Improving Children's Pro-Social Behaviour through Role Play Macro at Ages 5 – 6

Suharni[1] and Adolf
Bastian[1]
[1]Faculty of Education, Early Childhood, Universitas Lancang Kuning,

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Abstract: The purpose of this research is to improve children's pro-Social behavior through role play macro in Aisyiyah 2 Kindergarten, Pekanbaru, and academic Year 2016/2017. The participants of this research were 15 children. The research method used was action research proposed by Kemmis and McTaggart (2005) models. It consisted of plan, action, observation, and reflection. This study consisted of two cycles, each 8 meetings. The data were collected analysed in qualitative and quantitative. The qualitative data were from observation notes, interview notes and data records while the quantitative data were gained from the statistic of the results from the pre-cycle, the first cycle, and second cycle. The results of this study show an increase in pro-social behaviour through role play macro method. It can be proven by average at pre-cycle of 50.37 increased in the first cycle of 66,54 and the second cycle became 86.08. The results of this study found that pro-social behaviour is a positive behaviour in the form of concrete and observed in social interaction for the character formation of children. Role plays macro one of the alternative that used for the teacher at the school to improving pro-social behavior.

1 INTRODUCTION

Early child experiences the development of social interaction with their environment. Children have shown pro-social behaviour while playing with friends in their age. Students pro-social a positive social behaviour in the form of behaviour that leads to positive behaviour in the form of concrete and observed to interact and relate well to others. Pro-social behaviour is very important inculcated in children from an early age so that children easily interact socially to the surrounding environment. Pro-social behaviour will educate children positive behaviour such as helping, cooperation, sharing, empathy, and honesty. The findings were supported by Matsumoto et al. (2016) states that the established social behaviour ranging from early childhood through early adulthood. Age greatly affects the formation of ethical and social behaviour so that the results of research of social behaviour can be improved through a five-game economy. The game can be seen through a child how to manipulate others so successful in socializing. The research by Yoshie claimed that from an early age children need to have the pro-social behaviour to interact with others. In Observed by pre research, conducted by

the researchers, in kindergarten Aisyiyah2 that 51.33% of children still low pro-social behaviour, 30.32% of pro Social behaviour has begun to develop, and 18.35% of children have good social behaviour.

This is Blinded Manuscript (Without authors names and affiliations) evident when the researchers conducted pre-study activities in TK B Aisyiyah Pekanbaru. Based on observations illustrated that some children are still being individual does not want to socialize with friends, there is not even helping, cooperation in the conduct of the teacher in groups, quarrelsome and disturb her, not willing to share food and toys with friends. This is corroborated by the results of interviews with teachers stating that the pro-social behaviour of children is still low due to contamination with the environment and the behaviour of the low pro-social difficult child to be given the task in group activities. Based on the above and a preliminary study has been done then the importance of this research is conducted to improve pro-social behaviour of children in kindergarten Aisyiyah 2 Pekanbaru using role play the macro.

2 LITEATURE REVIEW

2.1 Pro-Social Behaviour

Eisenberg and Mussen (1989) describe the behaviour that pro Socially refers to voluntary actions that are intended to help or benefit another individual or group of individuals. Thus pro-social behaviour refers to the voluntary action intended to benefit another individual or another group. Social behaviour is said to be positive behaviour done without expecting anything in return and without any other factor. Willing the opinions raised by Kartono in Asih and Pratama (2010, p. 34) that pro-social behaviour is profitable in it contained elements of unity, cooperation, cooperation and altruism, Eisenberg and Mussen in Kusumaningrum (2014, p. 13) define pro-social behaviour as behaviour that has positive consequences on others. The most obvious forms of pro-social behavior helping behaviour. More specifically, Eisenberg and Mussen in Kusumaningrum give the sense of pro-social behaviour include the actions: sharing (split), cooperative (co-operation), Donating (donate), helping, honesty, generosity), as well as considering the rights and welfare of others. Another opinion raised by Wright and McCathren (2012, p. 1) that the pro-social behaviour is a good interaction skills in play, socialize and appreciate friendship. Greitemeyer and Osswald (2011, p. 1) emphasize that pro-social behaviour is a positive behaviour to socialize so as to prevent anti-social behaviour so as to prevent negative behaviour. When children behave in pro-social and interact positively with the environment the child will be more easily accepted and more comfortable to socialize and to prevent a negative behaviour.

Based on the description above can be formed is how an essential value pro-social behaviour starts from early childhood. As for the aspects contained in pro-social behaviour are (1) Helping others (2) Share and contribute (generous) (3) Working (4) Empathy (5) Honesty. Deal with attention to these aspects, it can could be conclude that pro Social behaviour is the behaviour of helping others, sharing, cooperation, empathy, and honest to others as a kinds of positive is done voluntarily without any coercion from other as well as the initiative itself is done solely for giving help or help others without expecting any compensation.

2.2 Macro Role Playing

Stanton-Chapman (2015) defines the role play is a child's play with the play into something as a group so as to establishment of the interaction between each other. Through role-playing interwoven interactions between each other so happen cooperation. Thus, by playing the role of a control group will make children interact with each other. In line with the above opinion, Oliver (2016) defines very precise role play introduced for early childhood to stimulate children in social relationships in the environment to form pro-social behaviour. It attending to play a role very precise method to be used by younger children to stimulate children to interact socially using play activities. Bonwell and Eison (1991, p. 1) states that "In addition to role-play simulations, there are active learning methods such as debates, dramas, and peer teaching" means that in the simulation play a role, the method is an active learning such as debate, drama and group learning, This above explains that the proper method to play a role is an active learning such as debate, drama, and group learning to play the role of macro method is suitable. Based on the above opinion that the method of playing the role of the above explains that the proper method to play a role is an active learning such as debate, drama, and group learning to play the role of the macro method is suitable. Based on the above opinion that the method of playing the role of the learning is done in groups indirectly make children interact with the environment. Additionally a method of playing the role of active learning that many children socialize and pro-social behaviour.

3 METHODOLOGY

The method used in this research is Action Research. The model used in this study is the spiral model (Kemmis & McTaggart, 2005). On models, Kemmis & McTaggart action (acting) and observation (observing) are made as a unit because they assume that these two components are the two activities that cannot be separated. While in this study, researchers have provided measures in order to increase pro-social behaviour of children, through the method of playing the role of the macro, which has been implemented in two cycles, each cycle consisting of eight meetings. Planning and implementation will deal of with observation, action, and reflection. Research conducted by researchers aiming to improve pro-social behaviour

in children aged 5-6 years, through the method of playing the role of the macro. The shape of this study is to provide an action on the subject under study, in the form of problem-based (free variable), in order to determine its effect on pro-social behaviour (the dependent variable) which arise, as a result of actions taken during the study. The grating instrument developed through the definition of conceptual and operational definitions explain that pro-social behaviour is score that base on aspect a) helping, b) cooperation, c) sharing, d) empathy and d) act honestly. Criteria for success of the action is expected in this study was 71% according to Mills (2000) is said to be successful if 71% of the total number of 15 children have reached the 11 children who have reached the level of achievement of development (TCP) is expected.

Here is how to create a range of scores, namely:

St (high score) = 80

St (lowest score) = 20 -Range = 60

If the researcher wants the amount of class

= 4, then Width grade = 60= 154

Score pro-social behaviours were divided into four levels of attainment with the clarification as follows:

Table 1 : Interval and Pro-social Behaviour category Acquisition Score

Score Range	Score	Specification
20-35	1	Not grown
36-50	2	Start growing
51-65	3	Evolving as expeted
66-80	4	Developing excellent

Data analysis used in this research is the analysis of qualitative and quantitative data. Qualitative data analysis was performed by analyzing data from the field notes, interview notes and documentation notes with steps of data reduction, display and verification

4 RESULT AND DISCUSSION

The results showed that the pro-social behavior of children in group B TK Aisyiyah 2 Pekanbaru already started to increase from pre-intervention to the first cycle, until the second cycle.

4. 1 Re-Intervention

In the pre-intervention low pro-social behavior of children still with an average score of kindergarten children pro Social behavior in the pre-study B began developing or have not yet reached the target with an average score of 40.3 or percentage of 50.37%. The observation of the 15 children showed that EZO obtains the lowest score 28 or 35% and 58.75% ASS KY and the initial. The observation shown on the graph above can be described that pro-social behaviour is not well developed and has not reached the desired target.

4.2 First cycle

In the cycle 1, the percentage of all children have increased from pre-intervention to cycle I. In pre-intervention results achieved at 50.37%, an increase of 16.17% so that the first cycle to 66.54%. Improved outcomes described that six children in kindergartens B has reached the criterion or indicator of pro-social behaviour is expected and nine children have not yet reached the criteria of success of 71%.

4.3 Second Cycle

During the second cycle of pro Social behaviour have improved significantly by an average percentage of 86.08%. Data resulting from an increase in pro-social behaviour kindergartner B Aisyiyah 2 which amounts to 15 children can be seen from the pre-intervention with the average yield of 50.37 %, to get involved in the first cycle of 16.17% to 66.54%. Furthermore, from the first cycle to the second cycle increase pro-social behaviour increased by 19.54% to 86.08%. It is evident that the use of methods of playing the role of macro can increase pro-social behaviour of children. These results indicate that the activities of the second cycle have achieved the success criteria of action. Here are the results of pre-intervention data percentage, the first cycle, and the second cycle:

Table 2: Results of Pre-intervention data percentage, Cycle I and Cycle II

RDO	50.00 %	71.87%	90.62%	Increase and has reached the target
lih	45.62 %	61.87%	81.87%	Increases and have reached the target of

RMD	58.12%	71.37%	83.00%	Increase and already reached the target
YZ	48.75%	65.00%	85.00%	Increase and has reached the target
RYA	50.62%	66.12%	88.00%	Increase and has reached the target
ASS	58.75%	75.00%	91,25	Increase and has reached the target
ATT	54.37%	64.00%	84.00%	Increase and has reached the target
ELE	50.62%	58.12%	78.75%	Increases and have reached the target
AZ	56.87%	71,00%	90.00%	Increased and has reached the target
RSY	40.00%	58.12%	78.75%	Increase and has reaching the target
Average	50.37%	66.54%	86.08%	Increase and has reached the target

4.4 Name Pre – Intervention

Cycle I Cycle II Description:

DZ 42.50% 60.00% 80.00% Increase and has reached the target

KY 58.75% 75.00% 93.50% Increases and have reached the target

EZO 35.00% 58.00% to 85.00% Increased and has reached the target

SL 49.37% 68.75% 90.00% Increases and have reached the target

RS 56.25% 74.00% 92.50% Increase and has reached the target

RDO 50.00% 71.87% 90.62% Increase and has reached the target

Iih 45.62% 61.87% 81.87% Increases and have reached the target

RMD 58.12% 71.37% 83.00% Increase and already reached the target

YZ 48.75% 65.00% 85.00% Increase and has reached the target

RYA 50.62% 66.12% 88.00% Increase and has reached the target

ASS 58.75% 75.00% 91, 25% Increase and has reached the target

ATT 54.37% 64.00% 84.00% Increase and has reached the target

ELE 50.62% 58.12% 78.75% Increases and has reached the target

AZ 56.87% 71,00% 90.00% Increased and has reached the target

RSY 40.00% 58.12% 78.75% Increase and has reaching the target

Average 50.37% 66.54% 86.08% Increase and have reached the target

Based on the data can be described the results of an increase in pro-social behaviour from pre-intervention to the second cycle in children in group B in the graph below:

5 DISCUSSION

Based on the quantitative results, the increase in pro-social behaviour kindergartner B Aisyiyah 2 totalling 15 children can be seen from the pre- intervention with the average yield of 50.37%, to get involved in the first cycle of 16.17% to 66.54%. Furthermore, from the first cycle to the second cycle increase pro-social behaviour increased by 19.54% to 86.08%. These results indicate that the activities of the second cycle have achieved the success criteria used appropriate action researchers is of the Mills (2000) theory that says the research is said to have achieved success with percentage 71% of the total number of children and the targets achieved by researchers who agreed on the collaborator. Observing this, pro-social behaviour is shaped concrete positive behaviour and observed to

interact and relate well to others. Pro-social behaviour provides benefits to others whereby when a recipient of pro-social behaviour in the form of poor relief for better Aspects of pro-social behaviour includes mutual help, cooperation, sharing, empathy and act honestly. Pro-social behaviour depends on each individual respectively. Children who have a high social orientation are more likely to provide help, as well as children who have a high social responsibility so accustomed to taking positive action in their interaction. Kids used to play with his friend will respond swiftly to provide relief when he saw his friend fall, in contrast to children who are not accustomed to interacting in which a loner and being individual. Children who give help and to receive assistance will feel social emotions in the form of a sense of comfort and reassurance. Based on the above research findings pro-social behaviour is the behaviour of children who are not absolute, but is subject to change and evolve over stages of development. Therefore the need for a deep understanding of the stages of development of pro-social behaviour of children not wrong in giving a stimulus to it, so that pro-social behaviour possessed any child can develop optimally. Pro-social behaviour in order to develop optimally child, the child must be fostered and stimulated continuously so that the children are familiar with pro-social behaviour. Greitemeyer and Osswald (2011, p. 1) state that pro-social behaviour is a positive behaviour to socialize so as to prevent anti-social behaviour so as to prevent negative behaviours. Antisocial is an attitude that hated socializing with others so it is individualistic and selfish so very contrary to pro-social attitudes. In addition to the discussion of the use of the above theory, the researchers also examined using a multidisciplinary approach. Pro-social behaviour through methods of playing the role of the macro has five aspects of mutual help, cooperation, sharing, empathy, and honesty. Therefore, multidisciplinary assessment can be examined from the standpoint of psychological, social and cultural. Viewed from the standpoint of the study of psychology, according to Eisenberg and Mussen (1989) development of pro-social behaviour of children can be stimulated from an early age and said the child is able to be altruism is a desire to help without expecting anything in return. Eisenberg and Mussen (1989) also said pro Social behaviour will influence the development of socialization with peers. Children who are able to socialize in general will easily receive a positive reaction from peers when the show action pro-

social behaviour. Studies of social angle according to Eisenberg and Miller (1987) pro-social behaviour influenced by the social adjustment of children when at school. Children will easily adapt to the environment and socialize when able to behave in pro-social well. When children cannot behave pro-social well then the child will be difficult to be accepted by the group or friend when playing.

6 CONCLUSION

Based on the above discussion it can be concluded that the method of playing the role of a child can increase pro-social behaviour-related aspects of mutual help, cooperation, sharing, empathy and honest. In addition to the method of playing the role also helps the child in the child express and emotional feelings. It can be stated that the method of playing a role not only increases pro-social behaviour but can also provide a real experience and fun in the learning process. The results of the assessment of pro-social behaviour of children from pre-cycle to be given through a method of action on the first cycle and proceed to the second cycle, pro-social behaviour of children has increased significantly. This success is supported by the results of data analysis on pra cycle with the acquisition of the average percentage of 50.37% results, to get involved in the first cycle of 16.17% to 66.54%.

Furthermore, from the first cycle to the second cycle increase pro-social behaviour increased by 19.54% to86.08%. These results indicate that the activities of the second cycle have achieved the success criteria used appropriate action researchers is of the Mills (2000) theory that says the research is said to have achieved success with a percentage of 71% of the total number of children and the targets achieved by researchers who agreed on this collaborator. This is proved that the application of macro role playing can improve pro-social behaviour.

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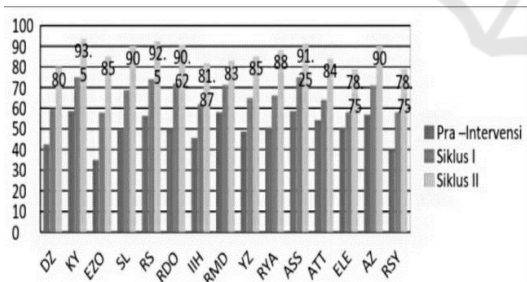Mills, G.E., 2000. *Action research: A guide for the teacher researcher.* ERIC.

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APPENDIX

Result Percentage of Conduct Pro-social Pre Intervention Cycle I and Cycle II

Table.2 Result of Pre-Intervention data percentage, Cycle I and Cycle II

Name	Pra – Intervention	Cycle I	Cycle II	Description
DZ	42.50%	60.00%	80.00%	Increase and has reache
KY	58.75%	75.00%	93.50% I	Increases and have reache
EZO	35.00%	58.00%	to 85.00% I	Increased and has reached
SL	49.37%	68.75%	90.00%	Increases and have reache
RS	56.25%	74.00%	92.50%	Increase and has reached the target
RDO	50.00%	71.87%	90.62%	Increase and has reached the target
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