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Building Pro-Social Behavior in Nursery Student

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Abstrak

Penelitian ini bertujuan untuk menemukan cara menumbuhkan perilaku sosial pada anak sekolah di Taman kanak-kanak. Metode penelitian yang digunakan adalah kualitatif dengan analisis deskriptif. Pengumpulan data dilakukan melalui kuesioner, wawancara, observasi dan dokumentasi. Pemilihan informan menggunakan teknik *purposive sampling*. Hasil penelitian dianalisis menggunakan teknik triangulasi. Hasil penelitian menunjukkan bahwa permainan luar dan dalam dapat membentuk perilaku sosial siswa mulai dari siswa akan memahami keterbatasan alat permainan sehingga rela untuk mengantri, siswa juga bisa bekerjasama dan menjalin interaksi sosial melalui permainan. Temuan lain yaitu untuk menjalin interaksi sosial maka guru mengatur posisi tempat duduk siswa membentuk huruf U sehingga interaksi guru dan siswa serta antar siswa bisa dilakukan. Kemudian, dalam menjalin hubungan sosial antar siswa maka kerja kelompok diberikan oleh guru sehingga mereka bisa bekerjasama. Disamping itu, *market day* sebagai salah satu cara yang dapat membentuk nilai-nilai sosial pada siswa mulai dari negosiasi sosial, komunikasi, interaksi sosial, dan kepedulian sosial. Bahkan sebagai cara untuk membentuk jiwa *entrepreneurship* semenjak usia dini. Temuan terakhir yaitu siswa diajarkan untuk hidup harus saling tolong menolong dan saling berbagi. Caranya yaitu guru memotivasi siswa untuk memberikan makanan yang mereka bawa dari rumah ketika ada teman yang lain yang tidak membawa. Siswa ada yang membawakan untuk teman dan guru sehingga diharapkan dapat membentuk perilaku sosial yang baik. Agama juga diajarkan untuk mengatur perilaku sosial anak sehingga anak-anak baik secara sosial dan agama.

Kata kunci: Sosial, Siswa, *market day*, Permainan, Interaksi sosial, dan negosiasi sosial.

Abstrak

This study aims to find a way to foster social behaviour in school children in kindergarten. The research method used is qualitative with descriptive analysis. Data collection was carried out through questionnaires, interviews, observation and documentation. Selection of informants using a purposive sampling technique. The results of the study were analyzed using triangulation techniques. The results showed that internal play and external play can shape students' social behaviour, starting from the students understanding the limitations of playing tools so that they are willing to queue, students can also work together and establish social interactions through games. Another is the teacher arranges the seating positions of students to form the letter U, It lead to teacher and student build interactions between students can be carried out. Then, group work is given by the teacher to establish work in group. Besides that, market day is a way that can shape social values in students, starting from social negotiation, communication, social interaction, and social care. Even as a way to form an entrepreneurial spirit from an early age. The final finding is that students are taught to live by helping each other and sharing. The trick is that the teacher motivates students to provide food that they bring from home when there are other friends who don't. There are students who bring it to friends and teachers so that it is expected to form good social behaviour.

Keywords: Social, Student, Equipment, Sosial interaction, social negotiation, and market day.

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INTRODUCTION

Students confront some obstacle in social issues including growing individual behaviour. The student also faces degrading social relations. Prosocial behaviour refers to the individual in social interaction. Prosocial behaviour can be defined good attitude toward another person and have behaviour to pay attention to other person interest (Amini & Saripah, 2016). Diah Andika (2018) said that the prosocial behaviour of children aged 4-5 years includes (1) enthusiasm in playing games with friends, such as: participating in playing, greeting friends, (2) obeying rules, such as queuing, being patient, (3) respect others, such as tolerance, willing to cooperate, (4) Show empathy, such as: showing concern, helping and sharing. Hasanah & Drupadi (2020) reveals that this prosocial behaviour carried out voluntarily is not a compulsion even though this prosocial action has positive consequences for others. This prosocial behaviour includes sharing something with others, showing a willingness to cooperate, help, and comfort someone in distress. There are five aspects of prosocial encompasses giving behaviour, cooperation, mutual assisting, honest, and donating (Arniansyah et al., 2018). The most essential in creating social behaviour through habituation in social charity, to give a clear example in boarding school is held some action such as Friday day charity name this activity is performed one time in a week. In this activity, each student is hoped to gather social funding about RP. 2000 rupiah/student. Nida (2019) reveals that parents have a pattern to guide the character of children's social behaviour by applying democratic leadership attitudes based on the character development of children's social behaviour. In addition, character education is also influenced by the collaboration and strengthening of harmony between parents and teachers which is carried out intensively and continuously. Istianti (2018) reveals that in today's reality it is often found that the development of children's socialization is poorly trained. This is because parents are busy working and pampering their children by providing facilities to their children such as cellphones, without them realizing that children also need to socialize with the surrounding environment. Here parents must provide activities to support the development of children's socialization, for example communicating with family, peers and people in the surrounding environment. Meanwhile, the school environment has the same role in shaping children's behaviour.

In addition to providing knowledge and insight for children, school assignments also play a role in shaping behaviour, including polite behaviour, good character, empathy, sympathy, generosity and building socialization with peers at school. School is one of the means to realize the dream of national education goals (A., 2016). Rohayati (2013) said that in the social development of children, peers have a very strong influence on the formation of children's social behaviours. Therefore, the active role of parents and teachers in paying attention to the needs and development of children is needed so that they have the expected social behaviour. Instilling character values from an early age, it is hoped that in the future children will be able to become human beings with good personalities so that they are beneficial for themselves, society, and the nation and state. Another opinion is that social-emotional and moral abilities develop in an interaction, which includes interactions with parents, teachers, peers and the community.

Children's social development is also strongly influenced by the process of parental treatment or guidance for children in various aspects of social life, or norms of social life as well as encouraging and providing examples to their children regarding the application of these norms in everyday life (Anisa et al., 2014). Meanwhile, Dewi et al., (2020) remark that the early development of children is influenced by several social and cultural contexts including family, educational settings, society, and the wider community. The development reflects the influence of a number of environmental and family systems including the micro-system environment, namely the environment in which individuals live. This context includes family, peers, school, and the surrounding environment in which the most direct interaction with social agents occurs, for example with parents, teachers, and peers. On the contrary, the student can display an anti-social temper to another student along at school. It opposite meaning compare to a pro-social attitude.

Gustia (2017) reported that types of anti-social behaviour of them are aggressive behaviour, negativism and control behaviour. People who have anti-social behaviour usually prefer to be alone rather than gathering with the crowd. Risk factors that cause anti-social behaviour in a person can be categorized as personal factors, family, as well as related to school and social. In order to alleviate this issue, counselling can be a solution. Refiza (2019) said that the factors that influence antisocial behaviour, namely (1) family factors, lack of parental affection, incorrect adoption of parenting styles, and unfavourable growth and development environments will cause children to see more antisocial behaviour in their daily lives (1). 2) The peer factor of the peer environment is a new group that has characteristics, norms, habits that are much different from what is in the home environment.

Even if the group commits irregularities, the youth will also adjust to the group norms. Murniasih et al. (2020) mentioned that group counselling services through a religiously oriented client-centred approach are effective in reducing students' antisocial behaviour. Rahmawati (2020) said that the efforts made by teachers to overcome deviant behaviour include reprimanding, giving advice, giving warnings, calling parents of students, and giving punishment and sanctions. Another method to release social behaviour, the teacher create a market days program in Nursery school. At least market days in school can achieve several social aspects including social relations, social negotiation and social connection among teacher and student.

Even it can stimulate to become entrepreneurship in early time. When the market day is held, all of the learning processes must be ceased and the teacher and student focus to conduct market day where the student as a food vendor and offer it to their friends and teacher. In this research, researcher searches another purpose including to discover about why playing equipment both outside and inside lead to creating social behaviour in nursery student. The another is to find out about adjusting chair in class have to impact to build social interaction and communication among students and teacher. The other is to find about the impact of the market day school in growing social interaction, social negotiation, social empathy, creativity and entrepreneurship behaviour. Then, the researcher also intended to discover the effect of eating together in class to create a mutual assisting principle because there is mutual giving for food to classmate and teacher.

METHOD

The research is conducted in Azzuhra Islamic School (Yayasan Coklat Indonesia). The research method used is a qualitative descriptive approach. Descriptive research is a form of research that time to describe the phenomenon that exists, whether a natural phenomenon or a man-made phenomenon. The qualitative approach is the research process, empirical data collection, data analysis and data conclusions until the final results are written using non-numeric calculations, descriptive, observation, in-depth interviews, content analysis, stories (narratives), journals and open questionnaires. While Qualitative research methods are often called naturalistic research methods because the research is carried out in conditions that are natural (natural setting) (Rukminingsih et al., 2020). To determine the sample, the researcher exerts a purposive technique. This method is implied to ensure that sample that is selected as the best sample can be proper to the aim of this research. Mrs Tiwi is one sample that researcher use because she is very able and comprehending profoundly about the program in Islamic Azzuhra School. She is also the person who creates the program before it applying in the field by the teacher.

Meaning that she can respond to some question that the researcher rises to her. She enables us to understand suited the purpose of this research. In order to collect the data, the researcher implies several methods including observation. This way is held to understand the condition of Islamic Azzuhra school and the situation around the school. It must be supported by documentation of some pictures to boosted another source of data. In-depth-interview is also conducted by rendering some of the questions such as the impact of playing appliance both outside and inside of the school on the social behaviour of a student in nursery school.

It can stimulate the children to work in a group, understand each other because the equipment is inadequate for all of the student, and it emerges social charity. The other is the researcher demand to a teacher for explaining the connection of singing to gather the student inside a class because adjusting the nursery student is a heavy burden for the teacher.

Then, asking about the relation between arranging the position of chair in class with the connection among students and teacher. Besides that, the researcher offer question about completing the task from the teacher in the group better than the individual for creating social behavior in nursery school as well as the teacher stimulates the student for mutual aiding and mutual charity through mutual giving in food. In this, the teacher asks a student who intends to distribute some of their food when lunchtime coming. Nursery student provides some for teacher and student. Pro-social behavior can be attained from this pattern. In addition, some question about the role of the market day to develop social value in nursery student must arise because entrepreneurship value must be embedded in nursery student in early time. It refers to build the business principle in the early period and develop another social aspect such as how they negotiate with others, how they dicker with another person and test another person charity to the student which is conducted market day. Lastly, school, environment and the pattern of parent learning can be led to the social behaviour of a student. The researcher asks some question about this as well as the role of religion to adjust social behaviour in student.

The data which have been gathered from in-depth-interview must be combined with another method like observation and documentation. Observation must be conducted because to see the location and the real action of cities. Once the data from some of the methods have been gathered, the data must be analyzed by triangulation data. There are three types of triangulation, namely source triangulation, technique triangulation and time. Source triangulation is useful for testing the credibility of the data by checking the data obtained from several sources. The data is analyzed by the researcher to produce a conclusion, then an agreement is requested with the three data sources. Triangulation techniques are useful for testing the credibility of data obtained from the same source with different techniques. time triangulation is useful for testing the credibility of data obtained through interviews or other techniques in different times or situations (Barlian, 2016). Triangulation is conducted in this research through mixing several sources of data such as data is selected from in-depth-interview, observation and documentation. The combination of some sources of data can boost valid data.

RESULT AND DISCUSSION

Cultivate the spirit of caring social soul in kindergarten children. There are various ways that teachers do to foster the social spirit of children such as social interaction through group learning. It must be performed at the beginning when the student school start their subject with among of student. Teacher have a role to introduce the children one by one like mention their name, it makes other students recognize their name friend and where the address of their friend. Social interaction can occur as the children mutual knowing. There are two sorts of playing appliance for nursery student including outside of room equipment and inside tools. In the outside of class, there are skating, swinging, see-saw and hanging tools as well as footbridge beam. In order to use this equipment, the nursery student queuing up because the capacity of the tool can't support all of the students in class. The student must alternate with among of students. In the social aspect, when the student exerts this tool, they enable to speak with each other because it is impossible as the student don't chat with others. As result, the social connection among them can be more tightened because they need to comprehend that the appliance is not adequate for all. It makes them comprehend the restriction.

It is similar to exert inside tool includes lego and puzzle. The shortage of tool like a limited number of lego can invite the student to create a social group because they will join together to use it. It stimulates the

student to understand other students. The student must take a turn when they exert this tool. It achieves student work in a social group where the other student can assist to make some kind of learning purpose. When they play, they have adapted to another style of friend and try to understand the other student interest. It tightens social binding among of them. This is bolstered by Musyarofah (2017) utter that playing is done for fun, without considering the final result, is done voluntarily and is more driven by intrinsic factors. The play has functions for children, namely: developing physical, cognitive, socio-emotional, language and communication balance; live the various experiences gained through everyday life; anticipating the role that the child will play in the future; perfecting various abilities through a variety of physical, cognitive, socio-emotional, language and communication skills, and the formation of positive behaviour. The other is to protect the children from social conflict, the nursery student is uneasy about adjusting.

Meaning that the teacher has a heavy burden to gather them to class or arrange them when there is a photo section in class. The teacher has a method to overcome these issues such as the teacher use a tool that produces the voice. It can approach the children to come to the class because they pay attention to the song. because they must wIn nursery sTo give a clear for example, the appliance for learning is not adequate, the student needs to use in the group. The other method is the teacher must mix several ways to create social interaction with another student. Teachers combine various ways so that children learn early how to discuss, exchange opinions and learn to understand each other. In congregation. Then, adjusting of seat position of nursery student can lead to the growth of society.

There are those alone, in groups and with the arrangement of benches with letter U. In this, the students can interact with each other and. Meanwhile to create social charity like teacher rendering to task based on the group. The teacher better never rendering duty based on individually because it makes them understand to work socially instead of individually. It stimulates the children in nursery school to work together and bolster their friend collectively instead of individually. This activity enables them to complete individually and they work shoder and shoder with another student. While mutual helping is essential in the human environment due to each person require another person. It eliminates individual character of student in school and it hopes to pursue until they become adult. It has connected to no people can live individually. Hasanah & Drupadi (2020) said that children's social interactions are mostly done when children are at school and meet their friends directly so that from this interaction social development and prosocial behaviour are well stimulated. Prosocial behaviour will affect the development of children's socialization with peers.

It must be encouraged by adjusting the seat in class and make it tidier after the learning section completed. It hope that nursery school children can exert it as habituation where they can mingle to another person in social life circumstances. Besides that, market day is another way to create some social behaviour in children. Market Day is one of education that aims to provide an understanding and awareness is relatively intact about life, forming the structure of emotion and mentality are more stable, and develop attitudes daily more enlightened from time to time (Prasetyaningsih, 2016). Event marker Dayat can emerge social solidarity, social connection and social charity. The activity is performed through all of the students at elementary school to create some food at home. The mother of the student assists the student to make it.

Once the meal has been invented, the student brings it to school. The teacher determines the day which this period only for market day. Learning in this time must be ceased, no teacher rendering teaching to the student. The teacher and all of the students are involved in this activity. The student who has brought the meal and some sorts of food begin to sell, the activity looks like the real market, the student as food trader and the other student as a buyer. Commonly, the student who seat in higher level class as buyer and student who they lower class level as a food vendor. The interest of this action is to stimulate social value like social charity. It tests the student who they don't act as a trader must be purchased the food from a vendor. As the student shows that they intended to buy, meaning that the student has been embedded, social soul. It can continue at another time when they grow more mature. The other aim is to reach social connection among many students.

As the market day is conducted, it enables students to make social interaction among teachers, students, and students as traders. Immediately, the teacher can see the student who shies to other and they also can evaluate whether the student can mix each other despite they come from a diversity of family background. Actually, this market day is a simulation to build a business spirit for every student from an early age so that self-reliance grows in the future. When children have an entrepreneurial spirit, they will be creative in calling other children to buy what is in the trades at school. There was even one student named Farah, when the market day was over, she continued to sell pencils and school supplies for her friends. This discovering is boosted by several finds like Siwiyanti (2017) said that at least several aspects of students that can be achieved encompass independent, creative, combative risk, leadership, action and work heavily. An entrepreneur is a job and more independent.

It must be supported by Zulkarnain & Akbar (2018) reported that The values desired are bravery, self-confidence, independence, good behaviour, honesty, sense of appreciation, work commitment, discipline, cooperation and being communicative and oriented towards results. U. Hasanah (2019) reveals that in market day activities, children get a direct learning process. Children do "Learning by Doing" or learn by doing. Thus they will immediately be able to feel or experience all the processes needed in entrepreneurship activities. While Sulistyowati & Salwa (2016) said that another impact shown by these students was a sense of responsibility to maintain cleanliness by collecting packaging waste and throwing it into place. waste, the emergence of an honest attitude, numeracy skills related to adding and subtracting money to be spent and sales proceeds. In other location, to embedded the entrepreneurship attitude, the student conducts agriculture activity like cultivating the plant.

Fithriyana et al.(2016)remark that planting an entrepreneurial spirit from an early age children make children have a strong mental effort, a sense of responsibility and a self-reliant attitude In next time, the behaviour can pursue in social life where they can adapt to a social environment where the people must mingle to another. It is related to the human need for human interaction as life fundamentally necessary. Besides that, the student train how to become an independent student, it can decline the principle which they rely on several people such as parent and family. People require to apply life independent instead of they life depend on another people in fulfilling they need in another time. Market day is the solution because when they conduct this activity, they have applied entrepreneurship value in early time rather than other time. This activity instructs the student as business people once they grow more adult. The student invents a food snack and sells it to another friend in class. The other friend must be purchased it. There is some social aspect that in this activity can be reacted such as it trains their leadership. When the student brave to perform as a trader, it makes them understand to applicate some of the leadership like democratic way. They must approach the children to buy their product. It also supports another student to purchase some students product. Meaning that it test directs the social aspect of the student. The other interest is to abolish the shy sense of student, when they act as a trader of food it is an obstacle, as student pass this situation, they can overcome life obstacle in their life. It also boosts social negotiation next time when they can dicker in social life.

Moreover, the student can experience that work is hard and it makes them appreciate their parent who has a heavy endeavour to support the student life. They can trade it to another friend. However, the activity must be split into a student who has need typically such as the student when they join the school in some condition including they late speaking and late thinking must be monitored and There arse several advantages including it create income independently since early time is the essence to create a better person in other time. They don't need to perceive that becoming civil servants is the best carrier in their life of applying as an employer in the factory but the activity bringing them to optimize the ability and creativity that they possess. It grows the ability of the student to run life in some obstacle in next time. It also increases the high charity of children. Besides that, the student must be instructed on religious value to solve the anger. The teacher will give advice to students if they are in a fight. The teacher instructs them several of Rasulullah hadith like

hadith which ban human irritate to another. Even though they don't comprehend it, the teacher tries it an early time to abolish the attitude of the student. It is similar to the result of research which informs that egocentricity tends to stand out in early childhood should be a concern because this selfish nature must be fostered step by step through various activities that train children to behave prosocially (Fitria et al., 2020). Despite the kindergarten student doesn't comprehend the meaning of religious learning at an early time. The teacher instructs the student on some of the hadith content typically for simple meaning to adjust to social life. However, the rate of discipline of a student is different from one to another because they come from diverse educational background. Character education in students such as the most effective and disciplined is taught through congregational prayer activities at school. Children who used to pray in the congregation will get used to being on time. Then, social values such as empathy and sharing and social care are also instilled from the behaviour of eating together at school. Tabi'in (2017) reported that social care needs to be developed so that children do not have negative traits, such as arrogance, indifference, individualism, ignorance of social problems, picky friends and the fading of the culture of mutual cooperation. Social care is an attitude and action that always wants to help other people and communities in need.

In practice, students do not consume the food they bring elsewhere but do it together so as to support the formation of a spirit of togetherness among them. Mealtime is usually around 11 o'clock, when they open the food while other students don't bring it, the student must share it with others. The teacher will invite all students to distribute food to those who do not bring food. There are also students who bring a lot of food, namely for friends, for the teacher and for themselves. The behaviour of sharing food directly fosters students' empathy for others in the school environment. Meanwhile, outside the school environment, it will be part of the behaviour to help each other. The attitude of helping children can be fostered from sincere behaviour to share. A student who is usually taught to provide assistance to others will become a behaviour when the student becomes an adult. Students who have a social spirit are students who provide food to their friends without being forced. This behaviour is also referred to as prosocial behaviour.

The performance of pro-social activity can be categorized as mutual assistance, cooperation, friendship, and mutual giving. The implementation of prosocial behaviour must be embedded since early time, it leads to children have a good attitude and it is a part of their life in forthcoming (Sofia & Utaminingsih, 2017). However, children's behaviour includes social care, social cooperation, sharing and helping each other depending on the parenting style and educational background. Parents who often teach social care behaviour and sharing will affect the behaviour of children at school. Likewise with the pattern of education given by parents to the child. For this reason, parents must really maintain their attitude and behaviour and speech in front of children because children will accept what they observe. In addition, the environment outside the home such as association and the condition of children around the house is also a measure that must be considered. When the attitude of selfishness, naughty children, and children who like to riot will affect the child. These two environments will affect the social conditions of children in school. Thus, the teaching of social values in school will influence students' social behaviour after school.

CONCLUSION

From the results of the research above, several conclusions can be drawn including outside and inside games in kindergarten schools can grow students' social behavior starting from the behavior of being willing to queue, behavior to cooperate because there are games that must be completed together, students can also work together and establish interactions. social activities through games and foster understanding behavior between one student and another. Second, teachers in schools have a way to establish communication with children, namely by arranging the benches in class to form the letter U so that teachers can easily communicate with students. While students are also easy to interact with other students. After that the teacher

gives assignments that cannot be completed individually at school. The tasks given are tasks that are done in groups so that students learn to work together in completing school assignments. This method eliminates the individualistic nature but rather leads to collaborative work behavior that requires other people.

At the same time foster social interaction so that social closeness occurs. Besides that, market day is a way that can shape social values in students, starting from social negotiation, communication, social interaction, and social care. Even as a way to form an entrepreneurial spirit from an early age. The final finding is that students are taught to live by helping each other and sharing. The trick is that the teacher motivates students to provide food that they bring from home when there are other friends who don't. There are students who bring it to friends and teachers so that it is expected to form good social behavior. Religion is also taught to regulate children's social behavior so that children are socially good at religious funds.

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