

The Role Of Early Childhood Education Teachers In Stimulating The Development Of Prosocial Behavior In Group B Children (A Qualitative Descriptive Study at Taman Ilmu Early Childhood Education in Lebong Regency)

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Abstract

The purpose of this research is to describe the role of teachers in stimulating the development of prosocial behavior in children in group B at the Taman Ilmu Early Childhood Education in Rejang Lebong Regency. The type of research used in this study is descriptive qualitative research. The data collection methods used are interviews, observations, and documentation. The data sources are teachers and the headmaster at the Taman Ilmu Early Childhood Education in Rejang Lebong Regency, and the documentation includes photos taken during interviews with the teachers and headmaster. The data reduction involves recording the results of interviews with the teachers and headmaster, coding the data according to the information provided by the informants, displaying data by detailing the results of interviews with the teachers and headmaster, and verifying the data by reconsidering interview results, reviewing field notes, rethinking observational data, and field findings, in order to draw conclusions from the research results that have been conducted. The results of this study describe the role of teachers in stimulating the development of prosocial behavior in group B children at the Taman Ilmu Early Childhood Education in Rejang Lebong Regency. Teachers provide examples or role models in giving motivation and consistent stimuli, emphasize the importance of prosocial norms, provide opportunities for positive interaction, teach responsible behavior, and foster good relationships with students.

Key Words: *The Role of Teachers, the Development of Prosocial Behavior*

Introduction

Children are the most beautiful gifts given by Allah SWT to His servants. Each child has different characters, even twins have character differences, both in behavior and aspects of their development. The development of early childhood aims to enhance several aspects, namely moral, religious, social-religious, language arts, physical-motor, and cognitive development. Therefore, there needs to be guidance and direction in developing and shaping the child's character for it to be more optimal. Children will receive their first education from their parents; aside from parental education, children also greatly need non-formal and formal education in schools aimed at developing the potential they possess (Khaironi, 2018).

Various facts about the low prosocial behavior of children, as seen in the Early Childhood Education (PAUD) Taman Ilmu in Lebong District, indicate that prosocial behavior has not become a part of their habituation because the learning is individualistic, leading to a lack of stimulation for their social skills. The children at PAUD Taman Ilmu in Lebong District are still unwilling to relinquish learning tools to share with friends, even though the teacher has reminded them. In addition, children's empathy skills are still low; even though the teacher has directed them to help their friends with tasks, it seems that the children do not want to help.

Another occurrence is that the child often disrupts and fights before completing their tasks, has not yet developed a cooperative attitude or teamwork with peers,

remains focused on themselves, and ignores their group friends.

The results of the observation regarding the prosocial behavior of children obtained from the Early Childhood Education (PAUD) Taman Ilmu in Lebong Regency show that the prosocial behavior that is lacking is the appreciation of children towards their peers. Children are less enthusiastic about applauding friends who can answer the teacher's questions correctly. On the other hand, the lack of initial closeness makes children unwilling to play with their friends. Another aspect explains that the stimulation given in the early childhood development aspects at the PAUD Taman Ilmu generally focuses on cognitive, language, religious and moral values, while the social-emotional aspect, specifically the prosocial behavior of children, has not been further habituated in the children.

The suboptimal implementation of cooperative teaching by teachers can lead to children lacking prosocial behavior. One of the indicators of prosocial behavior, in this case, is the attitude of cooperation; if it is not well practiced, it is feared that it can adversely affect the child's adjustment process, both in academic areas and in aspects related to the child's social life (Hidayati, 2014).

Based on the background that has been described above, the author is interested in conducting research with the title "The Role of Early Childhood Education Teachers in Stimulating Prosocial Behavior Development in Group B Children at Taman Ilmu Early Childhood Education in Lebong Regency."

Theoretical Review

In the process of teaching and learning, the quality of learning is determined by the educator (teacher) because the teacher's role is very important even though there are other elements such as: curriculum, administration, and infrastructure that can also support the quality of learning. However, even though the teacher's role has been maximized, the active role of the teacher in the classroom as a leader is very much needed. Since the teacher is the "driving force" for students, the teacher must be able to organize and stimulate students in developing teaching methods and motivating them to carry out their tasks at school. In the learning process,

the teacher has several roles that must be fulfilled. These roles are as follows (Dramadi, 2015):

- a. The role of teachers as educators^b.
- b. The role of teachers as guides^c.
- c. The role of teachers as classroom managers^d.
- d. The role of teachers as facilitators^e.
- e. The role of teachers as mediators^f.
- f. The role of teachers as inspirators^g.
- g. The role of teachers as informants^h.
- h. The role of teachers as motivatorsⁱ.
- i. The role of teachers as evaluators^j.
- j. The role of teachers as initiators^k.
- k. The role of teachers as supervisors^l.
- l. The role of teachers as communicators

Based on Law No. 20 Article 40 Paragraph 2 of 2003 concerning the National Education System, it is stated that the duties of teachers include:

- a. Creating a meaningful, enjoyable, creative, dynamic, and dialogic educational atmosphere.
- b. Having a professional commitment to improving the quality of education.
- c. Providing exemplary behavior and maintaining the good name of the institution, profession, and position in accordance with the trust given to them.

Developing aspects of early childhood, professional teachers play a very important role, including (Mufaroah, 2021):

- a. Teacher as a source of learning
- b. Teacher as a facilitator
- c. Teacher as a guide
- d. Teacher as a motivator
- e. Teacher as a role model
- f. Teacher as a manager

Stimulation is an effort to stimulate the basic abilities of early childhood children to ensure their optimal growth and development. Stimulation is an important foundation in the growth and development of children. Children who receive appropriate and continuous stimulation will achieve better developmental stages compared to children who receive less or no stimulation (Ministry of Health of the Republic of Indonesia, 2016). According to Howard

Gardner, there are 8 types of intelligence (Multiple Intelligences) that need to be stimulated, namely:

- a. Verbal linguistic (speaking, sentences, language, stories).
- b. Logical-mathematical (problem-solving, arithmetic).
- c. Visual spatial (thinking in space/3 dimensions, stereometry).
- d. Bodily-kinesthetic (body movement, dance, sports).
- e. Musical (sound, tones, rhythm, music, songs).
- f. Intrapersonal (understanding and self-control, independence).
- g. Interpersonal (understanding others, socializing, cooperation, adaptability, leadership).
- h. Naturalist (enjoying, utilizing, and preserving the environment) (Soetjiningasih, 2016).

According to Santrock (Susanto, 2017), prosocial behavior is defined as actions that are selfless, helping others, and demonstrating empathy. Prosocial behavior includes actions such as helping classmates, including others to join groups, supporting ostracized classmates, and showing respect for others. Furthermore, prosocial behavior is an indicator of adjustment manifested through positive social behaviors. Prosocial behavior aims to support the well-being of others; being generous, fostering friendships, cooperation, assistance, and rescue are clear forms of prosocial behavior.

The indicators of the development of prosocial behavioral roles in early childhood for ages 5-6 can be seen through the following indicators:

- a. Playing with peers;
- b. Knowing their friends' feelings and responding appropriately;
- c. Sharing with others; appreciating others' opinions;

- d. Using reasoning to solve problems; being cooperative with friends;
- e. Showing a tolerant attitude;
- f. Expressing emotions that are appropriate to the current situation (happy, sad, enthusiastic, etc.);
- g. Recognizing manners and politeness according to local socio-cultural values (Ministry of Education and Culture, 2014).

According to Eisenberg and Mussen, there are six aspects of prosocial behavior, including (Eisenberg and Mussen, 2020):

- a. Empathy
- b. Helping
- c. Sharing
- d. Cooperation
- e. Honesty
- f. Generosity

Methods

The type of research used in this study is descriptive qualitative research. The data collection methods used are interviews, observations, and documentation. The data sources are teachers and the headmaster at the Taman Ilmu Early Childhood Education in Rejang Lebong Regency, and the documentation includes photos taken during interviews with the teachers and headmaster. The data reduction involves recording the results of interviews with the teachers and headmaster, coding the data according to the information provided by the informants, displaying data by detailing the results of interviews with the teachers and headmaster, and verifying the data by reconsidering interview results, reviewing field notes, rethinking observational data, and field findings, in order to draw conclusions from the research results that have been conducted.

Results and Discussion

The results of the research on the role of teachers in stimulating children's prosocial abilities in Early Childhood Education in

Taman Ilmu, Rejang Lebong Regency show that teachers provide examples or role models in providing motivation and stimulus consistently, emphasize the importance of prosocial norms, offer opportunities for positive interaction, teach responsible behavior, and foster good relationships with students.

The role of teachers is very important in stimulating the prosocial development of children. Here are some strategies that can be implemented:

1. Modeling Learning Strategy where teachers can be role models in applying prosocial behavior activities for children, as children easily imitate what adults do, such as exemplifying good prosocial behavior,
2. Problem-Based Learning Encourages children to think critically and work together.
3. Group Discussion: Enhances the ability to share opinions and listen.
4. Social Games: Builds the ability to interact and cooperate.

Another strategy in stimulating children's prosocial behavior is by engaging in daily activities such as

1. Sharing Activities: Sharing toys or items with friends.
2. Helping Friends: Encouraging children to assist friends who are having difficulties.
3. Volunteer Activities: Teaching children to help others.
4. Daily Reflection: Discussing children's experiences and feelings.

The forms of prosocial behavior in early childhood are not yet well developed, making it difficult for children to adjust in socializing with their peers. Therefore, this period is a critical stage of development because it is during this time that the foundation of prosocial behavior is formed. According to Helm and Turner, patterns of prosocial behavior in children can be

observed from four dimensions (Susanto, 2017), namely:

- a. Children can cooperate with friends.
- b. Children are able to appreciate friends, both in terms of valuing possessions, opinions, creations of friends, or the conditions that exist with friends.
- c. Children are capable of sharing with friends.
- d. Children are able to help others.

Prosocial behavior patterns in early childhood are not only demonstrated in interactions with peers but also with other adults. In the process of prosocial development, there are usually three patterns: the pattern of learning behaviors in ways that are accepted by society, the pattern of learning to play existing social roles in the community, and developing social attitudes towards individuals and social activities present in society.

Conclusion

Based on the results of the analysis and several discussions above, this research concludes that the role of teachers in stimulating prosocial behavior in early childhood education at Taman Ilmu Rejang Lebong is as follows:

1. Teachers at Taman Ilmu implement various methods to stimulate children's prosocial behavior, such as sharing, helping, cooperating, and showing empathy. These methods are carried out through play-based approaches, habituation, and modeling.
2. The dominant methods used by teachers include role-playing activities, storytelling, light discussions, and group assignments, which indirectly encourage children to interact and cooperate with one another.
3. Teachers also provide stimulation by giving real-life examples (role models) in the classroom, such as helping other children who are struggling, speaking gently, and demonstrating empathy.

Children tend to imitate the behavior they observe from their teachers.

4. Providing positive reinforcement such as praise, hugs, and simple rewards also helps strengthen children's prosocial behavior. Teachers consistently give positive responses when children demonstrate prosocial attitudes, making them feel valued and encouraged to repeat such behavior.

Overall, the way teachers stimulate prosocial behavior at the Taman Ilmu Early Childhood Education is proven effective in assisting the social-emotional development of group B children, especially in fostering attitudes of caring for one another, cooperation, and empathy towards others.

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