This research aimed to investigate the social skills in the School of the Children's Special Prison Institution Class II Bandung, Indonesia. This study included six prison students in high school between the ages of 15 and 18. In two meetings, a case study was conducted using biology learning activities on the issue of using eggshell waste. Field notes and semi-structured interviews are used for collecting data. The collected data will be processed qualitatively through the data coding process, and the data reduction will be provided in a descriptive form in the data interpretation part. According to the findings, prison students have average social skills in the moderate group in the areas of communication and cooperative skills. The communication aspect of social skills is lower than the cooperation aspect. The revealed social skills are indicators of the development of the prison students at the in the School Children's Special Prison Institution Class II Bandung.

Keywords: Biology Learning, Prison Students, Children's Special Prison Institution, Social Skills

INTRODUCTION

Social skills are capable qualities that show themselves in action, such as the ability to search, sort, and handle information in solving everyday problems through speech and writing (Bellack & Hersen, 1998). According to Article 26 of Law No. 20 of 2003, "life skills education provides personal skills, intellectual skills, social skills, and vocational skills for work or independent business". Social skills classified as part of general skills (Republic of Indonesia, 2003).
Social skills necessitate a long period of consistency in training and coaching, like the pattern of coaching used at the Children's Special Prison Institution (Solichatun, 2015). Prison students' social rehabilitation system focuses on strengthening personality and independence through physical development such as formal education, arts, athletics, and relaxation (Wagiati, 2008).

Biology is one of the most favored subjects among prison students (Utami et al. 2018). Biology is linked to creative and contextual biology notions that can be used as a model for an entrepreneurial-oriented biology approach (Fitriah, 2015). It is envisaged that by selecting biology learning on the issue of waste pollution, it will be possible to raise components of communication skills that will support the emergence of business inspiration and independent firms. The ability to live independently, which is expected to come from the coaching process, inspires prison students to be empowered, innovative, and to create their business prospects (Alma, 2012).

Based on the background, this study aims to investigate the social skills in the School of the Children's Special Prison Institution Class II Bandung, Indonesia.

METHOD

This study used the case study method by directly observing learning activities in 2 meetings. The research subjects were 6 prison students undergoing a high school education process at the School of the Children's Special Prison Institution Class II Bandung, Indonesia.

Data collection tools used in this study include field notes and interviews. Observations were made with an internal tutor assistant with a certain agreement. Field notes, as the main data in this study, are authentic recordings that describe learning situations and the interactions that occur during research. Ethical matters related to reporting field notes have been screened by officers of the School of the Children's Special Prison Institution.

Data analysis techniques were carried out in three stages: data coding and reduction, data presentation, and verification. Furthermore, the interpretation of the data will be presented in a descriptive form.

RESULTS AND DISCUSSION

The Development of Social Skills Aspects in Biology Learning Using the Eggshell Waste Management Theme

Based on the assessment of the findings, the biology learning activities were carried out in two sessions, enhancing components of social skills in communication and collaboration. Because learning took place in the classroom, communication abilities stood out more than cooperation skills during the first meeting. Even though the learning setting employs the discussion technique,
the appearance of the communication feature is minimal, according to field notes. Prison children respond verbally to various situations that have nothing to do with studying. Sowerbutts et al. (2021) mention that children with criminal histories have verbal communication difficulties, such as a limited vocabulary heard and applied during their imprisonment in detention. According to Atika and Rasyid (2018), each situation's communication characteristics would fluctuate depending on social, economic, and cultural factors. The presence of Prison Students in rehabilitation and coaching circumstances in the room causes youngsters to perceive that the environment is always changing (Bernburg & Krohn, 2003).

The second meeting took place outside of the classroom, and communication components emerged more frequently than at the first meeting. At the second meeting, prison students provided additional vocal and written comments. The intensity of appearance in spoken communication is lower than in written communication. Students, teachers, and the environment all impact student communication development (Handayani et al., 2021). According to Sudarsono (2012), adolescents with negative behavioral tendencies are less likely to enjoy talking and being open with others. In some cases, communication issues cause teenagers with legal matters to require language treatment (Snow et al., 2015). However, written communication is more prevalent in this on-site conference, which involves planning activities for examples of waste treatment; Prison Students record their ideas and ideas in their books, replete with drawings. According to Bajnarova (2016), children's affection for criminal proceedings toward images is a form of self-expression in communication. Still, the type and character of the images made represented the situation and sentiments at the time. Compared to those of different ages, adolescents prefer to communicate with peers and environments quite close to each other (Valkenburgh & Peter, 2007). Adolescent deviant conduct can be decreased and diverted by engaging in busy and challenging activities (Yuliyanto & Ernis, 2016).

As part of communication skills, the presence of learning activity materials such as eggs, glue, and cardboard increases passion and curiosity. Emotional intelligence is developed through communication skills (Damayanti & Haryanto, 2017). Using learning media in the context of entrepreneurship can arouse the urge to generate economic value through innovation (Fitriah, 2012). The second meeting learning activities carried out the introduction of eggshell waste as an initiation step in entrepreneurship lessons linked with biology courses (Fitriah, 2012). Another aspect that emerged at the second meeting was collaboration, marked by a clear division of tasks between one child and another. Collaboration is a component of emotional, intellectual, social, and
specialized personal skills (Anwar, 2015). Ajisukmo et al. (2015) discovered that vocational education in prison institutions develops a cooperative mindset. The willingness to try without being ordered is an intriguing component of forming collaboration among Prison Students; this is also known as appearing at the level of communication skills. Changes in learning patterns since the COVID-19 pandemic, which has limited face-to-face activities, have also significantly affected communication skills in children's education (Hall & Montgomery, 2022).

**Social Skills as a Result of the Coaching and Learning Process**

This study's relationship between communication skills and collaboration is meaningful data in the input process for training and rehabilitation programs in Special Children's Prison Institutions. Prison Students gain experience in decent and just human rights development as members of the population with the same rights and obligations (Aviandari, 2008). Coaching activities in biology disciplines must be relevant to student's needs and aspirations, especially considering technology advancements and the 4.0 age in the twenty-first century (Baker et al. 2011). Individual social skills development begins at the earliest phases of his existence when he is in the smallest setting, namely the family (Santrock, 2011).

**CONCLUSION**

According to the research findings, biology learning activities on eggshell waste processing resulted in the development of social skills in the communication component, which was lower than the collaboration aspect. Oral communication abilities are less developed than writing skills. Cooperation appears in activities that necessitate more regular communication skills. Learning activities involving group collaboration have been more successful than conventional methods in building communication skills. Coordination between the school (teachers) and the development division at the Special Children's Prison Institution (LPKA) is required to select activity subjects.

**SUGGESTIONS**

It is necessary to continue research by measuring components of academic skills as part of intellectual skills. Learning changes are also required to give a diverse and enjoyable range of educational activities. The minimum consists of recommending other things based on the results and discussion of future studies or others.

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