

# The Relationship between the Activities Scouting and Self Esteem with Social Skills Scout Penggalang Elementary School

AHMAD FIKRI<sup>1</sup>, ENDRI BOERISWATI<sup>2</sup>, FAHMI IDRIS<sup>3</sup>  
*State University of Jakarta*

*Abstract -- This research was motivated by the low social skills of elementary school scouts raiser. The things that are allegedly related to social skills and self-esteem are scouting activities. This study uses quantitative approaches, survey methods and correlational techniques. Dependent variables are social skills (Y) and the independent variables are scout activities (X1) and self-esteem (X2). The results of the study with  $\alpha = 0:05$ , Showed that there was a positive relationship between scout activities with students' social skills (0823), there was a positive relationship between self-esteem and students' social skills (0792), and there was a positive relationship between self-esteem and scout activities together with social skills (0882).*

*Indexed Terms: scout activities, self-esteem, social skills*

## I. INTRODUCTION

Character development of the nation at this time to be one of the strong concern of government, strengthening character education is a mandate nawacita which aims to prepare the 2045 golden generation Nawacita question is nawacita to 8 that is revolutionizing the character of the nation through the realignment of the national education curriculum. It is also reinforced by the enactment of the President of the Republic of Indonesia Number 87 Year 2017 About Strengthening the Character Education.

This view is trying to steer the strategic roles of character education that can be developed in the community, not only through formal education but also through non-formal education as extracurricular activities and in the process of character education that each individual is expected to master some skills such as personal skills, social skills, academic skills and skills in a particular field.

Efforts to develop social skills as well harusdimulai early. Especially since elementary school age. BB, Brown, et al. found at this age, school is truly an early establishment of social relations, where interaction and acceptance of peers are considered more important than learning in the classroom and learning achievement in itself.

Combs & Slaby provide an understanding of social skills (Social Skill) is the ability to interact with others in a particular social context with certain ways to be socially acceptable or appreciated and at the same time benefit personally or mutually beneficial. This opinion emphasizes the interaction and acceptance person against another person is mutually beneficial.

On the other hand, social skills can be developed through a process of interaction that produces experiences that passes from a variety of activities and situation of her condition, the more the situation experienced during the process of interaction, the more experiences of social in obtain it, is growing social experience of the more developed also its social skills, interaction processes can develop his social skills one is participating in extracurricular activities held at the school, extracurricular scout.

Facts obtained in the field, stated that there are still many individuals scouts who have low levels of self-esteem. Individuals with low self-esteem caused by incompetent in the mix, lack of initiative, do not have the confidence to face a variety of things or challenges in life, instead of relying solely on others. The emergence of low self-esteem in individuals as a form of manifestation of this is an unpleasant emotional reaction to individuals as a result of perspective or negative assessment of yourself. Though negative assessment was not necessarily true, resulting in the emergence of a sense of inferiority when dealing with others.

For this reason, through Pramuka believed to help children develop skills and social competence by providing opportunities for them to plan and lead activities, work in groups, and interact with other children from different backgrounds so judgment against him were expressed in attitudes which can be positive and negative. How one judge about him does would affect behavior in their everyday lives. Positive self-esteem will evoke a sense of confidence, self-esteem, feel confident in the ability of self-esteem, are useful as well as a sense that his presence is needed in this world.

## II. METHOD

This study uses a quantitative approach, method and technique correlational survey. The dependent variable is social skills (Y) and the independent variables are the scouts (X1) and self-esteem (X2).

Research was conducted on Scouting Penggalang grade 5 in Depok. The research was conducted in the first half year 2017/2018 lesson, ie April to July 2018.

## III. RESULTS AND DISCUSSION

### Scout activities

Based on the calculation of descriptive statistics showed that the student scout activity data on the environment has an average value (mean) of 61.82 with a standard deviation of 9.55 where the value of the variance values of 91.11 and the median 62. The grouping of data can be seen in the table frequency distribution as follows.

### Self Esteem

Data self-esteem has a score range between 33 and 88 so that the range of a score of 55. The results of the calculation of the data obtained by an average of 62.2; standard deviation of 1.32; variance of 175; and the median was 63.

### Social skills

Data social skills the students had scores range between 32 to 92 so that the range of a score of 60. The results of the calculation of the data obtained by an average of 65.61; standard deviation of 1.23; variance of 151.83 and median of 66.

The summary of the correlational analysis model can be seen in Figure 1 below.

### Scout Activity Relationships with Social Skills

The first hypothesis testing results can be concluded that there is a positive relationship between the scouts and social skills. Correlation test results obtained by the correlation coefficient (R) = 0.823 with a coefficient of determination (R Square) = 0.677 = 67.7%. The significance of the correlation coefficient values shown in Table 4.7, which Anova which generate significant value of 0.000. The test criteria is if the value of significance  $< \alpha(0.05)$ , the correlation coefficient was significant. Because the significance value (0,000) (0.05), the significant correlation coefficient with the effect of 67.7%.  $< \alpha$

The above test results indicates that scouting is one of the main primary factors which contribute to social skills. From the results it can also be interpreted that the increase in the scouts will contribute significantly towards social skills. Gresham and Elliott (1984) defines social skills as learned behavior that is socially acceptable which allows one to interact with others by means of a positive response and help in avoiding negative feedback. Because of the importance of social skills in order to be accepted into masyarakatnta someone, it takes an activity that is used as a tool to meet the needs of msyarakat. This is in accordance with the opinion can be answered Azwar that kepramukaan is a tool for the community to meet the needs of the local community, and for the organization to achieve organizational goals.

This study is also relevant to Erliani research, efforts to establish the character of the Scout Movement SDIT Al-Ukhwah is understanding, sincerity, and hard work, striving earnestly, obedience, sacrifice, commitment, consistency, brotherhood and trust. Supporting devices include basic principles of scouting, scouting methods, and kodekehormatan. As for the efforts to establish the character padagerakan An MIS scout-Nuriyah 2 Banjarmasin is exemplary, habituation, reprimand and awards. Among other supporting devices of the basic principles of scouting, scouting methods, and code of honor.

Based on the above, that the true scouts will be in touch with social skills. If pramukanyabaik activities, it is also good social skills.

#### Self Esteem relationship with Social Skills

Results of testing the second hypothesis can be concluded that there is a positive relationship between self-esteem with social skills. Based on the test results obtained by the correlation coefficient ( $R$ ) = 0.792 with a coefficient of determination ( $R$  Square) = 0.628 = 62.8%. The significance of the correlation coefficient values indicated by Table 4.10, the Anova which generate significant value of 0.000. The test criteria is if the value of significance  $< \alpha(0.05)$ , the correlation coefficient was significant. Because the significance value (0,000) (0.05), the significant correlation coefficient with the effect of 62.8%. $< \alpha$ The conclusion shows that the higher the self-esteem of students, the higher the social skills. The correlation between self-esteem with social skills indicate its significance, either through product moment correlation and partial correlation.

This analysis indicates that self-esteem is one of the main factors which contribute to social skills. From the results it can also be interpreted that the increase in self-esteem will contribute significantly towards social skills.

According to Ollendick in Widyanti translate social skills as a person's ability to adapt well to their environment and to avoid conflicts when communicating both physically and verbally. so even Gresham and Elliott defines social skills as learned behavior that is socially acceptable which allows one to interact with others by means of a positive response and help in avoiding negative feedback.

Walker defines social skills as a set of competencies that allows an individual to initiate and maintain positive social relationships, contribute to the peer acceptance and school adjustment is satisfactory, and allows an individual to cope effectively with the larger social environment.

Widodo and Pratitis research is also relevant to the study, this study aims to find the relationship between self-esteem social denganinteraksi, and differences between the two variables was evaluated from the

socioeconomic status of the parents. Subjects in this study were students of SMK Kristen Petra Surabaya number of 208 students. Data collection technique used scale social interaction and scale diri.Data price already collected and then analyzed statistically, productmoment correlation and ANOVA. The results showed: first, there is a positive correlation between self-esteem yangsignifikan with social interaction. Second, there are differences in self-esteem antarasiswa who filed tuition assistance to students who do not mengajukanbantuan tuition. Third,

Based on the above, that true self-esteem would be associated premises social skills of students. If self-esteem is good, it is also good social skills.

#### The relationship between Scouting and Self Esteem Activities Together with Social Skills

The third hypothesis testing results can be concluded that the scouts and self-esteem together have a positive relationship with social skills. Based on the results obtained multiple correlation coefficient ( $R$ ) = 0.882 with a coefficient of determination ( $R$  Square) = 0.778 = 77.8%. The significance of the correlation coefficient values indicated by Table 4.13, the Anova which generate significant value of 0.000. The test criteria is if the value of significance  $< \alpha(0.05)$ , the correlation coefficient was significant. Because the significance value (0,000) (0.05), the significant correlation coefficient with the effect of 77.8%. $< \alpha$

Social skills need to be supported by some of the skills that a person is able to perform with good social skills, among which are the scouts and self-esteem. As described in the previous exposure that the scouts will make students have good social skills. So with dignity.

Social skill is the ability of individuals to communicate effectively with others, both verbally and non-verbally in accordance with the circumstances that existed at the time, in which these skills are learned behavior. Students with social skills to be able to express both positive and negative feelings in interpersonal relationships, without harming others (Hargie, Saunders, & Dickson (Gimpel & Merrell, 1998) , as Johnson and Johnson suggests six important results of social skills, namely: 1) Development of Personality and Identity, 2) Develop Job Skills, Productivity and Success Career, 3)

Improve Quality of Life, 4) Improve Physical Health, 5) Improve Health Psychology and 6) The ability to cope with stress.

Some studies also consistent with the results of this study, dooiantaranya Sevgi Kucuker examines Comparison of the Self-Concepts, Social Skills, Problem Behaviors, and Loneliness Levels of Students with Special Needs in Inclusive Classrooms. Research results conclude that the concept of self-esteem, social skills, behavior problems, and the level of loneliness SEN students is significantly different than non-SEN students. Also found that self-concept and social skills is a significant predictor of loneliness level of students SEN.

Additionally, Alev Girli researching on An Examination of The Relationships Between the Social Skill Levels, Self-Concepts and Aggressive Behavior of Students With Special Needs in the Process of Inclusion Education. Research results conclude that students with hearing disabilities have the highest points in aggressiveness while students with autism have the lowest. It has also been determined that students with intellectual disabilities have the lowest points in social skills and self-concept.

Based on the above, that the true scouting and self-esteem together will be very much related to the students' social skills.

#### IV. CONCLUSION

The test is based on the discussion of the research results can be summarized as follows. First, there is a positive relationship between the scouts with the students' social skills. Thus significantly better scouting the better the social skills. Concretely if the student has an interest terhhadap scout and diligently follow the students will be better trained to interact with the community that merupakan one of the main indicators of social skills. Second, there is a positive relationship between self-esteem with the students' social skills. Thus significantly higher self-esteem, the better the students' social skills. Concretely if the student has a good self-esteem, then these students will be able to position itself well in the community. Third, there is a positive relationship between the scouts and self-esteem together with social skills. The higher the scouts and self-esteem, the better the sosialnnya skills.

Concretely if the students accustomed beriknteraksi with other people for example in the scout and he was good also maintain self-esteem Nya then there would be difficulties in carrying out the social skills.

Based on the findings above it can be concluded that the students' social skills are reinforced and enhanced through scouting and self-esteem.

#### REFERENCES

- [1] [1] Jeanne Ellis Ormrod, Psychology of Education: Helping Students Grow, Jakarta: publisher 2008, h.109
- [2] Kenneth W. Merrell, Gretchen A. Gimpel, Social Skills of Children and Adolescents, conceptualization, Assessment, Treatment, New York: Psychology Press, 2014) p. 4.
- [3] Aminah, Siti. The influence of student participation in the organization of the social skills (social skills) SMK Yogyakarta tourism group. Essay. FT UNY. 2015, p.3
- [4] Louis Harris, A Year in the Life of Acub Scout, Boy Scout, Venturer, Strengthening Youth, Families, and Neighborhoods, New York: A National Program Outcomes Study Conducted by Louis Harris & Associates, p.11
- [5] Tambunan, Raymond, Self-Esteem Youth, <http://www.epsikologi.com/remaja/240901.htm> accessed July 24, 2018
- [6] Steven G. Little, John Swangler, and Angeleque Akin-Little, Handbook of Social Behavior and Skills in Children, Matson: JL (Ed.), 2017, P.10
- [7] AzRul Azwar, Know the Scout Movement (Jakarta: Publishing, 2012), p. 7
- [8] Sa'adah Erliani, The role of the Scout Movement for Shaping Character Concern SosialdanKemandirian (Madrasah Ibtidaiyah Volume 2 Number Journal October 1, 2016), pp. 36-46.
- [9] Widyanti, "Improving Social Skills in Elementary School Students Isolated with Traditional Games", Thesis, Bandung: Indonesia University of Education, 2008, p. 48
- [10] Steven G. Little, John Swangler, and Angeleque Akin-Little, Handbook of Social Behavior and Skills in Children, Matson: JL (Ed.), 2017, P.10
- [11] Kathlyn M. Steedly, Ph.D., Amanda Schwartz, Ph.D., Michael Levin, MA, &

- Stephen D. Luke, Ed.D., Social Skills and Academic Achievement, National Dissemination Center for Children with Disabilities: Washington, DC, Vol.III, issue II, 2008i, p.2
- [12] Augustine Yunus Widodo and Niken Titi Pratitis, Self-Esteem And Interaction SosialDitinjau Of Socio-Economic Status Parents(Personal Journal of Psychology Indonesia Volume 2 Number 2, May 2013), pp. 131-138.
- [13] Gimpel, GA, & Merrell, KW Social Skills of Children and Adolescent: conceptualization, Assessment, Treatment. New Jersey: Lawrence Erlbaurn Associates Publisher, 1998
- [14] Sevgi Kucuker, "Comparison of the Self-Concepts, Social Skills, Problem Behaviors, and Loneliness Levels of Students with Special Needs in Inclusive Classrooms", Educational Sciences: Theory & Practice, December • 15 (6), 2015, p. 1-16
- [15] Alev Girli, "An Examination of the Relationships Between the Social Skill Levels, Self Concepts and Aggressive Behavior of Students With Special Needs in the Process of Inclusion Education", Çukurova University Faculty of Education Journal, Vol: 42 Issue: 1 Page: 23- 38