

Social Skills of Elementary School Students in Bandung-West Java

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ABSTRACT

The article aimed to identify the social skills aspects of elementary school students in Bandung. The research method used a survey using the social skills improvement system instrument that developed by Gresham & Elliott. This research was conducted on students in grades 4, 5, and 6 in Bandung, West Java with a total of 343 students. The data collection technique used a survey, and the analysis used descriptive statistics by calculating the percentage of each aspect of social skills. Then it categorized the percentage based on criteria, namely very high, high, low and very low. The results of this research showed that the social skills achievements of elementary school students in Bandung were in the high category with an average percentage of 78.15%. The aspect of social skills that has the highest achievement was responsibility, the very high category with an average percentage of 84.06%, and the aspect of social skills that has the lowest achievement was self-control, the high category with an average percentage of 69.68%. This research contributed of education in understanding various aspects of social development, especially on the social skills of elementary school students. This research was the basis for the development of programs or interventions to improve social skills through various activities relevant to elementary school students.

Keywords: Social Skills, Students Social Skill, Survey Method

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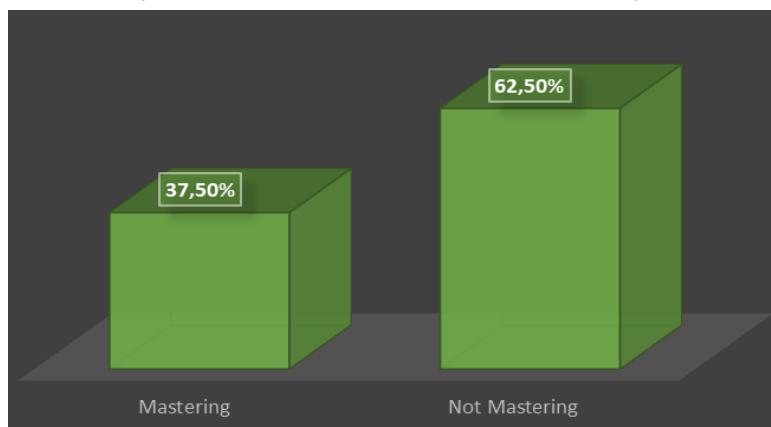
INTRODUCTION

Every child experiences their developmental phases, and this refers to the process in which children grow, learn, and mature physically, cognitively, socially, and emotionally. This development includes the various changes that occur as the child progresses through the various stages of development. One of the most important things in a child's development phase is encouraging their social development. Psychologists agree that childhood is called a group age (Giordano et al., 2021; Saurabh & Ranjan, 2020). In the early days (pre-school), children begin to learn the basics of social behavior as a preparation for children to face a higher level of social life. In the final period (school age), children already have the desire to be accepted (adjust) by their peers as members of their group (Chu et al., 2024; Lai et al., 2017; Richardson et al., 2017). According to (Seregini et al., 2023) school age is the most important developmental period where children begin to experience broader social situations, this is characterized by social expansion from home to school, and this greatly influences their social development.

Social skills are part of social competence, both have different terminology when interpreted. It provides a helpful analogy in explaining social competence and social skills (Bergmann et al., 2021; Ramos, 2020). Social competence is analogous to that of a golfer which is usually determined by the final score. However, golf scores tell us nothing about skills (e.g., driving, approach shots, putting) and how those skills contribute to the final score. Social competence is how a person can use skills in a social environment, while social skills are specific behavioral attitudes of the individual himself. Social skills are a set of activities that enable a person to communicate, relate and socialize with other people (Rashid, 2010), skills have a big impact in reducing negative social reactions in individuals (Agran et al., 2016 & Daraee et al., 2016), and ultimately the goal of social skills is how to establish good relationships between individuals guided by social norms (Salimi et al, 2021., & Sheridan, 2000). According to Samalot-Rivera & Poretta (2009), social skills can be learned, and this includes the simplest to the most complex things, some of which are waving, smiling, giving help, asking for help, making friends, expressing feelings, expressing opinions, defending rights, or starting and ending a conversation.

Social skills are an important part that must be developed, because this has an impact on children's academic achievements (Selimović et al, 2018., & Wentzel et al, 2012). In fact, Piaget also explained that aspects of social interaction have a positive impact on children's cognitive development. Then, Willem Doise, who is a professor of experimental psychology, explained that cognitive development is based on the reality of the social environment. Doise also explains that only social interactions and exchanges between individuals with peers, as well as with adults, create the context in which cognitive structures are developed (Doise, 1985). Social skills also play an important role in improving social achievement, mental health and social well-being (Carter et al, 2004). Social skills also have an impact on the ability to adapt in the school environment, and prevent the emergence of aggressive behavior (Falcão & Bolsoni-Silva, 2015). Children who have good social skills can help them initiate positive interactions with peers and these interactions can help children learn positive behavior through peer examples and provide children with support and acceptance (Ladd & Burgess, 2001). According to Gresham (2016), the problem that occurs is the weak aspects of social skills among children and adolescents, and this affects various aspects of their lives (academics, social relationships, and well-being). Matson (1989) showed in his research that around 10-15% of children during the school year would be ostracized by their friends, this is because children do not have good social skills. According to Insani (2015), students have problems in mastering aspects of social skills.

Figure 1. Mastery of Social Skills Aspects of Elementary School Students



Based on Figure 1 above, 37.5% of students mastered aspects of social skills, and 62.5% of students did not master aspects of social skills. This indicates that students' social skills aspects are still low. The low of social skills in children have an impact on disruptive (bullying) behavior. The case of low social skills occurred in Bandung in 2022. A bully case committed by junior high school students and became the concern of many people. So, social skills are an important part that must be developed by stakeholders in schools through various programs and activities.

Several studies have discussed the social skills of elementary students, namely [Salimi et al \(2021\)](#) which discusses the profile of social skills using the social skills rating system (SSRS) instrument in an elementary school, [Smolkowski et al \(2022\)](#) which discusses social skills program for early elementary school students, or [Okada & Matsuda \(2019\)](#) which discusses developing the social skills of elementary school students using educational games. This study complements the results of research conducted by [Salimi et al \(2021\)](#), whose research aims to analyze the profile of aspects of students' social skills in one elementary school using the Social Skills Rating System (SSRS), namely cooperation, assertion, responsibility, empathy, and self-control. Some weaknesses of the study were found such as, 1) the research subject was limited because it sampled only 1 school, 2) it only involved 36 students to look at aspects of students' social skills, 2) because of the limited sample, the social skills profile identified may not fully represent other elementary school students, and 4) the findings and conclusions of the study were influenced by the characteristics and context of the peculiarities of the elementary school studied and this could have an impact on the implications of the research results. This is very different from the research conducted by [Salimi et al \(2021\)](#), that this study used the social skills improvment system (SSIS) instrument, which is the result of the development of the SSRS with its aspects, namely communication, responsibility, empathy, cooperation, self-control, assertion, and engagement. Then, this study also involved a larger sampling of elementary school students in Bandung (343 students), and in filling it out was represented by each representative region so that the conclusion became a very important part of the achievement of social skills of elementary school students in Bandung.

This research focus on seeing how the social skills aspects of elementary school students in Bandung are achieved with a sample of students in grades 4, 5, and 6, and using the social skills improvment system instrument developed by [Gresham & Elliott \(2008\)](#), which includes aspects of communication, responsibility, empathy, cooperation, self-control, assertion, and engagement. It is also based on the research of [Rashid \(2020\)](#), that the level of social skills development in elementary school children is not as extensive as expected. So this argument needs to be investigated in more detail, especially related to the achievement of children's social skills development in elementary schools. This research can be an important part in identifying various aspects of the social skills of elementary school students in Bandung, and become the basis for developing programs and activities to improve students' social skills through various activities that are relevant to elementary school students. Due to the length of time children spend in school hours, learning activities need to be designed to promote social skills by considering various characteristics of children.

METHOD

This research uses a positivist paradigm. This paradigm was chosen as a perspective that tries to interpret observations in the form of facts or entities that can be

measured (Fadhel, 2002). The approach included in the positivist paradigm is quantitative. According to Creswell (2010), this is a form of measurement carried out using statistics (descriptive and/or inferential), the data comes from a sample of individuals or groups of people who are asked to answer statements about something. This research uses a survey method, according to Kivunja & Kuyini (2017), the survey method is part of the positivist paradigm and quantitative approach. The term survey refers to the systematic collection of data regarding a sample drawn from a specific, larger population. The product of survey research is survey statistics, namely percentages, averages, measures of relatedness and the like (Braun et al., 2021; *Data Construction and Data Analysis for Survey Research - Raymond Kent - Google Books*, n.d.). Surveys are considered a suitable method for identifying aspects of elementary school students' social skills. This research was conducted on 343 students in grades 4, 5 and 6 of elementary schools in Bandung using random sampling techniques. This technique is part of randomly collecting data from a certain population. This research uses a survey instrument about the social skills of elementary school students and distributes it to various areas that are representative of the population in Bandung. The instrument used refers to the instrument developed by Gresham & Elliott (2008), and is adjusted based on the geographical conditions and backgrounds of the students.. The aspects contained in the instrument are communication, responsibility, empathy, cooperation, self-control, assertion, and engagement. The distribution of instrument items can be seen in Table 1 below.

Table 1. Distribution of Social Skills Instrument Items

Aspect	Total Items
Communication	6
Responsibility	7
Empathy	6
Cooperation	7
Self-control	6
Assertion	7
Engagement	7
46 items	

This social skills instrument item contains various statements (communication, responsibility, empathy, cooperation, self-control, assertion, and engagement), and is made in a Google form so that it is easy for students to access and fill out. Filling out this social skills instrument uses a Likert scale with the following criteria.

Table 2. Likert Scale for Completing the Social Skills Survey

Criteria	Scale
Strongly disagree	1
Disagree	2
Agree	3
Strongly agree	4

From the above social skills instruments, validity and reliability tests were conducted on 200 elementary school students, and the results show the following.

Table 3. Results of Validity and Reliability Tests of Social Skills Instruments

Aspect	Item	Validity Sig.	r-table	Cronbach's Alpha	Reliability
Communication	Item 1	0,525	0,138	0,938	Very High
	Item 2	0,558			
	Item 3	0,435			
	Item 4	0,689			
	Item 5	0,369			
	Item 6	0,725			
Responsibility	Item 1	0,532			
	Item 2	0,480			
	Item 3	0,636			
	Item 4	0,573			
	Item 5	0,628			
	Item 6	0,650			
	Item 7	0,569			
Empathy	Item 1	0,449			
	Item 2	0,515			
	Item 3	0,480			
	Item 4	0,664			
	Item 5	0,595			
	Item 6	0,518			
Cooperation	Item 1	0,583			
	Item 2	0,649			
	Item 3	0,632			
	Item 4	0,569			
	Item 5	0,450			
	Item 6	0,595			
	Item 7	0,312			
Self-control	Item 1	0,164			
	Item 2	0,510			
	Item 3	0,445			
	Item 4	0,501			
	Item 5	0,501			
	Item 6	0,474			
Assertion	Item 1	0,651			
	Item 2	0,399			
	Item 3	0,643			
	Item 4	0,669			
	Item 5	0,272			
	Item 6	0,618			
	Item 7	0,555			
Engagement	Item 1	0,478			
	Item 2	0,260			
	Item 3	0,632			
	Item 4	0,388			
	Item 5	0,450			

Item 6	0,462
Item 7	0,458

Based on Table 3 above, all statement items have sig. > r-table=0.138, and the reliability results based on Cronbach's Alpha have a score of 0.938 with a very high category. This indicates that all social skill items are valid and reliable. So, It can be used to collect data.

Data analysis in this study used descriptive statistics by calculating the average percentage, minimum and maximum percentage scores for various aspects of students' social skills. This research also categorizes 4 criteria based on the percentage score of students' social skills, namely very high, high, low and very low. The percentage score calculation is explained as follows.

$$\text{Index \% formula} = \frac{T \times Pn}{Y} \times 100$$

Information:

T : Total Student Respondents

Pn : Likert Score Options

Y : Ideal Score

From the percentage formula, it is found that the minimum score is 25% (very low), and the maximum score is 100% (very high). The categories in social skills are explained using the criteria in Table 4 below.

Tabel 4. Interpretation of Social Skills Scores

Criteria	Percentage
Very High	81,25% < % ≤ 100%
High	62,50% < % ≤ 81,25%
Low	43,75% < % ≤ 62,50%
Very Low	25% < % ≤ 43,75%

The percentage results above are the basis for conducting an in-depth analysis regarding the social skills achievements of elementary school students in Bandung, and these results would be studied by looking at various relevant references.

RESULT AND DISCUSSION

This research measures various aspects of social skills achievements of elementary school students in Bandung which refers to the social skills improvement system instrument developed by [Gresham & Elliott \(2008\)](#) with the aspects being communication, responsibility, empathy, cooperation, self-control, assertion, and engagement. The distribution of sampling data in this study can be seen in table 5 below.

Table 5. Distribution of social skills research samples

Gender		Age				Grade		
Male	Female	10	11	12	13	4	5	6
143	200	56	129	135	23	84	130	129
42%	58%	16%	38%	39%	7%	24%	38%	38%
343 (100%)		343 (100%)				343 (100%)		

Based on Table 5, female students dominated filling out this survey, with a total 200 students, and 143 male students filled out the survey. Based on age classification, the most students aged 12 years filled out the survey with a total of 135 students, and the fewest were students aged 13 years with a total of 23 students. Based on class classification, students in grade 5 were the students who filled in the most surveys, namely 130 students, and students in grade 4 were the students who filled in the fewest surveys, namely 84 students. The results of the achievements of various aspects of social skills for elementary school students in Bandung are shown in Table 6 below.

Table 6. Percentage of Social Skills of Elementary School Students in Bandung						
Social Skills Aspects (%)						
Communicati on	Responsibili ty	Empath y	Cooperati on	Self- contr ol	Assertio n	Engangeme nt
87.32	88.19	83.67	82.73	63.34	85.42	77.48
81.85	81.27	78.5	83.31	74.72	64.07	62.39
75	85.5	86.59	82.51	68.22	80.03	82.29
81.85	83.09	83.02	80.83	71.36	84.11	76.17
66.69	81.71	80.32	91.33	75.15	66.76	74.49
87.54	88.56	80.9	65.74	65.31	80.17	75.73
	80.1		70.7		76.38	75.15
Average (%)						
80.04	84.06	82.17	79.59	69.68	76.71	74.81
Criteria						
High	Very High	Very High	High	High	High	High

Based on table 6 above, the communication aspect gets an average percentage of 80.04% (high), the highest item on the communication aspect is paying attention to the teacher in class, and the lowest item is starting a conversation. The responsibility aspect gets an average percentage of 84.06% (very high), the highest item on the responsibility aspect is following school rules, and the lowest item is doing homework on time. The empathy aspect gets an average percentage of 82.17 % (very high), the highest item on the empathy aspect is trying to forgive others when they say sorry, and the lowest item is feeling bad when others are sad. The cooperation aspect gets an average percentage of 79.59% (high), the highest item on the cooperation aspect is saying thank you when getting help from others, and the lowest item is telling others when the individual makes a mistake. The self-control aspect gets an average percentage of 69.68% (high), the highest item in the self-control aspect is ignoring others when doing negative behavior, and the lowest item is staying calm when others are annoying. The assertion aspect gets an average percentage of 76, 71% (high), the highest item in the assertion aspect is polite when acting and speaking, and the lowest item is showing others how they feel. The engagement aspect obtained an average percentage of 74.81% (high), the highest item on the engagement aspect is smiling or waving when meeting people you see, and the lowest item is asking to join others when they do things they like.

Based on the data above, the highest achievement in the social skills aspect is shown in the responsibility aspect, and the lowest achievement in the social skills

aspect is shown in the self-control aspect. The responsibility aspect is considered the highest achievement because at this age, students have been familiarized with various rules both general rules at school and in class (learning). Then, self-control is considered the lowest achievement because in its implementation, students are still learning to manage their emotions and behavior through practice and habituation.

To see students' social skills achievements, it can be seen from the overall average of each aspect. The results are shown in Table 7 below.

Table 7. Student Social Skills Achievements		
Aspect	Percentage (%)	Criteria
Communication	80.04	High
Responsibility	84.06	Very High
Empathy	82.17	Very High
Cooperation	79.59	High
Self-control	69.68	High
Assertion	76.71	High
Engagement	74.81	High
Average	78.15	High

Based on Table 7 above, the social skills achievement of elementary school students in Bandung has an average percentage of 78.15 in the high category. This achievement indicates that students already have good social skills and students also have the basics of social skills in adapting to their social life at school.

DISCUSSION

Social skills have an impact on children's social competence and social development. Social development at elementary school age has different characteristics from previous ages, this is because children have expanded relationships, previously only limited to the family environment, but in this phase, children have begun to socialize with peers and teachers at school (Kemendikbud, 2016). Based on the survey results, the social skills of elementary school students in Bandung have a percentage of 78.15% in the high category, with details for each aspect, namely aspects of responsibility and empathy are in the very high category, and aspects of communication, cooperation, self-control, assertion, and engagement is in the high category. The high percentage of social skills is influenced by various factors such as the existence of children's social groups (cooperating and exchanging ideas), imitating the behavior of others, and active participation in group activities both inside and outside the classroom. Students' involvement in classroom activities by organizing themselves and interacting harmoniously (with peers and teachers) greatly affects the social skills aspect (Belsky et al, 2006). In addition, elementary school students do a lot of activities with their friends, spend a lot of time at school, and play to interact with friends who are the same age as them (Hetherington & Parke, 1975), these activities are very influential on their social skills achievements. The detailed aspects of social skills (communication, responsibility, empathy, cooperation, self-control, assertion, and engagement) in this study are described below.

The communication aspect is an individual's ability to start a conversation, take turns speaking, and listen attentively to what other people are saying. In this aspect, students are able to ask for help, and also ask friends for information when they need

information, look at the person they are talking to and pay attention when communicating, and take turns when talking. In the school context, communication activities are often carried out either formally in class (discussions, doing assignments, presentations and learning activities) or non-formally outside the classroom (play activities and social interaction). According to [Mutse \(2016\)](#), communication skills involve speaking and listening skills as part of language literacy, this means that the communication process involves verbal and nonverbal components. There is something interesting regarding the communication aspect of elementary school students in Bandung, namely that when they meet other people, children are actually reluctant to start a conversation first, this is because students already have a feeling of shyness. According to [Aswat et al \(2021\)](#), for elementary school students, their focus begins to focus on external things, students begin to become aware of the presence and feelings of people around them, feelings of shame emerge, and begin to understand what they want in relation to their dreams. This feeling of shame is the reason why students are reluctant to initiate conversation. According to [Adams \(2005\)](#), communication aspects influence social skills. The development of social communication relies on the emergence of synergistic social interaction, social cognition, verbal and nonverbal aspects, and language processing (receptive and expressive). Communication is very important for students to have, in fact this is a skill that is really needed in the 21st century ([Angganing et al, 2022.](#), & [Ibrahim et al, 2019](#)). Good communication skills able to build positive social interactions ([Morrison et al., 2019](#); [Xie & Derakhshan, 2021](#)) and this will create good friendships.

The aspect of responsibility is an individual's ability to follow various rules, complete tasks on time, and take ownership of an action. In this aspect, students are careful in looking after other people's belongings, keeping promises, doing their part or assignments given to them, and following existing regulations. This aspect has the highest achievement in the social skills of elementary school students in Bandung. If seen from the developmental aspect, children are trained in a lot of responsibilities when they are at school, children begin to understand and carry out rules or regulations, carry out rules in socializing with other people, learn about playing with certain rules and stages ([Aswat et al, 2021](#)), several responsibilities are given to students, such as carrying out classroom cleaning activities, doing homework, being a flag ceremony officer, and implementing class rules and school rules. The responsibilities at the school are closely related to the rights and obligations that students obtain. According to [De Lera & De Costa \(2021\)](#), responsibility is defined by the concept of duty, this is closely related to the balance between students' rights and obligations. If students are competent to obtain their rights, then the same competence can be applied in giving responsibility as a task to students ([Lockyer, 2008](#)). In this case, elementary school students are expected, like adults, to be able to exercise their autonomy and carry out their responsibilities based on their competencies and reflexive assessments so that their rights can be recognized.

The empathy aspect is an individual's ability to understand and share feelings with other people. This aspect of empathy is the second greatest achievement of social skills acquired, having an average percentage of 82.17% in the very high category. This behavior is characterized by an attitude of defending and helping other people in need, feeling bad when someone is sad and trying to make the situation better, and in various conditions still thinking about other people's feelings. In the school context, students are often taught to share, to understand how other people feel, both when children speak or do something that involves other people. Empathy is closely related

to the process and outcomes of children's education (Feshbace & Feshbace, 2009). Successful children are children who have broad knowledge, are determined, strategic and empathetic (Mukba & Akbaş, 2023; Varshney & Ekbal, 2024). In addition, this empathetic behavior is closely related to individual behavior and social behavior (Kliś & Kossewska, 2000), and this will have an impact on attitudes and relationships between groups (Batson & Ahmad, 2009). Empathetic behavior can encourage positive action (Taylor & Hanna, 2018) and it often motivates prosocial behavior toward others (Batson & Moran, 1999). Training students to have a good empathetic attitude are also have an impact on their social skills achievement.

The cooperation aspect is an individual's ability to work effectively with other people to achieve common goals (Liebal et al., 2008, & Brownell et al., 2006). Cooperation is a part that individuals must have as social beings. Piaget (1932) stated that cooperation and social interaction with other children has a positive effect on social and cognitive development. In this aspect, students already understand how to work well with other people, communicate various things that happen, both progress or problems faced in the group, including how to resolve group conflicts in a good way. In the school context, students are accustomed to carrying out cooperative activities in groups, this is characterized by giving group assignments, group discussions, solving problems together, and group play activities. Elementary school students are usually willing and enthusiastic to collaborate with people close to them. This view is in accordance with Barragan & Dweck (2014) that like many other social behaviors, children's cooperation can change depending on their mood, whether they are interacting with familiar or unfamiliar people, or whether they are tested in a friendly environment. In cooperation, individuals need the ability to regulate one's behavior, then predict and monitor the behavior of other people in the group (Endedijk et al, 2014), so that each individual must be able to adapt their actions to each other (Endedijk et al, 2020). In order for students to have aspects that are proficient in cooperation, they must have two psychological skills, namely 1) the challenge of generating benefits through cooperation, and 2) distributing these benefits and stabilizing cooperation when it first appears (Warneken, 2018).

The self-control aspect is an individual's ability to manage their emotions and impulses in social situations. According to Duckworth et al (2014), self-control is the voluntary regulation of attention, emotion and behavior when direct temptations conflict with more valuable goals. This self-control is very important for school-age children (James, 2011). From the survey results, self-control is the lowest achievement of social skills for elementary school students in Bandung, the percentage is 69.68% in the high category. In this aspect, students are still learning to control their emotions when they are teased, bullied, disagree with others, faced with problems, or when other people point out their mistakes. According to Kemendikbud (2016), in the context of self-control, elementary school students are starting to realize that harsh expressions of emotions are not accepted, or are not liked by other people. In the school context, children are accustomed to practicing self-control in group dynamics both inside and outside the classroom. Self-control can affect social competence and positive relationships with adults and peers (Eisenberg et al, 2014), when children experience self-control deficits and continue into adulthood, it would be have an impact on interpersonal problems, poor physical health , and psychiatric disorders (Strayhorn, 2002). This suggests that the development of self-control has positive implications for many child outcomes.

The assertion aspect is an individual's ability to express their needs and desires clearly and confidently. According to [Syaodih & Handayani \(2017\)](#), assertive behavior is an ability where individuals have high self-confidence to express their arguments openly and dare to say no to something that is considered unfavorable to them. In this aspect, students are able to say about themselves without having to lie, behave politely and well, and do the right thing without being told, however, from the survey results it can be seen that students are still hesitant to show how they feel to other people, and are also hesitant to tell stories when they are not treated well. In the school context, this assertive behavior can be seen when children make discussions or presentations in class, students can convey ideas, comment and refute their friends' opinions. According to [Alberti & Emmons \(2017\)](#), assertive behavior encourages individuals to carry out effective and open communication, mutual understanding, and encourages positive results in social and professional contexts. According to [Utami et al \(2019\)](#), students who have low assertiveness tend to become victims of bullying, so the assertive aspect is an important part that students must have in preventing negative behavior towards them.

The engagement aspect is an individual's ability to actively participate in social interactions. Children's engagement in the process of social interaction is an important part in achieving their social skills. In this aspect, students are engagement in various activities such as playing games, trying to find new friends, or making friends with peers or adults. In the school context, teachers can build engagement in the process of social interaction through various activities inside and outside the classroom. According to [Gilbert \(2007\)](#), student engagement in social processes is built with the aim of improving all students' abilities in learning how to learn or becoming lifelong learners in a knowledge-based society.

Children spend a long time at school, and most of their activities require socialization and interaction, so school policy makers are obliged to provide input on various activities that support the development of social skills ([Osher et al, 2016](#)). According to [Wehby & Kern \(2014\)](#), schools must strive to take a proactive approach to social skills development. Social skills must be taught, learned, and practiced in the school environment. Therefore, curriculum development and learning activities in schools need to be designed in an effort to develop aspects of social skills in children, so that it have an impact on their social development in general.

This study has several limitations, namely, 1) the survey items used may not be appropriate for the context of students in Bandung, 2) the participants involved were only elementary school students and did not explore the views of others such as teachers and parents, 3) only 1 data collection technique (survey) was used so this could have an impact on the implications of the study, and 4) has not examined in detail various factors (gender, age, parental occupation, parental education and others). Based on these limitations, this study recommends that future research 1) conduct research on the development of social skills instruments tailored to the conditions and environment, especially in Bandung, 2) conduct research on aspects of social skills achievement in terms of various views (students, teachers, and parents), 3) the need to use various data collection techniques to strengthen the research results, and 4) conduct research on the achievement of skill aspects of various factors (gender, age, parental occupation, parental education and others).

CONCLUSION

The results of this research show that elementary school students in Bandung have high social skills with a percentage of 78.15%. Looking at it from various aspects, responsibility has the highest achievement in students' social skills with a percentage of 84.06% in the very high category, and self-control has the lowest achievement in children's social skills with a percentage of 69.68% in the high category. The high level of children's social skills can be seen from the various activities carried out by children in class and outside of class which involve aspects of cooperation, assertiveness, responsibility, self-control, communication, empathy and engagement. Various activities such as discussions, presentations, playing together, doing group assignments, doing homework, sharing or other activities have a big influence on children's social skills. Teachers and principals in elementary schools need to identify social skills achievements, then facilitate various programs and policies that support children's social skills development by paying attention to various aspects of their development.

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AUTHOR CONTRIBUTION STATEMENT

IF has contributed a lot to the completion of this article, starting from background analysis, developing theories, data collection, data analysis, and writing a full article. A, SY, and JC contributed to checking the data and provide an evaluation of the content of this article.

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