# Children's Social Skills: A Study of The Process of Shaping Children's Early Social Skills by Parents in Indonesia

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## ABSTRACT

The background that motivates this research is the many highlights that are focused on the attitudes and behaviour of children in particular and adolescents in general who are considered to have low social skills. This research aimed to find out the process of shaping children's social skills from an early age carried out by parents in Bandung City. A quantitative approach with a descriptive method was chosen in the process of conducting the research. The selection of research subjects was carried out using a non-probability method, namely convenience sampling from parents who have school-age children (elementary and junior high school) who live in Bandung. The data collection method is done through a questionnaire in the form of a questionnaire in digital form (Google form) whose results will be processed with descriptive statistical data analysis techniques. The results showed that the dominant respondents with female gender, as many as 101 people (72.14%), male gender as many as 39 people (27.86%) with various levels of age, education, employment and income. The age of the respondent's child is dominant in the range of 5-10 years, namely 72 people (51.43%), and aged 16-20 years the least (4 people (2.86%)). The results of the empathy aspect score show the results of respondents strongly agreeing (77.86%), the participation aspect shows the results of respondents strongly agreeing (60.72%) and the assertive aspect shows the results of respondents agreeing (65%), all three of which are in the moderate category. From this study, it is expected that there is a need for socialisation about the process of forming or teaching in children and adolescents and the role of the environment outside the family in the formation of social skills.

**Keywords**: Social Skills, Early Childhood, Parents

## 1. Introduction

Recently, a lot of attention has been focused on the attitudes and behaviour of children in particular and teenagers in general. They are often considered not to know manners, lack manners, have no ethics, lack empathy and solidarity, do not care about others, and various other negative accusations. This assumption is in line with the results of research (Rizki, 2020) which states that the nature of empathy among adolescents today is almost extinct and is no longer considered important.

The phenomenon of lack of manners and ethics in children and adolescents can be seen in daily events. A clear example of this is that there are still children and teenagers letting parents stand in public vehicles, while the children and teenagers sit while playing on their mobile phones without caring about the situation that occurs. This was reported by tirto.id on 11 November

2016. The news described two women in their 20s who were reluctant to give priority seats to an old man standing next to the women (Putri, 2016).

Meanwhile, the lack of empathy, lack of solidarity, and indifference of young people toward others is evidenced by one of the news in Indonesia that went viral, namely the Tanjakan Emen accident that occurred in Subang, West Java on 10 February 2018. As reported by gri.id, one of the victims of the accident said that when he was lying on the ground, many people came but no one helped him and instead filmed the accident situation. Even when the victim wanted to borrow a smartphone to make a phone call from one of the young people who arrived, they were reluctant to lend it to her. one of the young people who arrived, they were reluctant to lend it to her.

The young people just kept recording and uploading it on their social media (Pratama, 2018). The same thing happened with the Sarinah bombing in early 2016. After the bombing, many young people hung out in the area just to record, even during the shootout between the police and the terrorists, instead of hiding, they continued to record and ignored the police's orders for them to stop recording. The footage taken was then uploaded to their social media and made viral news (Mahany, 2016).The situations and conditions described above can be interpreted as the lack of ability of children and adolescents. In scientific studies, this is often referred to as low social skills. However, in some writings, various experts refer to this as lacking or low social capabilities.

Social skills are a person's ability to interact and communicate with other people, be it family, friends, or the surrounding environment. Social skills are very important in human life because humans are social creatures, who cannot live alone and need the help of others. Specifically, Musen in Hidayati (2006) states that social skills are a term used by child psychologists to refer to culturally expressed moral actions, such as sharing, helping someone, cooperating with others, and expressing sympathy.

Low social skills will have an impact on various other aspects of life in children and adolescents such as difficulties in regulating emotions, bullying, difficulties in making friends, aggressiveness, problems in interpersonal relationships, poor self-concept, academic failure, concentration difficulties, isolation from peers and depression (Milyartini, 2016). This is in line with the findings of Machmud (2013) in writing who said that social problems that are often faced by individuals, especially children, are low social skills. Children are less able to interact effectively with their environment and choose aggressive actions. Children tend to think that aggressive action is the most appropriate way to solve social problems and get what they want, as a result, children are often rejected by peers and their environment.

Santrock (2002) says that establishing social relationships with others through social skills is very important for children because it helps the development of other aspects of the child. A child who does not get many opportunities to make social relationships will appear that his appearance is much different from children who are allowed to freely make social relationships. Therefore, basic skills are important for children to have. The concept of soft skills that children should have includes: empathy, assertive behaviour, tolerance, and participation and begins with an introduction to adaptive behaviour (Subardhini, 2016).

Children's social skills are formed and greatly influenced by parenting patterns. So what is obtained from parents will be the child's initial experience that will affect the child's personality in the future. Therefore, the child's relationship with parents becomes the basis for the child's

attitude towards other people, objects and life in general. This is in line with John Loke's theory of empiricism, which states that humans are born sharing white paper, what the child will become in the future will depend on what is written on it, meaning that what experiences the child gets including educational factors and parental care becomes writing material that will colour the child's life or personal quality, and the most colourful of these writings is the first writing done by his parents.

Therefore, parents need to pay attention to the child's personal and social adjustment which will leave a mark on the child's perspective and self-concept in the future. Similarly, social skills become the first lesson obtained by children from the family. This is because the family is the primary group for children and is the first social environment where children develop as social beings.

From the description above, it can be concluded that social skills are primary needs that children need to have to be independent at the next level of life. Children's social skills are influenced by their socialisation process with their parents, which starts from the beginning of birth.

Based on this, the researcher is interested in conducting research related to "the process of social skills carried out by parents on their children since childhood in the city of Bandung". According to the researcher, this research is very important to be carried out based on today's phenomena in society. Various forms of findings in the field that show low social skills or lack of social capabilities make this research must be carried out or become urgent to be studied in more depth and detail.

The new thing in this research is that it is carried out in the conditions of COVID-19 so that the analysis is based on the current conditions that occur in society, not an analysis of all people's lives as a whole. However, it only focuses on the process of social skills carried out by parents on their children, especially what is happening today during the COVID-19 pandemic.

## 2. Method

### 2.1. Research Design

The research used a descriptive method with a quantitative approach. Through this method, it is expected to obtain facts and a current factual picture of the process of parents teaching their children in terms of performing social skills, which include skills: empathy, participation and assertiveness. According to Whitney (1960) in Nazir (2005) the descriptive method is the search for facts with precise interpretation. The quantitative approach according to Sugiyono (2011) is research based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, and data analysis is quantitative/statistical, with the aim of testing predetermined hypotheses. Data collection will be done with relatively standardised procedures using tools that will facilitate its processing and analysis to achieve accurate results.

### 2.2. Data Collection Technique

The data collection technique in this study was through a questionnaire. Data collection through questionnaires is a data search activity by distributing research instruments that contain questions related to research problems. Because the COVID-19 pandemic situation is an unprecedented

situation, it is important for researchers to implement health protocols while conducting this research. This was done by researchers by distributing questionnaires used in this study using digital assistance, namely Google Forms. Google Forms is a tool that helps to create surveys and collect information easily and efficiently (Lamont, 2015; Batubara, 2016). This application is used to make it easier to distribute questionnaires and more efficient, namely by inputting questionnaire questions through Google Forms and later distributing them digitally to research respondents.

## 2.3. Data Processing and Analysis

Population is a generalisation area consisting of objects/subjects that have certain quantities and characteristics set by researchers to study and then draw conclusions (Sugiyono 2011). The population in the study of parents who have school-age children (elementary and junior high school who live in the city of Bandung). In connection with the large population in this study, the researchers drew samples based on the method developed by Isaac and Michael (1981) i.e. determining the number of samples with the conditions: 1) the population size is known; 2) at a significance level of one per cent, five per cent and ten per cent; and 3) used for normally distributed samples, so this method cannot be used for samples that are not normally distributed, such as homogeneous samples.

Sampling is carried out by a non-probability method, namely convenience sampling. Convention sampling is a sampling technique taken from members of the population who can be found at the data collection location and can easily provide the desired information and enter into the sampling criteria (Sugiyono 2011).

The data analysis technique used in this research is descriptive statistics. According to Sugiono (2011), descriptive statistics are statistics used to analyse data by describing or describing the data that has been collected as it is without intending to make general or generalist conclusions. In this research, the results were processed using quantitative data analysis. Quantitative data analysis is to analyse the data in detail in the form of numbers or percentages of respondents' answers to research statements to get a description of the research problem. The results obtained from data collection through questionnaires are calculated so as to obtain data that can be presented in tabular form. The processing steps taken are grouping based on instrument answers, tabulating based on instrument answers, and performing calculations to answer problem formulations. Operational Definition

The operational definition is an explanation of the formal definition factually related to everything in the field and to further clarify the understanding and limit the scope of the concepts used in this study, besides that, to avoid misunderstanding in the interpretation of the things contained in this study so that the following operational definitions are formulated :
  i.   Social Skills are the knowledge of human behaviour, the ability to understand the feelings, attitudes, and motivations of others about what they say and do, the ability to communicate clearly and effectively and the ability to build effective and cooperative relationships (Devin et, al, 2004).
  ii.  Empathy skills are the ability to feel the emotional state of others, feel concerned and try to solve problems from other people's views (KBBI, 2018).
  iii. Participation Skills are a form of communication in which individuals express their thoughts, feelings, and beliefs, honestly and directly with consideration for the other person's thoughts, feelings, and beliefs.

iv.    Assertive skills are the involvement of a person or several people in an activity (Irene, 2009).

## 3. Result

### 3.1. Respondent Characteristics

Based on Table 1 above, it can be seen that the respondents with the most gender in this study were female, namely 101 people or 72.14%. Male gender as many as 39 people or 27.86%.

Table 1: Characteristics of Respondents Based on Gender

| No. | Gender | Frequency (Life) | Percentage (%) |
|---|---|---|---|
| 1. | Male | 39 | 27,86 |
| 2. | Female | 101 | 72,14 |
| Total | | 140 | 100,00 |

The age of the respondents in this study varied, from 30 years old and below to 60 years old and above. Provides an overview that the number of respondents is 140 and most are in the age range of 31 to 40 years, namely 82 people with a percentage of 58.57%. The fewest are those aged 60 years and over, namely three people with a percentage of 2.14%.

Table 2: Characteristics of Respondents Based on Age

| . | Age (Years) | Amount | Percentage(%) |
|---|---|---|---|
| 1. | ≤30 | 33 | 23,57 |
| 2. | 31-40 | 82 | 58,57 |
| 3. | 41-50 | 18 | 12,86 |
| 4. | 51-59 | 4 | 2,86 |
| 5. | ≥60 | 3 | 2,14 |
| Total | | 140 | 100,00 |

The data in Table 3 above, it can be seen that the largest number of respondents are at the undergraduate and diploma four education levels, namely 47 people with a percentage of 33.57%, while the respondents with the least level of education are at the diploma one level, of which there are only two people with a percentage of 1.43%.

Table 4 presents the occupations of the respondents, some of whom work in government and non-government organisations. The most common occupation of respondents was self-employed, with as many as 85 people with a percentage of 60.71%; and the least in the health worker occupation group, as many as 3 people with a percentage of 2.14%.

Table 3: Characteristics of Respondents Based on Education Level

| No | Education Level | Amount | Percentage(%) |
|---|---|---|---|
| 1. | Primary School | 6 | 4,29 |
| 2. | Junior High | 12 | 8,57 |
| 3. | Senior High | 33 | 23,57 |
| 4. | D1 | 2 | 1,43 |
| 5. | D3 | 16 | 11,43 |
| 6. | Bachelor and D-IV | 47 | 33,57 |
| 7. | Master | 24 | 17,14 |
| | **Total** | **140** | **100,00** |

Table 4 Characteristics of Respondents Based on Occupation

| No | Occupation | Amount | Percentage (%) |
|---|---|---|---|
| 1. | State apparatus/officials | 42 | 30,00 |
| 2. | Teaching Staff | 10 | 7,14 |
| 3. | Self-employed | 85 | 60,71 |
| 4. | Health Workers | 3 | 2,14 |
| | **Total** | **140** | **100,00** |

The average monthly income of the respondents varied considerably. Table 5 presents the groupings from those with no income - because they are housekeepers - to those with an income of more than ten million per month. The group of respondents whose income ranges from more than one million to five million is the largest, with 61 people (43.57%). The least was the group of respondents who had an average monthly income of more than ten million (7 people (5.00%)).

Table 5: Characteristics of Respondents Based on Income

| No | Income | Amount | Percentage(%) |
|---|---|---|---|
| 1. | No Income | 9 | 6,43 |
| 2. | ≤1.000.000 | 29 | 20,71 |
| 3. | >1.000.000- 5.000.000 | 61 | 43,57 |
| 4. | >5.000.000- 10.000.000 | 34 | 24,29 |
| 5. | >10.000.000 | 7 | 5,00 |
| | **Total** | **140** | **100,00** |

This research showed that the respondents who had male children were the most, 71 people with a percentage of 50.71%; while the rest were women (69 people (49.29%)).

Table 6 aove presents the ages of respondents' children, from under five to twenty years old. The most dominant age of respondents' children was in the range of five to ten years, namely 72 people or a percentage of 51.43%. The age range of respondents' children aged sixteen to twenty years was the least (4 people (2.86%)).

Table 6: Characteristics of Respondents Based on Child's Age

| No. | Age (Years) | Amount | Percentage(%) |
|---|---|---|---|
| 1. | Toddlers | 57 | 40,71 |
| 2. | 5 - 10 | 72 | 51,43 |
| 3. | 11 - 15 | 11 | 7,86 |
| Total | | 140 | 100,00 |

**Empathy Aspect of Respondents**

The aspect of the process or stages of teaching empathy given by parents to their children is that the most responses with the highest score are on the question of being kind to other family members can be an example of affection for others, namely with a score of 529 contained in question number 2 (Being kind to other family members can be an example of affection for others).

The lowest score with a total score of 282 is in question number 20 (Teaching children to say sorry does not affect children's feelings of affection), namely teaching children to say sorry does not affect children's feelings of affection. The following is a description of the question items that have the highest score on the empathy aspect.

Table 7 Question No. 2: Being Kind to Other Family Members Can Be an Example of Compassion to Others.

| No. | Alternative Answer | Frequency (Life) | Percentage(%) |
|---|---|---|---|
| 1. | Strongly Agree | 109 | 77,86 |
| 2. | Agree | 31 | 22,14 |
| 3. | Disagree | 0 | 00,00 |
| 4. | Strongly Disagree | 0 | 00,00 |
| Total | | 140 | 100,00 |

Based on Table 7, it can be seen that the responses of respondents at the stage of teaching empathy given by parents to their children, most of the respondents strongly agreed as many as 109 people or 77.86%, followed by those who said they agreed as many as 31 people or 22.14%. The fewest were those who stated strongly agree, namely there were 9 people or 9.89%. Based on this, it can be concluded that respondents strongly agree that being kind to other family members can be an example of affection for others.

The following is a percentage recapitulation of the stages of empathy teaching given by parents to their children.

Table 8: Percentage Recapitulation of Empathy Aspects of Respondents

| No. | Alternative Answer | Total Score | Percentage(%) |
|---|---|---|---|
| 1. | Strongly Agree | 5136 | 50,06 |
| 2. | Agree | 3153 | 30,73 |
| 3. | Disagree | 1612 | 15,71 |
| 4. | Strongly Disagree | 359 | 3,50 |
| Total | | 10260 | 100,00 |

Based on Table 8 the score for the number of data collection results from the aspect of empathy is 10,260. empathy is 10,260. The following is the calculation of the score of the stages of teaching empathy given by parents to their children:
Highest score = highest score x number of questions x number of respondents
= 4 x 25 x 140 = 14.000
Lowest score = lowest value x number of questions x number of respondents
= 1 x 25 x 140 = 3.500
Many Classes = high, medium, low = 3 Interval = (highest score - lowest score) : many classes lowest score) : many classes= (14.000 – 3.500) : 3 = 3.500
Interval class : High = 10,501 - 14,000
Medium = 7,001 - 10,500
Low = 3,500 - 7,000

Based on the results of these calculations, a picture of the stages of empathy teaching given by parents to their children is obtained, on the following continuum line:

Chart 1 Continuum of Empathy Aspects
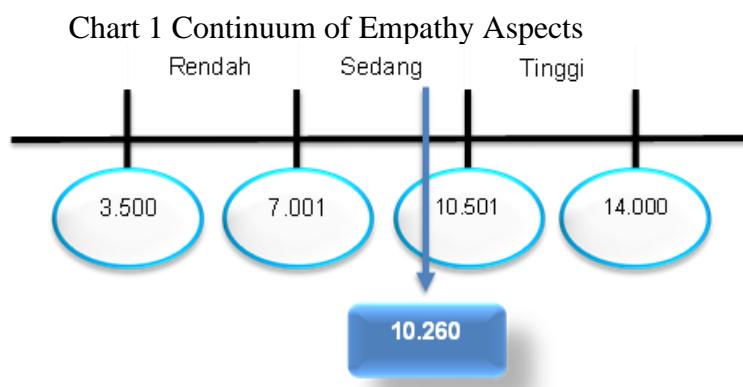


Description:
- _____ : Class Dividers
- ⬭ : Interval Score
- : Indicates the Score for each Aspect
- ➡ : Research Result Continuum Score
- ✉

Based on the continuum line above, it can be seen that the minimum score on the empathy aspect

is 3,500 and the maximum is 14,000. maximum 14,000. The data explains that the total score of the empathy aspect is 10,260 with a percentage of 73.29%. This shows that the stage of teaching empathy given by parents to their children is in the "medium" category. This means that there is an awareness of parents in teaching empathy to their children.

**Aspects of Respondent Participation**

The aspect of the process of providing tolerance taught by parents to their children, that the most responses with the highest score are on the question of saying greetings and encouraging words to children can develop children's motivation and expectations, namely with a score of 502 contained in question number 34 (Saying greetings and encouraging words to children can develop children's motivation and expectations).

The lowest score in this aspect is 241 which is found in question number 36 (Calling children with negative names does not affect children's tolerance), namely calling children with negative names does not affect children's tolerance. The following is a description of the question items that have the highest score in the participation aspect.

Table 9 Question 34: Saying Greetings and Encouraging Words to Children Can Develop Children's Motivation and Expectations

| No. | Alternative Answer | Total Score | Percentage(%) |
|---|---|---|---|
| 1. | Strongly Agree | 85 | 60,72 |
| 2. | Agree | 53 | 37,86 |
| 3. | Disagree | 1 | 0,71 |
| 4. | Strongly Disagree | 1 | 0,71 |
| Total | | 140 | 100,0 |

Based on Table 9, obtained from question number 34 on the participation aspect, it can be seen that the majority of respondents' responses strongly agreed, namely 85 people with a percentage of 61.53%; and the fewest were those who disagreed and strongly disagreed, each of which was 1 person with a percentage of 0.71%.

Based on this description, it can be concluded that the majority of respondents strongly agreed that saying greetings and encouraging words to children can develop children's motivation and hope. The following is the percentage recapitulation on the participation aspect.

Table 10 Percentage Recapitulation of Respondents' Participation Aspects

| No. | Alternative Answer | Total Score | Percentage (%) |
|---|---|---|---|
| 1. | Strongly Agree | 2440 | 39,49 |
| 2. | Agree | 2220 | 35,93 |
| 3. | Disagree | 1258 | 20,36 |

| 4. | Strongly Disagree | 261 | 4,22 |
|---|---|---|---|
| Total | | 6179 | 100,00 |

Based on Table 10, the score for the total data collection results from the participation aspect is 6,179. The following is the calculation of the score of tolerance given by parents to their children:
Highest score = highest score x number of questions x number of respondents
= 4 x 16 x 140 = 8.960
Lowest score = lowest value x number of questions x number of respondents
= 1 x 16 x 140 = 2.240
Number of Classes = high, medium, low = 3
Interval = (highest score - lowest score) : many classes
= (8.960 – 2.240) : 3 = 2.240
Interval class :  High = 6,721 - 8,960
Medium = 4,481 - 6,720
Low = 2,240 - 4,480

Based on the results of these calculations, a description of the process of providing tolerance taught by parents to their children is obtained on the following continuum line:
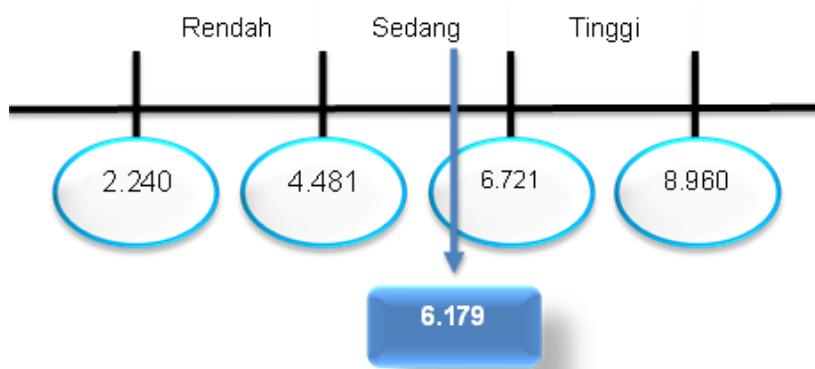


Chart 2 Continuum of Participation Aspects Description:
:    Class Dividers
:    Interval score
:    Indicates the Score for each Aspect
:    Research Result Continuum Score

**Assertive Aspects of Respondents**

The aspect of assertive teaching stages given by parents to their children is that the most responses with the highest score are on the question of correcting sentences or words when children tell stories can hone children's acceptance, namely with a score of 451 contained in question number 44 (Correcting sentences or words when children tell stories can hone children's acceptance).

The lowest score seen in the least responses was 299, found in question number 45 (Giving a

response or response when children express opinions does not affect children's transparency), namely giving a response or response when children express opinions does not affect children's transparency. The following is a description of the question items that have the highest score on the assertive aspect.

Table 11: Question 44: Correcting Sentences or Words when Children Tell a Story Can Improve Children's Reception

| No. | Alternative Answer | Total Score | Percentage(%) |
|---|---|---|---|
| 1. | Strongly Agree | 41 | 29,29 |
| 2. | Agree | 91 | 65,00 |
| 3. | Disagree | 6 | 4,29 |
| 4. | Strongly Disagree | 2 | 1,43 |
| Total | | 140 | 100,00 |

Based on table 11 above, it is known that the responses of respondents from question number 44 on the assertive aspect are as follows on the assertive aspect, it can be seen that the majority of respondents agreed as many as 91 people or 65.00%; and as for the respondents who strongly disagreed were the least, namely 2 people (1.43%).

With regard to this description, it can be concluded that respondents strongly agree that the cause of free sex is due to a lack of religious education and disagree. The following is a recapitulation percentage of the question items on the assertive aspect.

Tabel 12 Presentase Rekapitulasi Aspek Asertif Responden

| No. | Alternative Answer | Total Score | Percentage(%) |
|---|---|---|---|
| 1. | Strongly Agree | 428 | 14,69 |
| 2. | Agree | 1029 | 35,32 |
| 3. | Disagree | 1292 | 44,35 |
| 4. | Strongly Disagree | 164 | 5,63 |
| Total | | 2913 | 100,00 |

Based on Table 12, the score for the total data collection results from the assertive aspect is 2,913. The following is a calculation of the score of assertive teaching stages given by parents to their children:
Highest score = highest score x number of questions x number of respondents
$$= 4 \times 9 \times 140 = 5.040$$
Lowest score = lowest value x number of questions x number of respondents
$$= 1 \times 9 \times 140 = 1.260$$
Number of Classes = high, medium, low = 3 Interval = (highest score - lowest score) : many

classes
= (5.040 – 1.260) : 3 = 1.260
Interval class : High = 3,781 - 5,040
                 Medium = 2,521 - 3,780
            Low = 1,260 - 2,520

Based on the results of these calculations, a picture of the stages of assertive teaching given by parents to their children is obtained, on the following continuum line:
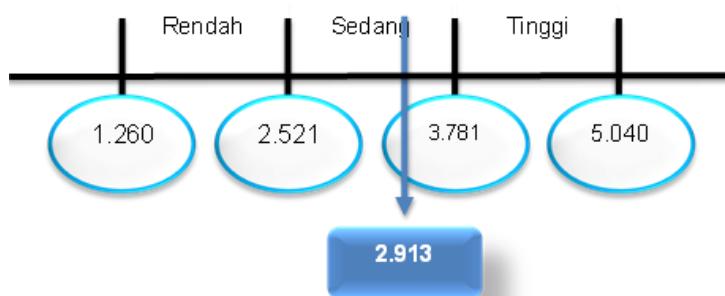


Chart 3 Continuum Line of Assertive Aspects Description:

           :   Class Dividers
           :   Interval score
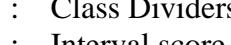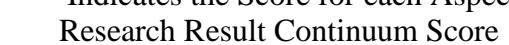
           :    Indicates the Score for each Aspect
                  Research Result Continuum Score
           :

**Discussion**

Social skills are skills or learning processes that need repetition and training continuously and consistently (Gochros, Turner). Children's social skills are formed and greatly influenced by parental care patterns, so what is obtained from parents will be the initial experience that will affect the child's personality. The role of the family and the surrounding environment in the learning process for children in accordance with the stage of development is effective (Piaget, Hurlock, Ericson) including socialisation related to the formation of social skills for children to increase their social skills.

Parents' education level has an impact on the formation of social skills for children. The higher the level of education of parents, the better the encouragement of the formation of social skills in children, and vice versa. The increase in one's knowledge and insight is inseparable from the higher the level of education. So that it is easier and more appropriate in the formation of social skills for children.

Based on The results of the research, show that the process of forming children's social skills from an early age carried out by parents, measured from the aspects of empathy, participation and assertiveness as a whole is included in the moderate category. The percentage of each aspect is; 73.29% in the empathy aspect; 68.96% for the participation aspect and 57.80% for the assertive aspect.

This means that the process of shaping children's social skills from an early age carried out by parents is quite good. This is indicated by the answers of the majority of respondents who agreed to the research questions given. research questions are given. The following is a discussion outlining each aspect which includes empathy, participation and assertiveness.

**Aspects of Empathy**

The sense of empathy has an important role in life, so it is required that this effort begin to be instilled early in children. That Later the child can have a deep feeling for what is felt by others, this making the child also able to feel what is felt by others.

Based on the research results that have been adjusted in the previous chapter, the empathy aspect is included in the moderate category. This means that the stages of teaching empathy given by parents to their children are good. The stages of teaching empathy are in the form of providing examples, presence or treatment at certain moments, as described in the research question.

In the empathy aspect, the question that received the highest score was number 2, with a total score of 529. The question reads, *"Being kind to other family members can be an example of love for others."* The question is included in modelling behaviour, which aims for children to imitate the behaviour that their parents are doing.

Children's empathy can be influenced by the way people around them care for others. This can put children into experiences that lead them to see the internal state of others so that they become more attentive to them.

**Aspects of Participation**

Participation is a child's right that must be fulfilled from childhood, and it is a right that is inherent in the nature of their existence. As stated in the child protection law, which says that children's rights must be guaranteed, protected, and fulfilled by all parties and most importantly their parents.

The participation aspect in this study is included in the moderate category. This means that the process of providing participation by parents to their children has been done well. Parents' participation in shaping children's social skills covers three sides, namely from both cognitive, affective and psychomotor aspects.

Based on the results of the research on the participation aspect, the question that received the highest score was number 34 with a total score of 502. The question reads, *"Saying greetings and encouraging words to children can develop children's motivation and hope."* This question is the process of providing participation from an affective perspective.
One of the factors that influence children's participation is the duration of their stay and their experience interacting with a particular neighbourhood. The longer a child lives in a particular

neighbourhood, the more their sense of belonging to the neighbourhood tends to be evident in their participation in activities.

**Assertive Aspects**

The assertive aspect is included in the moderate category in this study. This indicates that the process of providing assertiveness given by parents to their children has been applied well. The assertiveness of parents in providing social skills to their children, namely by expressing their opinions, thoughts and beliefs.

Based on the research results on the assertive aspect, question number 44 has the highest score, which is 451. The question, namely *"Improving sentences or words when children tell stories can hone children's acceptance."* The question is included in the process of giving assertiveness by expressing parents' opinions to their children.

On the one hand, most parents generally do not easily provide assertive behaviour to their children. Parents are sometimes reluctant to give due to many considerations when expressing their opinions, so they prefer to be silent and accept.

But sometimes on the other hand, some parents tend to give aggressive attitudes or behaviour to their children when saying something, such as using words or words that are forceful, demeaning and even threatening. And this is not something that is expected of parents when communicating with their children.

Parents need to assist children by expressing their opinions properly and accompanied by clear reasons. One example of how parents can teach assertive behaviour to their children, as in question number 44; *"improving sentences or words when children tell stories can hone children's acceptance."* In this question, the majority of respondents who chose the optional answers agree and strongly agree.

The three aspects described above are a description of social skills with regard to the formation process carried out by parents to their children from an early age. early. Social skills are primary needs that children need to have in order to be independent in living life at the next level.

**CONCLUSION**

Social skills function as a means to obtain good relationships in interacting with others, such as helping others, cooperation, decision-making, communication, and participation.

Children's social skills are formed and greatly influenced by parenting patterns so what is obtained from parents will be the initial experience that will affect the child's personality. The level of education of parents has an effect on the formation of social skills towards children.
The higher the level of education of parents, the better the encouragement of the formation of social skills in children, and vice versa. The increase in one's knowledge and insight is inseparable from the higher the level of education. So that it is easier and more appropriate in the formation of social skills towards children.

Based on The results of the study, show that the process of forming children's social skills from an early age carried out by parents, measured from the aspects of empathy, participation and

assertiveness as a whole is included in the moderate category. This means that the process of shaping children's social skills from an early age carried out by parents is quite good.

In the aspect of empathy, the stages of teaching given by parents to children are in the form of providing examples, presence or treatment at certain moments. Seeing the way people around them care about others,can influence empathy in children. It can expose children to experiences that lead them to see the internal states of others so that they become more attentive to them.

Furthermore, the aspect of participation that includes cognitive, affective and psychomotor sides is where parents form social skills for their children. Children's participation can be influenced by the duration of their stay and their experience interacting with a particular environment. The longer children live in a particular environment, the more their sense of belonging to the environment tends to be more visible in their participation in every activity.

Parents providing social skills to their children by expressing their opinions, thoughts and beliefs are stages in the assertive aspect. Most parents generally do not easily provide assertive behaviour to their children. And sometimes parents are reluctant to give it because there are many considerations when expressing their opinions, so they prefer to be silent and accept it.

Some parents sometimes also tend to give aggressive attitudes or behaviour to their children when conveying something, such as using words or words that are forceful, demeaning and even threatening. And this is not something that is expected of parents when communicating with their children.

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