

PROSOCIAL BEHAVIOR OF EARLY CHILDREN VIEWED FROM PLAYING ACTIVITIES WITH FRIENDS AT SCHOOL TK ISLAM SITI HAJAR

Juli Maini Sitepu¹
Lutfiah Permata Lukman Hasibuan²

^{1,2}Faculty of Islamic, Universitas Muhammadiyah Sumatera Utara
(email : julimaini@umsu.ac.id)

Abstract: *This study aims to determine the prosocial behavior of early childhood in terms of play activities with friends at school. This type of research used is quantitative research. The population and sample in this study were all children in group B at Siti Hajar Islamic Kindergarten. The data collection method uses a questionnaire as filled in by the parents of the students. The data analysis technique used is simple linear regression. Based on the results of the study, it was shown that H_a was accepted, which means that playing with friends can determine the prosocial behavior of children in group B at Siti Hajar Islamic Kindergarten. Based on the results of a simple linear regression test with a significance value or $P = 0.000$ where $p < 0.05$. The research results show that the homogeneity test is 0.080 or $\text{sig} > 0.05$, which means that the data comes from populations that have the same or homogeneous variance. The influence of playing with friends at school on prosocial behavior of early childhood is 47.8%, which is obtained from the test results of the coefficient of determination which is equal to 0.478 or if it is percentaged at 47.8%. While the remaining 52.2% is influenced by other factors not examined in this study.*

Keywords : *Prosocial Behavior, Early Childhood, Playing Activities with Friends at School*

Introduction

A person's behavior can be formed from an early age, at this age children's behavior can be formed easily according to the stages of early childhood development that enter the golden age. It is said to be a golden age because at an early age all aspects of development can grow and develop very rapidly. One that can affect the growth and development of children in this golden age is the environment, both the family environment, the environment around the house, and the school environment.

In early childhood, behavior problems often occur, because the character of early childhood is still in a period of imitation, i.e. imitating. They will imitate everything they see, hear and feel. The role of a good social environment in children will have a positive impact so that they have a good adjustment. Social development is needed by early childhood to learn to know and understand the environment. In social development, children are required to have abilities that match the social demands where they are. Children who have good social skills towards family, peers, and other people will show helping behavior known as prosocial behavior (Prima, 2018).

Prosocial behavior is someone's behavior that aims to help others without having to be selfish (Ochtoviana, Fakhriah, & Rahmi, 2020). In line with Myers' opinion which says that prosocial behavior is a desire to help others without thinking about their own interests (Asih &

Pratiwi, 2010). Meanwhile, according to Ahmad said that "One of the social environments that has an important role in child development is peers (Utami, 2018).

In early childhood the most time spent is playing. Playing with peers is one of the most frequently done by children. According to Turner and Helms, play activities emphasize more as a means of socializing children, because play activities provide opportunities for children to get along with other children and learn to recognize rules to adapt to their social environment (Lubis, 2019). When children play with their peers, children will communicate, work together, help each other, show tolerance, recognize and follow the rules of play, and have a sense of persistence. According to Jean Piaget and Harry Stack Sullivan in Stanrock said that peers shape social-emotional development (Santrock, 2007). Apart from that, peers also greatly influence the social development of children with their surroundings, for example, children are able to adapt easily at school, and the presence of peers also gives children strength to socialize (Melinda & Izzati, 2021).

Based on the results of observations made at Siti Hajar Kindergarten, it can be seen that the prosocial behavior of children when playing with peers is still low which is characterized by several problems such as: children do not want to share with their friends so that there is a scramble, while praying some children look playful playing, some children seem to be playing alone and don't want to mingle with others, children still discriminate between friends when playing, some children seem not to want to cooperate when playing with friends, children cannot control their actions and feelings when playing with friends .

Based on the description of the problems above, the authors feel interested in conducting research on these problems by examining how prosocial behavior of early childhood is viewed from playing activities with friends at the Siti Hajar Islamic Kindergarten school.

Literature Review

Prosocial Behavior

Social and emotional development is considered as an important factor in child development, as a provision for children's readiness to enter school age. Prosocial is part of a child's social abilities. Prosocial behavior is voluntary behavior that aims to benefit others (Santrock, 2011). Prosocial behavior will develop according to age stages, starting from infants, toddlers, children and adults and related to social support from religion, family (father and mother), friendship, teachers, and peers (Yulianto, Yufiarti, & Akbar, 2019). Early childhood is very important because early prosocial behavior tends to continue into the following years. Children whose prosocial behavior is more visible when they start school usually this behavior will continue until elementary school (Prima, 2018).

Children's prosocial behavior can be seen from several behaviors such as: helping behavior, friendly behavior, sharing behavior, cooperative behavior, caring behavior (Matondang, 2017). Meanwhile, according to Eisenberg & Mussen, prosocial behavior includes the following actions (Eisenberg, N., & Mussen, 1989) :

- a. Sharing is the willingness to share feelings with others in joy and sorrow. Sharing is given when the recipient shows difficulty before any action, including verbal and physical support.
- b. Help, namely the willingness to help others who are in trouble. Helping includes helping others, telling, offering help to others or doing something that supports other people's activities.
- c. Generosity, namely the willingness to voluntarily give some of his belongings to others in need.

- d. Collaboration, namely the willingness to cooperate with others in order to achieve goals. Cooperation is usually mutually beneficial, mutually giving, helping each other, and reassuring.
- e. Honest, namely the willingness not to cheat on others around him.
- f. Contributing is the willingness to help with thoughts, energy and material to others in need.

Play With Friend

Playing in the preschool years allows children to explore and understand the world around them, as well as use and develop children's imagination and creativity (Ramadhani & Fauziah, 2020). Training children to work together can be done through games. Collaboration, namely doing work or activities together based on an agreement to achieve common goals as well. In addition, through play children will recognize the social elements of children's play, facilitating social interaction in play.

Plan a variety of play experiences including individual experiences and group experiences. Cooperation includes a variety of prosocial behaviors, including taking turns; taking turns using toys, equipment, or activities; meeting demand; coordinate actions to achieve (Prima, 2018). Building friendships is an important goal of early childhood social development. Friendships built during the preschool years create a valuable context for learning and practicing skills that are important for children's social, cognitive, communicative and emotional development (Ramadhani & Fauziah, 2020). Children who make successful childhood friends contribute to children's quality of life and are important for life adjustment (Yu, Ostrosky, & Fowler, 2011). Children who can play freely with peers mean they develop skills to see things from other people's perspectives, to cooperate, help, share, and solve problems (Gleave & Cole-hamilton, 2012).

Method

This study uses a type of quantitative research that uses a simple linear regression method. The population in this study were all parents in group B at Siti Hajar Islamic Kindergarten, totaling 53 people. Data collection techniques used in this study were observation, questionnaires and documentation. The research instrument used in this study used a scale of prosocial behavior and a scale of playing with peers filled in by the students' parents. The received data were analyzed using the SPSS Version 23 application.

Result and Discussion

Result

- a. The results of the variable validity test playing with peers

The number of items tested on variable X was 21 items and there were 20 valid items that met the requirements of $r > 0.3$. The number of items that were declared invalid after being tested was 1 item, namely number 12.

- b. The results of the Early Childhood Prosocial Behavior (Y) variable trial

The number of items tested on variable Y is 21 items and there are 14 valid items that meet the requirements of $r > 0.3$. The number of items that were declared invalid was 7 items, namely item numbers 11, 12, 16, 17, 18, 20, 21.

- c. Instrument Reliability Results

Reliability test is determined by Cronbach's Alpha value > 0.6 . The results of the reliability test on the variable questionnaire playing with peers (X) show that the value of Cronbach's Alpha is 0.832, which means that the value of Cronbach's Alpha (0.832) > 0.6 means that the variable questionnaire playing with peers is reliable. Furthermore, the results of the

reliability test on the early childhood prosocial behavior variable questionnaire (Y) showed that the Cronbach's Alpha value was 0.810, which means that the Cronbach's Alpha value (0.810) > 0.6, it can be stated that the early childhood prosocial behavior variable questionnaire is reliable.

d. Normality Test Results

The Normality test was carried out with the help of using the One Sample Kolmogorov-Smirnov test statistic. The data is normally distributed if the significance value or $p > 0.05$. However, if the significance value or $p < 0.05$. Then the data is declared not normally distributed. The following are the results after the normality test is carried out, namely:

Table 1. Test Results One Sample Kolmogorov Smirnov

	<i>Unstandardized Residual</i>
Asymp. Sig. (2-tailed)	0,200

Based on the table above, it is known that the significance value or p value = 0.200. Where it can be stated $p > 0.05$. This means that the data in this study are normally distributed.

e. Linearity Test Results

The Linearity test was carried out using the Test for Linearity statistical analysis. A linear relationship between the independent variable and the dependent variable can be seen if the significance value or $p > 0.05$, conversely if the significance value or $p < 0.05$ then the relationship between the independent variable and the dependent variable is declared non-linear. The results of the linearity test can be seen in the following table:

Table 2. Table of Linearity Test Results

	Signifikan.
Deviation from Linearity	0,883

Based on the data in the table above, after carrying out the linearity test using the Deviation from linearity statistic, a significance value or $p = 0.883$ was found. Where $p > 0.05$, which means that the variable playing with peers has a linear relationship with the prosocial behavior variable for early childhood.

e. Simple Regression Test Results

The regression test was carried out after the researchers carried out the normality test and linearity test. The results of a simple linear regression test were carried out with the intention of knowing whether there is an effect of the independent variable on the dependent variable. In this study, the alternative hypothesis or H_a is that there is an effect of playing with peers on early childhood prosocial behavior. The test was carried out by comparing the significance value with the probability value (0.050). If the significance value or $p < 0.05$ then the X variable affects the Y variable, but if the significance value or $p > 0.05$ then the X variable has no effect on the Y variable. The results of this regression test can be seen as follows:

Table 3. Table of Regression Test Results

Table 3. Regression Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	697.346	1	697.346	34.842	.000 ^b
	Residual	760.554	38	20.015		
	Total	1457.900	39			

a. Dependent Variable: PERILAKU PROSOSIAL ANAK USIA DINI

b. Predictors: (Constant), BERMAIN DENGAN TEMAN SEBAYA

Based on the data in the table above, it is known that the significance value of the simple linear regression test is 0.000, where $p < 0.05$. Which means playing with peers has an influence on early childhood prosocial behavior, so it can be decided that H_a is accepted and H_0 is rejected. This shows that there is an effect of playing with peers on prosocial behavior of early childhood.

In addition, the results of the determination coefficient test were found to be 0.478 or 47.8%. Which can be interpreted that the large percentage of the effect of playing with peers on prosocial behavior of early childhood in group B at Siti Hajar Medan Islamic Kindergarten is 47.8%. While the remaining 52.2% is influenced by other factors not examined in this study.

Table 4. Table of Determination Coefficient Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.692 ^a	.478	.465	4.474

a. Predictors: (Constant), BERMAIN DENGAN TEMAN SEBAYA

f. Homogeneity Test Results

Homogeneity test is a test used to test homogeneous or not sample data taken from the same population. Calculations using the Levene test formula. The condition for taking homogeneity results is if the significance value is > 0.05 , then the population in the group can be said to be homogeneous. But if the significance value is < 0.05 , the population in the group is not homogeneous

**Table 5. Homogeneity Test Results
 Test of Homogeneity of Variances**

VARIABEL PENELITIAN			
Levene Statistic	df1	df2	Sig.
3.145	1	78	.080

Based on the results of the homogeneity test above, a significance value of 0.080 was obtained. Where the significant value is > 0.05 , which means that the population in the group can be said to be homogeneous.

Discussion

Based on the research results, playing with friends at school has an influence on children's prosocial behavior. Playing can stimulate children's emotional development to learn to accept, express, and solve problems in a positive way (Ramadhani & Fauziah, 2020). Having

friends for children can provide social opportunities to understand others. Peer relationships are important for children because friends can reduce feelings of anxiety, confusion, and provide happiness for children, and can influence children's moral behavior (Widya Masitah, 2018).

Peer relationships in early childhood play an important role in the social and emotional development of children. It is through this relationship that children learn how to interact with friends, learn to empathize (Sitepu, Nasution, & Masitah, 2021). Children learn to behave according to other peers to become members of groups of friends. Children learn about the needs, thoughts and emotions of others which can help children build friendships. In addition, playing with friends can prevent children from being addicted to gadgets, because more time is spent playing with friends than playing gadgets (Raniyah Qaulan, 2022). According to (Papadopoulou, 2016) having friends and spending time together allows children to develop cognitive, social and emotional skills, increase self-esteem, have a sense of sharing, and satisfy children's needs for friends. although there are differences in social skills between boys and girls as research conducted by Gutman & Feinstein, 2010 revealed that girls have better social skills, while boys are more skilled with physical tasks, then boys boys tend to focus on outdoor physical play, while girls tend to engage in imaginary indoor games that involve cooperation and negotiation (Rizqiyani & Asmodilasti, 2020).

The teacher becomes a child facilitator in developing children's prosocial behavior at school through play activities carried out in the learning process. one way is through storytelling activities such as research that was conducted by Nurzannah et al through storytelling activities with the chain story technique that children can develop socially because it is done in groups (Nurzannah, Sitepu, & Zailani, 2023). Children's prosocial behavior is synonymous with children's moral development, where children's prosocial behavior can be seen from several behaviors such as: helping behavior, friendly behavior, sharing behavior, cooperative behavior, caring behavior (Matondang, 2017). indicators of prosocial behavior are almost the same as indicators of moral abilities in early childhood which can be developed through habituation (Nasution, 2021). In addition, children's social abilities are also influenced by parenting styles. parents who tend to apply authoritarian parenting styles will limit children's space for movement, limit children's creativity, lack warmth and low social skills (Rahimah & Koto, 2022). How important play activities with friends are for children's prosocial behavior.

Conclusion

Based on the results of the research conducted, it can be concluded that playing activities with friends at school can improve children's prosocial behavior in Siti Hajar Islamic Kindergarten. This can be seen from the results of a simple linear regression test with a significance value or $P = 0.000$ where $p < 0.05$. And the results of the homogeneity test with a significance value of 0.080 or $\text{sig} > 0.05$, which means the data comes from populations that have the same or homogeneous variance. As for the large percentage of the influence of playing with peers on prosocial behavior of early childhood conducted by researchers in group B at Siti Hajar Islamic Kindergarten, as seen from the test results of the coefficient of determination that is equal to 0.478 or if it is percentaged at 47.8%. While the remaining 52.2% is influenced by other factors not examined in this study.

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