



Preschool children's prosocial behavior: A correlational study of mother's roles

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Abstract

This study aims to determine the relationship between the mother's role and the prosocial behaviour skills of children aged 5-6. The type of research used is non-experimental with a correlational approach. The sample consisted of 40 mothers with children aged 5-6 years and 40 children aged 5-6 years at TK IT Insan Taqwa, Lampung, Indonesia. The data collection technique is a questionnaire. The data analysis technique uses the Spearman Rank correlation test. The study results indicate a strong relationship between the role of the mother and the ability to prosocial behaviour, which consists of 6 roles; educators, encouragement, role models, friends, supervisors, and counsellors. The correlation coefficient value for the mother's role is 0.69, with a close relationship to the prosocial behaviour of sharing, collaborating, being honest, donating, helping, and considering the welfare of other individuals. The relationship between parties in the child's immediate environment and social behaviour can be used for further research.

A. INTRODUCTION

Child growth is inseparable from the development of brain structure. The brain is the centre that regulates all human activities, both in thinking, behaving and acting (Khadijah, 2016). Early age is the golden age or often called the golden age. At that time, the child's brain experienced the fastest development in the history of the child's life. It occurs when the child is in the womb to an early age, namely zero to six years. The golden age period dramatically

influences a child's life when he is an adult. Parents must deal with children's attitudes to provide the best for every child's needs (Rakhmawati, 2015). Thus, parents need to be able to provide appropriate stimulation according to the age and developmental stages of the child.

The child's closest environment is the family. Members of the nuclear family consist of the father, mother and children. According to Hurlock (1997), the most important people for children are parents, teachers, and peers. Parents are the leading figures that shape it (Werdiningsih & Astarani, 2017). The role of parents, especially mothers, is crucial in meeting nutritional needs and stimulating and monitoring children's growth and development every day. The proper role of parents in providing stimulation for children can help build character in children to the fullest.

Parents have different roles in raising children; mothers play a significant role in child care, while fathers play a role in forming the child's personality (Nurhani & Atika Putri, 2020). Children carrying out daily activities tend to spend more time with their mothers than their fathers, in line with the opinion expressed by Ilmiawati & Reza (2019) where in developing countries, the leading actor in caring for infants and toddlers in the household is held by the mother. Indonesia is included in the category stated above, where Indonesia is a developing country, and the leading actor in childcare is in the hands of the mother.

Mothers who provide proper and maximum parenting roles will positively affect children's development. Conversely, if the parenting role the mother gives is less or tends to be not optimal, it will result in children committing antisocial acts at a certain age (Rohman & Ismail, 2019). Antisocial behaviour is a deviation of behaviour in a person, such as deviation from norms in the family, community, school, or law (Gustia, 2017). The characteristics of someone who commits antisocial acts in early childhood include fighting, being disobedient, unruly, showing hostility, being aggressive verbally, happy to destroy, happy to take revenge, stealing, rage, and lying (Supratikna, 2012).

Interviews with mothers with children aged 4-6 years in Kampung Bayur Villa, Bandar Lampung City, show that children engage in antisocial acts such as fighting, destroying objects, being disobedient, and throwing tantrums. Several factors cause children to commit antisocial acts the mother's lack of a parenting role, and the child's immediate environment does not support the child's development. Abdullah (2015) states that children who grow up and are brought up in the wrong and harmful parental role or an unsupportive environment tend to have a negative self-concept. According to Werdiningsih & Astarani (2017), if the mother's role is successful, the child will grow and develop according to age.

This phenomenon shows that the mother's role given to children from an early age will influence their behaviour, actions and actions. Several antisocial cases in early childhood occurred in Indonesia some time ago. These were caused by several factors, including the less-than-optimal parenting role of the mother, and families that were not harmonious, where the two children's parents had divorced. Due to a narcotics case, the perpetrator's father is in prison, and the mother is too busy working. So, children in everyday life do not get the full role of care and supervision from both parents. Several antisocial cases against other minors, such as stealing

or damaging public facilities due to failure to steal. Children who grow up in an unfavourable environment will increase the likelihood of children committing antisocial acts.

Conversely, prosocial behaviour is a voluntary action intended to help another person or group (Drupadi & Syafrudin, 2019). These prosocial behaviours include helping others, sharing, and being able to work together. Prosocial behaviour plays an essential role in the stages of child development. Children who have not been able to show prosocial attitudes, such as helping others, sharing, and collaborating, will find it challenging to be in a particular social group.

Humans are social creatures, and they cannot live without the help of others. Other people will not necessarily help someone who does not want to help others. According to Santrock (2007), the nature of prosocial behaviour is stable from childhood to early adulthood. This understanding leads to prosocial behaviour growing and developing from an early age. Prosocial behaviour needs to be stimulated as early as possible so that children can mature self-preparation when they become members of a community group and adapt to a broader environment.

Prosocial behaviour includes sharing, cooperation, honesty, donating, helping, and considering the welfare of other individuals (Dayakisni, 2009). These six aspects are intended so that children can be able to help others by lightening the physical and psychological burdens of others, being compassionate or feeling what other people are experiencing, being able to do work or activities together, being generous, and caring about other people's problems. Several supporting factors that can improve prosocial behaviour skills in children include self-gain, personal values and norms, and empathy.

Family system theory emphasizes that the family is a complete system in which there are structures. The family members, fathers and mothers will educate and guide their children. Working mothers and homemakers play a vital role in their children's education and care. Children first learn prosocial behaviour in the family environment. The family is the primary agent of children's socialization and becomes a sub-system that builds children's relationship with their environment. The family's success in applying the concept of good and quality parenting is highly dependent on the parenting style adopted by the parents (Veryawan et al., 2022). Preparing a quality generation is, of course, carried out through quality parenting which also means that parents in carrying out parenting obligations must be equipped with knowledge about parenting so that in the implementation, there is no parenting malpractice which results in violence against the child being cared for (Chandrawaty et al., 2019).

Children are born with a moral nature (Juwariyah, 2010). Following the Hadith of Bukhari that every child is born in a fitrah condition, but if, in its development, there are deviations in behaviour, then this can be caused by a lack of awareness from both parents and educators. Parents also have complete responsibility for looking after a child from the moment they are born (Veryawan et al., 2021). Although teachers also play a role in building children's readiness (Syarfina et al., 2018), parental cooperation is also very much needed regarding a child's success. The role of supervision and the role of educators by parents is the main factor in a child's good and bad behaviour.

Previous research by Mahanani (2018) stated a positive and significant relationship between parental attention and the social development of children aged 4-5 years. Almost the same research was also conducted by Tambak (2017) about the relationship between the role of parents in developing children's emotional intelligence. Other research related to the mother's role was also carried out, whose results showed a relationship between fine motor development, gross motor development, language development, and the personal social development of preschoolers (Prianto, 2017; Werdiningsih & Astarani, 2017). However, this study aims to determine whether there is a relationship between the role of the mother and the ability of prosocial behaviour in children aged 5-6 years.

B. METHOD

This study uses a type of quantitative research that is non-experimental, with correlational data analysis. The sample collection method in this study used a purposive sampling technique. Purposive sampling is a sample collection technique with specific considerations. The criteria used in this study were mothers who had children aged 5-6 years who attended TK IT Insan Taqwa Lampung. The sample in this study was 40 mothers who had children aged 5-6 years and children aged 5-6 years themselves.

Following the data collection tool used in this study, the researcher prepared a test instrument that would be given to 40 respondents with a total of 81 question items with two alternative answers. The steps in making this questionnaire are as follows: 1) Make a research instrument grid on the role of the mother and child's prosocial behaviour under the theory used in the research. 2) After the research instrument has been tested, it is ready to be distributed to 21 respondents outside the research sample to be tested again for its validity and reliability. 3) The research instrument tested on 21 respondents outside the sample will be calculated how many valid items are using the Pearson product-moment formula using the Ms. application. Excel, then the valid item items were distributed to 40 research samples.

There are six dimensions and 14 indicators in the mother's role instrument. The following is a mother's role instrument grid in table 1.

Table 1. Mother's Role Instrument lattice

Variable	Dimension	Indicator
Mother's role	As an educator	The mother advises the child that if the child engages in antisocial behaviour
		Mother gives orders to children about how to behave properly
		The mother forbids the child if the child engages in antisocial behaviour
		Mother accustoms children to have a sense of discipline
		Mother accustoms children to have a sense of responsibility
		Mothers accustom children to always behave well in society
	As a motivator	Mother encourages children to have a sense of courage
		Mothers encourage children so that children have confidence when facing problems
	As a role model	Mother set an example to always tell the truth
		The mother sets an example for the child to behave properly
	As a friend	Mothers can be a place for children to tell stories when children are in trouble
		Mothers can be friends exchanging thoughts about children's difficulties
	As a supervisor	Mothers supervise the attitudes and behaviour of children from environmental influences that are not good

As a Mothers can advise children when children make decisions
 counselor

The research instrument for prosocial behaviour has six dimensions and six indicators. The following is a table of prosocial behaviour instrument grids.

Table 2. The lattice of Prosocial Instruments for Children Aged 5-6 Years

Variable	Dimension	Indicator
Prosocial behaviour	Sharing	Children are able to provide support to friends who are in trouble
	Cooperating	Children are able to do activities with friends while at school
	Being Honest	Children are able to speak according to the events that are experienced
	Donating	Children are able to give or lend their belongings to friends who need them
	Helping	Children are able to help friends and teachers when at school
	Considering the Welfare of Other Individuals	Children have a sense of care for others

C. RESULT AND DISCUSSION

1. Result

The description of the mother's role is obtained through the score of the respondents' answers, as many as 58 items. The results of distributing questionnaires to respondents show that the highest answer score for the mother's role is 116, and the lowest score for the mother's role answer is 58. Following are the results of the mother's role data in table 3:

Table 3. Research Results of Mother's Role Data

No.	Interval	Category	Frequency	Percentage
1	105-169	Very good	16	40%
2	89-104	good	15	37,5%
3	74-88	Fair	9	22,5%
4	58-73	Poor	0	0%
Total			40	100%

The percentage calculation of the dimensions of the mother's role is illustrated in the following table 4:

Table. 4. Mother's Roles

No.	Dimension	Percentage
1	Role as an Educator	5%
2	Role as a Motivator	15%
3	Role as a Role Model	26%
4	Role as a Friend	40%
5	Role as Supervisor	30%
6	Role as Counselor	5%
Total		100%

Based on the table above, the dimension of the role of the mother as a friend has the largest share with a percentage of 40%, while the dimension of the mother as an educator and counsellor has the lowest percentage of 5%. Then, a description of prosocial behaviour research was obtained to determine the quantitative value through the score of the respondents' answers to as many as 28 items. The results of distributing questionnaires to respondents show that the highest answer score for social behaviour is 56, and the lowest score for mother's role answers is 28. The description of results of the research on prosocial behaviour data is described in table 5:

Table 5. Prosocial Behavior Data Results

No	Interval	Category	Frequency	Percentage
1	49-56	Very good	3	7,5%
2	42-48	good	25	62,5%
3	35-41	Fair	12	30%
4	28-34	Poor	0	0%
Total			40	100%

Table 5 shows the acquisition of respondents' answers scores for prosocial behaviour with a very good category of 7.5%, a good category of 62.5%, a fairly good category of 30%, and an unfavourable category of 0%. Based on the results of these calculations, the child's prosocial behaviour is in the very good category, as illustrated in table 6:

Table 6. Prosocial Behavior Data

No.	Dimension	Percentage
1	Role as an Educator	16%
2	Role as a Motivator	19%
3	Role as a Role Model	16%
4	Role as a Friend	16%
5	Role as Supervisor	18%
6	Role as Counselor	15%
Total		100%

On average, the prosocial behaviour data for each dimension have the same percentage; there is no significant difference. The highest cooperation dimension with a percentage of 19% while considering the welfare of other individuals with the smallest percentage of 15%. Based on the results of this analysis, it can be concluded that the relationship between the mother's role and the prosocial behaviour of children aged 5-6 years is in good category.

Based on the results of Spearman Rank correlation data analysis between the mother's role and the prosocial behaviour abilities of children aged 5-6 years, the Spearman Rank correlation value is in the interval 0.60-0.799, which is equal to 0.69 which means that the correlation value has a relationship. So, based on these data, the researchers concluded that the correlation value between the mother's role and the ability of early childhood prosocial behaviour has a relationship with a strong level of relationship.

After the calculation, the correlation value is obtained, and the level of relationship between the two variables is known. Based on the calculation of the significance test by looking for Z_{count} and Z_{table} values, Z_{count} is 4.340, and Z_{table} is 0.95. These calculations show that the value of Z_{count} is greater than Z_{table} , so the two variables have a significant relationship. Therefore, the conclusion shows that the role that mothers give to children will significantly impact the development of children's prosocial behaviour.

2. Discussion

The role is everything in carrying out an activity because of a person or group of people's position (Nufus et al., 2022). The word mother in the Qur'an is called "umm", which comes from the same word as *ummat*, which means an exemplary leader (Shihab, 1998). Mother is like the queen of the family (Syamsuddin, 2019). The role of the mother has an influence on children's cognitive development (Hanifah & Oviyanti, 2022; Novita, 2018), children's morale (Nauli et al., 2019) and the level of children's welfare and health (Giroux et al., 2019). This study also found a significant relationship between the mother's role in developing prosocial behaviour in young children. It indicates that the mother's role will be positively and negatively related to the development of prosocial behaviour in children aged 5-6 years (Greitemeyer, 2022). Research by Sarwono (2008) also states that the role of the mother is essential in the process of child growth and development, especially in the behaviour of early childhood to early adolescence.

Widayanti (2018) states that mothers have six roles in the family; educator, motivator, role model, friend, supervisor, and counsellor. If the role and treatment the mother gives are positive, the child's prosocial behaviour results will also be positive. Vice versa, if the role that the mother gives is negative, the prosocial behaviour that the child shows will also be harmful. In line with the descriptive statistical analysis, the researcher can explain that what makes the level of the mother's role relationship have a solid relationship with the child's prosocial behaviour is the dimension of the role as a role model. The role of the majority supervisor is in the excellent category related to the development of children's prosocial behaviour in the dimensions of cooperation and help. The results of cooperating and helping the majority are very good.

Sariati (2018) states that there are significant differences in the prosocial abilities of children who are often invited to tell stories and those who are not. Children who are often

invited to tell stories tend to behave socially well, but children who are rarely or never even invited to tell stories tend to be quiet and do not dare to start conversations or invite other people to play. It can be seen in the dimensions of the role of a friend, which is in the very good category with a relatively high percentage. Mothers who often invite children to tell stories or chat will relate to the behaviour of children who are happy to cooperate and like to help.

The role of the mother as a role model is in a very high category and has a good impact on children's prosocial behaviour, such as helping and cooperating. It is in line with the opinion expressed by Juwariyah (2010) that if the roles of both parents and the people around get used to action and education or good things, then when they grow up, the child will behave like that, and vice versa. Likewise, the dimension of the role of a supervisor is also in a very high category which plays a crucial role in children's prosocial development, such as sharing and donating behaviour.

The quality of the mother-child relationship is also indirectly related to the child's prosocial behaviour through the mother-teacher relationship (Ferreira et al., 2016). Therefore, mothers should also work closely with educators at early childhood institutions to improve children's prosocial behaviour. Mothers' role in children from an early age will be followed by good prosocial development. Conversely, if the roles that mothers give to children are not good and not optimal, then the child's prosocial behaviour tends to be low.

D. CONCLUSION

The mother's role at the IT Insan Taqwa Lampung Kindergarten was excellent in the dimensions of a role model and a supervisor. The role of the mother as an educator, motivator, friend, and counsellor is in a good category, and the child's prosocial behaviour is in a very good category in the dimensions of cooperation and help. The study's results are expected to explain to mothers that the child's behaviour depends on how the mother's role as educator, counsellor, motivator, role model and friend will influence children's social behaviour. The hope is that the development of children's prosocial behaviour in the future will develop appropriately according to their stage of development and age.

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