Respecting and Respected: Child Prosocial Behaviour in Learning Interactions

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Humans as social beings require skills in socialising . It is necessary to stimulate the development of prosocial behaviour from an early age, due to the fact that the negative social behaviours such as aggressiveness and bullying of children in the school environment are being more widely reported in the electronic media. The main purpose of this research is to describe the profile of early childhood prosocial behaviour and know the implications of the efforts undertaken in school guidance. The study used a qualitative approach with descriptive methods. The subjects were one teacher and five students aged 4-5 years at a kindergarten in Cipocok subdistrict, Serang. The data was collected using observation and interviews, and the study of documentation to observe the objective condition from the photographs. Then the data obtained in the field were analysed and evaluated by using triangulation techniques. The results of the research in the field illustrate that: (1) prosocial behaviour profiles of children aged 4-5 years at a kindergarten in Cipocok sub-district, Serang are quite adequate; (2) the implications for guidance is to integrate the guidance program into learning activities in the classroom. The program includes the techniques of modelling, storytelling, establishing classroom rules with students, complimenting children who demonstrate prosocial behaviours, expressing hopes to students, and performing different kinds of activities in the classroom to rise students' enthusiasm.

Key words: *Guidance program, prosocial behaviour, early childhood.*

Introduction

Rationale

Humans are essentially social beings. We are creatures who cannot survive alone without the help of others. We need partners to develop a decent life for humanity.

Aristotle (Latief, 2006) states in his ethics that humans are zoon politikon meaning that in nature humans are creatures who are fond of socialising and gathering together as organised social creatures. Thus, their fondness of socialising and being involved in social conventions makes humans known as social beings. Aristotle (Latief, 2006) also argues that humans as social beings have two desires, namely to unite with other human beings around them and blend with the surrounding natural atmosphere. Meanwhile, according to Adam Smith cited in the Indonesian Wikipedia, the free encyclopedia, the term social creatures refers to homo homini socius which means humans become friends of other humans.

By reading a newspaper and turning on a television or radio, people are exposed to various news of violence, crime, cruelty, and injustice. Only scant news shows goodness, mutual help, and generosity (Eisenberg and Mussen, 1997:1). Aggressive behaviour and bullying such as negative social behaviour occurs around the country, for example, recently Indonesians were shaken by an occurrence of bullying at an elementary school in Bukittinggi West Sumatra, recorded on mobile phone's camera. This became a serious concern for the Ministry of Education and Culture, M. Nuh, who states in the media that preventing bullying must be an ongoing pursuit as the basis for the educational system sought through the K13 curriculum starting from early childhood through to tertiary education. (Detiknews, October14th, 2014). Reports received by the National Commission of Child Protection regarding bullying performed by children is increasing from year to year. There were 2,413 cases in 2010, 2,508 cases in 2011, 2,637 cases in 2012, and 2,792 cases in 2013, and 3,339 cases from January to May 2014 (Andina, 2014:9). These reports reflect that the prosocial behaviour of the children is still inadequate. The opposite of such aggressive or passive behaviour is prosocial behaviour (Marion, 1991). In a similar vein, McGrath et al. (2003:54) reveal in their research that the kind of violence that is occuring recently indicates that the children still have inadequate prosocial behaviour. This inadequacy according to McGrath is originated from parents who prioritise academic score rather than the development of prosocial behaviour.

Several problems found in the field related to children's prosocial behaviour include the limited number of children who show prosocial behaviour. Children must be told to lend their colouring pencils to those who do not bring them, they have problems cooperating with their peers, refuse to help their friends gather their belongings when they fall, exhibit egocentric and obnoxious behaviours and attitudes, breach the predetermined rules, ruthlessly prank their

friends, and react easily getting angry and crying when their wishes are not fulfilled. These situations may happen as a result of children not having the ability to connect to others (Yoshikawa, 1995). However, if this is ignored, it will influence other developments and they will grow into individuals who tend to be insensitive, uncaring, unrespecting, egocentric, obnoxious, and inappropriate in the existing societal norms (Eisenberg & Mussen, 1997; Beaty, 1998). Therefore, children must learn ways to fit in with others, as stated by Syaodih (2005). Prosocial behaviour must be learned from an early age as a foundation for the development of children's ability to interact with their environment more broadly; making it is necessary to be developed and nurtured during the maturation process. To achieve social maturity, children should be given opportunities to get along with people in their surroundings, such as parents, brothers or sisters, peers, teachers, or other adults according to Piaget's theory (Bredekamp&Copple, 1997). Guidance from adults is required for children to know various aspects of social life and common norms of societal life. This guidance is initially established from orders and suggestions given by adults, especially parents (Brenner, 1990; Santrock, 2007; Vygotsky, 1978; Damon& Eisenberg, 1998).

According to Beaty (1998), prosocial behaviour in children is presented by showing empathy, sharing, taking turns, and cooperativeness. Children with good prosocial behaviour tend to build satisfying relationships and receive positive feedbacks from others. If the children's prosocial behaviour is not developed and nurtured during their maturity process, as mentioned above, they will grow up into individuals who tend to be insensitive, uncaring, egocentric, obnoxious, and inappropriate in common societal norms, explaining the rise in aggressive behaviour to date according to the data.

Problem Formulation

Sugiono (2013) finds in his research that the result of inadequate prosocial behaviour in young children is the occurrence of overbearing attitudes characterised by the commanding and dominating of peers, the unwillingness to share, the inability to cooperate with peers, the display of over sentiment, low self-esteem, the violation of regulations, the shouting at friends and teachers, and other signs of aggression like hitting, pinching, or kicking.

Reinforcement through reward and punishment has been implemented by parents and teachers as a way to develop prosocial attitude in young children (Ladd, et all., 1983). However, this attempt is not effective since according to Eisenberg (1982), the basic definition of the most important prosocial behaviour is voluntary, so if children are compelled to be good and to share, then they do not display voluntary behaviour hence it cannot be determined as prosocial.

Reflecting on the aforementioned problem, the problem formulation would be "How are the profiles of prosocial behaviour displayed by preschool students at a kindergarten in Cipocok sub-district in Serang, Banten?"

Prosocial Behaviour in Young Children

Definitions of Prosocial Behaviour

As a part of the social development in young children, prosocial behaviours have an important role in community life since they can motivate positive impacts on self-development and all aspects of people's lives Giri (Sugiono, 2013). Prosocial behaviours are required to be developed and nurtured during the maturation because if it is not developed adequately, it can foster problems that not only occur in childhood but also adulthood (Geldard&Geldard, 2012).

Prosocial behaviours according to Eisenberg (1979) are those intended to help others or provide psychological comfort to others voluntarily. Batson (Sugiono, 2013) views prosocial behaviours as a broad category that includes any actions of helping others regardless their motives of the help. Prosocial behaviours have a broader range in comparison with altruism (Santrock, 2012).

Beaty (1998:147) thinks prosocial behaviour as a positive aspect of moral development that interests many preschool educators and observers as it is considered as the second dimension of children's social development. The behaviours include: (a) Empathy, in which children express feelings of affection by entertaining someone in distress or expressing what their peers would feel within interpersonal conflict; (b) Generosity, in which children share or donate their belongings to others; (c) Cooperation, in which children take turns or work together voluntarily and happily; and (d) Helping, where children help someone to complete his or her task or someone in need. These four behaviours, according to Beaty, are also characteristics to support a person to fit into a community, be motivated in interacting with other people, and to become a fully functioning human.

Based on the aforementioned descriptions related to prosocial behaviours, it can be concluded that prosocial behaviours are voluntarily conducted behaviours for the welfare of other people. If a child does a good deed such as sharing with his peers but is a compulsory act, it cannot be regarded as prosocial behaviour since if it is not done through the child own willingness it is not done voluntarily.

Influential Factors of Prosocial Behaviours

Factors that influence prosocial behaviours not only influence the prosocial behaviour itself but also predict the quality and success of children interactions (Eisenberg Fabes&Spinrad, 2006). The following are factors that influence children's social behaviour.

The first is culture. Several cultures recognised the importance of prosocial behaviour. Children born and raised in east such as in Japan and China are often perceived and expected to be able to behave prosocially in society Lee & Zhan (Sugiono, 2013), whereas children born and raised in west are often perceived and expected to be capable of making personal decisions independently (Eisenberg&Hand, 1979). However, in some societies, prosocial behaviour is not considered prominence, for example in Uganda where violence and impoliteness are seen as common norms Turnbull (Sugiono, 2013).

The second is parental affection. Walker (2007) in his research suggests that individuals who growup with affection from their family tend to be contented and behave prosocially.

The third is family. The result of meta-analysis by Eisenberg, Fabes&Spinrad (2006) reveals that about half of the variations in children's prosocial behaviour are influenced by family factors.

The next factor is Gender. A behavioural observation result shows that women are more prosocial than men Land&Profilet (Ilfiandra, 2007), despite the fact that men and women have equal capacity to empathise and understand other people's perspective.

Intelligence is also one of influential factors for prosocial behaviour. Along with increasing age, the children's cognitive development will be improved and enable them to show more active participation in social interaction. This conforms to Caprara et al. (Ilfiandra, 2007).

Next, the self-esteem of how children perceive themselves can influence the way they interact with their peers. Valuable feelings are related to the quantity of prosocial behaviour wherever they interact Elicker et al. (Ilfiandra, 2007).

The last factor is attractiveness and popularity. According to Ladd (1983), the external needs from others motivate children to exhibit prosocial behaviour. Therefore, a strategy to be seen as a decent child might encourage them to exhibit prosocial behaviour.

Developmental Phases of Prosocial Behaviours

Humans in nature have the desire to care and help others in need and this has happened since the first phase of development (Sugiono, 2013). Therefore, fun interaction activities need to be experienced by children for the development. Some evidences suggest that prosocial behaviour has begun to emerge early in life. The stages of prosocial development as follows:

From 0 - 12 months – in the first months of life, babies show interest in the look of the human face and begin to learn maintaining eye contact with other people. As they are growing bigger, they respond to more things and show signs of early prosocial behaviours. Similar statement is proposed by Syaodih (2005) who states that in the early years of development, children in general will experience a rapid development to adapt to their surrounding environment. This development includes an enhancement in spiral knowledge about themselves and others. It is influenced by both experience and social relationship between children and adult in life as well as their cognitive development.

From age 1 – 2 years, children begin to enjoy being with others. They begin to interact with peers even though sometimes they fight over places and toys with each other.

They still require a sense of safety from their caregivers. Some children begin to imitate the prosocial behaviour of other people through providing welfare for their peers or adults in need. A research by Rehinghold (Ilfiandra, 2007) suggests that almost all children aged 15 – 18 months are able to share voluntarily with their parents or even strangers. Rehinghold also finds that 2 years-old children will help their parents in the laboratory and almost want to help all strangers there. A research by Stanjek (Ilfiandra, 2007) also reveals that there is an improvement of spontaneous behaviour in children to work cooperatively beginning from 2 years old.

At the age of 2 – 3 years, children will be more open to play games with their peers and have a better understanding toward other people's perspectives. Children in this age are able to exhibit different ways to provide comfort for others. Besides, they will become more concerned with social behaviour and standard so that they will be displeased if this regulation is breached. Throughout the age of 3 – 4 years, children are more likely to maintain strong relationship. They will spend most of their time at play and be able to resolve small conflicts that occur between them.

As for the age of 4 – 6 years, children will show active participation in organised games and be able to follow the applicable rules. They begin to identify people outside their family. They often play games like role-playing as doctors or trading simulation. Their emotions are more clearly shaping their personality. They also think and act innocently. During preschool period,

the children's prosocial behaviour can be realised in various ways. A research by Murphy (Ilfiandra, 2007) suggests that during the age of 3 to 6 years, the prosocial behaviours of children are realised through comforting, helping, defending, protecting, and showing empathy to others. A research by Sawin (Ilfiandra, 2007) shows that among prosocial behaviours that have improved during childhood are cooperation, sharing, donating, and helping other children.

Based on the description above, it can be concluded that the children's' prosocial behaviours develop along with their age. Eisenberg (1982) states that the development of children's prosocial behaviour is in line with their cognitive development. Therefore, Eisenberg further states that the development of prosocial behaviour is included into a stage of prosocial moral reasoning as illustrated in the following table.
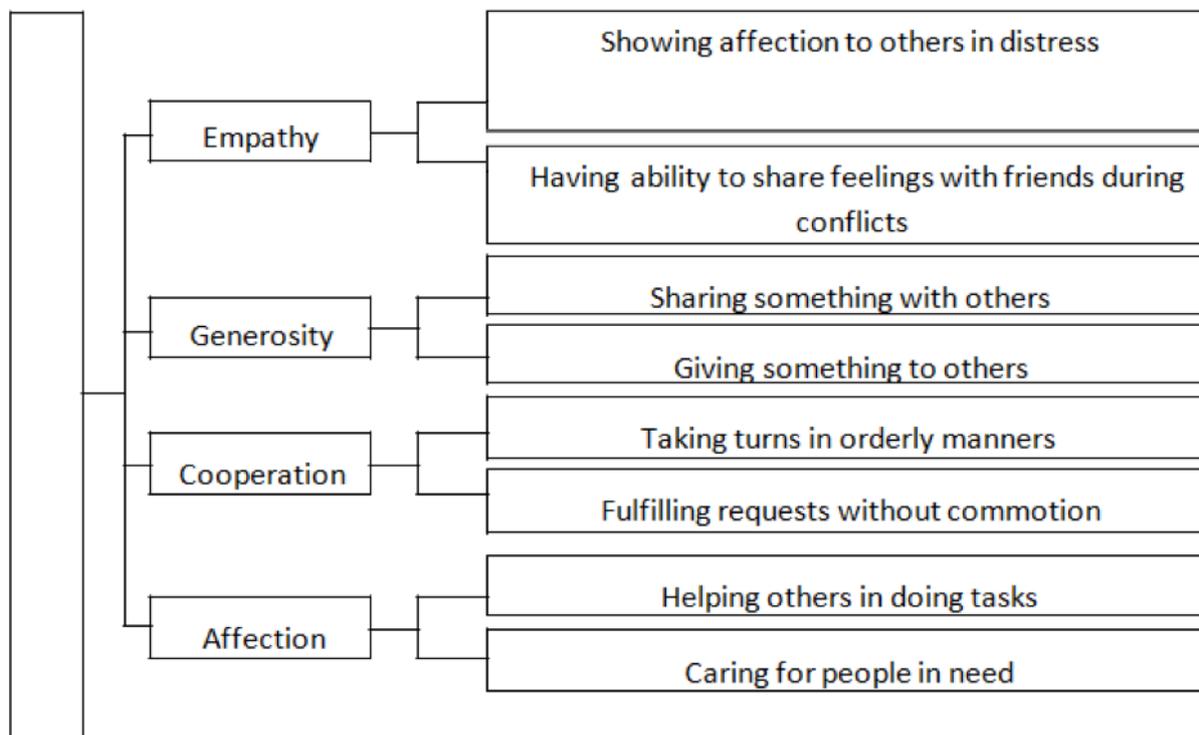
Table 1: Levels of Prosocial Moral Reasoning

No.	Level	Short description	Age range
1	Hedonistic (self-centred)	Concern for self/own needs; Giving help is most likely if it will benefit self	Preschool and children at early elementary school level
2	Need oriented	Other needs are legitimate basis for helping but little evidence of sympathy or guilt for failing to help	Children at elementary school level and only few preschool students
3	Approval oriented	More able to exhibit altruistic behaviour perceived by others as good or bad deeds; the appropriate behaviour is doing good or acceptable in society.	Children at elementary school and a few of junior high school level
4	Emphatic or transitional	Children begin to exhibit sympathetic feelings, or guilt when failing to respond, and they feel relieved when they do something right. They begin to adopt vague references regarding principles of obligation and values	Children of junior high school and a few at high level of elementary school
5	Strongly internalized	Justifications for helping based on Internalised values, norms, convictions, beliefs, and responsibility that will not destroy respect toward self.	The minority of children at junior high school level

Forms of Prosocial Behaviour

Beaty (1998:147) explains that prosocial behaviours refer to positive aspects including empathy, generosity, cooperation, and compassion. Beaty categorises each of them into a more specific behaviour. Empathy is divided into the ability to show affection to fellow friends in distress and to share feelings with friends during conflicts. Generosity consists of the ability to share and give something to others. Cooperation is divided into the ability to take turns and fulfil requests voluntarily. Meanwhile, compassion consists of the ability to help others in doing tasks and care for friends in need. The model of prosocial behaviour proposed by Beaty (1996) is presented in the following chart.

Chart 1: Prosocial Behaviour Model

The prosocial behaviour model proposed by Beaty as a comprehensive model that represent the views from other experts and provide more specific indicators that can be performed by children. In this present research, this prosocial behaviour model is employed as a reference.

Method, Results and Discussion of the Research

Method

The present research employed a qualitative approach using descriptive method. The research participants were one teacher and five students of early childhood aged from 4 – 5 years. The research was conducted at a kindergarten located in Cipocok subdistrict, Serang, Banten.

The data were collected using several techniques, such as observation and interview regarding children's prosocial behaviour based on several indicators. In addition, the study of documentation was carried out to observe the objective conditions from the photographs. The observation on young children aged 4 - 5 years was carried out without any intervention. The instrument used for observation in this research was a guideline for observing prosocial behaviour adopted from Beaty (1998).

Results and Discussion of the Research

According to the results of observation on the participants related to the children's prosocial behaviour and interview with a teacher regarding their prosocial behaviour development, the following descriptions are obtained:

a. Profiles of Prosocial Behaviour in Early Childhood

The observed prosocial behaviours include empathy, generosity, cooperation, and compassion.

The first observed aspect of prosocial behaviour is empathy with the ability of children to show affection to fellow friends in distress and share feelings with friends who are in conflicts as the indicators (Beaty, 1998).

According to the observations, the indicators where children show affection to fellow friends in distress, especially when they witness one of their friends is crying, hurt, or not involved in joint activities explain that empathy is the basis for all prosocial behaviour (Beaty, 1996; 173). However, obliged empathy is not considered as empathy (Beaty, 1996; 173).

The empathy behaviour was exhibited by 5 participants with occurrence of several behaviours. For example, in a condition where AMF fell and cried because she was accidentally pushed by MID when playing in the classroom, spontaneously CRIH and FNI and other children approach the crying AMF and caressed and persuaded her to stop crying by saying, "I see that you have fallen, does it hurt? Please stop crying". Another observed situation was during mealtime, MID did not pack a meal but a drink. Then BARY who sat beside him asked, "MID, you don't bring

any meal, do you?" then BARY shared some of his meals to MID without being commanded by his friends or teacher. The occurring behaviours represent empathy as a kind of emotion that bothers the conscience when seeing the distress of others and contributes to proliferate humanity, civilisation, and morality (Amdan, Suminar and Aristi, 2012).

Further, the indicator revealing shared feelings with friends who were in conflict is illustrated as follow. 9.30am was the time for children to play freely. They were allowed to visit other classroom or play outdoors. At one moment, there was a student of A class, named AA, who came into B class where this research was conducted. AA was recognised as a child who had an obedience problem and a communication barrier. According to B class teacher, he had communication and socialisation barriers. AA played with blocks that had been stacked by other children. After that, MID, BARY and other children scolded him. This dialogue shows how the teacher gives direction to the children:

MID: "AA, you are A class student. You cannot play here at B class. You'd better get back to your own class".

Teacher: "It's alright for AA to play in our classroom as we can play in his as well. See, poor him now he is upset"

The behaviour shown by MID and BARY implied that they could not share feelings with their friend when he was in conflict. If viewed from Eisenberg's (1982) perspective, early childhood, based on the level of prosocial moral reasoning, is hedonistic or self-centred where concerns are benefits directed to self. In addition, the limitation of their verbal proficiency makes them hard to express what they think or feel. On the other hand, Light & Littleton (2003) contends that prosocial behaviour has actually emerged from the beginning of life. This becomes teachers' concern that prosocial behaviour is a potential that should be improved on continuously even though it has not reached the desired level.

The noticeable second aspect of prosocial behaviour based on observation was generosity with the children's ability to share things with others and give them their personal belongings as the indicators (Beaty,1998).

Based on observations during mealtime, the indicator where children are able to share things with peers was exhibited as follow. When CRIH opened his lunchbox with soy-sauce seasoned chicken feet inside it, the other children seemed to have interest in that unusual meal. The following dialogue shows the sharing behaviour:

AMF: "what is that?"
CRIH: "It's soy-sauce seasoned chicken feet". Do you want some?"

MID: "Me…."

AF: "Me….please…."

CRIH: "Ok, this is for you"

Similar behaviour was also displayed by BARY. He gave a piece of his biscuit from his meal to the observer. The observer asked, "is this for me?" then he replied "Yes, miss" bashfully and returned to his seat that was slightly away from the observer's seat.

According to Damon (Santrock, 2007), the sharing behaviour is developed since childhood period. They believe that sharing is a requirement in social relationship and that involves right or wrong matters. The basic idea of sharing becomes the first giant leap made by children in the next years. It was shown that the generosity acts of the participants, indicated by their ability to share, are the manifestation of their basic knowledge that has been constructed years before.

Sharing may be the easiest prosocial behaviour to be studied (Beaty, 1998). This can be understood as sharing behaviour is most common in class as there is always an opportunity considering how many children are in group activities and how children learn different things from each other. Sharing is a sincere and spontaneous action, claim Hearron and Hildebrand (Beaty, 1998), this indicates that forcing children to share only makes children feel that the teacher sided with the other child. Observed on the ground when colouring in class activities, GA who did not bring coloured pencils was given loans by RF without being directed by teachers.

Research conducted Beaty (1998) found that older children displayed more sharing behaviour than younger children. The younger child tends to assume a toy as his own, making it difficult to share. Such behaviour is because children are egocentric. Still according to Beaty sharing with peers will be increased dramatically between the ages of 4 and 12 years.

The third aspect of prosocial behaviour revealed from the observation was cooperation. This aspect has indicators that children should be able to take turns in an orderly manner and fulfil requests without commotion (Beaty,1998).

In the preparation of graduation ceremony for kindergarten students at the end of the year, the children were trained to perform a song with angklung. The indicator for the ability to take turns in an orderly manner was presented by MID, AMF, BARY, CRIH and FNI during their angklung performance. They were playing angklung in turns in an orderly manner following the song notation that was assigned to each of them by the coach, even though MID sometimes played his angklung earlier than he was supposed to.

The indicator to fulfil requests without commotion was also demonstrated by BARY, MID, AMF, CRIH, and FNI while they were building blocks using Lego. They were building a Lego palace without any upheaval. After playing Lego, the teacher requested AMF, CRIH, FNI, BARY and MID to clean up and store the Lego blocks at the toy shelf. They did this happily.

A research by Sawin (Ilfiandra, 2007) suggests that one of prosocial behaviour developed during childhood is cooperation. This statement indicates that the prosocial behaviour development of the children improves along with their age even though Ilfiandra (2007) disagrees with the statement and states that it is prudent to make scruffy judgment that prosocial behaviour is improved along with one's age. This is an oversimplification toward all types of prosocial behaviour. It means that the cooperation aspect demonstrated by the participants in turns and their act of fulfilling request will develop optimally if the children are provided with opportunities and stimulated adequately according to their age without labelling.

Behaviour meet the demand without a debate expected a "obedience cooperative" instead of "blind obedience", as expressed Beaty (1998) children should know the reason they are being asked to do something and the child should be given a reasonable request, for example, the teacher asks the DA to shift along the seat by saying: "DA, please slide along a little, so that RA is not so cramped ", DA meet the demand for shifting as DA knows the reason he moved to give space to the RA to be able to sit comfortably. Taking turns is a behaviour that needs to be learned early, although sometimes children learn inappropriate behaviour, such as the biggest or strongest gets the first turn. When a child does not behave in an orderly rotation, Beaty (1998) advices the teacher to set up a game of roleplaying that demonstrates different activities that require an orderly rotation, such as in a salon or barber shop by putting two or three seats for customers to wait their turn. This can also be organise as a bakery or another facility where people have to take a numbered ticket to line up, like in real life.

The last prosocial behaviour aspect emerged throughout observation was affection. The indicators of this aspect are helping others doing their tasks and those in need (Beaty, 1998).

The indicator of helping others to finish tasks was demonstrated by BARY who helped AMF, CRIH and FNI to clean up the Lego blocks and store them in the designed place without being told, since at that time BARY had already finished cleaning up his own toys.

The indicator of helping those in need was demonstrated by CRIH who helped FNI to stand up and waited for her so that they could play together outside the classroom. However, in another situation when AMF was playing with Lego and she ran out the red blocks and could not find them, MID asked her "What are you looking for?" Then AMF replied, "I am looking for red blocks. Can you help me find them?" but MID ignored her and proceeded building square without helping AMF while actually there was one red block beside her.

The behaviour of helping others without being asked that was demonstrated by the participants according to Eisenberg (1979) is a prosocial behaviour as the helping and providing psychological comfort was performed voluntarily. MID's behaviour when not helping AMF denotes that her ability to help her peers still needed to be developed. Beaty (1998) argues that children's partial development of helping others in doing tasks commonly occurrs during the early childhood period. She states that the act of helping others in need might be the most difficult prosocial behaviour to be performed by early childhood.

The problems experienced by children in providing assistance is the child does not know when to help or how much assistance to give (Beaty, 1998), Sometimes children go overboard in providing assistance, becoming bossy and not knowing when to stop, but at other times the child did not provide assistance and just stood watching before the task was completed.

Eisenberg & Mussen (1997: 142) states that both children and adults who are in a positive mood is usually more helpful and will share more easily than those in a neutral mood. This indicates that the child will tend to behave in prosocial when a positive mood, thus a wise move for adults, especially teachers by creating a positive atmosphere in the classroom to raise children's positive mood.

Based on the illustration above, it can be concluded that in general the prosocial behaviours of young children aged 4 -5 years at a kindergarten in Cipocok subdistrict, Serang, Banten are adequate. More specifically, their most adequate prosocial behaviour is the cooperation including the ability to take turns and fulfil requests without commotion. On the other hand, the least developed aspect of their prosocial behaviours is compassion indicated through empathising with those in conflict.

b. Teachers' Efforts to Develop Prosocial Behaviour in Early Childhood

Observations revealed that the teacher has provided some sort of guidance programs in developing prosocial behaviour through integrating them with activities in the classroom. The guidance program includes (1) Modelling. The teacher set examples to demonstrate compassion towards others, share with their peers or teachers, help others in need with or without being asked; (2) Story telling. The teacher read stories from illustrated story books and discussed it with the students so they can derive positive values from those stories; (3) Establishing classroom rules with students and supporting them to follow that rules; (4) Complimenting children who demonstrate prosocial behaviours; (5) Expressing what they require from the students, such as "I hope that you can be more orderly when you go out of the classroom" and (6) Performing different kinds of activities in the classroom to rise students' enthusiasm.

Conclusion and Implication

Conclusion

The results and discussion of this research related to the profiles of prosocial behaviour in early childhood suggests that in general the prosocial behaviour of early childhood aged 4 – 5 years at a kindergarten in Cipocok subdistrict, Serang was adequate. The observations reveal that the most adequate aspect of their prosocial behaviour is cooperation including the ability to take turns and fulfil requests without commotion. On the other hand, the prosocial behaviour aspect as was indicated that should be stimulated more intensively was empathy with those in conflicts.

Implication

The implication of guidance program to develop prosocial behaviour in early childhood was carried out in an integrative manner with activities in the classroom. This program included modelling, storytelling, establishing classroom rules with students and encouraging them to follow the rules, complimenting children who demonstrated prosocial behaviours, expressing expectations to students, and performing different kinds of activities in the classroom to inspire students' enthusiasm.

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