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THE APPLICATION OF SOCIAL SKILL TRAINING AS INTERVENTION TO IMPROVE SOCIAL SKILL FOR A SMALL NUMBER OF FRESHMEN STUDENTS

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Abstract
Being freshmen is a challenge for college students. They must encounter a lot of demands in their college especially their social skills. Prior research showed that students of Universitas Indonesia reported their social-psychological relations problem in their social environment. Freshmen must have adequate social skills in order to encounter demands in social relation. This study aimed to increase social skills for Universitas Indonesia's freshmen through the application of Social Skill Training (SST). A pre-test, post-test design and one month follow up test were administered. Subjects of this study were seven Universitas Indonesia's students (freshmen) with age range from 17 – 18 years old, attended three sessions with two hours per session. Participants reported that their social skills increased, indicated by improvement in Social Skills Inventory (SSI), and also by qualitative evaluation. Group dynamics and experiential learning allowed them to learn from the experiences of other participants. Therefore, the application of Social Skills Training effectively increased the social skills for Universitas Indonesia's freshmen. Further research is needed to examine this intervention using a larger sample, control groups and in-depth interview for qualitative evaluation.

Keywords: college student, freshmen, social skill, training

Introduction
People who continue their level education to the college definitely encounter some changes in their lives. At this stage, they encounter the changes related to school system, relationship with peer from different areas and cultures, and high need of achievement (Santrock, 2012). They will leave home, friends, familiar environment, and must adapt to the new environment (David & Nită, 2014).

The changes evoke the challenge that must be encountered by the freshmen when they enter the college. Some of the usual problems that arise include anxiety, depression, loneliness, and feel alienated (Kneipp, Kelly & Cyphers 2009). A problem of social relations is one of the four main problems in Universitas Indonesia's student (Utama, 2010). Prior research showed a total of 9,1% of Universitas Indonesia students have severe psychological problem when

dealing with their social environment such as feel ashamed, uncomfortable with others and have no friends on campus (Utama, 2010). The statements below are the description that encountered by freshmen student when they enter the university/college life.

"I want to be more open. I know that I'm introvert and I'm not always open to others, except with people I've known for a long time. But because I know that Universitas Indonesia demand their students to be more active, so what else?" (ER, female, 17 years old, Faculty of Humanities – Universitas Indonesia)

"I want to eliminate my social anxiety that I often encounter when dealing with nw peoples, especially in the university environment" (MRU, male, 18 years old, ER, female, 17 years old, Faculty of Humanities – Universitas Indonesia)

Sekararum (2012) did an interview with the students related to the demand they encountered being the freshmen students. The interview results showed that to be successful in the university, not only being smart academically but also musthave skills to build good relationship with others which is needed when they workin group in class, getting information about academic context, or deal with lecturers or campus staffs. Freshmen students are in emerging adulthood stage which have task to build relationship with others. Social skills at emerging adulthood stage play an important role considering their need for social integration and the search for self-assertion and independence (Hohendorff, Couto, Prati, 2016). People must have good social skill to fulfil the demands of social environment (Segrin, 2001). It can be concluded that social skill is the communication ability that is very important for a university student.

Riggio and Reichard (2008) define social skill as an ability to express the self when interact with others, able to read and understand any social situation, having knowledge about social roles, norms and rules. A person with low social skill will encounter difficulties when interact with others, limit their chance to build their relationship. They also probably have to experience any psychopathology like depression, social phobia, the onset of schizophrenia and also psychosocial problems such as loneliness, anxiety and depression (Segrin, 2001). On the contrary, a person with good social skill, will deal with any positive things psychologically like social support, success in social relationship, create the positive skill like empathy and increase the self-esteem (Sekararum, 2012).

There are some interventions that can be done to increase social skills; one of them is training. Social skill training is an intervention that makes individual gain a number of basic behaviors so that they get the desired impression from others and improves success in social situation (Spence, 2003). Researcher on this study will use the module arranged by Siregar (2012) who conducted Social Skill Training to increase social skill and decrease psychological distress of university students. This intervention is focused on experiential learning principle where participants can learn actively from the concrete experience and testing implications of concepts in new situation. Hypothesis in this study is social skill can be improved through social skill training.

Theory

Social Skill

Social skill is an ability to express oneself in social interactions, the ability to read and understand different social situations, knowledge of social roles, norms, and scripts, interpersonal problem-solving skills, and social role-playing skills. Social skill consists of three basic skills: skill in expression, skill in recognizing and decoding messages from others, and skill in regulating and controlling communication behaviors (Riggio & Reichard, 2008).

Social Skill Training

Social skills training involves intervention that enable person to acquire an adequate repertoire of basic behaviors that have a strong impact upon the impression made upon others and that increase the chance of successful outcomes from social situations (Spence, 2003)

Experiential Learning

Experiential learning is a learning approach which focused on students. Students are required to be actively involved, process and interpret their concrete experience and have a high intention to apply the learning process (Supratiknya, 2009). Experiential learning approach according Lewin (Kolb, 1984) consists of 4 cycles. First, people get a concrete experience directly. Second, observations and reflections, people reflect on their concrete experience gained. Third, formation of abstract concepts and generalizations, a process of assimilation and integration of the experiences. Fourth, testing implications of concepts in new situation, where people apply their learning result in daily life.

Method

This research used a single-case study design, pre-post intervention. Participant was evaluated before and after the intervention phase (pre-test and post-test) and upon 1.5 month follow up phase. The measurement of social skill used Social Skill Inventory (SSI). It consists of 90 items which include 6 dimensions; emotional expressivity, emotional sensitivity, emotional control, social expressivity, social sensitivity and social control (Riggio & Carney, 2003). Participants of this intervention were freshmen students of Universitas Indonesia who have problem with their social skill which seen by their Social Skill Inventory score. This intervention was conducted at Faculty of Psychology, Universitas Indonesia.

The intervention used convenience sampling method to select the participants with consideration of their availability and willingness to respond (Graveter & Forzano, 2015) Researcher conducted a screening process by administering a questionnaire (Social Skill Inventory and open questionnaire) which will be utilized as a pre-test data. The questionnaires are distributed on the internet using google form to Universitas Indonesia's freshmen student. Participants who filled the questionnaire were selected by researcher based on their Social Skill Inventoryscore below and the willingness to join the intervention. Researcher on this study will use the module arranged by Siregar (2012).

Table 1. Content of Intervention Sessions

Session	Aim
I Share	Participants realize the importance of understanding and self-expressing effectively and understanding how to develop it.
I think	Participants realize that negative thought is an obstacle in presenting social skills and understand how to cope it.
I Feel	Participants realize that negative emotion is an obstacle in presenting social skills and understand how to cope it.
I Express	Participants realize the importance of verbal and nonverbal communication appropriately and understand how to develop it.
I Care	Participants realize the importance of understanding and empathy with others and understand how to develop it.
I Listen	Participants realize the importance of active listening as a positive communication behavior and understand how to develop it.

Findings and Discussion

Data Analysis

Data were analyzed quantitatively using Friedman rank test (non-parametric statistic) to assess change Social Skill Inventory score between before-after the intervention and score between before intervention and follow up score. Besides, researcher used qualitative data by utilizing open questionnaire to obtained feedback from participants.

Table 2. Social Skill Score

Participant	Pre Test	Post Test	Follow Up
NCP	231	262	265
SL	222	222	228
AM	216	228	231
MRU	233	247	257
KR	223	224	232
ER	210	213	238
RAM	240	240	242
Mean	225.00	233.71	241.85

Table 3. Statistical Analysis

N	7
Chi-square	13.231
df	2
Asymp. Sig.	.001*

*p < 0.05

A total seven participants took part in the study had a mean age 17,7 years old, consists of two males and five females. They completed pre-test, post-test, follow-up and feedback forms. According to statistical analysis, suggest that there was significant score of social skills between pre-test, post-test and follow up phase. This indicated by a Sig. level of 0.01. Comparing the mean, there was increase in social skills over time.

Table 4. Qualitative Evaluation

No	Participation	Pre Test Motivation	Follow-up Feedback
1	ER	She wants to be more open because her introvert and not always open to others, except with people she has known for a long time. She know that Universitas Indonesia demand their students to be more active, so she think that this intervention will be useful	She can talk more and brave to speak up to public, although she felt nervous earlier.
2	KR	She wants to know how to build a good social relation with the others student in Universitas Indonesia	She found that it's easier to speak in front of public, more appreciate the people who talk to her, braver to try something new, and braver to speak up her opinion.
3	MRU	He wants to eliminate the social anxiety that he often experiences when facing new people, especially in campus environment	He is braver to join committees that involve a lot of people, braver to acquainted with a lot of people, begin to talk better as taught in the training, and understand other's feeling when talk to them. He currently is still trying to apply the ABCDE concept in daily basis.
4	AM	She wants to increase her social skill in order to get a lot of social relation.	She is now having more friends, more understanding and could handle other people, more confident.

5	SL	She feels annoyed by her minimum social skill.	She could understand herself more and realize that the improvement of social skill requires time and process.
6	NCP	She wants to increase his confidence, eliminate his 'anti-social' trait of her.	She experiences more activities, having fun with friends, less minding about other people thinking about her.
7	RAM	He wants to make the social skill as an assets in facing university life.	He could think more positively and he feels that this training helps him socialize in campus environment.

Based on the qualitative analysis results, found that all the participants get the positive improvement of social skill after joining this intervention. At first, they were interested to join this intervention because they mostly felt that their skills to socialize with other people are low. Some of them felt that they have traits that inhibit them from performing good social skill such as: behaving less openly to other people, feeling antisocial, and feeling having social anxiety when they are with other people. One month and a half after finishing this intervention, participants experience positive outcome in their social skill, such as: braver to speak in front of public, feeling more comfortable to build social relation, and more understanding of themselves and others.

The aim of this study is to analyzing the application of social skill training to increase college freshmen's social skill. The hypothesis was social skill of Universitas Indonesia's freshmen student can improve through social skill training. This research showed that, there was change of score between pre-test, post-test and follow-up measurement.

The main factor in this study is experiential learning as a principle in this training which is very effective to improve their social skill. Participants on this study are actively involved so they could gain their concrete experience, make a reflection and conclude their reflection according the concept (Lewin, as cited in Kolb, 1984; Supratiknya, 2009). Facilitator as a mediator helps participants to discuss and carry out their experiences related to social skills. This is also supported by the high commitment of participants during the training. Besides, participants could learn from the others experiences related to social skill.

The number of subjects only a few (seven participants) so that learning process can be created conducive and there were formed group dynamic. In this group, there were similar issues related every participants so that they become more open in expressing what has been felt so far.

Conclusion

This study proofs that the social skill training could improve social skill among the freshman students of Universitas Indonesia. This is based on thequantitative analysis result that shows increasing score of SSI during the pre-test,

post-test, and follow up sessions. However, this result didn't show that this intervention is proven applicable to larger population due to the few amounts of participants that included (seven peoples in total).

Meanwhile based on the qualitative analysis results, found that all the participants experiencing plenty benefits after joining this training. The social skill training helps them to become more open to other people, more understand themselves and others, and more comfortable in interacting with other people.

For further research, we suggest this design to be done again for having to make sure the effectiveness of social skill training in freshman students. A few numbers of this study's participants makes us suggest further research to be done by including larger numbers of participants as well as including control group instead of single experimental group. This aims to ensure that the changes in participant's social skill are due to this training conducted by researchers. This study also not including assessment before initiating the intervention and probing further feedback after the intervention is done. This could be done by using in- depth interview before and after the intervention is done.

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