IDENTIFICATION OF SOCIAL SKILLS IN LATE ADOLESCENTS TAKING VOCATIONAL SCHOOL EDUCATION IN THE CITY OF BEKASI

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Abstract
The aim of this research is to obtain an overview of the social skills of late adolescents studying vocational school in Bekasi City. This research is descriptive quantitative research with a purposive sampling technique. The research sample consisted of 100 finalist teenagers studying vocational school in Bekasi City. The social skills measuring tool has 19 valid items and a reliability value of 0.904. The results of the research show that there are more teenagers taking vocational high school education in Bekasi City with a high level of social skills (56%), compared to low social skills (44%). The highest percentage of those with high social skills were found in late teens taking vocational school education in Bekasi City, male (56.5%), 16 years old (67.9%), 10th grade (67.9%), and from the City Vocational School area. West Bekasi (100.0%). The highest percentage of those with low social skills were found in late teens taking vocational school education in Bekasi City, female (44.4%), 18 years old (50.0%), 12th grade (48.8%), and from the Bekasi City Vocational School area. north (53.5%)

Keywords : Social skills, late teens, Bekasi city vocational school

Abstrak

Tujuan penelitian ini adalah untuk memperoleh gambaran keterampilan sosial pada remaja akhir yang menempuh pendidikan SMK di Kota Bekasi. Penelitian ini merupakan penelitian kuantitatif deskriptif dengan teknik pengambilan sampel purposive sampling. Sampel penelitian berjumlah 100 orang remaja akhir yang menempuh pendidikan SMK di Kota Bekasi. Alat ukur keterampilan sosial memiliki 19 item valid dan nilai reliabilitas 0.904. Hasil penelitian menunjukkan lebih banyak remaja akhir yang menempuh pendidikan SMK di Kota Bekasi dengan tingkat keterampilan sosial yang tinggi (56%), dibandingkan keterampilan sosial yang rendah (44%). Persentase yang memiliki keterampilan sosial yang tinggi ditemui paling banyak pada remaja akhir yang menempuh pendidikan SMK di Kota Bekasi berjenis kelamin laki-laki (56.5%), berusia 16 tahun (67.9%), kelas 10 (67.9%), dan dari wilayah SMK Kota Bekasi bagian barat (100.0%). Persentase yang memiliki keterampilan sosial yang rendah ditemui paling banyak pada remaja akhir yang menempuh pendidikan SMK di Kota Bekasi berjenis kelamin perempuan (44.4%), berusia 18 tahun (50.0%), kelas 12 (48.8%), dan dari wilayah SMK Kota Bekasi bagian utara (53.5%).
Kata kunci: Keterampilan sosial, remaja akhir, SMK Kota Bekasi

INTRODUCTION

The term adolescence comes from the Latin word "adolescere" or "adolescentia," which means teenager and means "to grow up" or "to grow into an adult" (Hurlock, 2002). More broadly, *adolescence* can be said to be mental, emotional, social, and physical maturity. This view was expressed by Piaget (in Hurlock, 2002), who defined adolescence as a period of typical intellectual transformation so that individuals can achieve integration in adult social relationships. According to Hurlock (2002), adolescence is an important period because at that time individuals begin to search for their identity, so teenagers often make mistakes that give rise to problems. In line with Pratama et al. (2019), which state that adolescence is a very important period in human development, Riowati & Muis (2016) explain that adolescence is a period full of problems because teenagers experience an identity crisis and have their own characteristics. These characteristics of teenagers, according to Gunarsa (1983 in Riowati & Muis, 2016), are: being easily awkward and awkward in social interactions; tending to have a challenging attitude, especially towards parents and adults; tending to get restless easily; having lots of fantasies or fantasies; and tending to form groups.

Adolescence lasts from the age of 13 to 18 years and is divided into two parts, namely early adolescence aged 13 to 16 or 17 years and late adolescence aged 16 or 17 years to 18 years (Hurlock, 2002). Adolescence, as a transition period to adulthood, is faced with various changes, one of which is changes in social roles (Hurlock, 2002; Matsumoto, 2009; Perkins et al., 2003; Damra, 2021). In this period, adolescents experience various psychological developments and identification patterns from childhood to adulthood and begin to be more independent in socio-economic aspects (Sarwono, 2014; Khafita & Rozali, 2022). Adolescents are also faced with various developmental tasks, one of which is developing socially responsible behavior as members of society (Havighurst in Hurlock, 2002) and having healthy social relationships (Mu'tadin in Kumala et al., 2022). The task of developing socially responsible behavior and healthy social relationships is referred to by Kumala et al. (2022) as the task of social development.

Social development tasks can be achieved with social skills. Social skills are abilities that can be learned that enable individuals to interact socially in ways that give rise to positive responses and avoid negative responses so that individuals can be accepted socially (Gresham & Elliot, 1990; Elliott & Busse, 1991). In this study, researchers used aspects of social skills from Gresham & Elliot (1990 in Elliott & Busse, 1991) because, according to Demaray et al. (1995 in Damra, 2021), the social skills aspect by Gresham & Elliot (1990) is a comprehensive and multi-source aspect, so it is highly recommended for use.

Social skills are an important ability that teenagers must have, especially late teenagers who are studying at vocational high schools, hereinafter abbreviated as SMK (Wardani & Apollo, 2010; Agustini & Andayani, 2017). Late adolescence is a short period before the end of high school, which raises concerns about the future (Hurlock, 2002). Vocational schools, according to Minister of Education and Culture Regulation Number

1 of 2021, are formal education units that provide vocational education at the secondary education level and are required to be able to produce skilled workers in accordance with the needs of the world of work. According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 15, it is explained that vocational education is secondary education to prepare students to work in certain fields.

According to data obtained from disdik.bekasikota.go.id, Bekasi City is part of the Jabodetabek megapolitan area and one of the industrial centers. As an industrial center, Bekasi City is able to realize the goals of vocational school education institutions through link and match, namely increasing the relevance of vocational schools to the needs of the world of work, business, and industry. This is reinforced by Bekasi City Regional Regulation Number 18 of 2011, which requires companies in Bekasi City to prioritize workers from Bekasi City for at least 60% of the workforce needed by the company. Thus, Bekasi City is a strategic area that can create good cooperation between vocational schools and industry, namely vocational schools as agencies that will provide skilled workers and industries that will absorb or utilize skilled workers who graduate from vocational schools. Final teenagers who take vocational school education in Bekasi City and have high social skills will be more productive, responsible, and skilled at work (Thalib in Ghofiniyah & Setiowati, 2017). Thus, final teenagers who take vocational school education in Bekasi City will be more able to realize the goals of the agency Vocational Schools while taking advantage of the potential and opportunities of industry in Bekasi City.

According to a preliminary study by researchers at SMK X Bekasi City, there were late adolescents who had poor social skills. SMK Vocational School Competencies in analytical chemistry and sharia banking skills are representative of competencies that are dominated by female students. Software engineering and industrial electronics engineering skill competencies are representatives of skill competencies that are dominated by male students. In addition, more graduates from vocational schools Thus, the characteristics of SMK

The results of a preliminary study at SMK This data shows that 61% of students aged 16–18 years, or late adolescence, are thought to still experience confusion in determining their future and have low social skills. This is supported by a survey of students at SMK, and another 51% said they were not embarrassed to express their opinions in front of the class (Survey Data, 2023). Thus, it can be seen that there are still students at Vocational School.

Final teenagers studying vocational school in Bekasi City who have low social skills will grow up to be individuals who are maladjusted and unhappy (Hurlock, 2002), who have difficulty establishing social relationships, which results in the difficulty of having friends (Hall et al., 2016; Agustini & Andayani, 2017), unable to work skillfully, productively and responsibly (Talib in Ghofiniyah & Setiowati, 2017), facing various

problems such as difficulty in interpersonal communication, showing behavior ignoring the words of teachers and adults, as well as committing violations of school regulations such as truant, dressing not in accordance with the rules school, joking during class, fighting, and smoking (Damra, 2021).

Final teenagers who take vocational school education in Bekasi City who have high social skills have a greater chance of achieving success and happiness in adulthood (Hurlock, 2002), can work more skillfully, productively and responsibly (Talib in Ghofiniyah & Setiowati, 2017), can avoid negative impacts that might arise in a social relations, for example bullying, violence, and so on (Puspitasari, 2014; Riowati & Muis, 2016), being able to achieve harmony and harmony between the demands within oneself and those expected by the social environment (Damra, 2021; Setiani et al., 2021), being able to adapt to the social environment, being able to resolve conflicts such as mental conflict, frustration, and difficulties within oneself and the social environment, being able to communicate with other people, being able to actualize oneself in social groups, and being able to show pleasant social attitudes such as being friendly, taking the initiative to help other people who need help, being active and participating in social activities (Hurlock, 2002;Khafita & Rozali, 2022)

Previous research that is similar to the research that wants to be carried out includes research by Pujiani (2018) describing social skills in teenagers who experience behavioral disorders at MAN 5 Jombang. Research by Solihatun and Oktasari (2018) describes social skills in isolated teenagers at SMKN 20 South Jakarta. Research by Shalma (2020) describes the social skills of students at SMP Negeri 2 Undaan, Kudus Regency. Research by Aristuti (2021) about the description of students' social skills in elementary schools. Research by Wicaksono (2021) on the description of social skills in early working adults. Previous research shows that there has been no research regarding the description of social skills in late adolescents studying vocational school in Bekasi City.

Based on the explanation above, it can be concluded that social skills are an important ability for late adolescents, especially those taking vocational school education in Bekasi City, because they have additional demands as vocational school graduates who are ready to work. High social skills will help final teenagers who are studying vocational school in Bekasi City become more skilled, productive, and responsible so that they have high competitiveness. Considering the importance of social skills in late teens taking vocational school education, especially in Bekasi City, and the absence of research regarding the description of social skills in late teens taking vocational school education in Bekasi City, it is necessary to identify social skills. This is important to do because it is an initial preventive measure for negative things that could happen if the final teenagers studying vocational school in Bekasi City have low social skills.

METHOD

This research uses descriptive quantitative methods to describe the data collected as it is without making general conclusions or generalizations (Sugiyono, 2018). This research aims to determine the description of social skills in late adolescents studying vocational school in Bekasi City. The population in this study was vocational school students in Bekasi City, totaling 50,341 people (Kementerian Pendidikan, 2023). The sample in this study was 100 people using the *Slovin formula* with an error rate of 10%. The sampling technique used is *non-probability sampling with a purposive sampling type.* According to Sugiyono (2013), *purposive sampling* is a sampling technique with considerations based on certain characteristics. The characteristics taken into consideration for sampling are those aged 16–18 years or late teens and currently studying vocational school grades 10, 11, and 12 in the Bekasi City area, which includes the northern, southern, western, and eastern parts.

The social skills measuring instrument refers to the theory of Gresham & Elliot (1990) and Elliott & Busse (1991), which consists of aspects of *cooperation, assertion, empathy,* and *self-control.* The measuring instrument in this research is a modification of the social skills measuring instrument that has been used by the research title "Kurniawati (2018): Parent Influence *Management Training* to Improve Social Skills in Children with *Oppositional Defiant Disorder* "based on aspects of Gresham & Elliot (1990), which consists of 44 statements with a reliability of 0.871. The data collection method uses a questionnaire in the form of a Likert scale model with four alternative answer choices, namely Very Suitable (SS), Suitable (S), Not Suitable (TS), and Very Unsuitable (STS). The scale consists of *favorable items* (items that are positive or support the attitude object) and unfavorable items (items that are negative or do not support the attitude object).

RESULTS AND DISCUSSION

Description of Research Respondents

The research respondents were 100 vocational school students in grades 10, 11, and 12 in Bekasi City, covering the northern, southern, western, and eastern parts. Here are the details:

Table . *Frequency Description Based on Gender*

Type Sex	Number of people)	Percentage (%)
Man	46	46.0
Woman	54	54.0
Total	100	100.0

Source: Processed data, 2023

Based on table 2, it is known that based on gender, the number of male research subjects was 46 people (46%) and female research subjects were 54 people (54%). Thus, the data shows that there are more female research subjects than male research subjects.

Table . *Frequency Description Based on Age*

Age	Number of people)	Percentage (%)
16 years	28	28.0
17 years	38	38.0
18 years	34	34.0
Total	100	100.0

Source: Processed data, 2023

Based on table 3, it is known that based on age, the number of research subjects aged 16 years was 28 (28%), research subjects aged 17 years were 38 (38%), and research subjects aged 18 years were 34 (34%). Thus, the data shows that the research subjects were at most 17 years old, namely 38 people (38%), while the research subjects were at least 16 years old, namely 28 people (28%).

Table . *Frequency Description Based on Class*

Class	Number of people)	Percentage (%)
Grade 10	28	28.0
11th class	31	31.0
Class 12	41	41.0
Total	100	100.0

Source: Processed data, 2023

Based on table 4, it is known that based on class, research subjects from class 10 were 28 people (28%), research subjects from class 11 were 31 people (31%), and research subjects from class 12 were 41 people (41%). Thus, the data shows that the most research subjects came from class 12, namely 41 people (41%), while the fewest research subjects came from class 10, namely 28 people (28%).

Table . *Frequency Description Based on Vocational School Location Area*

Vocational School Area	Number of people)	Percentage (%)
Bekasi city Northern part	43	43.0
Bekasi city South side	4	4.0
Bekasi city West Region	7	7.0
Bekasi city Part East	46	46.0
Total	100	100.0

Source: Processed data, 2023

Based on table 5, it is known that based on the area where the vocational school is located, research subjects from the northern part of the Bekasi City Vocational School area were 43 people (43%), research subjects from the southern part of the Bekasi City Vocational School area were 4 people (4%), and research subjects from the vocational school area The western part of Bekasi City had 7 people (7%), and the research subjects from the eastern Bekasi City Vocational School area were 46 people (46%). Thus, the data shows that the most research subjects came from the eastern Bekasi City

Vocational School area, namely 46 people (46%), while the fewest research subjects came from the southern Bekasi City Vocational School area, namely 4 people (4%).

1. Categorization

Table . *Description of Variable Mean*

Variable	*Mean* (μ)
Social Skills	56.80

Source: Processed data, 2023

Referring to the *mean value* , the social skills variable is categorized into high (X ≥ μ) and low (X < μ).

Table . *Results of Social Skills Categorization*

Score	Categorization	Number of people)	Percentage (%)
X ≥ 56.80	Tall	56	56.0
X < 56.80	Low	44	44.0

Source: Processed data, 2023

Based on table 7, it shows that the majority of research subjects fall into the high level social skills categorization, namely 56 people (56%), while there are fewer research subjects with low level social skills, namely 44 people (44%).

2. *Crosstab* (Cross Tabulation)

Table . *Skills crosstab results Social And Type Sex*

Gender	Social Skills Level		Total
	Tall	Low	
Man	26 (56.5%)	20 (43.5%)	46 (100.0%)
Woman	30 (55.6%)	24 (44.4%)	54 (100.0%)
Total	56 (56.0%)	44 (44.0%)	100 (100.0%)

Source: Processed data, 2023

Based on table 8, it shows that the number of male research subjects at a high social skills level was 26 people (56.5%), and at a low social skills level there were 20 people (43.5%). The number of female research subjects at a high social skills level was 30 (55.6%), and at a low social skills level, there were 24 (44.4%). Thus, the data shows that high levels of social skills are most common in male research subjects (56.5%), while low levels of social skills are most common in female subjects (44.4%).

Table . *Skills crosstab results Social And Age*

Age	Social Skills Level		Total
	Tall	Low	
16 years	19 (67.9%)	9 (32.1%)	28 (100.0%)
17 years	20 (52.6%)	18 (47.4%)	38 (100.0%)
18 years	17 (50.0%)	17 (50.0%)	34 (100.0%)
Total	56 (56.0%)	44 (44.0%)	100 (100.0%)

Source: Processed data, 2023

Based on table 9, it shows that the number of research subjects aged 16 years at a high level of social skills was 19 people (67.9%), and at a low level of social skills, it was 9 people (32.1%). The number of research subjects aged 17 years at a high social skills level was 20 people (52.6%), and at a low social skills level there were 18 people (47.4%). The number of research subjects aged 18 years at a high social skills level was 17 people (50.0%), and at a low social skills level there were 17 people (50.0%). Thus, the data shows that high levels of social skills are most common in research subjects aged 16 years (67.9%), while low levels of social skills are most common in subjects aged 18 years (50.0%).

Table . *Skills crosstab results Social And Class*

Class	Social Skills Level		Total
	Tall	Low	
10	19 (67.9%)	9 (32.1%)	28 (100.0%)
11	16 (51.6%)	15 (48.4%)	31 (100.0%)
12	21 (51.2%)	20 (48.8%)	41 (100.0%)
Total	56 (56.0%)	44 (44.0%)	100 (100.0%)

Source: Processed data, 2023

Based on table 10, it shows that the number of research subjects from class 10 at a high level of social skills was 19 people (67.9%), and at a low level of social skills, it was 9 people (32.1%). The number of research subjects from grade 11 at a high social skills level was 16 people (51.6%), and at a low social skills level there were 15 people (48.4%). The number of research subjects from grade 12 at a high social skills level was 21 people (51.2%), and at a low social skills level there were 20 people (48.8%). Thus, the data shows that high levels of social skills are most common in research subjects from grade 10 (67.9%), while low levels of social skills are most common in subjects from grade 12 (48.8%).

Table . *Social Skills crosstab results and Bekasi City Vocational School Location Area*

Vocational School Area	Social Skills Level		Total
	Tall	Low	
Northern part	29 (46.5%)	23 (53.5%)	43 (100.0%)
South side	2 (50.0%)	2 (50.0%)	4 (100.0%)
West Region	7 (100.0%)	0 (0.0%)	7 (100.0%)
Eastern Part	27 (58.7%)	19 (41.3%)	46 (100.0%)
Total	56 (56.0%)	44 (44.0%)	100 (100.0%)

Source: Processed data, 2023

Based on table 10, it shows that the number of research subjects from the northern Bekasi City Vocational School area at a high level of social skills was 29 people (46.5%), and at a low level of social skills, it was 23 people (53.5%). The number of research subjects from the southern Bekasi City Vocational School area at a high social skills level was 2 people (50.0%), and at a low social skills level there were 2 people

(50.0%). The number of research subjects from the West Bekasi City Vocational School area at a high social skills level was 7 people (100.0%), and at a low social skills level there were 0 people (0.0%). The number of research subjects from the East Bekasi City Vocational School area at a high social skills level was 27 people (58.7%), and at a low social skills level there were 19 people (41.3%). Thus, the data shows that the highest level of social skills is most common among research subjects from the western part of the Bekasi City Vocational School area (100.0%), while the lowest level of social skills is most common among subjects from the northern part of the Bekasi City Vocational School area (53.5%).

Social skills are an individual's ability to interact socially in a way that causes positive responses and avoids negative responses so that individuals gain social acceptance (Gresham & Elliot, 1990; Elliott & Busse, 1991). Final teenagers who take vocational school education and have high social skills will be able to participate in social activities, express and defend opinions, display good communication skills, show concern and feel what other people feel, and control themselves when facing unpleasant behavior or conditions. Final teenagers who are studying vocational school and have low social skills will have difficulty or not. unable to participate in social activities, unable to express and defend opinions, unable to display good communication skills, unable to show concern and feel what other people feel, and unable to control oneself when facing unpleasant behavior or conditions.

The results of the categorization of social skills in final teenagers who took vocational school education in Bekasi City showed that as many as 56 people (56%) of final teenagers who took vocational school education in Bekasi City had a high level of social skills, and the remaining 44 people (44%) had high levels of social skills. low social. Data shows that there are more final teenagers taking vocational school education in Bekasi City who have high social skills compared to late teenagers taking vocational school education in Bekasi City who have low social skills. This means that more final teenagers who are studying vocational school in Bekasi City are active in social activities at school, such as school organizations and extracurricular activities, are able to express and defend opinions during discussions in class, are able to communicate well, are able to help or assist friends who are having difficulties. , are able to comfort friends who are sad, and are able to control themselves against unpleasant behavior or conditions.

For example, the answers of research subjects to the item that said "I am able to participate in group activities" were 96 subjects (96%) who answered suitable and very suitable, and more than 4 subjects (4%) who answered not suitable and very not in accordance. This shows that more young people studying at vocational schools in Bekasi City are able to participate in social activities. Then, in answering the item that says "I ask for help from other people in the correct way (for example, with the word "help"), as many as 95 subjects (95%) answered appropriately and very appropriately, and more than 5 subjects (5%) of those who answered were inappropriate and very

inappropriate. This shows that more young people taking vocational school education in Bekasi City are able to display good communication. Furthermore, on the item that reads "I give input to friends who are having difficulties," 97 subjects (97%) answered appropriate and very appropriate, more than the 3 subjects (3%) who answered not appropriate and very inappropriate. This shows that more young people taking vocational school education in Bekasi City are able to show concern for others. On the item that says "I am able to wait my turn to speak during discussions with other people," all research subjects, namely 100 people (100%), answered appropriately and very appropriately. This shows that there are more young people taking vocational school education in Bekasi City who are able to control themselves in group activities. Thus, final teenagers who take vocational school education in Bekasi City are more likely to have high social skills than late teenagers who take vocational school education in Bekasi City, who have low social skills.

Based on the results of the cross-tabulation test (table 2), the description of social skills based on gender shows that high levels of social skills are most common in male research subjects (56.5%), while low levels of social skills are most common in female subjects (44.4%). This is in accordance with research by Silondae (2020), which states that in general, men's social skills are higher than women's social skills. Gender is one of the factors that determine social skills (Cartledge & Milburn, 1995; Silondae, 2020). Men's social skills are higher than women's social skills because of differences in interaction patterns in the social environment (Pujiani, 2018). The interaction patterns of late-adolescent boys are more open and brave to interact even in activities that have already started, so their social skills are higher than those of late-adolescent girls, who are more closed and shy to interact, especially in activities that have already started. This is supported by the subject's answer to the item, which reads, "I find it difficult to join in activities that "It has started." As many as 31 female subjects (57%) answered suitable and very suitable, and more than 22 male subjects (46%) answered suitable and very suitable.

Based on the results of the cross-tabulation test (table 3), the description of social skills based on age shows that the highest level of social skills was in research subjects aged 16 years (67.9%), while the level of low social skills was most often in subjects aged 18 years (50.0%). This is not in accordance with Mu'tadin (2006) (Larasati & Marheni, 2019), who states that at the age of 18 years, or the final age limit in late adolescence, they should already have good social skills because they will enter adulthood, where when they are adults, they need social skills to be able to help them in their lives. understand the social environment and generate behavior that is acceptable in the social environment so as to gain social acceptance. This strengthens the results of the cross-tabulation test of the description of social skills by class (table 4), where the age of 16 is the age of late adolescents in grade 10, who are found to most often have a high level of social skills, while the age of 18 is the age of late adolescents in grade 12, who are found to have the lowest levels of social skills.

The majority of research subjects aged 16 years were male (60%), while the majority of research subjects aged 18 years were female (58%). In addition, the majority of research subjects aged 16 came from vocational schools with more male students than female students, as well as vocational competencies dominated by male students, such as motorcycle engineering and business, industrial electronics engineering, computer and network engineering, light vehicle engineering, software engineering, welding engineering, and so on. The majority of research subjects aged 18 years came from vocational schools with more female students than male students, as well as vocational competencies dominated by female students, such as Accounting, Sharia Banking, Analytical Chemistry, Office Administration, Office Management, Design Building Information Modeling, and so on. This strengthens the results of the tabulation test describing social skills by gender (table 2), which shows that high levels of social skills are most common in male research subjects, while low levels of social skills are most common in female research subjects.

Thus, because research subjects aged 16 years were predominantly male and came from vocational schools with the number of students and vocational competencies dominated by male students, research subjects aged 16 years were found to have the highest level of skill. high social. Then research subjects aged 18 years were dominated by female gender and came from vocational schools with a high number of students and vocational competencies dominated by female students, so research subjects aged 18 years were found to have the lowest level of social skills.

Based on the results of the cross-tabulation test (table 4), the description of social skills by class shows that high levels of social skills were most common in research subjects from class 10 (67.9%), while low levels of social skills were most common in subjects from class 12 (48.8%). This is not in accordance with Albert Bandura's social learning theory (Larasati & Suwanda, 2016), which states that students' social skills have a strong connection with the learning process because the learning process is what will really determine the level of social skills that students have. Research subjects in class 12 should have higher skills than research subjects in grade 10. This is because grade 12 is the end of the school period, where they have gone through a longer learning process, namely around three years compared to the learning process that grade 10 goes through, which is around one year. Bandura (in Larasati & Suwanda, 2016) explains that the learning process has a relationship with the environment, where students will model and imitate behaviors displayed in the surrounding environment. For example, if the majority of students in a class have high egos, which are then imitated by other students, then the class will be dominated by students who are selfish. As a result, students in this class will interact less with other friends and therefore have low social skills.

Based on the results of the cross-tabulation test (table 5), the description of social skills based on the area where the vocational school is located shows that the highest level of social skills is most common in research subjects from the western Bekasi City vocational school area (100.0%), while the low level of social skills is most common in

subjects from the northern Bekasi City vocational school area (53.5%). This is because the research subjects from the western Bekasi City Vocational School area all came from vocational schools with more male students than female students, and the vocational competency of the vocational schools was dominated by male students, while the research subjects from the City Vocational School area The majority of northern Bekasi comes from vocational schools with more female students than male students, and vocational competencies are dominated by female students.

Subjects from the western Bekasi City Vocational School area came from State Vocational School 4 Bekasi City, State Vocational School 10 Bekasi City, and State Vocational School 14 Bekasi City. The Vocational School is a vocational school institution that has a greater number of male students than female students, and its vocational competencies are dominated by male students, such as motorcycle business engineering, television program production and broadcasting, computer and network engineering, engineering automotive light vehicles, autotronics engineering, mechatronics engineering, heavy equipment engineering, office automation and management, film production, and tourist travel business. The majority of research subjects from the northern Bekasi City Vocational School area came from Bakti Mandiri Vocational School Bekasi City, BPS & K 2 Vocational School Bekasi City, Global Persada Vocational School, Bekasi City 9 Public Vocational School, and Nurul Huda Vocational School. The Vocational School is a vocational school institution that has a greater number of female students than male students, and its vocational competencies are dominated by female students, such as accounting, office management and business services, banking, and visual communication design. Thus, based on the characteristics of the research subject vocational schools, research subjects from the western Bekasi City Vocational School area were found to have the highest level of social skills, while research subjects from the northern Bekasi City Vocational School area were found to have the lowest social skill levels.

CONCLUSION

Based on the results of the research that has been carried out, it was concluded that final teenagers who took vocational school education in Bekasi City had more high social skills (56%) than those who had low levels of social skills (44%). The highest percentage of those with high social skills were found in late teens taking vocational school education in Bekasi City, male (56.5%), 16 years old (67.9%), 10th grade (67.9%), and from the City Vocational School area. West Bekasi (100.0%). The highest percentage of those with low social skills were found in late teens taking vocational school education in Bekasi City, female (44.4%), 18 years old (50.0%), 12th grade (48.8%), and from the Bekasi City Vocational School area. north (53.5%).

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