

THE INFLUENCE OF SOCIAL SKILLS ON LONELINESS IN ADOLESCENTS

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Abstract: This research is motivated by a growing phenomenon among adolescents related to social skills and loneliness. This study aims to determine the effect of social skills on loneliness in adolescents at MAN 2 Tasikmalaya. The sample comprised 257 students of class XI and class XII at MAN 2 Tasikmalaya. This research sample uses a probability sampling technique. The data collection instrument used a social skills scale and a loneliness scale. The social skills scale uses 5 aspects taken from (Anhar, 2014). The loneliness scale has 4 parts, namely feelings of severe loneliness, having feelings with certain situations, losing friendships, and feelings of having a meaningful relationship. The approach used in this research is descriptive quantitative using a linear regression test through SPSS version 25. Based on the study's results, it was found that social skills did not affect loneliness in adolescents at MAN 2 Tasikmalaya with an R square value of 0.003.

Keywords: Social Skills, Loneliness, Adolescents

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INTRODUCTION

Adolescence is a social period, this is in line with the explanation of Ali, et al (Oktasari et al., 2018) that adolescence is also called the social period because throughout adolescence social relations are increasingly clear and very dominant. Meanwhile, according to Hurlock (1980) Social beings also often occur in adolescence. According to Suyitno et al., (2016) humans live always in groups, whether large or small, distant or close, close or far apart, all of which illustrate that there is a connection between individuals or groups with one. In addition, Hall (Santrock, 2012) mentions that adolescence is a period of storm and stress, a difficult and stressful period. For some teenagers, this period is a

difficult one, because they have begun to be faced with developmental tasks such as responsibilities or demands from their environment.

With the demands of the environment such as social interaction the process of social interaction do not always run smoothly. According to (Saputri et al., 2018) obstacles or disturbances in social interactions carried out by individuals will reduce the meaning of happiness and the meaning of life. In addition, individuals will feel emptiness and loneliness. This is in line with research from Wedaloka & Turnip (2019) that during adolescence they tend to experience problems, one of which is the problem of being lonely.

According to (Krause-Parello, 2008), loneliness is a phenomenon that has been recorded in literature throughout Indonesia. Loneliness is recognized as a problem, not only in adults but in children and adolescents. According to Bekhet et al., (2008), everyone can be lonely, but the elderly and teenagers are prone to loneliness.

Loneliness in adolescents occurs in the context of peer relationships such as social acceptance, friendship, or behavior (Woodhouse et al., 2012). In addition, according to Goossens (2018) adolescents are often considered lonely because they distance themselves from their parents and are not fully integrated into the social world of their friends. Meanwhile, according to Rice (Sari & Hidayati, 2015) adolescents often describe the loneliness they experience as emptiness, boredom, and alienation. Teenagers are more often lonely when they feel rejected, isolated, and unable to choose roles in their environment. This is in line with research from Perlman & Peplau (Yeun & Ko, 2018) that someone will feel lonely when they think their environment is inadequate.

According to Hoorn (2018), loneliness predicts high mortality, when accompanied by depression. Hawkley & John (Liu et al., 2016) states that loneliness not only affects physical health and mortality but also mental health and cognitive function. This is in line with the exposure of Hawkley and Cacioppo (Bound Alberti, 2018) loneliness can cause conditions that range from depression and anxiety. So loneliness when accompanied by depression tends to have severe loneliness that can affect their mental health, and individuals who have loneliness in certain situations tend to have less interaction with their social environment so that individuals isolate themselves and do not have the expected

environment, do not have closeness in their social relationships. and hard to open and close.

According to de Jong-Gierveld, (1987), Loneliness is a situation that occurs because of poor quality relationships. Situations where the number of relationships that exist is smaller than expected, as well as situations where the desired intimacy has not materialized. Meanwhile, according to Graham (Triani, 2017) loneliness is different from solitude, if a person is alone, he does not necessarily feel lonely. This is clarified by Weiss (Perlman et al., 1984) who says that loneliness is not caused by loneliness, but is caused by not meeting the need for intimacy in social relationships.

Lonely individuals will be threatened in the intimacy of their social relationships which causes them to be insecure, ashamed, have low self-esteem, feel unloved and feel isolated by their environment (Bevinn, 2011). Meanwhile, according to Robinson (Oktaria, 2013), the cause of loneliness in individuals is influenced by a social environment that has few friendship networks, incompatibility in the surrounding environment and has a negative perception of itself. This makes teenagers required to be able to interact well in dealing with environmental conditions. However, not all teenagers can do it. This impact occurs because individuals are unable to socialize and do not have social skills which will cause individuals to feel lonely. This is in line with the opinion of Santrock (2012) that some adolescents feel lonely because they have a strong need for intimacy, but do not yet have good social skills or relationship maturity to meet these needs.

Social skills are needed by teenagers for social communication. (Merrel & Gimpel (2014) states that social skills are specific behaviors, and initiatives, that lead to expected social outcomes as a form of one's behavior. Meanwhile, according to Mayasari (2014) states that social skills are a person's ability to interact, and dare to talk with other people or peers so that they can be accepted and appreciated socially. So, individuals who have good social skills can interact with their peers and with their social environment so that they feel valued and feel accepted in their environment.

Goleman (Hadi et al., 2018) that the characteristics of individuals who have social skills are generally related to verbal, and non-verbal abilities, and the

ability to control themselves in interacting with others. These abilities are expected to be applied by individuals in interacting with others, ranging from low levels (such as eye contact, making simple conversations, and adjusting the tone of voice) to high levels (such as asking or giving information, resolving interpersonal conflicts, giving or receiving compliments, empathizing). , and show a friendly response to others).

Individuals who have low social skills will cause themselves be unable to interact with others they will cause individuals to be isolated. This is in line with the explanation of Santrock which states that low social skills can make adolescents less able to interact effectively with their environment, isolate themselves so they feel lonely, and choose aggressive actions as a form of self-defense. Then research from Oktasari et al., (2018) that isolated individuals have low social skills.

Social skills are possessed by individuals during childhood. If in childhood they get less harmonious family relationships, then during adolescence the individual tends to lack social skills which make him unable to establish close relationships with other people, feels rejected in his environment, and does not have closeness in social relationships. This is in line with the explanation of Mayasari (2014: 101) that the psychological satisfaction obtained by children in the family will greatly determine how they will react to the environment. Meanwhile, according to Riggio & Reichard (2008), social skills are not personality traits, but social skills are skills that can be trained and improved.

The research conducted by Wedaloka and Turnip (2019) concluded that there is a significant difference between loneliness in adolescent men and loneliness in adolescent women in Indonesia with overall, emotional and social dimensions. The results of loneliness in adolescent girls have a much higher loneliness score than men, not only overall but also emotionally and socially.

Furthermore, research conducted by Oktasari et.al., (2018) states that there are isolated students with very low social skills. This needs to be followed up by guidance and counseling teachers in schools as an analysis of student needs for the development of BK programs in improving the social skills of isolated students.

However, the phenomenon that occurs at MAN 2 Tasikmalaya shows that there are still students who are isolated because they are shunned, ostracized, and ignored by their peers, causing loneliness and solitude. This was obtained by the researchers during an interview with the guidance and counseling teacher (BK) in January 2020. From the results of the interview, it can be seen from the observations of the guidance and counseling teacher at MAN 2 Tasikmalaya, namely the discovery of several students who feel isolated because of their friends. This shows that students are less able to have social skills, are not confident, and have low self-esteem, so students choose to be alone. As for students who feel lacking in closeness to their social relationships, for example with students who follow with all their activities at school, these students feel no one is accompanying them and feel that no one can understand them. It is believed that students feel unable to interact in their environment and have fewer social skills. Some students who want to hurt themselves because they have a lot of problems, it is believed that they are less open to their friends and tend to choose silence and don't talk much, causing these students to feel lonely. The problems encountered in the field need to be overcome and it is the responsibility of the educator (teacher) to help solve the problems of the students, so that students can interact with other people, have positive behavior towards their environment, have close friends, have empathy and sympathy for others. others and appreciate the presence of others. Guidance and counseling teachers (BK) have an important role for their students at school by providing assistance service programs to students to achieve optimal development (Yusuf and Juntika, 2014: 6), one of which is group guidance services. Group guidance services provided by guidance and counseling teachers (BK) are later expected to be able to help solve problems that students have.

From the findings of the theoretical and empirical evidence above, researching social skills and loneliness is something that needs to be done in adolescents. Loneliness in adolescence describes the isolation, rejection from the social environment, and a lack of friendship networks. Adolescents with fewer social skills will cause themselves be insecure, lacking in social interaction, have few friendship networks, and tend to feel lonely. This is in line with the results of research from Triani (2012: 130) which says that in adolescents social networks or friendship networks are very important so that teenagers will try to do various ways to be accepted by their peers such as having to be able to interact in their social environment. If they perceive that they are not accepted by their group,

various negative consequences will arise, one of which is feeling lonely. With this phenomenon, researchers are interested in researching "the influence of social skills on loneliness in adolescents".

METHOD

The purpose of this study was to obtain the relationship between variables of social skills and adolescent loneliness, therefore the appropriate approach is a quantitative approach with a correlational descriptive design Cresswell (2012) states that quantitative research is a type of educational research where researchers decide what to study, develop specific questions, limit questions, collect measurable data and participants, analyze numbers using statistics, and conduct impartial investigations in objective ways. Correlational design can also examine the relationship between two variables and then use statistical analysis to describe their relationship (Heppner et al., 2008).

Respondents in this study amounted to 257 respondents from a total population of 930 respondents using the probability sampling technique, which provides equal opportunities for each element (member) of the population to be selected as a member of the sample.

The data collection process used the adolescent loneliness scale which refers to the theory of loneliness from De Joung Gievelde (1987), and the social skills scale which refers to the instrument developed by Anhar (2014).

FINDINGS AND DISCUSSIONS

Social skills profile

In general, the social skills of adolescents at MAN 2 Tasikmalaya are in the moderate category (91%) of respondents, while the rest are in the high (4%) and low (5%). With a standard deviation (SD) of 23 and a mean (M) of 116, the following is a breakdown of the frequency distribution of adolescent social skills in MAN 2 Tasikmalaya.

Table 1
Frequency of Social Skills Profile

No	Range	Category	Frequency	Presentation (%)
1.	$< X 139$	Good	10	4%
2.	$93 \leq X \leq 139$	Fairly Good	235	91%
3.	$< X 93$	Poor	12	5%
Jumlah			257	100 %

These results indicate the tendency of students to have fairly good social skills in several aspects and indicators in social skills, including in the aspect of relationships with peers, namely students have the behavior of praising or advising others, offering help to others, and inviting to play or want to interact with other people.

Table 2
Social Skills Profile

Aspect	Indicators	Skor/ Level (%)
1. a good relationship with peers	A1 praise or advise	79,4
	A2 offers help to others	53,57
	A3 invites you to play or want to interact with peers	70,72
2. self-management	B1 can control his emotions and compromise	75,64
	B2 follows the existing rules and restrictions	75,56
	B3 takes criticism well	77,72
3. academic ability	C1 independent and productive behavior, such as self-fulfillment of tasks	67,94
	C2 completes individual tasks	61,48
	C3 follows the teacher's directions well	69,22
4. obedience	D1 follows the rules and expectations	82,12
	D2 makes good use of time and shares	70,14
5. assertive behavior	E1 is open to others, has conversational skills	67,12
	E2 dares to invite others to interact in all situations	72,61
	E3 dares to admit mistakes	80,31

The result shows that social skills profile relative in middle score in percentage (71,97 %), which means student social skills show moderate achievement in all indicators. The lower indicators are offering help to others (53%), completing individual tasks (61,48%), being open to others and conversational skills (67,12%), productive behavior (67,94%), and following the teacher's directions well (69,22%)

Loneliness Profile

The general description of loneliness in MAN 2 Tasikmalaya students is in the high category which means 67 % of students show high loneliness in every aspect of loneliness, the frequency distribution of loneliness is shown in table 3.

Table 3
Frequency of Loneliness Profile

No	Range	Category	Frequency	Presentation (%)
1.	161-196	Very High	51	20%
2.	124-160	High	173	67%
3.	86-123	Moderate	32	12%
4.	49-85	Low	0	0
5.	13-48	Very Low	1	0
Jumlah			257	100 %

. These results indicate the tendency of students to have relatively high loneliness in several aspects and indicators of loneliness. Indicators of the aspect of severe feelings of loneliness include students who feel they don't have friends to share with, feel they don't get family support, and feel not accepted. The following is a general description of the loneliness of the students of MAN 2 Tasikmalaya which can be seen in table 3 below.

Table 4
Loneliness Profile

Aspect	Indicators	Skor/Level (%)
1. Severe feelings of loneliness	a. feel no friends to share	63,46
	b. feel that they do not get family support	76,36
	c. feel unwelcome	74,82
2. Feelings of loneliness in certain situations	a. feel that there are only a few friends to talk to	79,91
	b. feel there are very few people paying attention	64,47
	c. miss the atmosphere of gathering with close friends	48,21
	d. lost friends	47,81
	e. feel imprisoned	62,83
3. Loss of friendship	a. feeling sad because there is no one to accompany	73,07
	b. feel less support from the environment	57,72
	c. no one wants to accompany	63,81
4. The feeling of having a meaningful relationship	a. have friends you can count on	60,31
	b. have many friends	87,32
	c. have many people who accept themselves as they are	78,29

These results indicate there are eight (8) indicators show lower achievement such as : feeling there are very few people paying attention; no one wants to

accompany you; feel no friends to share; feeling imprisoned; having friends you can count on; feeling less support from the environment; miss the atmosphere of gathering with close friends; and lost friends.

***Correlation Between Social Skills and Loneliness
Normality Test***

To find the correlation between the variables of social skills and loneliness through several stages, namely testing the normality of the data using the Kolmogorov-Smirnov normality test with the help of SPSS, and then doing a regression correlation test of the social skills variable on the loneliness variable so that the relationship and influence of the two variables are known.

Table 4
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Predicted Value
N		257
Normal Parameters	Mean	119.1673152
	Std. Deviation	1.08566090
Most Extreme Differences	Absolute	.062
	Positive	.049
	Negative	-.062
Kolmogorov-Smirnov Z		1.000
Asymp. Sig. (2-tailed)		.270

a. Test distribution is Normal.

The results of the Kolmogorov – Smirnov normality test using SPSS found that the data on social skills and loneliness variables are normally distributed. The norms for making decisions on normality tests refer to the provision that, if the significance value (Sig.) is more than 0.05, the data are normally distributed, and if the significance value (Sig.) is less than 0.05, the data are not distributed. The results of the normality test can be seen in table 4 above.

The results of the normality test show that the value of Asymp.Sig. (2-tailed) obtains several 0.270 which is greater than 0.05, thus the research data is normally distributed so that the assumptions or data normality requirements for the regression model are met.

Correlation Test

The results show that the Social Skills (SS) variable shows a positive correlation with the lonely variable (Lon) with a correlation number of 0.48 with a significance value of 0.222 which means a significance value of more than 0.05 which means there is no significant relationship between the variables.

**Table 5
Correlation Test**

		Loneliness	KS
Pearson Correlation	Loneliness	1.000	.048
	KS	.048	1.000
Sig. (1-tailed)	Loneliness	.	.222
	KS	.222	.
N	Loneliness	257	257
	KS	257	257

The next analysis is to test the R² value as the initial stage of the regression test. Based on table 5 it is found that the correlation or influence value (R) is equal to 0.048. From this output, the coefficient of determination (R square) is 0.002. So it can be concluded that the effect of social skills on loneliness is 0.02%.

**Table 6
R Square test result**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.048 ^a	.002	-.002	24.594

a. Predictors: (Constant), KS

According to Sugiyono (2017: 184) Analysis of the coefficient of determination (R²) is used to find out how much correlation the independent variables are simultaneous with the dependent variable. The correlation coefficient has the following criteria:

**Table 7
Interpretasi koefisien**

interval	Description
0,00-0,199	Very Low
0,20-0,399	Low
0,40-0,599	Average
0,60-0,799	Strong
0,80-1,000	Very Strong

(Sugiyono, 2017 : 184)

So in this study, the value of the coefficient of determination (R Square) is 0.002, which means that the level of influence between social skills on loneliness is very low.

The second stage is to obtain the results of the *F test* which shows that there is a significant effect or no significant effect between the two variables (Anova) which can be seen in table 8 below:

Table 8
Result of F Test (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	356.435	1	356.435	.589	.443 ^a
	Residual	154244.304	255	604.880		
	Total	154600.739	256			

a. Predictors: (Constant), KS

b. Dependent Variable: Loneliness

Table 8 shows that the calculated F value is 0.589 with a significance level of 0.443. The provisions of the significance value < 0.05 have an effect and if the significance value is > 0.05 , it means that there is no effect. So it can be concluded that the significance level of $0.443 > 0.05$ means that there is no influence between social skills on loneliness in adolescents.

Table 9
Coefficients Regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	176.851	8.245		21.448	.000
	KS	.052	.068	.048	.768	.443

a. Dependent Variable: Loneliness

The results of the regression coefficients show a constant number of unstandardized coefficients of 176,851 which is a constant number that means that when there are no social skills, the consistent value of adolescent loneliness is 176,851. While the number of regression coefficients shows a positive

relationship of 0.052, which means that every 1% addition to the social skills variable will increase the loneliness score by 0.52.

Discussion

The results show that social skills did not have a significant effect on adolescent loneliness. This can be seen from the F value of 0.589 with a significance of $0.443 > 0.05$, which means that social skills have no significant effect on adolescent loneliness.

Statistically, the results of this study indicate that social skills do not have a direct impact on adolescent loneliness. Responding to this can be studied from the factors that influence loneliness, such as personality, social compliance, and depression experienced by individuals (Russel in Anggara, 2016).

Loneliness based on several research results is positioned as an independent variable. Like Anggara's research (2016) which examined the relationship between loneliness and aggressive tendencies in adolescents, Pramita Yusuf (2016) examined the relationship between self-esteem and loneliness with depression in adolescents. So it can be understood that there is no significant effect of social skills on adolescent loneliness.

As humans, everyone has the opportunity to experience feelings of loneliness. Loneliness is a situation experienced by individuals due to poor quality relationships in the context of the relationships formed or the level of intimacy (Gierveld & Van Tilburg, 2006). Teenagers are vulnerable to experiencing loneliness (Bekhet et al., 2008).

Loneliness in adolescents occurs in the context of peer relationships such as social acceptance, friendship, or behavior (Woodhouse, et al., 2011: 1); or when adolescents distance themselves from their parents and are not fully integrated into the social world of their friends (Goossens, 2018: 1); adolescents describe the loneliness they experience as emptiness, boredom, and isolation (Rice in Sari & Hidayati, 2015: 164).

Loneliness followed by other factors such as depression harms adolescent development, such as mortality, physical health, mental health, cognitive function, and anxiety (Hoorn, 2018); Hawkey & John in Liu 2014; Alberti, 2018).

The general description of student loneliness is in the high category which means 67 % of the student show high loneliness in every aspect of loneliness, frequency distribution of loneliness.

The results show lower achievements in indicators of loneliness such as: feeling there are very few people paying attention; no one wants to accompany you; feeling no friends to share; feeling imprisoned; having friends you can count on; feeling less support from the environment; miss the atmosphere of gathering with close friends, and lost friends.

On the other hand, related to social skills, the achievement is quite good, where most of the students already have good social skills. These results indicate the tendency of students to have fairly good social skills in several aspects and indicators in social skills, including in the aspect of relationships with peers, namely students have the behavior of praising or advising others, offering help to others, and inviting to play or want to interact with other people.

The results of the research can be used as a basis for developing guidance and counseling services in group settings to improve social skills. Group counseling services to reduce adolescent loneliness.

CONCLUSION AND RECOMMENDATION

The social skill profile of the students of MAN 2 Tasikmalaya is in the medium category. These results indicate the tendency of students to have relatively sufficient social skills in several aspects and indicators of social skills. Among them in the aspect of relationships with peers, aspects of self-management, aspects of academic ability, aspects of compliance, and aspects of assertive behavior.

The loneliness profile in MAN 2 Tasikmalaya students is in the high category. These results indicate the tendency of students to have relatively high loneliness in several aspects and indicators of loneliness. These include aspects of severe feelings of loneliness, aspects of feelings of loneliness with certain situations, loss of friendship, and feelings of meaningful relationships.

The effect of social skills on loneliness in MAN 2 Tasikmalaya students has a value (R^2) or R square of 0.002. the value of correlation or influence (R) is equal to 0.048. So it can be concluded that the effect of social skills on loneliness is 0.02%, this indicates that the correlation value between social skills and loneliness has a very low correlation.

Recommendations for further researchers need to conduct a more in-depth analysis of the variables related to loneliness so that conceptually it becomes the basis for formulating hypotheses. In addition, it can also place the lonely variable as an independent variable that affects other variables, as well as the development of various intervention models in the context of guidance and counseling.

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