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Prosocial Behavior Of Elementary School Students Based On Gender Differences In Society 5.0

by mefra47@gmail.com 1

PROSOCIAL BEHAVIOR OF ELEMENTARY SCHOOL STUDENTS BASED ON GENDER DIFFERENCES IN SOCIETY 5.0

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Abstract: This study aimed to determine the prosocial behavior of elementary school high-grade students based on gender differences in society 5.0. Challenges in fostering students' prosocial behavior as barriers for teachers to pay attention to students, difficulties among teachers and parents in instilling prosocial behavior, students act against social behavior at school because they imitate the behavior of adults outside of school. The study used a quantitative approach with a descriptive method. The data measurement tool is a questionnaire in the form of a scale developed based on indicators of prosocial behavior. The research population was all high-class students at SDN Sentol Laok, Sumenep Regency, totaling 84 students. Based on the examination results, the prosocial behavior in students is helping, being generous, sharing, acting honestly, and working together. Students show this according to student practice both inside and outside the classroom. Efforts made by teachers in instilling prosocial behavior in students are generating, showing, enforcing rules and social activities. Inspiring is the main effort in instilling and fostering students' prosocial behavior. While students' prosocial behavior is included in the moderate category with an average value of 1.89, students can display and demonstrate their prosocial behavior. The results showed that male adolescents had higher prosocial behavior than female adolescents due to differences in physical and psychological factors such as effective differences, cognitive differences, parenting factors, and age.

Keywords: Prosocial behavior, Elementary scholl, Gender differences

INTRODUCTION

Humans are social creatures who interact and need each other (Indra et al., 2021). In interacting with the environment, children have their uniqueness and diversity, which is reflected in their behavior, especially in the background of their peers (Na'imah & Bawani, 2021). The family and the peer environment influence the development of children in socializing in the environment. Good relationships with peers will have a positive impact on the child (Hardiansyah & Mas'odi, 2022). Children who are less liked by their friends tend to be ignored and even ostracized by their friends so that if they continue to be ignored, it will cause obstacles at the next stage of social development (Wasserman & Yehoshua, 2016) (Lian, 2020). Thus, children need to be able to develop prosocial behavior. Prosocial behavior is a conscious tendency displayed through different practices such as helping, assisting, or participating to benefit another person or someone in a group (Hartinah et al., 2020). Prosocial behavior is critical to note because prosocial behavior can prevent students from taking part in demeaning or coercive behavior (Dwijayani, 2019). Elementary school students are thrilled to reflect and try new things, so prosocial behavior is critical to developing (Kholifah et al., 2020) (Suparmi & Sumijati, 2021) (AR & Hardiansyah, 2022). If students create a climate that upholds prosocial behavior, they will grow into moral human beings (Iswatiningsih, 2019). Therefore, schools should have options to improve students' prosocial behavior (Handarini & Wulandari, 2020). This is because students do many activities at school (Rifa'i, 2016). In this case, it can be said that prosocial behavior aims to help improve the well-being of others because someone who takes prosocial actions contributes to the welfare and happiness of the life of the person or recipient of assistance (Sudirman, 2015) (AR & Hardiansyah, 2021). There is also prosocial behavior that includes helping each other, comforting each other, friendship, saving, sacrifice, generosity, and sharing (Sartono, 2021) (Pratika et al., 2021). Environmental factors related to individual differences in children's prosocial behavior, such as giving models by parents, can help children behave (Hariandi, 2017). Models in this behavior are like explaining what can and should not be done when playing with playmates (for example, explaining to children the consequences of their behavior) (Rafsanjani & Razaq, 2019). Apart from parents, siblings, peers, and school, factors can also influence prosocial behavior(Dewi et al., 2019). Close friends may influence a child's prosocial behavior. In addition, the better the quality of friendship, the more friends will influence each other in their prosocial behavior. Each individual tends to behave prosocially or not, regardless of gender differences, so individuals have the same opportunity to behave prosocially. Gender differences also influence individuals to behave prosocially (Silkyanti, 2019).

Globalization and modernization currents are various issues that occur among elementary school students (Baldassarri & Abascal, 2020). A social issue that is a serious concern among elementary school students is violent behavior (Jin et al., 2021). Coercive behavior is withdrawn behavior that is displayed through verbal and natural cruelty (Villardón-Gallego et al., 2018) (Zainal, 2014). Verbal cruelty is coercive behavior carried out by mocking, yelling, annoying, and criticizing (Memmott-Elison et al., 2020). Meanwhile, actual brutality is a forced act equipped with hitting, kicking, gnawing, squeezing, and throwing (Ma'rufah, 2020). For example, a 5th grader became a victim of abuse by his friend. An example of abuse that occurred in 2014 in Bukittinggi was directed at informal organizations (Sumitri, 2018). The footage shows various students hitting and kicking substitutes. The abuse case occurred because the victim offended the perpetrator's mother. The victim compared the perpetrator's mother to a shoe. Therefore, the culprit got angry and attacked the victim with the help of two of his friends. There is coercive action taking place for this situation, exceptionally verbal and actual violence. This shows that elementary school students often carry out coercive behavior. Low ethical quality and resilience and the absence of supervision can trigger arrogant behavior. Degradation implies misfortune, decline, or decay, whereas morals are ethics or character. The term moral degradation, when coordinated, can mean the miraculous decline of the personality of an individual or a group of individuals. This raises concerns about the behavior of a rising country with low ethical quality. Moreover, moral corruption causes a lack of mutual assistance, mutual assistance, acceptance, or friendliness. The growing coercion among elementary school students should receive extraordinary attention. Elementary school students will continue to exhibit coercive behavior if there is no avoidance or treatment of the daily schedule. If there is no work to beat forced behavior, it will negatively affect students.

Adverse consequences of coercive behavior include loss of consciousness, sadness, nervousness, low self-esteem, and inspiration to learn (Aknin et al., 2019). Furthermore, coercive measures that are not fast enough tend to trigger the development of good corruption (Disas, 2017). Considering the things that have been described previously, the scientist stated that every elementary school should be included to instill prosocial behavior in students (Ningsih, 2020) (Sadikin & Hamidah, 2020). The national education system aims to develop students' potential to become human beings who believe in and fear God Almighty. Therefore, schools must have the ability to instill and understand learning objectives. One of the efforts to instill prosocial behavior in elementary schools can be made through school activity programs and learning activities. Efforts to instill prosocial behavior in students should be made possible through school programs (Mursalim, 2019). The school has a critical commitment to advancing students' prosocial behavior. Schools need to build a supportive climate to act as strict cultural standards dictate. Therefore, every school needs a unique program to foster prosocial behavior(Andriani & Rasto, 2019). The efforts of educators to further instill prosocial behavior in students must be made possible through learning exercises. The impact of games on students' prosocial behavior can create a sense of kinship in students. Students show a legitimate character during the game, need to help, and share with friends. A sense of caring also began to appear in students, as evidenced by the behavior of helping different meetings (Kamas & Preston, 2021). Some players exhibit the behavior of considering their encounters to win and considering different encounters to finish the game as themselves. Meanwhile, the continued impact of the perception of scientists at Madrasah Ibtidaiyah Nurul Ittihad Jambi City on September 5, 2019, was found that students' prosocial behavior was low. The main problem, students are less sensitive to the state of friends. This can be seen when moody friends, friends who are different, let alone. They did not ask why his friend was pathetic. Then, at that time, one of the students accidentally knocked on the window box in front of the class until the dirt in the pot spilled. His friends did not help but mock the student.

The next problem is found in the learning system. When taking equipment from the teacher, students only take equipment for themselves and do not take equipment for other meeting participants. One association does not get equipment from the educator because the number is lacking. Other associations do not want to give some of their equipment to associations that do not get equipment. The third problem is that students do not have the option to act sincerely. Students prefer not to admit their mistakes. When students make mistakes, they instead point to their friends. When the teacher asked who did not finish their work, none of the students raised a finger, whereas previously some students told their friends that they had not finished their work. The fourth problem is that students do not have the option to work well together. This is evidenced by the number of tasks only carried out by a few individuals who gather. Some even walk around the classroom, disturb other groups, and play alone. Given the issues that have been described and the consequences of past investigations, scientists are interested in leading research on prosocial behavior.

Several factors influence children's prosocial behavior development, including gender, age, moral and non-moral considerations, cognitive development, language and motor skills, culture, and skills (Asih & Pratiwi, 2012). Genetics and temperament may also play a role in the prosocial formation, but ultimately the differences in parental emotions will affect children's prosocial behavior. Children's prosocial behavior is also influenced by the mother's educational level and culture and the child's cognitive capacity and health. The level of mother's education and positive parenting, namely the balance between punishment and rewards given by the mother to the child. In learning theory, prosocial behavior can also be done by presenting appropriate learning strategies with a quasi-experiment in grades 4 to 7. The focus of the research in this exploration is to examine the efforts made by teachers in instilling prosocial behavior students in elementary schools. In addition, researchers are interested in differentiating the prosocial behavior of elementary school students. Next, the analyst directed the investigation to identify the prosocial behavior exhibited by elementary school students and the teacher's efforts to provide prosocial behavior.

METHODS

The approach used is a quantitative approach with a descriptive method (Van Haute et al., 2020). The descriptive method aims to make a systematic, factual, and accurate description, picture, or painting of the facts, characteristics, and relationships between the provided phenomena (Adesoga, 2016). Data collection in this study uses a psychological scale that will measure prosocial behavior. The measuring instrument used in this study amounted to 56 items compiled by researchers based on the theory of Eisenberg and Mussen, which consists of six aspects, namely sharing, cooperative, donating, helping, honesty. And generosity. Meanwhile, gender can be seen when participants fill in the gender category on a distributed scale. The research participants were all SDN Sentol Laok consisting of high class, namely class IV, class V, and class VI. The number of students in class IV is 22 people, consisting of 16 boys and six girls. The number of students in class V is 32 people, 15 of whom are male and 17 female. The number of students in class VI is 36 people; 24 male students and 12 female students.

The sampling technique in this study uses purposive sampling, which is a sampling technique based on predetermined sample criteria (Gunawan, 2016). The data collection technique used in this study was a questionnaire. The questionnaire is a series of questions that are systematically arranged, then filled out by the respondent; after being filled in, the questionnaire is sent back or returned to the officer or researcher. To obtain data, this study used a Likert scale modified by the researcher using four answer choices, and to determine the score for the subject, the scoring norm was determined, the answers were given 4 = always, 3 = often, 2 = sometimes, and 1 for the answer never. The scale method is used because the data to be disclosed is in the form of psychological concepts that can be revealed indirectly through behavioral indicators, which are translated into items (Anwar, 2021; Sri et al., 2020). In the Likert scale, some statements consist of two kinds, namely statements that are favorable (for items that support) and statements that are unfavorable (for items that do not support). Gender can be known through documentation, a data collection technique that is not directly shown to the research subject but all supporting data that researchers need. The documentation that the researcher uses is a document of the respondent's identity in the questionnaire; the documentation is also a photo of the questionnaire on the prosocial behavior of women and men's prosocial behavior.

The data analysis used in this study is content validity (Yusup, 2018). Content validity reflects how the tar content reflects what attributes are being measured (Amanda et al., 2019). The reliability test as a measuring tool in this study uses a Single Trial Administration approach (Suwartono et al., 2017). Namely, the test will be presented only once as subjects to a group of individuals; this approach has a high practical and efficient value. The normality test was conducted to determine whether the distribution of the research data for each of the variables had spread commonly. Meanwhile, to find out the difference between the prosocial behavior of male students and the prosocial behavior of female students, two different tests were conducted on average using the t-test. Before doing the t-test analysis, it is necessary to test the distribution normality and homogeneity test. Normality test was carried out using the one-sample Kolmogorov-Smirnov test (Sugestiyarno & Agoestanto, 2017). The data is said to be distributed if the price $p > 0.05$. A homogeneity test is used to see or test whether the data obtained come from groups of subjects that are the same (homogeneous) (Usmadi, 2020).

RESULT AND DISCUSSION

An overview of the prosocial behavior of 84 high-class students showed that 16 students (19%) were in the high category, 57 students or 68% were in the medium category, and 11 students or 13%

were in a low category. Thus, in general, the prosocial behavior of high-grade students at SDN Sentol Laok, Sumenep Regency is in the moderate category (M = 1.89 SD = .308) with a percentage of 63%. The description of prosocial behavior in each aspect is described in Table 1.

Table 1. Overview of Students' Prosocial Behavior

Aspect	N	Average		Std. Deviation	Category
		Number	Percentage		
Share	84	2,00	67	0,36	Medium
Cooperation	84	1,88	62	0,39	Medium
Help	84	1,88	62	0,46	Medium
Honesty	84	1,91	63	0,50	Medium
Donate	84	1,76	59	0,42	Medium

In Table 1, the description of the achievement of the prosocial behavior aspects of students, in general, can be seen. Students' prosocial behavior is in a low category, meaning that students can show and display prosocial behavior such as sharing, collaborating, helping, honesty, and donating. All aspects are in the moderate category sequentially; the sharing aspect has a reasonably high average score of 2.00 with a range of 34-67% from 100%. The second highest is the aspect of honesty, with an average score of 1.91 or 63% of students who can display honest behavior. While the aspects of cooperation and help have the same average score of 1.88 with a behavioral percentage of 62%, and the lowest aspect is donating with an average score of 1.76 or 59% of students who have shown enough donating behavior. Thus, in general, students have not shown and displayed prosocial behavior in everyday life, such as sharing, cooperation, helping, honesty, and donating behavior.

According to Eisenberg (1989), in general, students who like to help, share, and please others are usually relatively active, friendly, competent, assertive, good at placing themselves, and sympathetic. Prosocial behavior will develop along with cognitive development. The results showed that most high-class students had not been able to display their abilities in prosocial behavior. Several factors hinder the development of prosocial behavior, one of which is the environment and peers. Eisenberg & Paul (1989, p. 7) stated that increasing prosocial behavior in children could improve the human condition, society, and general welfare. Several factors can influence a person's prosocial behavior outside of family factors, one of which is peers. Clark & Ladd (2000) suggests that students' prosocial behavior is also influenced by peer relations, meaning that children who have good peer relationships, then these children also have relatively high prosocial behavior. In line with the opinion of Wentzel, McNamara & Caldwell (2004, p, 5), which suggests that children's prosocial behavior is influenced by close friends, the better the quality of friendship, the more influence on the prosocial behavior of each individual. Besides being seen from the five aspects, the description of students' prosocial behavior is also seen based on each aspect of each indicator. The description of indicators of each aspect of students' prosocial behavior is described in table 2.

Table 2. Overview of Prosocial Behavior Indicators for High Class Students

Aspect	Indicator	Mean		Std. Deviation	Category
		Number	%		
share	Giving in material form with friends	2,00	67%	0,45	Medium
	Give and take in form feelings with friends	1,95	65%	0,46	Medium
Cooperation	Able to contribute jointly and be responsible in completing learning tasks	1,91	64%	0,42	Medium
	Contribute to group play	1,83	61%	0,48	Medium
Help	Providing help without being asked	1,93	64%	0,51	Medium
	Giving help to people you don't know	1,79	59%	0,46	Medium
Honesty	Saying something without making it up	2,02	67%	0,51	Medium

	Don't cheat with other people	1,74	58%	0,60	Medium
Donate	Willing to give some of his belongings to people in need (in the form of charity)	1,76	59%	0,42	Medium

Of all the indicators that are in the medium category with a percentage range of 34-67%, the first highest indicator is saying something without making it up (M=2.02., SD=0.51), and giving in the form of material to others (M =2.00., SD=0.45) whose percentage of ability is 67%. The second highest indicator is giving and receiving in feelings (M=1.95., SD=0.46), with an ability percentage of 65%. The next indicator is contributing jointly and responsibly in completing learning tasks (M=1.91, SD=0.42) with a percentage of 64% ability. Then the indicator of assisting without being asked (M=1.93., SD=0.51) has a prosocial ability percentage of 64%. The next indicator contributing to the playing group has an average value of 1.83 with an ability percentage of 61%. Meanwhile, other low indicators are indicators of assisting people who are not known (M=1.79., SD=0.46) and indicators of being willing to give some of their belongings to people in need (in the form of charity) (M=1.76. , SD=0.42) with a percentage of the ability of the two indicators of 59%. The lowest indicator is not cheating with other people (M=1.74 and SD=0.60), with 58%.

From the results of the different tests of the five aspects of prosocial behavior in female students and male students, there is a difference with a value of Sig. (2-Tailed) 0.020 < 0.05, it is accepted, meaning that there is a difference between the prosocial behavior of female and male students. This shows that female students show more prosocial behavior than boys. The difference is not too significant because every individual, both women, and men, have the same opportunity to carry out prosocial behavior. The average score of prosocial behavior of female students is 2.00 with a percentage of the prosocial ability of 67%, and the average score of prosocial behavior of male students is 1.83 with a percentage of 61%. In general, based on the results obtained, the average score of prosocial behavior in the two sample groups shows that the prosocial behavior of female students tends to be higher than that of male students in the high class of SDN Sentol Laok. When viewed from the significance of female and male students' prosocial behavior, there is no significant difference. Several studies show that girls show more prosocial behavior than boys but not significantly. The gender stereotype circulating in society is that girls are more altruistic, so girls show more prosocial behavior than boys (Memmott-Elison et al., 2020).

The social environment contributes quite a lot in influencing children's behavior, especially in carrying out prosocial behavior. Teachings from parents and teachers and peer involvement are needed to develop cognitively and help children be actively involved in social life (Kamas & Preston, 2021). An analytical study conducted by (Birhan et al., 2021) states that stereotypes develop in a society that shows women are more prosocial than men. Women show more prosocial behavior through feelings and forms of concern for others, while men show more prosocial behavior in the natural form of direct help (Elliott, 2015). Boys tend to be more aggressive and more active by doing physical activities, while girls tend to be more emotional, cooperative, and helpful because they often receive judgments from people and conduct self-evaluations (Harris & Sass, 2014). Girls are also more likely to seek and receive help than boys; studies show that girls are more easily influenced than boys(Ismail et al., 2020). (Holmes & Parker, 2018) stated that boys tend to use threats and physical force when trying to influence others, while girls tend to use verbal persuasion (Zaini & Syafaruddin, 2020). Differences in prosocial behavior between women and men will continue to grow with age and cognitive development. (Hamdani et al., 2018) stated that there was a slight difference between girls and boys at the age of children, but in adolescence, the difference would be pretty significant. Overall, from the study results, the comparison of the prosocial behavior level scores of male and female high-class students at SDN Sentol Laok using the T-test showed that there were not too significant differences between the prosocial behavior of females and male students. It is possible that the factor of gender differences does not affect the prosocial behavior of students, especially students in high grades.

CONCLUSION

Based on the results of research and discussion on the prosocial behavior of high-class students at SDN Sentol Laok, it can be concluded as follows: 1) In general, prosocial behavior of high-class students is in the medium category. This means that students can display and demonstrate prosocial behavior and need assistance to improve and develop their abilities in prosocial behavior, and 2) there are differences in prosocial behavior in female students with male students. Female students tend to show more

prosocial behavior than male students. The difference in prosocial behavior is not significant; therefore, both female students and male students have the opportunity to show their prosocial behavior.

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