



Perilaku Prososial Siswa Sekolah Dasar dan Faktor yang Mempengaruhinya

Prosocial Behavior of Elementary School Students and Factors That Affect Them

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Abstract

This research has the aim of knowing the form of prosocial behavior of students and the factors that influence the prosocial behavior of elementary school students. This research uses a qualitative approach with case study methods. Participants or objects of this study are grade IV students and teachers (class guardians). Data collection techniques use observation, interviews, and documentation. Analyze the data in this study with data reduction, data presentation, and conclude. The validity of the data in this study uses triangulation. The results of this study show that the prosocial behavior that appears in class IV students in elementary school includes honesty, helping, sharing, generosity, and cooperating. The form of prosocial behavior in each student differs from factors such as 1) the stage of child development which includes physical skills, knowledge insights (cognitive), emotional and moral social 2) learning strategies used by teachers such as guidance and motivation, giving direct commands, providing examples of prosocial behavior in each school activity, through fairy tales or reading stories, songs or videos, and role-playing activities, and 3) environmental factors include the family environment, peer interaction, education system, and school culture.

Keywords: Elementary School; Prosocial Behavior; Students.

Abstrak

Penelitian ini memiliki tujuan untuk mengetahui bentuk perilaku prososial siswa dan faktor yang mempengaruhi perilaku prososial siswa sekolah dasar. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Partisipan atau objek penelitian ini adalah siswa kelas IV dan guru(wali kelas). Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Analisis data dalam penelitian ini dengan reduksi data, penyajian data dan menarik kesimpulan. Validitas data dalam penelitian ini menggunakan triangulasi. Adapun hasil penelitian ini menunjukkan bahwa

perilaku prososial yang muncul pada siswa kelas IV sekolah dasar diantaranya bertindak jujur, menolong, berbagai, dermawan, dan kerjasama. Bentuk perilaku prososial pada masing-masing siswa berbeda – beda yang dipengaruhi beberapa faktor seperti 1) tahap perkembangan anak yang meliputi keterampilan fisik, wawasan pengetahuan (kognitif), sosial emosional serta moral 2) strategi pembelajaran yang digunakan oleh guru seperti bimbingan dan motivasi, memberikan perintah langsung, memberikan contoh perilaku prososial di setiap kegiatan sekolah, melalui dongeng atau pembacaan cerita, lagu maupun video-video serta kegiatan bermain peran, dan 3) faktor-faktor lingkungan meliputi lingkungan keluarga, interaksi teman-teman sebaya, sistem pendidikan dan budaya sekolah.

Kata kunci: Sekolah Dasar; Perilaku Prososial; Siswa.

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Introduction

Humans as social creatures cannot be separated from other human roles in carrying out life. This is in line with Sears who stated that humans in their life processes need the presence of other people, be it from their family environment, school friends, playmates, or the surrounding community (Nuralifah, 2015). Therefore, humans cannot live alone, even from birth humans already need the help of others in undergoing growth and development to achieve their life goals.

Development at elementary school age is an important period in the development process of a child's life. This is because there are several stages of the growth and development process along with the increasing age of the child. One of the developments that affect children is the social development needed to establish relationships and communicate with others, namely in the form of prosocial behavior (Saripah, 2016).

Prosocial behavior is an action that is carried out to provide benefits to others, both material and non-material without a motive for asking for compensation (Widiyastuti, 2013). Prosocial behavior is expected to appear in elementary school students so that they can be easily accepted and have good relationships in friendship and society. Although in fact, prosocial behavior has decreased among elementary school children, this can be seen from several phenomena such as the occurrence of body shaming, bullying, violence against classmates or one school, and others (Kenanga, 2014). Based on this, prosocial behavior in children needs to be considered

to reduce the phenomena of both body shaming, bullying, and violence against friends, especially when at school teachers need to instill the value of prosocial behavior.

Two factors influence prosocial behavior in humans, namely biological factors and environmental factors. Biological factors come from within the child such as mood, traits, and personality while environmental factors come from outside the child such as family, school, friendship, and the community (Meinarno, 2014). The educational environment at the elementary school level apart from being a place to learn also provides opportunities for children to develop all their potential both during the learning process and outside of learning hours (Sanjaya, 2015).

Prosocial behavior is formed from the presence of empathy, sympathetic response, and the ability to manage emotions. Among the attitudes that shape prosocial behavior, empathy has a direct relationship and plays an important role in the formation of prosocial behavior. The sense of empathy shown by each individual varies according to emotional regulation which can control their empathic response to other people who need help (Gordon et al., 2013). A sense of empathy can lead to altruistic prosocial behavior, namely assisting without expecting a reward. This is because a sense of empathy begins with mutual help, sharing, and volunteering, giving rise to prosocial behavior.

The rapid development of knowledge and technology hurts prosocial behavior, especially students' empathy attitudes. This is due to social neglect and a sense of indifference to others or better known as individuals. Therefore, to develop empathy in educational institutions through the integration of subjects carried out by teachers (Roslina, 2013).

The form of prosocial behavior has also been studied by Yuni Nafa, Amalinda et al on adolescent orphanages with the results of their research showing that the form of behavior that is most often raised is emotional helping and the form of behavior that is rarely raised by adolescents in orphanages is donating (Yuni Nafa Amalinda & Retnaningdyastusi, 2019). Subsequent research was carried out by Immawati and Nurbiyati to know the children's prosocial behavior towards their peers, habituation is needed through positive messages on film cars when the children watch it (Nurbiyati, 2017). And the results of research from the distribution of questionnaires at the Baitus Salam orphanage to 12 children showed that 89% of children were willing to share, 66% of children wanted to help and collaborate in cleaning up the orphanage, and 60%

of children wanted to be generous by giving part of their money to friends who did not have it. money (Nurbiyati., 2017).

Based on some of the descriptions above, the researcher is interested in research under the title "Prosocial Behavior of Elementary School Students and Factors That Affect It". The purpose of this study was to determine the forms of prosocial behavior of elementary school students and the factors that influence them in grade IV SD Muhammadiyah Kadisoka Yogyakarta.

Method

This research was conducted using a qualitative descriptive approach to field study methods. Qualitative descriptive research is research that includes detailed descriptions of people and places in presenting the narrative (Craswell, 2015: 45). So that in this approach there is more emphasis on the process than the results.

The subjects of this study were fourth-grade students of Muhammadiyah Kadisoka Elementary School (SD), Sleman, Yogyakarta. This research was conducted in November 2019. The instruments used in this study were interview sheets and observations of students and teachers. The data collection techniques used were interviews, observation, and documentation. Data analysis was performed using data reduction, data presentation, and data verification or concluding. And to check the validity of the data using triangulation.

Result

The results of the research on prosocial behavior of students at SD Muhammadiyah Kadisoka grade IV can be grouped into five types of behavior, namely acting honestly, helping, being generous, and doing cooperation. Forms of honesty behavior include making friends with anyone without being picky, not cheating on other people in any way, and saying something without making it up.

Forms of prosocial helpful behavior can be in the form of volunteering, providing assistance with strangers, and providing assistance without asking for anything in return. The form of sharing prosocial behavior includes giving to friends in material form, giving to friends in the form of feelings. Generous form of prosocial behavior that is voluntarily willing to give away part of the property/goods owned to other people in need. The form of cooperative prosocial behavior can be in the form of being

able to participate actively and be responsible for completing learning tasks, being actively involved in group play.

The results of observations and interviews conducted on prosocial behavior in fourth-grade students of SD Muhammadiyah Kadisoka in November 2019 are as follows:

1. *Honesty*

Prosocial behavior that shows acting honestly can be seen from the habits of some students such as As, Pt, Bl, and Ag when working on daily test questions and the assignments given by the teacher are done on their own. This is supported by their answers when interviewed by researchers such for example, "*Did you ever cheat on daily tests or while doing assignments?*" the answer was emphatical "*no. I never cheat on daily tests. I always do my own daily test questions and assignments given by the teacher.*"

2. *Help*

For behavior that shows helping in fourth-grade students of SD Kadisoka can be seen as in As and Pt who like to help their friends when they are experiencing difficulties, such as when they find friends who do not understand the subject matter. So he is happy to help his friends to learn together to understand the subject matter that the teacher has taught.

In providing help, Bl and Az did not ask for anything in return, this could be seen when they lent a pen to Pr who ran out of ink while working on assignments from the teacher. In line with the answer to the interview with him "*What do you do when you see your friend doesn't bring stationery?*". Bl replied, "*Lend the stationery that I have*". As is the case with Bl and Az, Ag never asks for anything in return and doesn't look at who he helps. This can be seen when Az fell while running in the hallway in front of his class, Ag swiftly helping Az to stand up again.

3. *Sharing*

The prosocial sharing behavior is shown by As to his friend Mw when he was alone in the corner of the class during recess, he shared his snacks with Mw and ate them together. By the results of an interview with As "*What will be done when you find a friend who is sad?*" he answered firmly "*Cheer up and invite to play together*". Likewise, the sharing behavior shown by Pt can be seen when he treats his friends with ice slices during recess. Following the results of the interview with

Pt "What will be done when you find a friend who is sad?" he answered firmly "Entertaining and inviting snacks and playing together".

This sharing behavior is also shown by Az when he finds his friend Rd who does not bring food supplies, so Az swiftly shares his food supplies to be eaten together. Following the results of an interview with Az "What will be done when you find a friend who is sad?" he answered firmly "Asking why sad and comforting him". Not inferior to Az, Ag also found his friend Fr who was crying because he fought with Ah, so Ag intervened with Fr and Ah then calmed Fr so that he didn't cry. Under the results of the interview with Ag "What will be done when you find a friend who is sad?" he answered, "Calm his sorrow and comfort him".

4. *Generosity*

Ag's generous prosocial behavior is shown by giving Fr of his pocket money to buy snacks so that Fr won't be sad anymore. This is in line with the question "What will you do when you see a sad friend?", The answer given is "Help and invite him not to be sad anymore by giving money, food or other things". Likewise, the generous prosocial behavior shown by Az was seen when he gave some of his pocket money to donate to his friend, the victim of the house fire. This is in line with the question "What will you do when you hear/see victims of natural disasters?", The answer given is "Help by giving money, clothing, or items needed."

5. *Cooperating*

As shown by the prosocial behavior that shows cooperation when he is doing group work with his friends, he actively participates in doing the assignments of the teacher. This is in line with interviews conducted with As such as "When did you work in the group, did you participate in doing the assignment given?", He answered, "Participate in the task, right in group work so share the assignment with other members". Likewise, when doing group work to experiment, it appears that Bl is involved, which shows a good attitude of cooperation. This is following the answer to the interview with him "During the group work, did you participate in doing the assignment given?", He answered, "You have to do it because that means working together means that every member of the group must be active".

Az also shows his cooperative behavior when he conditions class members, he does so with responsibility for the mandate given by his friends. This is in line with the interview conducted "Apart from group work, as class leader, do you carry out the

assigned task well?", He answered, "Well, please. While being class president, there have been no complaints from class members."

Group discussions conducted by Ag also showed prosocial behavior by actively involving themselves in expressing their opinions. This is in line with the interview conducted "At the time of group work, did you participate in doing the assignment given?", He replied, "Yes, participate in doing the assignment that the teacher has given".

The five forms of prosocial behavior were also strengthened from the results of interviews with the fourth-grade teacher, who stated that for the behavior of acting honestly in grade IV students as seen from the daily re-implementation, the results were the students had tried to do it themselves. This means that an honest attitude has been embedded in students by trying hard to work on daily test questions without cheating on their friends.

Other prosocial behaviors such as being helpful, generous, and generous can also be seen both in class and outside of class. This is following the results of interviews with Sf which stated that students had applied to help, various, generous groups that were instilled through habituation both from teachers and school culture. Then the cooperative relationship in class IV looks good, this can be seen from the group work experimenting with active students to work on each step of the experimental procedure.

The five forms of prosocial behavior shown by fourth-grade students of SD Kadisoka are the result of the teacher's strategy of providing opportunities for students during the learning process in class to express their opinions, show the potential that students have, and in making decisions. Also, teachers actively involve students in activities in the school environment to train students' social sensitivity

Discussion

Based on the research results that have been described above, it can be understood that the forms of prosocial behavior that are formed at SD Muhammadiyah Kadisoka include acting honestly, helping, being generous, and cooperating. This behavior is cultivated by teachers through democratic parenting that is used when teaching and learning activities take place.

Mussen in Dayakhisni states that prosocial behavior can be in the form of honesty, helping, sharing, being generous, cooperating, and considering the rights and welfare of others (Hudaniah, 2015). These forms of prosocial behavior can influence students in social interaction because they can make students aware that humans are individuals who cannot live alone but have a dependence on other individuals (Pratiwi, 2010). Thus, students can be said to have good prosocial behavior when they can provide help without asking for a reward because of a sense of empathy for what their friends or other people feel.

Recipients of prosocial behavior from students are people who often interact and are close to these students, such as peers, teachers, school members, family when they are at home. The results of this study are in line with Damon, Eisenberg, and Hoffman who stated that at the age of children (elementary school age) he will show empathy towards people he knows, one of them is a classmate, a teacher at his school (Ormrod, 2008). Therefore, in elementary school students, it is necessary to instill prosocial behavior that does not only see them as friends or people they know. But it is necessary to instill prosocial behavior in students towards anyone who is in trouble and needs help to assist.

Different forms of prosocial behavior in students are influenced by several factors such as parenting styles and family roles as examples or sources of prosocial behavior guidelines, interactions with peers, and also school culture in the education system (Susanti, siswati, 2013). One of the influences on prosocial behavior in elementary school students is the stage of child development, in which the increase of students' prosocial behavior is accompanied by developments in their physical skills, knowledge, social, emotional, and moral insights (Susanti, siswati, 2013).

It is believed that the development of physical skills in children who behave in a prosocial manner will continue to develop according to the abilities needed in life. The development of knowledge insight into children's prosocial behavior will affect the way they think in understanding the people around them. Then social, emotional, and moral development is the skill to be empathetic to what is happening around the child (Berk, 2010).

Apart from being influenced by the stages of child development, prosocial behavior in elementary school students is also influenced by teacher strategies in teaching and learning activities to students. Some strategies that teachers can use in

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providing values for prosocial behavior to students include guidance and motivation, giving direct orders, giving examples of prosocial behavior in every school activity, through storytelling or reading stories, songs, and video-videos and role-playing activities (Suyadi, 2010). Activities and learning that emphasize the value of behavior in both the school and family environment will strengthen student habituation, be able to increase student understanding of views of others, and can develop students' empathy attitudes in prosocial behavior.

Environmental factors that affect the prosocial behavior of elementary school students include the family environment, namely the parenting patterns used by parents, and become examples and benchmarks for children in their behavior. Then interaction with peers is also a place for giving and receiving prosocial behavior. As well as the education system and school culture also influence the development of prosocial behavior of elementary school students (Kuswedi, 2017). Therefore, teachers in providing examples, role models, and learning in the classroom must really instill good behavior values because elementary school-age students are excellent imitation (imitators) so that what they see, hear, and believe will apply in everyday life especially when a teacher is a role model for students.

Conclusion

The conclusions from the results of this study are based on the voiced discussion that the form of prosocial behavior of Muhammdiyah Kadisoka elementary school students in grade IV includes acting honestly, helping, being generous, generous, and cooperating. The form of prosocial behavior in each student is different which is influenced by several factors such as 1) the stage of child development which includes physical skills, knowledge insight (cognitive), social-emotional and moral 2) learning strategies used by teachers such as guidance and motivation, provide direct orders, providing examples of prosocial behavior in every school activity, through storytelling or reading stories, songs, and video-videos and role-playing activities, and 3) environmental factors including family environment, peer interaction, education system, and school culture.

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