**PROSOCIAL BEHAVIOR ANALYSIS OF PRIMARY STUDENTS**

Uus Kuswendi¹, Disman ², Solehuddin³

¹uuskuswendi38@gmail.com, ²disman@upi.edu, ³msolehuddin@upi.edu

Indonesia University of Education

**Abstract**

Prosocial behavior is a behavior in which there is a sense of care that is intended to provide benefits to others or someone in the group. The purpose of this study was to analyze the prosocial behavior of elementary school students. This research used qualitative approach with case study method. Participants of this research were grade V primary school students. Data collection techniques used in this research were observation, interviews, and document analysis. Data analysis used in this research was thematic analysis technique. Stages of data analysis were (1) preparing raw data; (2) coding; (3) classifying the code; (4) interpreting the data; And (5) presenting the data. Data validity refers to the problem of data quality and the accuracy of the methods used to carry out the research. In investigating the validity of data, this study used triangulation, member checking, and reflectivity of the researcher. The results showed that the prosocial behaviors appeared in grade V students of elementary school were cooperation, charity, sharing and helping.

**Keywords:** prosocial behavior, elementary school students and case studies

**INTRODUCTION**

Humans are born as social beings in which they can not live without the presence of other human beings. In social life, people always need help from others who are shown in prosocial behavior among human beings. Prosocial behavior is a behavior in which there is a sense of care intended to benefit others or a person in the group that includes helping, helping and cooperation. (Faturochman, 2006; Rowley, et al., 2014; and Walker & Carlo, 2014).

Observations made by Guroglu, Van der Bos & Crone (2014) found that in the age of primary school children, especially children aged 9 years, the prosocial behavior that began to stand out and often seen is cooperation. Elementary school students are beginning to enjoy challenging activities conducted in groups. The egocentric attitudes of students begin to diminish and are dominated by cooperative behavior. Behavior of cooperation is seen among the students when playing with their friends. Students are unaware if the cooperation they are doing can fosters caring hard working attitudes.

However, in the middle of the flow of modernization and globalization, various social problems seem to appear among elementary school students. For example, a case of student violence that occurred in Depok in 2016. A grade VI student had to be hospitalized because of swelling in the head. The parents stated that their child was often beaten by a friend at school. The statement was proved by the result of the doctor's examination stating that the swelling of the head was caused by the blowing from blunt object (Hamdi, 2016). The behavior of the friend of a victim violated social norms in society. Aggressive, violent, and arbitrary behaviors indicated that the offender had a fairly high antisocial attitude.

In general, prosocial behavior increases with age in children, as well as the motives underlying them in prosocial behavior. In preschool age, children the prosocial behaviors they show are based more on rewards or rewards they will get. Meanwhile, school-aged children are more influenced by their understanding of the norms they receive from society. Increasingly prosocial behavior will increasingly also improve the quality of life in children.
Several previous studies have shown that children who behave prosocially will have more close and happier friends than children who lack prosocial behavior (Hastings, Utendale, & Sullivan, 2007; Holder & Coleman, 2008). The more children develop their prosocial behavior will be more development as they mature later.

Prosocial behavior is a part of everyday life, a fact that is proven through various psychological research. Helpful activities can be seen in children. When children aged 3-5 years play in the park, on average each child performs fifteen hourly help actions. Such helpful acts of giving toys to friends or entertaining sad friends (Sears, Jonathan, & Anne, 1991, p. 48). There are several factors that underlie a person for prosocial, self-gain, person values and norms, and empathy (Dayakisni & Hudaniah, 2009).

Research conducted by Voight, Geller & Nation (2014) entitled "Contextualizing the Behavior Gap: Student Prosocial Behavior and Racial Composition in Urban Middle Schools". This study aims to identify the prosocial behavior reviewed based on race or skin color. The results of Voight, Geller & Nation (2014) demonstrated the visible behavior of junior high school students in some schools in the United States in the form of tolerance and help to help fellow friends. Although they come from different races of black and white race. The results are proven based on the highest rating the students selected in the questionnaire.

Referring to previous research, the researcher is interested to conduct prosocial research with subject of elementary school students. Researchers conducted research to find out the prosocial attitude that often appears in elementary school students. The researcher will conduct a research entitled "Prosocial Behavior Analysis of Primary School Students".

AIM
The purpose of this study is to describe the behaviors of prosocial students of elementary school.

PARTICIPANTS AND PLACES OF RESEARCH
The research was conducted in one of the primary schools in Bandung. Participants of this study were grade V students selected based on students who show behavior related to the variables studied in this study that is prosocial behavior.

RESEARCH METHODOLOGY
This research used qualitative research approach with case study method. Case study methods are useful for exploring issues and phenomena in depth in a natural context using various data collection techniques (Crowe, dkk, 2011).

In case study research, the researcher is a research instrument (Creswell, 2013). Instruments are necessary in a study to obtain valid data. In qualitative research, researchers act as collectors of data in the field. Data collection techniques used in this study were observation, interviews, and document analysis.

Sukmadinata (2010, pp. 220) explains that observation is a technique of data collection by observing the ongoing activities. Observations help researchers to see factually the events in the field, open the minds of researchers, discover things that are not revealed from participants during interviews, and access personal understanding (Cohen, Manion, & Marrison, 2011). Observations used in this study was nonparticipant observation, meaning that researchers did not participate in activities undertaken by the object of research. Instead, researchers acted only as the spectators.

Triangulation refers to gathering as much information as possible from various sources through various methods (Cohen, Manion, & Marison, 2011). This study used triangulation of data types obtained from field notes and interview results. In addition, researchers also
obtained data from diverse sources of classroom teachers and grade V primary school students.

Member checking is a technique to test the validity of data to (1) avoid misinterpretation of respondents' answers during interviews; (2) avoid misinterpretation of respondent behavior when observed; (3) and confirm the respondent's perspective on an ongoing process (Alwasilah, 2009).

Reflexivity refers to the consciousness of the researcher in positioning himself in his writings in which the researcher is aware of the biases, values, and experiences he carries (Creswell, 2015). It is necessary for the researchers to not only explain their experiences with the phenomenon being studied, but the researchers are also aware that the experiences are very likely to affect the findings, conclusions, and interpretations in the research. Researchers must maintain attitudes, show friendship, and try to be invisible in the classroom so that learning goes natural or not artificial. Researchers are not entitled to interfere and force participants to perform activities desired by researchers.

RESEARCH RESULT AND DISCUSSION

The first prosocial behavior that emerged was cooperation. Cooperative behavior is the willingness to cooperate with others for the achievement of a goal (Mussen, 1989). Cooperative behavior is seen in students named ABA, NED, PPT and RMA. When group work in their classroom is so compact in completing the project task of the teacher that is making the hydrological cycle on science subjects they share the task there are drawing, sticking, coloring and writing caption.

Not only in the classroom, the behavior of cooperation was also seen when the the game to move the ball using a rope in the scout extracurricular. Students named IAM, MAF, MAL, NSSP, and VNA were so solid in the game that they were finally able to finish it to the finish line.

"IAM, pull the rope to the right," said MAL. {“IAM talinya tarik kesebelah kanan” kata MAL}
"Ready," said IAM. {“Siap” sahut IAM}
"MAF, lift the rope up a bit” said NSSP. {“MAF angkat talinya ke atas sedikit” kata NSSP}
"Okey" MAF replied. {“Okey” jawab MAF}
"MAL, step forward, let the ball balance", MAF ordered. {“MAL maju selangkah, biar bolanya seimbang” perintah MAF}
"Yes. You also move a little bit to the right", replied MAL. {“Iya, kamu juga geser ke sebelah kanan” jawab MAL}
"VNA, move a little bit to the back so that the rope is not slacking" {“VNA agak mundur, biar talinya tidak kendur”}
"Okay“ VNA replied. {“Wokey” sahut VNA}

(Field note, February 14, 2017)

These were in accordance with research conducted by Leff, Waasdorp, & Paskewich (2016). The results of Leff, Waasdorp, & Paskewich's research indicated that elementary school students behaved in collaboration with their age peers at play and got together.

The second prosocial behavior arisen was charitable behavior. Donating, ie the willingness to voluntarily give some of his belongings to the needy (Mussen, 1989). The philanthropic phenomenon was seen every Friday, when religious teachers went around the classroom carrying infaq box and students routinely set aside some of their money to the box. On the other side, there were two students named FAF and TSM. They gave the infaq by covering the money they put with the left hand so that the nominals they put was not seen by
other friends. While, other students immediately put the money into the box without covering the money with their left hands.

_This morning there were two religious teachers who entered the classroom, carrying a box of infaq. Then one by one the students put the money into the boxes. The students were so in order. [Pagi ini ada dua orang guru agama yang masuk kedalam kelas, sambil membawa kotak infaq. Kemudian satu persatu siswa memasukkan uang untuk diinfakkan, mereka begitu tertib.]_ (Field note, February 24, 2017)

These behaviors trained students to give without expecting rewards (sincere), tot expecting praise (Riya’), in an effort to give attention to people in need.

The next prosocial behavior was sharing. Sharing behavior is a willingness to share in any form with others in an atmosphere of joy and sorrow (Mussen, 1989). Sharing behavior was seen during lunchtime. One day, the catering food came late. It could be seen that the students named APK, MZA, and RR brought food from home. At that time, there were two students named NED and RMA who were confused because they did not bring food from home. Then APK, MZA, and RR offered food to NED and RMA. APK, MZA and RR asked NED and RMA to eat the food together while they were waiting for the catering to come.

Sharing behavior was also seen during Artwork and Culture Lesson. At that time, the teacher assigned all students of class V to make the artwork to draw free picture. However, there was a student named RR who didn’t bring coloring pencils.

_RR borrowed the coloring pencils to a friend beside him named VNA._ {_RR meminjam pensil warna kepada teman disampingnya yang bernama VNA._}

"VNA, my coloring pencils were left at home. May I borrow coloring pencils of red and yellow for a while?" asked RR to VNA. {_"VNA pensilku ketinggalan di rumah, boleh ku pinjam pensil yang berwarna merah dan kuning sebentar?"_ tanya RR kepada VNA._}

"Of course. Just take it" VNA replied. {_"Boleh-boleh,ambil aja" jawab VNA._} (Field note, March 2, 2017)

The result of this study was in line with the result of the previous research that had been found by Gentile, et al (2009). Gentile research, et al. showed that the prosocial behaviors that arised during video game-based learning were helping and sharing behaviors.

The last prosocial behavior that emerged in this research was helping behavior. Helping behavior is the willingness to provide help either in the form of morale or in the form of material to others who are experiencing difficulties (Mussen, 1989). Helping behavior was seen in RMA. At a time, his friend named APK fell in front of the class due to the slippery floor. RMA helped to rush APK with waking him up

"Are you all right?" Asked APK _“Kamu tidak apa-apanya?” tanya APK_]

"I am okay. I only got a little scratch." RMA replied. {_"Enggak, Cuma lecet doang." Jawab RMA._}

"Next time be careful, will you? The floor is slippery." {_“Lain kali hati-hati ya, laintainya licin.”_}

"Thank you, RMA." {_“Terimakasih RMA.”_}

"Yes, let me help you to walk to the class." {_“Iya, ayo aku gandeng ke dalam kelas.”_} (Field note, February 9, 2017)

Such helping behavior was in line with Chadha & Misra (2006) research. Chadha & Misra found three prosocial behaviors arised in students were sharing, helping , and self-controlling (comforting). However, helping and comforting behaviors are more often appearing than sharing behavior.
CONCLUSION AND SUGGESTION

Prosocial behavior is a behavior in which there is a sense of care intended to benefit others or a person in the group that includes helping, helping and cooperation. (Faturochman, 2006; Rowley, et al., 2014; and Walker & Carlo, 2014). Based on the above discussion, the researcher concludes that the prosocial behaviors emerged in grade V SD students are sharing, helping, cooperation, and generous. This was shown by the students’ activities during school. For the next researcher, it is suggested to do the similar research at different grade levels. By doing the similar research, there is possibility to obtain different results so that it can complement the results of the existing researchs.

BIBLIOGRAPHY


