

**OUTBOUND GAME MODEL TO DEVELOP INTERPERSONAL COMPETENCE OF PRIMARY SCHOOL STUDENTS****Niken Fatimah Nurhayati¹✉ Sugiharto²**¹ Faculty of Psychology, Universitas Diponegoro, Indonesia² Postgraduate Program Universitas Negeri Semarang, Indonesia**Article Info****Article History:**

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Keywords:*model of outbound game, interpersonal competence, students of elementary school.***Abstract**

Playing is a useful learning experience for the physical, intellectual, social, moral and emotional development of children. The goal of this research is to produce a product of outbound game model that can be used to develop interpersonal competencies of students in elementary school. This research uses research and development approach. The data source is a qualitative and quantitative data obtained from the test results of small-scale, large-scale testing and evaluating the effectiveness of the product. The validity of the data is tested by validation experts and practitioners. Data analysis is carried out by a qualitative descriptive approach with different percentages and t-test. The results of this study are: (1) there have been ten outbound game models which are effective to develop aspects of the initiative, assertiveness, openness, emotional support, and aspects of conflict management of students in elementary school, (2) it has been produced ten models games outbound effective to develop interpersonal competence of students in primary schools. The conclusions of this study are: there are problems of students in establishing effective communication with peers, so the model is a game designed to develop interpersonal competence and already meets the eligibility test. Suggestions of this research are: (1) the sport education teachers can try out the models of outbound games in exercise learning process, and (2) the teachers can use outbound game models to develop interpersonal competence on the lower and upper-grade students of elementary school.

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INTRODUCTION

The Development of human resources is a top priority in the national development of Indonesia. At the macro level, development of natural resources, material and financial will not provide optimum benefits to increase prosperity if not supported by the availability of qualified human resources. In relation to the efforts to establish qualified human resources, several things need to be prioritized. The first one is education, the more educated human resources owned, the easier the change towards progress to pursue. Second is strong character building and spirit. The third is capacity building and competence of individuals facing up a global competition.

The effort to establish qualified human resources is not an instantaneous process but requires a long process, which should start from childhood. The character building in childhood has to be considered because a child's ability to adapt at the beginning of its development is a prediction of success in adapting to its environment. The involvement of positive relationships with peers, conflict resolution, and qualified friendships in childhood, not only provides a positive outcome in childhood but also associated with positive relationships in adolescence and adulthood. Someone who has the social skills and is able to communicate with other people tends to be more successful in a career than those who do not have these capabilities, and one of the many factors that determine the success in establishing communication with others is interpersonal competence.

Interpersonal competence has an important meaning in life because a person with good interpersonal competence is capable of maintaining a relationship in the long term and the relationship is satisfactory. The sustainability of these relationships is due to the person's ability to recognize the nature, character, strengths, and weaknesses, as well as easy to get along with a variety of characters.

Some studies have corroborated the importance of interpersonal relationships for

children. The results of the study were: (1) a research by Chen, et al. (2000: 302-309) of primary school students in China stated that the ability to build social relationships, and prosocial behavior is vital to peer acceptance, cognitive competence, self-esteem, school competence and academic achievement, (2) a research by Mpofu, et al, (2004: 169-173) to the secondary school students in Zimbabwe proved that students who have interpersonal competence were considered to be cooperative, responsible, socially accepted by peers and teachers, and more friendly than the students who lack interpersonal competence, (3) Nakatsugawa & Takai (2013) states that there is a fairly permanent conflict between fair students and talented students, (4) a research by Nakatsugawa & Takai (2014) concluded that there was significant correlation between fair and talented students in terms of interpersonal skills, and (5) a research by Seal, et al. (2015) stated that the interpersonal competence significantly influenced the development of students' character.

The tendency of society that is often at odds for their targets, ambition, competition in every field, the fulfillment of material needs, and prestige makes the warmth of interpersonal relationships with others wane. It is quite often that some children with good intellectual skills are not able to establish interpersonal relationships with friends. This shows how important is the development of interpersonal competence as a condition of children in building successful interpersonal relationships with peers.

A preliminary study to identify various problems in developing interpersonal competencies was conducted by a researcher involving 40 sport education teachers of the primary school in the Semarang showed that in every class there were students who had problems in establishing and maintaining interpersonal relationships or competence with peers. They are students who are ignored or

avoided by peers and feel less comfortable in the family or at school.

Efforts to develop interpersonal relationship skills of children start from themselves and their family. Children are expected to get the balance of parenting and education programs both at the school and family environment. Teachers are required to be creative and innovative in the development of children interpersonal relationship skills with peers at school. In developing children's interpersonal competence, teachers can do a variety of game activities by involving children with peers.

One of the game activities which interests the public is outbound. At this time, outbound activities are widely used as a nature-based alternative education system. It can be seen from the increasing the number of natural and public schools that use outbound activities as a variation in learning. The use of outbound activity is one of the effective learning media. This is in line with the opinion of Ancok (2007: 4) who states that there are several reasons for the selection of outbound activities as an alternative in the study, those are: (1) outbound is a life simulation of the complex made into a simple one, (2) the approach is a method of learning through experiences, and (3) the method is full of excitement because it is done in the form of game.

Based on the above mention, one of the solutions offered by the researcher is to reduce the problems of interpersonal competence by using outbound games models which are packaged in such a way and adapted to the characteristics of the elementary school students. The Researcher believes that the developed outbound game models can be used as a way to develop students' interpersonal competencies in elementary school.

Based on the description on the background above, the problems of this research are: (1) how the outbound game model can be used to develop the interpersonal competencies of students at elementary school? and (2) whether the outbound game model is an

effective way to develop interpersonal competencies of students at elementary school?

Based on the formulation of the problem, then the purposes of this study are: (1) to obtain outbound game models to develop the interpersonal competence of students at an elementary school, (2) to determine whether the developed outbound game models are effective to develop the interpersonal competence of students at elementary schools.

The expected benefits of this research are (1) to provide information about the outbound game models to develop the interpersonal competence of primary school students, and (2) to be a reference for teachers to develop the interpersonal competence of students in primary school.

THEORETICAL STUDIES

Buhrmester, at al. cited by Dayakisni and Hudaniah (2009: 136) states that interpersonal competence is an ability to establish and maintain relationships in the long term. Mc. Devitt and Ormrod (2009: 554) states that interpersonal competence helps children foster positive relationships with peers and becomes one of the determinants of a child to be accepted or rejected in the social environment.

The aspects of interpersonal competence by Buhrmester, at al. cited by Dayakisni and Hudaniah (2009: 136-137) consist of: (1) the ability of initiative (initiative). The initiative is an attempt to initiate some forms of interaction with other people or with a greater social environment, (2) the ability to be assertive (negative assertion), that is the ability and willingness of a person to express his feelings clearly and to defend the rights explicitly, (3) the ability to being open (self-disclosure). Self-disclosure is the ability to open up, to communicate personal information to others, (4) the ability to provide emotional support. Emotional support is an expression of feelings that demonstrate one's concern, sympathy and respect for others, and (5) the ability to resolve conflicts (conflict management). Conflict management is a way or strategy to resolve the

conflict with another person that occurs during interpersonal relationships.

Izzaty, et al. (2008: 104) states that, during the school or primary school period, children are mature and ready to go to school. Elementary school is divided into two phases, namely: the low-grade primary school which takes place between the ages of 6/7 years until 9/10 years, and a high-grade primary school which takes place between the ages 9/10 years.

According to Hurlock quoted by Hidayatullah (2013: 11-13) characteristics of children aged six to twelve years at childhood. In childhood, children are at a critical period, a period of creative, the age of playing and the age of being in groups. Childhood is a critical period, since childhood forms habit to achieve success, not success, or very good success. Childhood is generally more active also called creative period, that is a time in life where it is determined whether the child will be a conformist or an original creator. Childhood is also called the age of playing. This is not because there is more time to play than in other periods, but due to the extent or amount of interest and activity to play. Childhood is called the age of being in groups, for children are interested in activities with friends and want to be part of a group that expects children to conform to the patterns of behavior, values, and interests of its members.

Playing is one of the basic needs for children. Playing is an activity that helps children achieve full development in terms of physical, intellectual, social, moral, and emotional matters. By playing, children adapt themselves to other people and find self-expression in full (Ismail, 2009: 21). The game as an enjoyable method of educating children has some purposes: (1) to develop self-concept, (2) to develop creativity, (3) to develop a communication, (4) to develop physical and motoric aspects, (5) to develop the social aspect, (6) to develop aspects of emotion or personality, (7) to develop aspects of cognition, (8) to sharpen sensing skills, and (9) to develop sports skills and dancing (Ismail, 2009: 117-137).

Outbound is a training program at the open space that is based on the principles of experiential learning presented in the form of games, simulations, discussions and adventure as delivery methods. In the outbound games, children are actively involved in all activities and they get direct feedback that can be used as self-development in the upcoming period (Ancok, 2007: 41). The behavior component expected from outbound games are: (1) to think creatively, (creative thinking), (2) to have good interpersonal relationships, (3) to communicate effectively, (4) to motivate themselves and others, (5) to have the ability to manage himself consisting of the development of effective life (Ancok, 2007: 43-44).

The model game used to develop interpersonal competence in primary schools in this study consisted of 10 (ten) kinds of grouped game models, which consist of: (1) relay ball game, that is a game model of draining balls estafette through the gaps in the pipeline, (2) pipeline balance game, that is a model of game to move the ball by using a pipe balance simultaneously, (3) relay color game, that is the model of game coloring sketch pictures estafette, (4) the relay box game, that's the model of the game to move boxes estafette, (5) the pouring water game, that is a model of the game to move water using ropes simultaneously, (6) a fabric volleyball game, that is a model of the game moving the ball using a cloth in pairs, (7) the relay water game, that is a model of the game to move the water using glass attached to a limb estafette, (8) the hitting the ball in the air game, that is a model game to climb, jump and hit the ball hung on a rope in a tree, (9) the puncture the balloon game, that is a game model of piercing balloons hung from trees by using puncture balloons simultaneously, and (10) unravel model game, that is a game to release the crossing hands into becoming straight without removing handrails or rope.

METHODOLOGY

This research uses research and development approach, as proposed by Borg and

Gall (2003: 772), "Education research and Development is a process used and validate develop educational products". Sugiyono (2010: 407) states that methods of research and development are research methods used to produce a product and test the effectiveness of the product.

This research uses research and development approach developed by Borg and Gall which were modified into seven steps: (1) a preliminary study and data collection, (2) research planning, (3) early product development, (4) validation and revision of initial product, (5) a limited scale testing and revision, (6) wide-scale testing and revision, and (7) making up the final product.

After passing through the validation phase involving three materials experts and three practitioners, the initial product is generated. Design product trials are conducted in two phases, namely: (1) small-scale trials, and (2) large-scale testing on the product of outbound game models. After finding the end product, the next step is to test the effectiveness of outbound game model to develop interpersonal competence in students of elementary school.

The subject of small-scale trials is 74 students from two schools, namely SDN Sambiroto 01 and 02. The subject of the large-scale trial are 207 students from 5 schools, those are SDN Sendang Mulyo 01, 02, 04, SDI Tunas Harapan, and SDI Al-Azhar 14. To test the effectiveness of the product, 38 students of SDN Meteseh are involved.

The data of this research and development are qualitative and quantitative data. Qualitative data are obtained from: (1) the preliminary study, and (2) validation of an early draft of the outbound game models. The quantitative data are obtained from (1) small-scale trial results, (2) large-scale testing, and (3) testing of the effectiveness of the outbound game models.

The instruments used in data collection of this research and development area questionnaire, a psychological scale, and the observation guidelines. A questionnaire is used to validate the model product of outbound

games. The scale of the psychological test is used to determine the effect of product use of the outbound game model to the development of interpersonal competencies of students in elementary school. Observation guide is used to determine the effectiveness of the outbound game model of the development aspects of interpersonal competence of students in elementary school.

Data analysis techniques used in this study consisted of: (1) observation guidelines tested by using quantitative descriptive analysis by percentage, (2) scale psychological tested with the technique of quantitative descriptive analysis by percentage, and (3) evaluating the effectiveness with t-test to know the difference of the effect of models outbound games on interpersonal competence obtained by comparing the results of psychological tests before and after treatment of students performing outbound game models.

RESULTS AND DISCUSSION

Results

Results of a preliminary study on sports education teachers of elementary schools in Semarang are: (1) in every class there are students who have problems of interpersonal competence with peers. They are students who are ignored or avoided by peers, and feel uncomfortable in the family or school, and (2) students who are ignored by peers have the characteristics of shyness and lack of confidence, while students who are avoided peers have the characteristics of being unwilling to succumbing, arrogant, aggressive, less able to control emotions, like to have conflict and disturb or hurt peers. Some of the findings of the issue, prompt the authors to develop a model of outbound games which are expected to tackle the problems of interpersonal competence of students in elementary school.

Before tested to the field, in both small-scale trial and large-scale trial, the preliminary draft model of outbound games are validated by 3 experts on the matter. The validation process of the early product is

followed by a second stage involving three practitioners in the field. The expected results are no longer dealing with the problem of conceptual models of outbound games but are related to technical and operational matters in the field.

The revision of the initial product models of outbound games is carried out after receiving input from experts of the subject matter and practitioners, which has four major changes, namely: (1) some of the equipment used in the game are likely to be added, removed or replaced with other equipment, (2) to be more

interesting and challenging, some models of game with difficulty level are made easier or more difficult, and (3) technical game is made simpler so that students become more active and to concentrate in the game.

Small-scale trials of the product models of outbound games were held on December 6 to March 13, 2014, at 2 the schools of SDN Sambiroto 01 and 02. The results of the assessment models of the outbound game by 3 practitioners in small-scale trials have been validated by 3 experts of the matter and they are presented in Table 1.

Table 1. Assessment Model Outbound Games to Develop Interpersonal Competence in Small-Scale Trial

No.	Games	SDN Sambiroto 01	SDN Sambiroto 02
1.	Relay Ball Game	3,9	3,9
2.	Pipe Game Balance	3,8	3,8
3.	Relay Game Color	3,7	3,7
4.	Relay Game Box	3,8	3,9
5.	The Game Pouring Water	3,9	3,9
6.	Games Volleyball Fabrics	3,8	3,8
7.	Games Relay Air	3,8	3,9
8.	Game Hit Ball in the Air	3,7	3,7
9.	The Game Stab Balloon	3,8	3,8
10.	Tangled Yarn Unravel Game	3,8	3,7
	Average	3,8	3,8

Table 1 shows that the test results of small-scale models of the outbound game at 2 primary schools have reached 3.8 or are very good. This means that the game model of outbound to develop interpersonal competence can be continued with the large-scale testing.

The large-scale testing of the product models of outbound games was held

from March 27, 2014, to 17 April 2014 in five schools, namely: SDN Sendangmulyo 01, 02, 04, SDI Tunas Harapan and SDI Al Azhar 14 of Semarang. This is to assess models outbound games. The results of the assessment by three practitioners on a large scale trials are presented in Table 2.

Table 2. Assessment Model of Outbound Games to Develop Interpersonal Competence in Large-Scale Trial

GAME	SDN Sendang Mulyo 01 Semarang	SDN Sendang Mulyo 02 Semarang	SDN Sendang Mulyo 04 Semarang	SDI Tunas Harapan Semarang	SDI Al Azhar 14 Semarang
Relay Ball Game	4,0	4,0	4,0	4,0	4,0
Pipe Game Balance	3,9	3,9	3,9	3,9	3,9
Relay Game Color	3,8	3,8	3,8	3,8	3,8
Relay Game Box	3,9	3,9	3,9	3,9	3,9

The Game Pouring Water	4,0	4,0	4,0	4,0	4,0
Games Volley ball Fabrics	3,9	3,9	3,9	3,9	3,9
Games Relay Air	3,9	3,9	3,9	3,9	3,9
Game Hit Ball in the Air	3,8	3,8	3,8	3,8	3,8
The game Stab Balloon	3,9	3,9	3,9	3,9	3,9
The Game Unravel Yarn Tangle	3,9	3,9	3,9	3,9	3,9
Average	3,9	3,9	3,9	3,9	3,9

Table 2 shows that the results of large-scale testing models of outbound games in five primary schools have reached 3.9 or in a good mark. The results achieved on large-scale trial is better than the results of small-scale trials. The Improvement of test results in large scale can be interpreted that the outbound game models to develop the interpersonal competence of students in primary schools have experienced improvement.

After going through the initial stages of product validation, small-scale testing,

large-scale testing, the final product is obtained. The next stage is to test the effectiveness of the product models of outbound games held from April 17 to May 17, 2014, which were carried out by 38 students of SDN Meteseh of Semarang. The results of testing the effectiveness of psychological tests, testing the effectiveness of outbound game model are presented in Table 3, Table 4 and Table 5 below:

Table 3. Result Score Test Pre and Post Test Interpersonal Competence Students

Interpersonal Competence Results	Pre Test Test	Pre Test		Post Test		Changes	
		Σ	%	Σ	%	Σ	%
Very High		32	84,2	38	100	+ 6	+15,8
High		5	13,2	0	0	-5	-13,2
Medium		1	2,6	0	0	-1	- 2,6
Low		0	0	0	0	0	0
Very Low		0	0	0	0	0	0

Table 3 shows there has been a change in the results of the test scores between the number of students who have a very high, high and medium classification of interpersonal competence. Based on the comparison of data from pre-test and post-test scores of interpersonal competencies it can be concluded that there has been a change in the number of students who have a classification of a very high score of interpersonal competence which increased 6 people (15.8%), the number of students who have high interpersonal

competence classification scores decreased 5 people (13.2%), and the number of students who have moderate competence of interpersonal classification score decreased 1 (2.6%).

To find out the difference of the change between the pre-test and post-test, there needs to be a comparison of test results on the effectiveness of pre-test and post-test. The results of the comparison test on the effectiveness of the model in all aspects of the game are measured and their implementation on the pre-test and

post-test are presented in Table 4 and Table 5 below.

Table 4. Test Results on Effectiveness of Outbound Game Model in all Aspects of Interpersonal Competence

ASPECTS	PRE TEST		POST TEST		CHANGES	
	Σ	%	Σ	%	Σ	%
Initiative	2,2	44	2,9	58	+0,7	+14
Negative Assertion	2,0	40	2,8	56	+0,8	+16
Self Disclosure	2,8	56	3,5	70	+0,7	+14
Emotional Support	2,9	58	3,6	72	+0,7	+14
Conflict Management	2,9	58	3,6	72	+0,7	+14

Table 4 shows that there has been a change in the ability of students on aspects of interpersonal competence as measured by the pre-test and post-test. The capability of the student initiative increased 0.7 (14%), the aspects of negative increased by 0.8 (16%),

while, self-disclosure aspect of students increased 0.7 (14%), emotional aspects of student support increased added 0.7 (14%), and the aspects of conflict management increased 0.7 (14%).

Table 5. The result of the Test on the Effectiveness of Outbound Game Model On Student Groups

GROUP NAME	PRE TEST		POST TEST		CHANGES	
	Σ	%	Σ	%	Σ	%
I	3,1	62	4,1	82	+1,0	+20
II	3,1	62	3,7	74	+0,6	+12
III	3,0	60	3,9	78	+0,9	+18
IV	3,1	62	4,1	82	+1,0	+20
V	3,3	66	3,9	78	+0,6	+12
VI	2,9	58	3,8	76	+0,9	+18

Table 5 shows that there has been a change in the ability of all groups of students in conducting outbound game model. The ability to perform outbound game model in group I increased 1.0 (20%), group II increased of 0.6 (12%), group III increased 0.9 (18%), Group IV increased of 1.0 (20%), group V grew 0.6 (12%), and group VI increased of 0.9 (18%).The results

of correlation test and the effectiveness test on different models of outbound games on the interpersonal competence of students are carried out by comparing the results of psychological tests before and after treatment of students performing outbound game model. The results are presented in Table 6 and Table 7.

Table 6. Results of Correlation Test of Outbound Game Model on Interpersonal Competence of Students

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Test and Post Test	38	.889	.000

Table 6 shows that the correlation test results on the effectiveness of the model of outbound games on the interpersonal competence of students in primary schools. The obtained correlation value is 0.889 with a

significance value of 0.000 ($p < 0.05$). This shows that there is a significant correlation between the scores of students on interpersonal competence gained in pre-test and post-test.

Table 7. Different Test Results on Effectiveness of Outbound Game Model Student Interpersonal Competence

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre Test - Post Test	-9.368	6.069	.985	-11.363	-7.374	-9.516	37	.000

Table 7 shows that the results of different test models on the effectiveness of outbound games on student interpersonal competence are .9516 with a significance level of 0.000 ($p < 0.05$), which implies that there are significant differences between the scores obtained variables of interpersonal competence of students in the pre-test and post-test. This means that the outbound game models developed in this study are empirically effective in improving the scores of the interpersonal competence of students in primary schools.

DISCUSSION

The results of the research showed that in order to achieve interpersonal competency development, the implementation of outbound game models, and aspects measured in this study require several iterative processes of model execution outbound games by students in elementary school.

The results of the assessment model of the game on a small scale trial and large-scale show that the models have been able to achieve the minimum completeness criteria with good result. This shows that the outbound game

models are suited to the characteristics of students with low and moderate difficulty levels, so they can be done by students of elementary school.

The results of psychological tests on interpersonal competence from pre-test to post-test indicate that there has been an increase in the number of students who have a high classification and a reduction in the number of students who have a moderate classification. This shows that students increasingly have the ability to establish and maintain relationships or interpersonal competence with peers.

The results of testing on the effectiveness of the game model of aspects of interpersonal competencies that are measured on a pre-test and post-test showed there has been a change in the ability of the students on the aspects measured. This proves that the models of outbound games can be used to develop aspects of the initiative, negative assertion self-disclosure, emotional support and conflict management on students in primary schools.

The results of testing the effectiveness of outbound game models using a different test to the t-test on a group of students showed the addition of classification has the

ability to perform outbound game models. This shows that the outbound game models are suitable with the characteristics of students, so it can be done well by all groups of students.

Based on different test with the t-test on the effectiveness of the outbound game models on the score of interpersonal competence of students, the correlation is obtained with the value of 0.889, with a significance value of 0.000 ($p < 0.05$). This shows that there is a significant correlation between the scores of students interpersonal competence gained in pre-test and post-test. Meanwhile, the t-test results have the value of -9516 with a significance level of 0.000 ($p < 0.05$), which implies that there are significant differences between the scores of students interpersonal competence gained in pre-test and post-test. This means that the outbound game models developed in this study are empirically effective in improving scores on the interpersonal competence of students in primary schools.

CONCLUSION

Based on this research it can be concluded as follows: (1) it has been produced ten models of outbound games that can be used to develop aspects of the initiative, negative assertion, self-disclosure, emotional support, and conflict management on students of elementary school, and (2) it has been produced ten outbound game models that can effectively develop interpersonal competence of students in elementary school.

Based on the conclusions outlined above, the authors gives some suggestions as follows: (1) teachers of sport education can try out models of outbound games in learning sport and health, and (2) teachers can use the model of outbound games to develop interpersonal competence of students in lower classes and on elementary schools.

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