

The Profile Of Prosocial Behavior In Elementary School Children

Nani M. Sugandhi, Aas Saomah, Annisa Hasna Zahirah, Muhammad Solehuddin, Dodi Suryana

Abstract: This research is based on the fact that prosocial behavior needs to be had since childhood as a foundation for the development of children's ability to interact with their environment more broadly outside the family environment, therefore it needs to be developed and fostered during the process of child maturity. Prosocial behavior in the form of acts of sharing, cooperation, donating, helping, honesty, and generosity. This research aims to find out the profile of the prosocial behavior of elementary school students in Gudang Kahuripan 2 Elementary School. Participants in this study were sixth-grade students at Gudang Kahuripan 2 Elementary School consisting of 30 people. The results of the study, in general, showed that the prosocial behavior profile of sixth-grade students at Gudang Kahuripan 2 Elementary School was at a medium level.

Keywords: Prosocial Behavior, Elementary School.

1. INTRODUCTION

Prosocial behavior must be developed at the level of childhood, because according to the results of the study [1] which tested a prosocial development model that predicts that prosocial action decreases throughout childhood and becomes increasingly selective in prosocial behavior as we get older. Social behavior is an important part in the development of children, including 1) to always provide benefit to others by helping to ease the physical or psychological burden [2]; 2) as a foundation for the development of children's ability to interact with their environment more broadly; and 3) to be well received by the environment. Children as social beings should be willing to provide help or assistance to their families, groups or communities, even to people they don't know. Underdevelopment of a child's prosocial behavior results in rejection from peers and impacts on the development of antisocial behavior [3]. Farrington [4] argues that antisocial behavior in childhood and adolescence is categorized as behavioral disorders, skipping school, running away from home, vandalism, stealing, impulsivity, intimidation, physical and psychological aggression, and other actions that are not by social norms. These behaviors are not expected to develop in children because antisocial behavior can be a potential cause of disruption in social-emotional development, peer rejection, delinquency, and crime in adulthood. Conversely, if this prosocial behavior is developed then the child will behave according to morals, empathize with others, reduce negative emotional responses, and positive mental health [5]–[8].

- Nani M. Sugandhi, Department of Guidance and Counseling, Universitas Pendidikan Indonesia nanims@upi.edu
- Aas Saomah, Department of Guidance and Counseling, Universitas Pendidikan Indonesia aassaomah@upi.edu
- Annisa Hasna Zahirah Department of Guidance and Counseling, Universitas Pendidikan Indonesia hasnannisa12@gmail.com
- Muhammad Solehuddin, Department of Guidance and Counseling, Universitas Pendidikan Indonesia msolehuddin@upi.edu
- Dodi Suryana, Department of Guidance and Counseling, Universitas Pendidikan Indonesia dodisuryana@upi.edu

Studies conducted [9] to examine emotional responses and prosocial behavior in four cultures in certain contexts resulted in that children from two Southeast Asian cultures (Indonesia and Malaysia) compared to children from two Western cultures (Germany and Israel) showed more difficulties focus on yourself and less prosocial behavior. But in the context of education, prosocial behavior is categorized as medium. According to research results [10] the high school students of Miftahul Iman Elementary School Year 2015/2016, amounting to 84 students showed prosocial behavior in the medium category. This means that students can display and show their prosocial behavior. Prosocial behavior or giving help to others will be emotionally beneficial [11]. In his study, adults who buy things for others report greater positive emotions than adults who buy things for themselves. So it is with children who show more happiness when giving gifts than when receiving their gifts. Study results [7] shows that children who experience greater social support from teachers and classmates tend to exhibit high prosocial behavior. Therefore teacher support plays a greater role in the prosocial behavior of children, one of which is support from the teacher's guidance and counseling. Guidance and counseling have an important role to help develop the prosocial behavior of children because of the guidance and counseling service in schools to help children in the development of personal life, social life, learning activities, and career planning and development [12].

2. METHODS

The approach used in this study is a quantitative approach, with the type of survey research design. This type of survey design aims to gather information about one or more groups of people related to certain attributes, such as nature, attitudes, opinions, or beliefs about something by asking a series of questions and tabulating the answers [13]. Giving instruments (questionnaire) is done only once at a time. The instrument used was adapted from research conducted by Rusmania [14]. The population in this study were sixth-grade students at Gudang Kahuripan 2 Elementary School.

3. RESULTS

The Profile of Prosocial Behavior of Grade Six Students in Gudang Kahuripan 2 Elementary School The results of the study describe empirical data regarding the profile of the

prosocial behavior of sixth-grade students in Gudang Kahuripan 2 Elementary School. Based on the category of prosocial behavior level, in general, the behavior profile of sixth-grade students in Kahuripan 2 Elementary School shows that most of them are at a medium level of 77% and some small is at a high level of 10%. Specifically, the prosocial behavior of sixth-grade students in Gudang Kahuripan 2 Primary School can be seen in table 1.

TABLE 1.
THE PROFILE OF LEVEL PROSOCIAL BEHAVIOR OF STUDENTS

Category	Frequency	Proportion
High	3	10
Medium	23	77
Low	4	13
Total	30	100

Table 1 shows that the level of prosocial behavior of students as seen from the proportion spreads at three levels with the first rank being in the medium category of 23 students or 77%, the second-ranking at the low level of 4 students or 13%, and the third-ranking being at high category of 3 students or 10%.

Prosocial Behavior Profile based on Aspects

The data that has been obtained related to prosocial behavior based on aspects can be seen in table 2.

TABLE 2.
PROSOCIAL BEHAVIOR OF STUDENTS BASED ON ASPECTS

Aspects	INF	H	M	L
Sharing	F	4	21	5
	%	13	70	17
Helping	F	8	18	4
	%	27	60	13
Cooperative	F	3	21	6
	%	21	70	20
Honesty	F	6	17	7
	%	20	57	23
Generosity	F	5	23	2
	%	17	77	7

Table 3 shows the profile of prosocial behavior that can be seen from the percentage of each aspect.

4. DISCUSSION

The Profile of Prosocial Behavior of Sixth Grade Students in Gudang Kahuripan 2 Elementary School Prosocial behavior is voluntary action that is intended to help or benefit another group of individuals or individuals [15]. Prosocial behavior is understood as an act of help that benefits others without having to provide a direct benefit to the person doing the action. There is a kind of sincere intention in this helpful behavior. Prosocial behavior has positive consequences for the physical and psychological well-being of others who are helped [2].

Aspects of prosocial behavior can vary, including [15]:

- 1) Sharing, namely the willingness to share both feelings and material with others in an atmosphere of joy and sorrow.
- 2) Cooperation, namely the willingness to cooperate with others for the achievement of cooperative goals and mutual benefit, mutual giving, helping each other, and calming.
- 3) Donating, namely the willingness to give voluntarily a portion of his belongings to people in need.
- 4) Helping, namely the willingness to help others who are in trouble, including helping others or offering something that supports the activities of others.
- 5) Honesty, namely the willingness to tell the truth and not cheat on others.
- 6) Generosity, namely the willingness to give voluntarily to people in need.

The development of prosocial behavior that occurred in sixth-grade students in Gudang Kahuripan 2 Elementary School developed well. This is indicated by the level of development of prosocial behavior as a whole is at a medium level with a percentage of 77%. Likewise based on aspects, the development of prosocial behavior develops well, characterized by the aspect of sharing at a medium level with a percentage of 70%, the helping aspect is at a medium level with a percentage of 60%, the collaboration aspect is at a medium level with a percentage of 70%, the aspect of acting honestly at a medium level with a percentage of 57%, and the aspect of generosity is at a medium level with a percentage of 77%. The child's trust and trustworthiness of the child play an important role in the tendency of prosocial behavior. The results showed that children who were considered to be trusted by peers and their teachers showed a higher level of prosocial behavior compared to children who were considered less trustworthy [16]. Age mediates the relationship between conservation and the value of openness to change and prosocial behavior. Motivation for prosocial behavior in childhood increases due to the desire to adjust to social norms (conservation values) and negatively related to autonomic motivation (values of openness to change), conversely for older children, prosocial behavior is associated with the desire to think and act independently and not related to the desire to adjust to social norms [17]. In general, children tend to be active, socialist, competent, assertive, and sympathetic. Parents of prosocial children also tend to be supportive in parenting practices with prosocial action modeling, discussion of the impact of actions on others, and discipline [18]. There are differences in prosocial behavior between friends in childhood and early adolescence. In research conducted by [19], eighth graders are more generous and help friends more than other classmates, but sixth and fourth-graders treat friends and classmates in the same way. The generosity aspect of the sixth-grade students of Gudang Kahuripan 2 Elementary School is the highest level compared to other aspects. The results of a study conducted by Nook [20] shows that people imitate the generous or miserly behavior that they observe in others. Participants who observed donations made by generous people contributed more than those who observed donations made by a miser. Observation is closely related to modeling. Modeling will give effect to improve prosocial behavior in various situations [21], then children who often

see models that do prosocial behavior will find it easier to behave prosocially too. Related to the research, Klein [22] argues that the benefits received by a helper or prosocial agent are an encouragement to their reputation in the eyes of others. Observing someone who is helping to improve the evaluation of another helper and will motivate the recipient and observer to collaborate with the helper in subsequent interactions. This reputation mechanism is considered to underlie most of the drive for prosocial behavior in general. The results of other studies show that helping others (prosocial behavior) can increase the perception of the meaning of helping in life. This is demonstrated by participants who engage in prosocial behavior that is voluntary and spending money to benefit others experiencing greater meaning in their lives and also increasing higher self-esteem. These results indicate that the urge to help others does not always depend on the reciprocal prospects given by others, but rather through the psychological benefits perceived by prosocial actors [22].

5. CONCLUSION

The prosocial behavior of the sixth-grade students of Gudang Kahuripan 2 Elementary School was mostly at a medium level. Likewise, prosocial behavior based on aspects, both aspects of sharing, helping, collaborating, acting honestly, and being generous in general are at a medium level. This shows that the sixth-grade students of Gudang Kahuripan 2 Elementary School can display and show their prosocial behavior.

6 ACKNOWLEDGMENT

Thank you to various parties who have supported the sustainability of research, especially to the sixth-grade students of Gudang Kahuripan 2 Elementary School.

7 REFERENCES

- [1] D. F. Hay, J. Castle, L. Davies, H. Demetriou, and C. A. Stimson, "Prosocial Action in Very Early Childhood Prosocial Action in Very Early Childhood," *J. Child Psychol. Psychiatry*, vol. 40, no. September 2000, pp. 905–916, 2016.
- [2] K. Bashori, "Menyemai Perilaku Prosocial di Sekolah," *Sukma J. Pendidik.*, vol. 1, no. 1, pp. 57–92, 2017.
- [3] G. A. Wardle, S. C. Hunter, and D. Warden, "Prosocial and antisocial children's perceptions of peers' motives for prosocial behaviours," vol. 29, no. 3, 2011.
- [4] L. P. Gaik, M. C. Abdullah, H. Elias, and J. Uli, "Development of antisocial behaviour," *Procedia - Soc. Behav. Sci.*, vol. 7, no. March, pp. 383–388, 2010.
- [5] N. Eisenberg, R. Shell, J. Pasternack, R. Lennon, R. Beller, and R. M. Mathy, "Prosocial Development in Middle Childhood: A Longitudinal Study," *Dev. Psychol.*, vol. 23, no. 5, pp. 712–718, 1987.
- [6] J. Mareš, "Prosocial Behavior Education in Children," *Acta Technol. Dubnicae*, vol. 7, no. 2, pp. 7–16, 2017.
- [7] S. Plenty, V. Östberg, and B. Modin, "The role of psychosocial school conditions in adolescent prosocial behaviour," *Sch. Psychol. Int.*, vol. 36, no. 3, pp. 283–300, 2015.
- [8] E. B. Raposa, H. B. Laws, and E. B. Ansell, "Prosocial behavior mitigates the negative effects of stress in everyday life," *Clin. Psychol. Sci.*, vol. 4, no. 4, pp. 691–698, 2016.
- [9] G. Trommsdorff, W. Friedlmeier, and B. Mayer, "Sympathy, distress, and prosocial behavior of preschool children in four cultures," *Int. J. Behav. Dev.*, vol. 31, no. 3, pp. 284–293, 2007.
- [10] Y. Amini and I. Saripah, "Perilaku Prosocial Peserta Didik Sekolah Dasar Berdasarkan Perbedaan Jenis Kelamin," *Mimb. Sekol. Dasar*, vol. 3, no. 2, pp. 222–230, 2016.
- [11] L. B. Akin, T. Broesch, J. Kiley Hamlin, and J. W. Van De Vondervoort, "Prosocial behavior leads to happiness in a small-scale rural society," *J. Exp. Psychol. Gen.*, vol. 144, no. 4, pp. 788–795, 2015.
- [12] H. Kamaluddin, "Bimbingan dan Konseling Sekolah," *J. Pendidik. dan Kebud.*, vol. 17, no. 4, p. 447, 2011.
- [13] J. W. Creswell, *RESEARCH DESIGN*, 4th ed. Lincoln: SAGE Publications Inc., 2014.
- [14] N. Rusmania, "PENGARUH POLA ASUH ORANG TUA TERHADAP PERILAKU PROSOSIAL SISWA KELAS V," vol. 151, pp. 10–17, 2015.
- [15] N. Eisenberg, P. H. Mussen, N. Eisenberg, and P. H. Mussen, "Methodological and theoretical considerations in the study of prosocial behavior," in *The roots of prosocial behavior in children*, 2010, pp. 12–34.
- [16] T. Malti et al., "Children's trust and the development of prosocial behavior," *Int. J. Behav. Dev.*, vol. 40, no. 3, pp. 262–270, 2016.
- [17] M. Benish-Weisman, E. Daniel, J. Sneddon, and J. Lee, "The relations between values and prosocial behavior among children: The moderating role of age," *Pers. Individ. Dif.*, vol. 141, no. September 2018, pp. 241–247, 2019.
- [18] N. Eisenberg, P. H. Mussen, N. Eisenberg, and P. H. Mussen, "11 Conclusions," in *The roots of prosocial behavior in children*, 2017, pp. 150–159.
- [19] T. J. Berndt, "Prosocial Behavior between Friends in Middle Childhood and Early Adolescence," *J. Early Adolesc.*, vol. 5, no. 3, pp. 307–317, 1985.
- [20] E. C. Nook, D. C. Ong, S. A. Morelli, J. P. Mitchell, and J. Zaki, "Prosocial Conformity: Prosocial Norms Generalize Across Behavior and Empathy," *Personal. Soc. Psychol. Bull.*, vol. 42, no. 8, pp. 1045–1062, 2016.
- [21] R. Berger, J. Benatov, R. Cuadros, J. VanNattan, and M. Gelkopf, "Enhancing resiliency and promoting prosocial behavior among Tanzanian primary-school students: A school-based intervention," *Transcult. Psychiatry*, vol. 55, no. 6, pp. 821–845, 2018.
- [22] N. Klein, "Prosocial behavior increases perceptions of meaning in life," *J. Posit. Psychol.*, vol. 12, no. 4, pp. 354–361, 2017.