

Hubungan Keterampilan Sosial dengan Kompetensi Akademik Anak Berkebutuhan Khusus di Lazuardi Global Compassionate School = The Relationship Between Social Skills and Academic Competence of Children with Special Needs at Lazuardi Global Compassionate School

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Abstrak

Keterampilan sosial memiliki peran penting dalam mendukung perkembangan akademik anak, termasuk pada anak berkebutuhan khusus. Penelitian ini bertujuan untuk mengetahui hubungan antara keterampilan sosial dan kompetensi akademik pada anak berkebutuhan khusus di Lazuardi Global Compassionate School. Penelitian ini menggunakan metode kuantitatif dengan pendekatan cross-sectional. Partisipan penelitian berjumlah 29 anak berkebutuhan khusus yang dipilih melalui teknik purposive sampling. Instrumen yang digunakan adalah formulir Social Skills Improvement System (SSIS) untuk mengukur keterampilan sosial, serta nilai rapor sebagai indikator kompetensi akademik. Hasil analisis korelasi Pearson menunjukkan adanya hubungan positif antara keterampilan sosial dan kompetensi akademik ($r = 0,324$), namun tidak signifikan secara statistik ($p = 0,091$). Selain itu, tidak ditemukan perbedaan yang signifikan berdasarkan usia, jenis kelamin, maupun klasifikasi kebutuhan khusus terhadap kedua variabel utama.

.....Social skills play an important role in supporting children's academic development, including for children with special needs. This study aims to examine the relationship between social skills and academic competence in children with special needs at Lazuardi Global Compassionate School. This research employed a quantitative method with a cross-sectional approach. The participants consisted of 29 children with special needs, selected through purposive sampling. The instruments used were the Social Skills Improvement System (SSIS) Teacher Form to assess social skills, and report card grades as indicators of academic competence. The Pearson correlation analysis showed a positive relationship between social skills and academic competence ($r = 0.324$), but the result was not statistically significant ($p = 0.091$). In addition, no significant differences were found based on age, gender, or classification of special needs in relation to the two main variables.