universitas Pendidikan Indonesia. This research used a descriptive method. The populations in this study were students who participated in sport team of student activity units (SAU) of Futsal, Basketball and Handball at UPI Bandung, as many as 60 people. The sampling technique used saturated sampling technique for 20 students who participated in futsal SAU, 20 students who participated in basketball SAU and 20 students who participated in handball SAU. Instrument in this research was closed questionnaire which was analyzed by using one way anova technique, or often called F test, with help of SPSS 22 program. Based on the data processing and data analysis, the obtained value of F_{count} social skill (1.781) was smaller than the value of F_{table} (3.15), hence H_0 was accepted. So, it can be concluded that there is no significant difference between social skills of students who participates in sport team of SAU at Universitas Pendidikan Indonesia.

1 INTRODUCTION

Humans, as social beings, interact with each other in various ways. Interaction is done to meet each other's needs and to live comfortably (Bales, 1950). In order for the interaction to run properly, there must be social skills. Social skills have important role in one's life. Such skills are needed to establish the connection at home, on campus or in the neighborhood, to intertwine quality friendships. Students with high social skills have a good social environment, like many people, because they can control themselves, able to convey ideas well, to discuss smoothly, to work together, to be a good listener, and to respect others, to be active in organization (Cartledge and Milburn, 1980; Johnson and Johnson, 1987). Meanwhile, students who have low social skills have few friends, have hard time to control themselves, behave aggressively when the desire is not obeyed, are easily anxious or are afraid when faced with a new situation.

Students who have good social skills are able to communicate well with their surroundings, both at home and on campus (L'Abate and Milan, 1985). Communication is important to convey ideas or

opinions to others (Izzati, 2016). In college world, where the level of business grows bigger, students also usually spend time to participate in extracurricular activities or so-called Student Activity Unit (SAU), which refers to a student organization where students are gathered with similar interests, passion, creativity, and orientation of extracurricular activities within the campus.

As for the discussion in this research, futsal, handball and basketball, the three branches become the issue that leads to the growth of good social interpersonal relation among students (Haris, 1986; Sucipto, 2010). In the learning of futsal, handball and basketball games by students in SAUs, UPI must provide elements of social behaviours such as cooperation, responsibility, acceptance, communication, non-judgment, empathy, sincerity and seriousness, fair and impartial attitude, participation, self-awareness and discipline (Husdarata, 2014). By then, it is expected there will be a change or an indication that show that the results from the futsal, handball or basketball games bring good social skills in result.

This research is taken to figure the interaction among students that has impact to the social skills

possessed by students from joining SAUs of basketball, handball and futsal. The writers wanted to know and analyze the differences of social skills of students who participated in sport teams of SAUs at Universitas Pendidikan Indonesia (UPI).

2 METHODS

2.1 Participants

The samples were determined based on saturated sampling technique. The number of samples in this study were 20 students who participated in futsal SAU, 20 students who participated in handball SAU and 20 students who participated in basketball SAU at Universitas Pendidikan Indonesia.

2.2 Sites

The places of research were adjusted to places where the SAUs' activities took place. Each of the studied sport teams had a different meeting and training place, but all of them were centered in Universitas Pendidikan Indonesia in Bandung.

2.3 Procedures

The used research method was descriptive ex-postfacto method, a systematic empirical investigation, in which the researcher does not have direct control over the independent variables because the manifestation of the phenomenon has occurred or because the phenomenon is difficult to be manipulated (Abduljabar and Darajat, 2012). This study took place from 1 August to 26 August 2015.

2.4 Instrument

The used instrument was questionnaire of social skills (social skills) about the implementation of values in interacting. Researchers then conducted trials to find the validity and reliability. Processing was done by using statistic f-test (one way anova).

2.5 Data analysis

All collected data were analyzed by descriptive ex-postfacto method using statistic f-test (one way anova).

3 RESULTS AND DISCUSSION

3.1 Results of social skills score of students who participated in futsal SAU

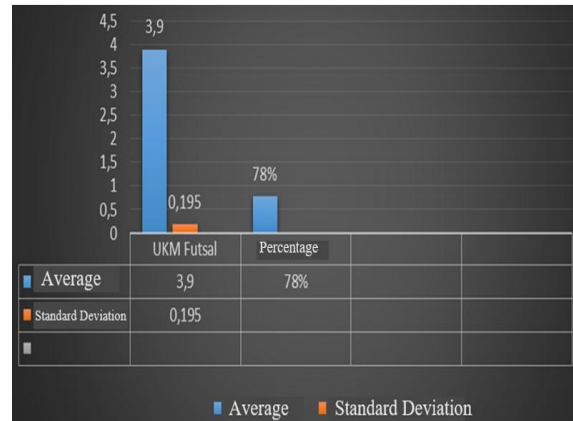


Figure 1: Social skills score of students who participated in futsal SAU.

Figure 1 shows that the average score of 3.9 with standard deviation of futsal SAU at 0.195. If it is made in percentage, the average score is 78%.

3.2 Results of social skills score of students who participated in basketball SAU

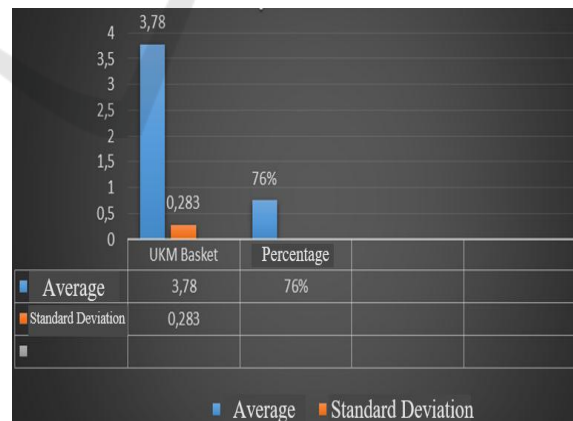


Figure 2: Social skills score for students who participated in basketball SAU.

Figure 2 shows that the average score of 3.78 with standard deviation of basketball SAU at 0.283. If it is made in percentage, the average score is 76%.

3.3 Results of social skills score of students who participated in handball SAU

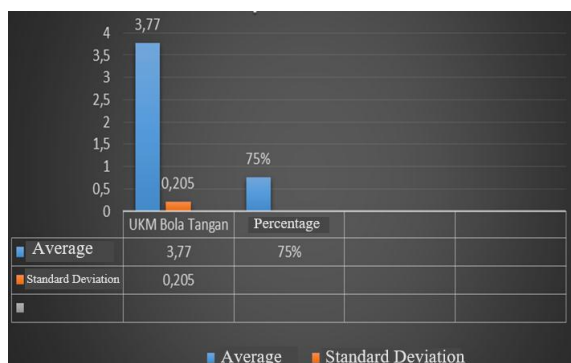


Figure 3: Social skills score for students who participated in handball SAU.

Figure 3 shows that the average score of 3.77 with standard deviation of handball SAU at 0.205. If it is made in percentage, the average score is 75%.

Based on the score on the distribution table at the level of significance $\alpha = 0.05$ with $dk = 59$, the value of F in the distribution table is 3.15, while the value of F arithmetic is 1.781. Then, $F_{count} < F_{table}$ i.e. ($1.781 < 3.15$) or as seen that in the F-test column. sig. is 0.178, or a probability value above 0.05 ($0.178 > 0.05$). Thus, it can be interpreted that there is no significant difference between social skills of students who participate in futsal, basketball and handball SAUs at Universitas Pendidikan Indonesia.

Table 1: Students' Skills Score.

UKM	Sum of Square	df	Mean Square	F	Sig.
Between Groups	,191	2	,095	1,781	,178
Within Groups	3,053	57	,054		

This result can be interpreted that, in this case, sport teams have the same effect to develop student social skill. This matter is a result of fact that students that participate in sport teams have higher and similar soul. From the trainings that SAUs apply, these sports teams also apply some formation of same social characters at the time of practice, and often re-done outside the exercise schedule. This habit makes the three SAUs' sport teams have the same high social skills, because one's social skills are basically characters or personality traits that can be observed when someone interacts with others.

4 CONCLUSIONS

The activities of SAU sport teams, namely futsal, basketball and handball SAUs, are very good to be joined by students, because they can give relatively good contributions to the character's formation, also have impact to social behavior of students that join them. This is in accordance with Kohlberg and Selman (1972) who says that, "Schools play a central role in shaping characters by instilling discipline and empathy that allows genuine involvement in the value of civilization and morals." Because of the activities from these three SAUs, students can socialize and interact with other friends. The more active a student participates in the activities of sport teams of SAUs, the higher is his or her level of skills and science. Unconsciously, the social behavior will be formed by itself.

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