

THE RELATIONSHIP BETWEEN INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) AND SOCIAL SKILLS IN THE SOCIAL INQUIRY MODEL**Victor Marulitua Lumbantobing, Siti Masitoh, Andi Mariono and *Fajar Arianto**

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Abstract

This study determined to investigate the relationship between information and communication technology (ICT) and the social skills of Dr. Soetomo University students who studied Indonesian language courses using the social inquiry model. The research design is a correlational study with statistical correlation tests that describe and measure the level of relationship between two or more variables. The subjects of this research were all 2021–2022 classes with 240 students. Data collection techniques in this study used observation and questionnaires. The data obtained from observations is data on information and communication technology (ICT) capabilities. Social skills questionnaire data in this study were collected directly by visiting research subjects and submitting questionnaires directly. In this study, researchers used the Pearson product-moment correlation analysis to determine the relationship between information and communication technology (ICT) and social skills. Based on the results of the study, it was found that there is a significant relationship between ICT and social skills (Sig.2-tailed = 0.000 < 0.05) and a moderately strong relationship between ICT and social skills (Pearson Correlation value of 0.644^{**}). The results of this study are expected to be used as reference material for future researchers who will examine further the social inquiry model, information technology, and communication as they relate to social skills. It is hoped that future researchers will pay attention to ICT accessibility because accessibility to ICT infrastructure and the Internet is very important for learning strategies and methods, which will affect interactions between students and lecturers.

Keywords: Information and Communication Technology (ICT), Social skills, Social inquiry model.

INTRODUCTION

The Indonesian language is one of the subjects in higher education institutions that are expected to be able to train students to acquire Indonesian language skills, especially in a variety of academic writing and scientific presentations, as a tool for studying their knowledge. The Indonesian language course is a lesson that develops students' ability to speak Indonesian properly and correctly because mastery of the Indonesian language can be used as a measure of one's nationalism in the Indonesian nation. In addition, this course also aims to develop students' abilities in organizing ideas or concepts to be communicated to other parties so that there is continuous interaction between ideas and results in an effective knowledge transfer and management process (Ministry of Education and Culture, 2013). The purpose of organizing Indonesian language courses at Indonesian higher education institutions is specifically so that students, as professional candidates, are skilled at using good and correct Indonesian, both orally and in writing, as a means of expressing scientific ideas. The phenomenon that often occurs in learning Indonesian is the weak implementation of the learning process carried out in tertiary institutions. Some of the results of previous research found that the results of learning Indonesian in higher education institutions were still relatively low and that there were many problems. Students' ability to speak Indonesian, both spoken and written, is quite weak. Weak Indonesian language skills among students can be seen in several aspects. First, oral language skills Students are less able to express ideas using appropriate language because of both inappropriate word choices and an illogical and unsystematic flow of ideas.

Second, written language skills Students are less able to express ideas in writing, following the rules of the Indonesian language (Nusa & Kii, 2017). Previous research explained that low access to and interest in learning resources, materials, and scientific references generally affects students' language skills in general (Ahyani & Astuti, 2018). In this study, the ideal learning conditions in the Indonesian language course are learning using the social inquiry model to cultivate the ability to think, work, and behave socially as well as communicate it as an important aspect of life skills. Therefore, the characteristics of learning Indonesian must emphasize providing an inquiry-based learning experience. The social inquiry model has been proven to be able to improve Indonesian language learning outcomes for students by increasing multi-way interactions between students and students and between teachers and students, and the social inquiry learning model can help students be more active in the learning process and improve critical and creative thinking skills (Ayuningrum, 2017). In addition, the inquiry learning model can also help students better understand the subject matter and develop language skills (Sahir, 2019). Thus, the social inquiry learning model can be an effective alternative for improving student learning outcomes in the Indonesian language. The social inquiry model in this study follows the opinion of Trianto (2017), which states that social inquiry learning is a series of activities that emphasize critical thinking, analysis, and dialectical processes to seek and find answers to a problem in question. This is developed through a questioning strategy, so critical thinking skills have begun to develop since elementary education. Through social inquiry learning, students have been trained from an early age to become scientists. As a teaching approach, it helps train students to develop the ability to discover and reflect on the nature of social life through developing their inquiry abilities.

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In fact, in the field and based on the observations of researchers, the implementation of Indonesian language learning at Dr. Soetomo University, Surabaya, is still dominated by lecturer activities delivering learning material to students with lectures, so the learning process tends to be teacher-centered. Students listen more to explanations from lecturers, take notes, memorize information, and work on practice questions. As a result, the learning process becomes less interesting and seems monotonous because students are only filled with the knowledge provided by the lecturer. Based on document searches conducted by researchers while observing at Dr. Soetomo University, Surabaya, it was found that student learning outcomes were still below the average GPA. Student learning outcomes for Indonesian language courses are very low or incomplete. Therefore, in the implementation of Indonesian language courses, this study uses a social inquiry model to improve student learning outcomes.

In addition, the increase in Indonesian learning outcomes is related to information and communication technology (ICT) skills. The utilization of ICT for the benefit of learning is considered important in this era of globalization. The use of ICT in learning can be done during the learning process, such as by giving assignments and evaluating them. Through the use of ICT, students can not only obtain references related to their duties in finding additional materials as learning materials but what is far more important is that they gain deeper insight into understanding technology as a learning medium. Therefore, lecturers need to improve their pedagogical competence through the use of active, creative, and innovative learning media by developing ICT skills. There is a positive impact of ICT on teaching and learning in tertiary institutions in the sense that broadband is a major factor in increasing collaboration between teachers and that interactive whiteboards make a difference in aspects of classroom interaction and motivate both lecturers and students to use ICT (Quaye *et al.*, 2015). The use of ICT had a significant effect on learning outcomes (Bawaneh, 2011). Information and communication technology (ICT) in this study was measured by the ability of students to use ICT-based Indonesian language learning media.

There are lots of jobs, challenges, and demands that students must face and carry out. This resulted in low awareness of students' social skills to study Indonesian language courses and ultimately had an impact on the low learning outcomes of these students. However, some students have great passion and curiosity, are open to new experiences, and have a spirit of asking questions as well as researching, which, when traced, shows the characteristics of creative students, so that every time they are given difficult assignments, they perceive them as fertile empty land. want to plant their creative ideas and always try to apply them. The difference with students who have low social skills is that they tend to be unenthusiastic when studying Indonesian language courses, never evaluate themselves, have poor grades, and immediately try to influence other friends not to take the lecture in various ways. The Indonesian language learning outcomes are also supported by students' social skills when attending lectures (Adawi, 2008). Social skills include the ability to carry out social interactions both verbally and non-verbally and a positive mindset (Nugraini & Ramdhani, 2017). Social skills consist of the words skills and social. Social skills have an important role in social life. Social skills are a person's ability to interact with

others and establish good and beneficial relationships for oneself and others, following the values prevailing in their environment. Social skills serve as a means to obtain good relationships when interacting with others. This is very important for students who will later be involved in the learning process as prospective educators and other professionals. Students who have high social skills will have the potential to have good interactions with friends or with their social environment (Kustiyani & Lestari, 2022). Social skills in this study are behaviors that express ideas, feelings, opinions, and affection, maintain or improve relationships with other people, and solve and strengthen social situations (Mendo-Lázaro *et al.*, 2018). Based on the description of the background of the problem in the introductory section, this study determined to investigate the relationship between information and communication technology (ICT) and the social skills of Dr. Soetomo University students who studied Indonesian language courses using the social inquiry model.

METHOD

The research design is a correlational study with statistical correlation tests that describe and measure the level of relationship between two or more variables (Creswell, 2014). Correlational research aims to clarify researchers' understanding of important phenomena by identifying relationships between variables (Fraenkel *et al.*, 2012). Correlational research produces an index that shows the direction and strength of the relationship between variables, taking into account the entire range of these variables (Ary *et al.*, 2009). The subjects of this research were all 2021–2022 classes with 240 students. The sampling technique using purposive sampling is a sample selection process with certain criteria, namely: (1) The sample is a 2021–2022 class student who has the lowest average Indonesian learning outcomes among other classes. (2) Students have low and high ICT levels based on the results of the questionnaire. Data collection techniques in this study used observation and questionnaires. Observations are made by observing how many problems are being faced, and departing from these observations, a way is formulated to look at the problems in more depth. The data obtained from observations is data on information and communication technology (ICT) capabilities. Social skills questionnaire data in this study were collected directly by visiting research subjects and submitting questionnaires directly. Researchers will visit research subjects directly after obtaining approval from the agency to collect data. After all the data was collected, the researcher conducted data analysis. The data analysis in this study uses Pearson product-moment correlation analysis, which is a statistical analysis used to determine the relationship between two variables. In this study, researchers used the Pearson product-moment correlation analysis to determine the relationship between information and communication technology (ICT) and social skills.

RESULTS

The results of statistical calculations using IBM SPSS 26 on the Pearson product-moment correlation analysis are as follows: Based on the significant value in Table 3, it is known that the value of Sig. (2-tailed) between ICT and social skills is $0.000 < 0.05$, which indicates that there is a significant relationship between ICT and social skills.

Table 1. Information and communication technology (ICT) indicators

Variable	Description	Indicators
Information and communication technology (ICT)	ICT is the capability of a technology or system that is capable of reducing various space and time constraints to be able to move, retrieve, present, analyze, store, and convey data information into important information.	a. Access b. Manage c. Integrate d. Evaluate e. Create information

Table 2. Social Skills Indicators

Variable	Description	Indicators
Social Skills	Ability to Communicate with traits	1. Quickly Respond to Questions / Statements 2. Using good and understandable language 3. Looking at the other person talking
	Establish relationships with other people	1. Work together to complete the assigned task 2. Helping friends who are having trouble 3. Sensitive to the circumstances and feelings of others.
	Respect yourself and others	1. Appreciate the abilities of his friends 2. Take time to look at work/play 3. what his friend did
	Listen to other people's opinions	4. Be responsible for the assignments given by the lecturer. 1. Pay close attention and concentrate when friends express opinions 2. Accurate in concluding what has been heard 3. Accept other people's opinions.
	Giving and Receiving criticism	1. Show tolerance 2. Be calm when receiving criticism 3. Do not use harsh language in giving criticism
	Act according to the norms and rules that apply	1. Follow all good procedures in learning 2. Completing learning tasks sequentially 3. Able to wait for the opportunity to discuss

Table 3. Correlations

		ICT	Social Skills
ICT	Pearson Correlation	1	.644**
	Sig. (2-tailed)		.000
	N	240	240
Social_Skills	Pearson Correlation	.644**	1
	Sig. (2-tailed)	.000	
	N	240	240

** . Correlation is significant at the 0.01 level (2-tailed).

Furthermore, based on the Pearson Correlation value of 0.644** indicates that there is a moderate strength relationship between ICT and social skills, which is interpreted based on Table 4 below.

Table 4. Interpretation of Pearson's correlation coefficients

Correlation Coefficient	(Dancey & Reidy, 2014)	(Chan, 2003)
+1	Perfect	Perfect
+0.9	Strong	Very Strong
+0.8	Strong	Very Strong
+0.7	Strong	Moderate
+0.6	Moderate	Moderate
+0.5	Moderate	Fair
+0.4	Moderate	Fair
+0.3	Weak	Fair
+0.2	Weak	Poor
+0.1	Weak	Poor
0	Zero	None

DISCUSSION

Based on the results of the study, it was found that there is a significant relationship between ICT and social skills and a moderately strong relationship between ICT and social skills. The utilization of information technology (ICT) and communication for students are related to tracking lecture material, self-development related to lectures, and communicating, where each student has a different way and intensity (Kaarakainen *et al.*, 2018). A previous study explained that the link between the use of information and communication technology (ICT) and social skills is related to

communication skills, such as writing emails, participating in conversations, and interacting with group members. This study shows that information and communication technology affects social skills (Maneschijn *et al.*, 2013). Information and communication technology (ICT) is needed to improve learning, so lecturers must have confidence in its use to increase learning. The use of ICT and social inquiry models is urgently needed in efforts to improve students' social skills. The explanation above shows that the use of information and communication technology is related to communication skills, both orally and in writing (Kaarakainen *et al.*, 2018). Effective communication is the ability to communicate information

while ensuring that meaning is effectively transferred, taking into account the medium and the recipient. And virtual collaboration and interaction skills, namely the ability to interact in virtual networks and utilize information and communication technology to exchange information, negotiate agreements, and make decisions with colleagues. Rastogi & Malhotra (2013) argue that information and communication technology in learning is greatly influenced by the social competence and attitudes of students toward its use. Students must believe that information and communication technology is a valuable educational support tools to encourage the teaching and learning process. The results of research from Skrzypek *et al.* (2011) show that communication and mediation competencies (social skills) in the use of media related to information and communication technology are not utilized by students. Information and communication technology is related to individual skills; research by Falck *et al.* (2020) found that it is strongly related to the availability of infrastructure and internet access, which leads to learning. Accessibility in the use of information and communication technology for learning purposes affects the interaction between students and lecturers and is related to learning strategies or methods.

Conclusion

There is a significant relationship between ICT and social skills and a moderately strong relationship between ICT and social skills. The use of information and communication technology (ICT) is essential to improving students' learning experiences. It helps students track lecture material, engage in self-development related to lectures, and communicate with others. Additionally, ICT usage affects social skills, such as communication skills in learning the Indonesian language course, participating in conversations, and interacting with group members. Thus, the integration of ICT and social inquiry models is necessary to improve students' social skills. Effective communication is crucial to transferring meaning and information, considering the medium and the recipient, and virtual collaboration skills enable individuals to interact in virtual networks and utilize ICT for exchanging information, negotiating agreements, and to interact in virtual networks and utilize ICT for exchanging information, negotiating agreements, and making decisions with colleagues. The results of this study are expected to be used as reference material for future researchers who will examine further the social inquiry model, information technology, and communication as they relate to social skills. It is hoped that future researchers will pay attention to ICT accessibility because accessibility to ICT infrastructure and the Internet is very important for learning strategies and methods, which will affect interactions between students and lecturers.

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