

# The Development of Social Skills Measurement for Students in Inclusive Elementary School Based on Diversity Awareness

by Tin Suharmini, Purwandari, N. Praptiningrum, Aini Mahabbati

## ABSTRACT

Students' social skills in inclusive schools are important studies because its diversity. Therefore, the development of social skills based on diversity awareness needs to be a priority program in inclusive schools, so that measurement instruments are needed. This is needed to be a measurement for social skills that students are expected to achieve in inclusive schools that are appropriate to the context of diversity. The existence of an instrument or measurement scale of social skills can be used as a benchmark for the success of students' social skills development programs.

This study aims to develop a scale of measurement of inclusive social skills of primary school students based on diversity awareness. The research step was exploration of social skills constructs through literature review and FGD for empirical experience, then constructing and testing social skills scales, and finally, identification of the psychometric scale of social skills scales. At this stage, the research aims to determine the validity of the scale and test the validity of the scale items. Respondents were 256 students from 13 schools. 12.5% of respondents are students with special needs. The social skills scale for each respondent is filled by the teacher. Data analysis through confirmatory factor analysis (CFA) method using statistics with SPSS software.

The results of item validity show that all item items are valid because they are greater or equal to the coefficient of 0.40. The smallest coefficient is 0.406 (MD42 / aware of the shortcomings and strengths themselves) to the greatest 0.845 (KE2 / interact without distinguishing the different non-physical conditions of friends). The results of discriminant validity indicate that there are four components that have items, while the other three are grouped in another component (column). The results of the validity of the items with loading factors greater than or equal to 0.50 indicate that there are several item numbers that do not appear, namely: KE9 (showing sorry attitude or behavior when doing wrong), KE13 (giving good response to friends), KIS17 (collaborating with special needs friends), KIS18 (collaborating for positive things), KIS20 (not avoiding teachers or other adults), KIS24 (polite in speaking or behaving), PM38 (initiative to offer help), MD42 (realizing his shortcomings and strengths). This item is invalid because it has a loading factor smaller than 0.50. Reliability test of consistency or reliability scale is very high, ie achieving an alpha coefficient of 0.975 which means more than the coefficient alpha value of 0.6.

Kata Kunci: *diversity awareness, students' social skills, behavior scale*