

Respect and Responsibility's Storytelling Effectiveness for Social Skills  
Improvement in Kindergarten Students

Andini Pritania Putri.  
Dr. Riana Sahrani, M.Si, Psikolog.  
Debora Basaria, M.Psi, Psikolog.  
Universitas Tarumanagara, Jakarta.

**ABSTRACT**

When a child join in the social environment that is broader than the family environment, a child needs a skill that can assist in achieving effective interaction with peers and others. Social skills are behaviors that allows an individual to interact effectively with others in the environment (Sheridan & Walker, 2005). In fact, there are still children at TK X with lower levels of social skills that make their interaction with teachers and peers to be limited. That condition makes researcher interested in studying the social skills in children. This study aims to test the effectiveness of storytelling activities that teach the values of respect and responsibility for social skills improvement in children of TK. This study design is quasi-experimental using one group pretest posttest with the number of participants as four children known to have previously experienced difficulty in applying social skills at school. Storytelling intervention carried out in 8 sessions during May-June 2016. Based on research results by paired sample t-test ( $t=-6.109$  dan  $p<0.01$ ). It shows that the intervention of storytelling is effective for social skills improvement in children. Thus, the intervention of this study can serve as a model of intervention to assist students for social skills improvement in schools with similar characteristics to participant's characteristics.

Keywords: Social skills, educational values, respect, responsibility, storytelling