

## Implementation of the “Aku Suka Menolong” Program for Improving Children Prosocial Behavior in Kalisapu Village Tegal

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### ABSTRACT

*“Aku Suka Menolong” is a community service program that focuses on improving the prosocial behavior of children in school-age at Desa Kalisapu Slawi, Tegal Central Java. This program has 3 fun activities, the first activity is the movie session with the main theme is about helping each other, then the second activity is a puppet show which tells the story about helping then the third is giving the reward for the respondent who practices prosocial behavior in everyday life. As an evaluation of the effectiveness of the program, we gave a questionnaire to gather data about the prosocial behavior of the respondents, as the result we know that 80,65% respondent is classified to high score and 19,35% classified to low in prosocial behavior.*

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## INTRODUCTION

### 1. Problem Analysis

The community service program is one of the “tri-dharma” programs of higher education besides research, education, and teaching. Community service is a services program that is carried out as an optimization of the role of higher education to improve community welfare. For University Tri-dharma actualization, the Faculty of Psychology of Jakarta State University designed a community service program in the Kalisapu Village area, Slawi District, Tegal Regency.

Based on preliminary data, data were obtained in Kalisapu, had several problems. One of them is the problems we have seen in children and adolescents. In this preliminary data, it is known that there are still many children who drop out of school, and then instead become young workers because they should help their parents meet family needs. Besides, children and adolescents in the village of Kalisapu also choose early age marriage, so many pregnant adolescent women in there. Because of these conditions, encourage the village government to launch a program to create a Children Friendly Village. Considering these conditions currently faced by children and adolescents in the village, it is considered to be a condition that is not good enough to be faced at their current age.

Accordance with the village government program, in the community service activities this time, the Faculty of Psychology Education at the State University of Jakarta wants to help to make a “Child-Friendly-Village” in Kalis-

apu. We choose the idea about "Aku Suka Menolong" as an effort to improve prosocial behavior in school-age children. This theme program was chosen with the consideration that to make a Child-Friendly-Village, it should begin by educating positive behavior in the residents of the village. School-age children are chosen because educating positive behavior must start early. Also expected, the positive behavior of children can influence the behavior of others around them. With children behaving to help or develop prosocial behavior, it is hoped that their environment will behave in the same manner towards these children. Thus, efforts to create a positive environment for children.

### 2. Problem Statement

The problem statement in this Community Service program is: "How to improve prosocial behavior through the "Aku Suka Menolong" program in Kalisapu, Tegal?"

### 3. Community Service Objective

Program Objectives "Aku Suka Menolong" program activities in developing prosocial behavior in school-age children, generally serves to develop children's prosocial behavior towards the surrounding environment.

### 4. The Advantages of Community Service Programme

The benefits of the "Aku Suka Menolong" program activities are:

- a. Children can learn prosocial behavior from appropriate learning models and methods
- b. Children can develop prosocial behavior in the surrounding environment.

## **LITERATURE REVIEW**

### **1. Prosocial Behavior**

Prosocial behavior is a helping act that benefits others without having to provide benefits to the person who acted, and may even involve a risk for those who help. Prosocial actions always involve a sacrifice of self-interest mix, but at the same time get satisfaction from the help provided. Many factors affect a person's tendency to react when faced with an emergency by taking prosocial actions, one of which is situational factors. Situational factors include closeness, attractiveness or status of the victim, then attribution related to the victim's responsibility for the misfortune experienced, as well as models of exemplary prosocial behavior or positive examples of prosocial behavior (Byrne, 2005).

The development of prosocial behavior can begin from an early age in childhood because the child's experience in the first years of life has implications for behavior that will become a habit in the next life. For example, the child's ability to sympathize with his friends spontaneously and the desire to share games with friends shows prosocial understanding and empathy for seventeen years later (Papalia, Olds & Feldman, 2004). Prosocial behavior in childhood is a predictor of future prosocial be-

havior (Eisenberg, Fabes & Spinrad, 2006). Prosocial behaviors shown by school-aged children include sharing and helping simple activities that can be done (Eisenberg, Fabes & Spinrad, 2006). According to Cassidy, a child who develops prosocial behavior from an early age tends to have many friends and is preferred, behaves less aggressively and rarely experiences conflicts with others including friends (Kostelnik et al, 2009).

The meta-analysis conducted by Eisenberg and Fabes (see Eisenberg et al., 2006) explains that adolescents tend to have higher prosocial behavior than children aged 7-12 years, but only on prosocial behavior with the type of sharing/donations. Adolescents (13-15 years old) and older adolescents (16-18 years old) are more likely to have prosocial behavior than elementary school children. Adults have persistent prosocial levels, not much different from adolescence (Eisenberg et al., 2006). The more common type of prosocial behavior in adolescents is voluntary / volunteer activities (service activities), this is because adolescents try to look for experience. If prosocial behavioral research can predict antecedents (causes), then intervention programs need to be developed to improve prosocial actions (Schroeder & Graziano, 2018). School-based education programs are used to improve values, behaviors and prosocial attitudes in children that can be effective in maintaining prosocial attitudes and behavior (Eisenberg et al., 2015).

The above explains, that at the age of children, prosocial behavior is still relatively low compared to the age of adolescents or adults. So educating children with prosocial behavior will be very helpful to develop these behaviors in children. The development of prosocial behavior consists of 3 stages, namely the first stage the child can understand and realize that prosocial behavior is important and needed (awareness), the second stage of the process of considering decision making to take prosocial actions (decision) and the third stage raises prosocial behavior (action) ( Kostelnik et al, 2009). This stage explains that to do prosocial behavior it is necessary to raise awareness of the importance and benefits of prosocial behavior before it leads to the emergence of that behavior. For this reason, appropriate stimulation is needed to develop prosocial behavior in school-age children. A search conducted on the stimulation provided for the development of prosocial behavior is also not optimal. Some of the things that teachers do related to the development of this behavior are still limited to reminding, reprimanding and giving advice to children who show an attitude that is not polite to friends and teachers. While prosocial behavior can be developed through the process of learning to imitate the behavior of the model and giving rewards for each emergence of behavior. This is explained in the theory of prosocial models, which explained that the power of positive examples of prosocial behavior will have an impact on the development of prosocial behavior to individuals who observe the behavior. Behavior models are not only in the

form of behaviors that can be directly observed in the real world but can also be learned through helpful models in the media, which can also contribute to the development of prosocial behavior, such as prosocial behavior by characters on television shows (Byrne & Baron, 2009).

At school-age children where the learning process at this stage is still going on quickly and productively, where the learning process can be done directly or through observing the behavior of the model. Therefore the "I love all" program is structured to prioritize the learning process through the method of imitating the behavior of the model and giving reinforcement to each emergence of prosocial behavior.

## **METHODS**

This program activity will involve school-age children, Elementary Students in Kalisapu, Slawi, Tegal. That Community Service is implementing the Program "Aku Suka Menolong" in school-age children for Developing a child's prosocial behavior. The stages of implementation of this activity will be divided into three types of activities, namely:

1. Activity 1: Children watching a film about friendship
2. Activity 2: Fairy tales about helping others, with puppet plays a method
3. Activity 3: Giving a reward for children who has success eliciting prosocial behavior

In watching film activities, children are expected to get knowledge of prosocial behavior that could be practice to other people or peers. In the second activity, the puppet plays a fairy tale about helping others, from this activity, children expected to know about the prosocial behavior that can be applied to other people. In the third activity, where the child gets rewarded if it manages to elicit prosocial behavior, as reinforcement for children to show prosocial behavior later on.

The evaluation process to see the impact of the implementation of the activities or programs will be conducted by providing a simple poll that contains aspects of prosocial behavior

in children. A poll will be given before and after activities. In the process of charging a poll, the children as participants will be guided by the researcher, by speaking each item of the statement. Students will fill according to what they think, experience and feel. In addition, to keep the program in mind and continue during the learning and growth process of children, researchers will encourage teachers and educators to provide a "reward" in the form of praise or appreciation for each prosocial behavior conducted Children after the program activities. Time schedule of “Aku Suka Menolong” program is described in Table 1., Table 2., and Table 3.

**Time Schedule of “Aku Suka Menolong” Program**

**Table 1. Opening**

Day /Session	Subject	Sub Subject	Time	Objectives
1	Introduction	-	10 min	Introducing the Team to the Participants
	<i>pre-test of Prosocial behavior</i>		10 min	Obtain preliminary data about a child's prosocial behavior before being given a prosocial training program

**RESULT AND DISCUSSION**

Based on the results in Figure 1. of the measurement of the prosocial behavior in the children of SD Kalisapu after the implementation of the program "Aku Suka Menolong" obtained data that 80.65% of students get a high value and 19.35% of students get a moderate value. This shows that most students already demonstrate the development of good prosocial behavior. The program "Aku Suka Menolong" is expected to continue improving the prosocial behavior in children, especially students of SD Kalisapu, which is the target subject of the implementation of the public service program of Faculty of Psychology of UNJ.

**Discussion**

Prosocial behavior is an act of helping that benefit others without having to provide benefits to the person who acts helps and may even involve a risk to the person who helps. Prosocial action always involves a mixture of self-interest, but can also gain satisfaction from the help given. Several factors are affecting a person's tendency to conduct prosocial action, one of which is a situational factor. The prosocial behavior can be developed from the age as early as possible, in childhood, because the experience of children in the first years of his life has implications for the behavior that will become a habit in the next life. Prosocial behavior in childhood is a

**Table 2. Program Implementation**

Day /Session	Subject	Sub Subject	Time	Objectives
2	Storytelling	Submitting Psychosocial Themed Themes	20 minutes	Children get knowledge about prosocial definitions, helping activities, and the advantages and disadvantages of helping behaviors.
	Movie Session	Film Theme of prosocial behavior	10 min	Children know other forms of behavior, please help and implement them in daily life
	Reward Giving	Giving rewards to children who can explain the helping behavior that has been displayed in	10 minutes	Knowing what knowledge the child has gained regarding help from the two previous activities

predictor of prosocial behavior in the future (Eisenberg, Fabes & Spinrad, 2006). The prosocial behaviors demonstrated by school-age children include sharing and assisting simple activities that can be performed (Eisenberg, Fabes & Spinrad, 2006). According to Cassidy, children who develop prosocial behavior early on will tend to have many friends and are more likely to behave, slightly aggressively and rarely have conflicts with others including his friend (Kostelink, DKK, 2009).

The Program of community service "Aku Suka Menolong" was compiled to provide new knowledge and experience to elementary school student Kalisapu Slawi in enhancing the prosocial behavior or help that is owned. Program Administration is divided into 3 forms of

activities. In watching helping theme film activities, children are expected to be able to gain knowledge of prosocial behavior that can be practice to other people or peers. In the second activity, the puppet plays a fairy tale with the theme of helping others is expected to know about the prosocial behavior that can be applied to other people. In the third activity, where the child gets rewarded if it manages to elicit prosocial behavior, it is expected can be reinforcement for children to show prosocial behavior later on.

These three activities are organized by focusing on the target subject which is elementary school students so that the form of activities provided is fun and interesting. Film-themed screenings help illustrate the chil-

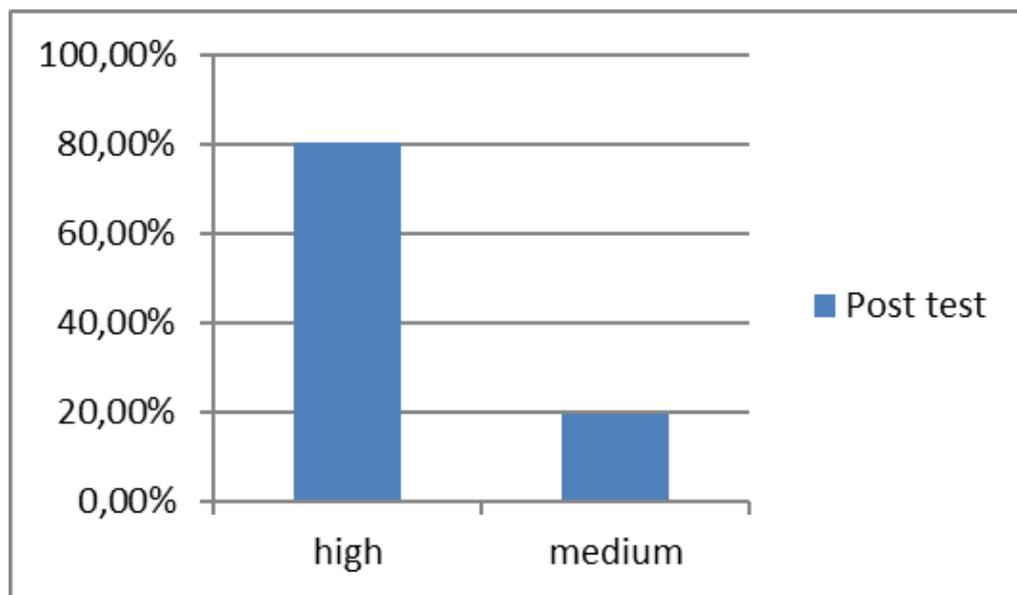
**Table 3. Closing**

Day /Session	Subject	Sub Subject	Time	Objectives
3	Ice Breaking	-	10 min	Warming up the atmosphere before entering the next stage
	<i>post-test</i>	-	10 min	Gather data on the changes experienced by children after getting the program
	Closing	-	5 min	The End of the training activity

dren's daily activities that suit the age of the target subject. Thus it will be easier for the target subject to understand and save the information. The next activity is a puppet show, which is themed helpful. The characters in this puppet play are also derived from the names of animals that have been commonly known and heard by the target subject, but the storyline is also made simple and attractive for easy understanding by the target subject.

The next activity is related to the awarding of gifts for children who demonstrate and conduct prosocial behavior following the children's experiences of his or her age, although it looks simple but with the gift-giving

will increase The child's desire or the subject of the goal to do similar things later. After the activity, evaluation of the prosocial behavior of the subject of the target, and obtained the result that the 80.65% of the subject belongs to the high category refers to the prosocial behavior conducted, and 19.35% classified. There is no target subject that the evaluation value is relatively low in the aspect of prosocial behavior. This shows a series of program activities "Aku Suka Menolong" to give a meaningful impact in developing prosocial behavior especially on target subjects that are in the school-age range.



**Figure 1.**  
**An overview of the results of evaluating a child's prosocial behavior after program delivery**

## CONCLUSIONS AND RECOMMENDATION

### Conclusion

Participants who participated in community services activities in the elementary school of Kalisapu, Slawi, Tegal, Central Java about "Aku Suka Menolong", already know and have developed a helpful behavior. This program can increase the child's knowledge of the importance of the behavior of the help and benefits and consequences they can get by helping others, and vice versa.

### Recommendation

Based on the results of the devotion to the community conducted in Kalisapu, Slawi, Tegal, Central Java, some suggestions will be described below as follows;

1. Advice for psychology study Program Faculty of Psychology Education of the State University of Jakarta should maintain the consistency of public service activities, especially with Kalisapu village which hopes to become a UNJ building village, then it is demanded Continuity of the program is maintained.
2. The advice for the SD Kalisapu is to improve other prosocial programs either in learning programs or other activities outside schools so that the ideals and hopes of Kalisapu village to create a child-friendly village can be done.
3. Advice for the village of Kalisapu is to foster schools especially elementary school to develop programs related to the efforts of improving the prosocial behav-

ior in elementary school-age children.

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