

The Relationship of Social Skills to Self-Efficacy in Second Year Students

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ABSTRACT: This study aims to determine the relationship between two variables, namely social skills and self-efficacy in students in the second year. The research method used is explanatory to see the relationship or relationship between two variables. The participants of this study were students in the second year, totaling 78 students. The data collection technique used is a questionnaire with a Likert scale (1-4). The data analysis technique used is using product moment correlation which aims to determine the relationship between the two variables. The results of the study show that there is a relationship between social skills possessed by students and self-efficacy.

KEYWORDS: Self-efficacy, social skill, high education, self-determinant

I. INTRODUCTION

The predominant students are between 18 and 25 years old. According to Arnett, this period is a transition period (Santrock, 2012), because they experience a change in the role of a school pupils to become a college student. Emotional changes that students experience during the first week to college or university when experiencing a different academic environment, location, or culture (Jeyagowri, 2018). Responsibilities as students require them to follow all existing learning processes, whether lectures, completing assignments, take the exam (sub summative and summative) more independently. In addition, starting from the 2015 class, there is an additional obligation for students to take part in non-academic activities such as attending seminars, workshops or being a committee of an activity that supports their academic abilities. These changes of course require students to be able to make adjustments properly. Some students can take on the challenges optimally, but some students experience serious difficulties. According to Margitics and Pauwlik (2009), this happens because of changes in biological, psychological and social structures that cause higher conflict situations so that they face a lot of pressure. Seiffge-Krenke, Aunola, and Nurmi (2009) support this statement by stating that the conflicts that are often experienced by students are interpersonal conflicts, worrying about changing identities and worrying about their future.

In fact, when learning process takes place, student behavior that often appears is not as expected. During group presentations, in-depth discussions in class are very rarely, students often have to be forced to engage in class discussions. Discussion in class is one of the most common strategies to promote active learning (Fatma, 2021). When another group is presenting, students who are the "audience" don't seem to care because they feel they are not partly responsible for the material or lack empathy for others, in which case they should pay attention to the material presented by the presenter in order to answer the questions being tested. Empathy is very important because it is in the emotional aspect such as thinking by putting yourself in someone's position and trying to feel that person's feelings are emphasized (Paretti, 2006). When the moderators opened the discussion session, they did not immediately respond until the moderator repeated the sentence "Are there any questions?" for the umpteenth time. Asking is an integral part of scientific inquiry and the learning process (Arslan, 2016). Questions are important forms of instructional interaction because they act as motivational stimuli and have arousal and associative outcomes (Rothkopf, 1967). Likewise, when the presenter group has difficulty in answering or responding to questions, no other students try to help provide responses to the questions, or there is no student desire to try to express opinions regarding the discussion material.

There is a sense of uncertainty in students when asked to ask questions or express opinions. In terms of feelings, low self-efficacy is associated with stress, depression, anxiety, and helplessness (Zulkosky, 2009). This shows that there is a feeling of doubt or uncertainty in students or it can be said that most students have low self-efficacy. Such individuals also have low self-esteem and become pessimistic about their personal achievements and development (Zulkosky, 2009). Presentations and exams are another factor that stresses students out and lacks confidence for fear of being embarrassed in front of the class. Developing self-efficacy and communication skills can advance them (Jeyagowri, 2018). Having low self-efficacy means that a person is not confident in his abilities so that something he sees as difficult will be very detrimental to him, and then he chooses to avoid it. Another problem faced by students in the academic field is that stress and anxiety make blunders when performing. Self-efficacy

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is an important strategy that motivates a person to be more confident (Jeyagowri, 2018). This will result in bad and difficult to achieve the goals they want. The level of self-efficacy can increase or inhibit motivation (Zulkosky, 2009). If they face a difficult task, it will be a boomerang for those who have low self-efficacy because of their strong self-confidence so that before doing it they will choose to think negative things rather than trying to work on them until they reach their goals. This will affect the cognitive, affective and emotional processes (Pajares & Schunck, 2001), so that in the end it will also affect the existing learning process.

To fulfill the competencies above, undergraduate students in the Psychology Department must have confidence in their abilities so that they are successful in completing their coursework. People with high self-efficacy approach difficult tasks as challenges and do not try to avoid them (Zulkosky, 2009). Bandura calls a person's self-confidence in completing this task successfully with the term "self-efficacy" (Feist, 2010). Self efficacy is a concept introduced by Bandura in his socio-cognitive theory. This theory explains that impactful learning occurs when an individual is in a social context and is able to engage in dynamic and reciprocal interactions between a person, the environment, and behavior (LaMorte, 2016). It is further said that Bandura's social cognitive theory is the only theory that emphasizes the relevance of social context and the importance of maintenance behavior. Self-efficacy allows it to be studied in a classroom context, arguing that self-efficacy, like other "traits and skills", is better developed early to get the full benefit. Much attention has been paid to how teachers can impactively increase the self-efficacy of their students and help them to study, work, play, and socialize in a healthy and productive manner.

In general, students are reluctant to express opinions either through asking questions or expressing responses, and empathy indicates that students have low soft skills, while for students majoring in psychology this skill is very important and even designated as one of the graduate competencies that must be met, because it is related to skills that has to be mastered. Social skills include a person's personality, social responsiveness, emotional intelligence, language, communicate, friendly, self-habitual, and optimistic nature that reflects someone who is responsive in socializing. According to Talib (2010), there are several factors that influence social skills, namely family, promiscuity, environment, recreation, school and education, a person's personality, friends, and job vacancies.

In addition, students are also required to have the initiative in expressing and defending opinions. In other words, students must actively interact with their friends to understand the material and solve problems in a case related to everyday life. In this case, social skills are needed by students. Social skills are behaviors that help students to interact impactively with others (Hajar, Masoume & Firoozeh, 2012). Social skills can be defined as socially acceptable learning behaviors or certain social techniques that enable an individual to interact impactively with others and to avoid or escape from negative social interactions with others (Gresham, 2007). Therefore, in order to function impactively in their social environment, students need various skills that include social skills (Unachukwu, 2001). Social skills are categorized into four types, 1) prerequisite skills; 2) interpersonal; 3) problem solving; 4) conflict resolution (Omer & Gokmen, 2017). Despite the importance of social skills in everyday life, unfortunately, many students seem to lack social skills such as self-efficacy and techniques to acquire them due to lack of proper socialization (Unachukwu, 2001).

Perceived self-efficacy in the form of an individual's belief in his ability to engage in social interaction tasks required to initiate and maintain interpersonal relationships (Wang & Neihart, 2015). Self-efficacy is closely related to social skills because it helps individuals in assertiveness and social adjustment (Etodike, 2017). Self-efficacy as a form of psychological capital is the belief that people have about their ability to perform, organize, and carry out a series of actions needed to achieve a specified type of performance (Anierobi, et al., 2021). In order for students to survive so many difficult conditions they face, it is very important for them to learn social skills that will help them succeed in school and, ultimately, in life (Etodike, Ike & Chukwura, 2017).

The description above results in conclusion that self-efficacy or personality traits and education are factors that cause the emergence of social skills. Therefore, teachers and lecturers must help their students to improve their self-efficacy and social skills by choosing the appropriate learning model. Through the explanation above, it can be concluded that self-efficacy can improve students' social skills in personality psychology courses. Researchers are interested in doing this research because so far there has been no research examining this.

II. METHODS

This research is an explanatory research that aims to determine the relationship between variables. The variables in this study are social skills and self-efficacy in students. In this study, researchers examined the relationship between social skills and self-efficacy in students. Participants in this study were students, totaling 78 students. The data collection method used in this study was a questionnaire used to measure the social skills of the research subjects. The questionnaire scale that will be used in this study uses a Likert scale consisting of four scales. indicators of social skills instruments used in this study are environmental behavior; interpersonal behavior; self-related behavior; and task related behavior. The self-efficacy instrument, namely the magnitude associated with the difficulty of the task; Generality beliefs of individuals functioning in certain activities; and Strength Strong belief can survive completing the task The data analysis technique used in this study is to correlate self-efficacy and social skills using the product moment correlation.

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III. RESULT AND DISCUSSION

The results showed that there were differences in social skills between students with high self-efficacy and students with low self-efficacy. Based on the results of the product moment correlation (table 1) between self-efficacy and social skills of $(0.000 < 0.050)$ which means there is a correlation between self-efficacy and social skills. Based on the calculated r value of 0.607, where r calculated $0.607 > r$ table 0.222, it can be concluded that there is a relationship or correlation between self-efficacy and social skills of students.

Table 1. Correlation Result of Product Moment Self Efficacy and Social Skill

Correlations		Self-Efficacy	Social-Skill
Self_Efficacy	Pearson Correlation	1	.607**
	Sig. (2-tailed)		.000
	N	78	78
Social_Skill	Pearson Correlation	.607**	1
	Sig. (2-tailed)	.000	
	N	78	78

** . Correlation is significant at the 0.01 level (2-tailed).

The results in this study on formulation of the problem also prove that self-efficacy has a positive influence on students' social skills. This is in line with research conducted by Bala (2022) in his research which also proves that there is a positive relationship between social skills and self-efficacy. In addition, it is also in line with research conducted by Navayuth (2022) that the relationship between student self-efficacy and social skills is at a very high level, there is a correlation, and has a positive impact. Strong self-efficacy is very important for students to be able to improve their skills and abilities in socializing. Self-efficacy beliefs are characterized as the main mediator for student behavior, and the most important is the change in their behavior (Alibakshi et al., 2020). The findings in this study are the relationship between self-efficacy and social skills that bind each other that with good self-efficacy will increase social skills, and vice versa. Self-efficacy has a positive impact on students' social skills (Khan, 2019).

Therefore, social skills must be adopted formally in schools to impactively improve students' psychological well-being. In this study, self-efficacy relies on students' self-confidence that they are able to carry out social activities in learning and completing tasks. Self-efficacy plays an important role in the development of social skills. Areas such as motivation, self-knowledge, modeling and observational learning are factors that support the development of self-efficacy (Kolb, 2011). Individuals with low self-efficacy tend to withdraw from tasks, because such individuals see tasks as threats, focus on self-doubt, consequences of failure, shortcomings, and give up (Calaguas, 2022). However, individuals with high levels of self-efficacy often do the opposite (Bandura, 2010). Social skills are part of self-efficacy and as people have higher self-efficacy, they will have higher social skills (Kheirhah, 2020). In line with that, this study proves that it is very important for students to have high self-efficacy towards their level of social skills.

IV. CONCLUSION

There is a difference between students with high self-efficacy and students with low self-efficacy. If viewed from the results of this study, it can be seen that the test results of students with high self-efficacy obtained better social skills than students with low self-efficacy. Social skills are a good alternative technique to increase students' self-efficacy (Unachukwu, 2021). The relationship between self-efficacy and social skills is both on the very high quality of decision-making from social skills and shows a significant positive impact for decision-making on self-efficacy (Al-mehsin, 2017). Thus, self-efficacy has a positive and significant influence on students' social skills.

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