BULLYING-RELATED SOCIAL SKILLS INSTRUMENT FOR CHILDREN WITH DISABILITIES: WITHIN THE EXTRACURRICULAR ACTIVITIES IN EDUCATIONAL CONTEXT

INSTRUMEN KETERAMPILAN SOSIAL BERKAITAN DENGAN *BULLYING* BAGI PENYANDANG DISABILITAS: KONTEKS AKTIVITAS EKSTRAKURIKULER DALAM PENDIDIKAN

Fitri Dwi Arini[1]
[1] Universitas Negeri Padang
[2] fitridwiarini@fip.unp.ac.id

ABSTRACT

The purpose of this study is to develop an instrument to measure the level of social skills of children with disabilites related to bullying behavior. This is a developmental research, where the instruments that was developed is in the form of self-assessed questionnaire. The social skills instrument developed was using four dimensions that strongly related to bullying behavior toward children with disabilities, namely, emphaty, self-control, assertiveness, and cooperation. The development process were following four stages. First, a literature review was conducted for constructing the operational definition. Items for the instrument were 3 point Likert-type. The instruments then validated by peer evaluation and its reliability measured using internal consistency method. The result of the study is an instrument measuring the bullying-related social skills which ideally used within the extracurricular activities context where all children gather to socialized in a controlled environment.

Keywords: instrument development, social skills, children with disabilites, extracurricular activities

INTRODUCTION

Broad characteristics of learners in an educational institution can have both positive and negative impacts. From the perspective of inclusive education, the existence of persons with disabilities within the same educational environment as typical learning citizens can be a source of learning in the process of accepting and respecting differences. But on the other hand, the very diverse characteristics between students can also lead to conflicts (Salend & Garrick Duhaney, 2011). Conflict in a negative sense occurs when a person behaves

aggressively, and intends to hurt another person. If this happens over a long period of time and repeated over and over, then the behavior is considered as bullying.

Bullying can happen anywhere, one of which is in educational institutions. Involvement among learners is the most common bullying case. According to the Annual Report by UNICEF (2015), on average in 2015 around 40% of Indonesian children experienced bullying in educational institutions. Leff et al. (2004) define bullying based on three characteristics, the first is the intention of the behavior directed at the victim is to hurt the victom, the second is an imbalance of power between the perpetrator and the victim, and the third is the behavior occurs more than once in a period of time. In more detail, Olweus (1993) mentions the frequency of negative behavior that can be categorized as bullying, which occurs at least once a week for a month or more.

In the population of people with disabilities, the incidence of bullying is higher than in the typical population. School-age persons with disabilities are twice as often involved in bullying as their peers (Rose & Espelage, 2012). In addition, Blake et al. (2016) estimated that students with special needs 24.5% to 34.1% more often experience bullying than their normal peers. The high rate of involvement of children with disabilities in bullying can be caused by the type of disability they have, or certain characteristics that arise as a result of the disability.

Broad range of literatures states that the high tendency of children with disabilities to engage in bullying is related to their level of social skills. Social skills are part of social competence, several categories of children with special needs have low social skills such as autism, children with emotions and behavior, children with intellectual disabilities, and children with attention disorders/hyperactivity (Arini et al., 2019; Cheung et al., 2017). Certain categories of behavioral disorders or disabilities that affect behavior impact the child's social skills. Not only that, considering that social skills involve cognitive abilities, children who have impaired cognitive function in some cases have low social skills. Meanwhile, studies in the bullying rate during extracurricular activities and risk behaviors, suggest consistent realtionship. Found that students participation in extracurricular activities benefit on predicting internalizing behavior in students (Bills, 2021).

The study in this article aims to develop an instrument to measure the social skills of children with disabilities related to their involvement as victims of bullying behavior within the extracurricular context. As a unidimensional construct, the social skills developed as identification instruments here consist of four dimensions, namely empathy, assertive behavior, cooperation, and self-control.

METHOD

There are number of phases involves in developing the bullying-related social skills instrument. Model used in this study is a-five-phase model. The first phase was reviewing the literature. There were few studies included in this study to identify which constructs of social skills that are strongly related to bullying. The second phase was to identify the construct, and defining them operationally. This followed by developing items for each construct. A likert-type scale was preferred so that children with disabilities easier to answer the instrument. The next phase was to sent the questionnaire for expert judgment to gather the content validation data. The fourth phase, was involved item analysis using inter-correlations

between items and its constructs. Then the final phase was calculating the validity (Aiken Index) and reliability (Cronbach Alpha) of each constructs.

DISCUSSION

Bullying-Related Social Skills Dimensions

Social skills consist of several components, many different experts categorize different components of social skills. Little et al. (2017) mention seven domains of social behavior that they include in the components of social skills, namely, communication, cooperation, assertive behavior, responsibility, empathy, involvement, and self-control. Specifically Jenkins et al. (2017) stated in their study there are four out of the seven domains of social skills that are related to bullying behavior, namely empathy, assertive behavior, cooperation, and responsibility. Based on their study, this research constructing the instrument that identified the level of social skills related to bullying behavior.

Empathy

Empathy is the ability to understand the feelings and thoughts of others. Operationally, Stern & Cassidy (2018) define empathy as one person capacity to understand the thoughts of others, the feel how others feel, and respond to the sadness or suffering of others with care, kindness, and compassion.

The ability to empathize is developed so that everyone can adjust to the surrounding environment. Empathy consists of cognitive and affective aspects. Cognitive empathy means understanding the feelings of others, while affective empathy means feeling the emotional experiences of others.

Empathy is a multidimensional psychometric concept, consisting of fantasy-empathy, perspective-taking, empathic concern, and personal distress (Davis, 1983). The fantasy dimension refers to the tendency of individuals to place themselves imaginatively into fictional situations experienced by others. Furthermore, the perspective-taking dimension refers to the spontaneous behavior of individuals to use the psychological point of view of others. As with empathic-concern, it is an individual experience to sympathize with events experienced by others. Meanwhile, the personal distress dimension refers to personal anxiety as a response to his knowledge of the anxiety faced by others.

Assertiveness

Each individual has the right to determine their own attitudes, thoughts, and emotions based on responsibility for all the results and consequences for their individual self. The behavior carried out by individuals based on their rights is called assertive behavior. According to Richmond & McCroskey (1990), assertive behavior includes being able to make requests, being able to initiate, control, or interrupt conversations, and being able to argue to defend oneself from threats from other individuals. Assertive behavior consists of four dimensions, namely directiveness, social assertiveness, defense of one's interest, and independence (Lorr & More, 2012).

Cooperation

Cooperation is a joint effort between one individual and another individual to achieve a certain goal. According to Rabinowitch & Meltzoff (2017) cooperation occurs

when two or more individuals work together to solve a problem, or create something that cannot be done by one individual. Lundgren (1994) puts forward the initial level of cooperative or cooperative skills, including the following:

   a. Equalize opinions within a group so as to reach an agreement
   b. Appreciate each group member's contribution
   c. Take turns and share tasks
   d. Being in a group during the group activity
   e. Doing tasks that have become the responsibility as a member of the group
   f. Encourage other students to participate in assignments
   g. Asking others for their opinion on the task

Self-Control

Self-control is the ability to manage, and change behavior to fit the ideas, norms, values, and social situations prevailing in the surrounding environment. The self-control construct consists of inhibitory and initiatory components (Heller et al., 2017). Inhibitory is the ability to control oneself not to take actions that will have negative consequences. While initiatory is the ability to control oneself to act in order to produce benefits or something positive.

Table 1 Indicators of Each Social Skills Dimension

Definition	Dimensions	Indicators
Skills that people use to communicate, relate, and interact that are acceptable in social contexts (Davies et al., 2015; Rashid, 2010)	Empathy	• Expressing feelings about things that happen to other people • Knowing other people's feelings through facial expressions shown • Express an opinion on the feelings that other people will experience when they want to do something to that person • Express an opinion on the feelings that other people will experience when they want to criticize that person • Understanding the emotions/feelings of fictional characters • Comforting friends who are sad/having difficulties • Comforting friends who are sad/having difficulties
	Assertiveness	• Express opinions firmly • Express feelings about criticism from other students • Stand up for friends who are treated negatively by other students
	Cooperation	• Expressing social problems that have been experienced • Expressing opinions about the social problems that occurred • Presenting alternative solutions to these social problems • Raising the risk of the solution of social problems taken • Propose alternative solutions to problems

	• Understand the risks of solving social problems faced
Self-Control	• Listening to other students' opinions/stories
	• State the risks that will be felt by friends for the actions they are about to do
	• Recognizing other people's expressions
	• Comforting a sad friend

Validity and Reliability of Bullying-Related Social Skills Instrument

Data on the level of social skills was collected through a questionnaire consisting of three (3) choices whose scores had the lowest range of 1, and the highest 3. Based on the grid in table 3.9, 20 valid statement items were produced representing the four dimensions of social skills.

Proof of the validity of the social skill level instrument is done through content validation by considering four expert judgments. Based on the validation results of 23 statement items, there are 5 invalid items. Three of them must be discarded and the other two items must be repaired. Thus, the number of valid statement items used in testing the effectiveness of the social skills training program is 20 items. The Aiken index (V) on the validity test of the student's social skills questionnaire for each item ranges from 0.88 to 0.94. The index when consulted on the category is included in the Very Valid category.

Reliability Statistics

Cronbach's Alpha	N of Items
.812	20

The analysis was carried out to estimate the reliability of the social skills questionnaire instrument using the composite reliability formula. This means that the final score is a combination of the scores of the items that make up the instrument. Composite reliability is calculated using the coefficient from Cronbach with the help of SPSS application. According to Tavakol & Dennick (2011), the alpha value of an instrument item that is accepted and can be said to be reliable ranges from 0.70 to 0.95. The results of the reliability test of the social skills questionnaire instrument from 20 valid score items, obtained an Alpha coefficient of 0.808.

CONCLUSION

Based on the research findings, it can be drawn to conclusion that the instruments for measuring the bullying-related social skills level of children with disabilities in this research consist of four dimensions, namely to evaluate the level of empathy, assertiveness, cooperation, and self-control. According to pilot study conducted to calculate reliability, the instruments developed used during the extracurricular activities in educational setting have good quality and can be use for the above mentioned purpose.

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