

The Practice of "5 S" in the Effort to Develop Early Childhood Prosocial Behavior

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ABSTRACT

The low prosocial problems of early childhood in the playing arena of public play facilities are the background of this research. The aim of this research is to develop a model in the prosocial development of children through the practice of "5 S" (smiles, greetings, courtesies, politeness) by parents or caregivers in the arena playing public facilities. This type of research is development research, with the subject of research on parents who were brought to play in the arena playing facilities at the complex Singgalang Padang. The type of data in this study is data about evaluating prosocial behavior of children so far in the arena playing public facilities and data about changes in prosocial behavior of children after doing the practice of "5S". The results showed: changes in the topic of prosocial children, where so far they do not want to share, do not want to work together and do not want to give, indifferent at meetings, cannot wait for their turn, now the opposite has happened . In connection with this it is expected for parents or to caregivers of young children who bring play to practice the "5 S".

Keywords: *5 S practice, Playground.*

1. INTRODUCTION

Prosocial behavior is an activity in dealing with other people, both with peers, parents and siblings. Since childhood, children are expected to have learned how to behave in a prosocial manner according to the expectations of those closest to them, namely mothers, fathers, siblings, and other family members. Children's social experiences at an early age are the starting point for children to develop a caring attitude towards others (prosocial). If his childhood experiences unpleasant experiences from his environment, then the child tends to behave anti-social. Likewise, if the child has pleasant experiences in dealing with their environment, then the child tends to behave prosocial.

Prosocial behavior is part of children's social development. The development of the child's prosocial behavior is strongly influenced by the process of treatment or parental guidance in introducing various aspects of social life, or the norms of social life or encouraging and giving examples to their children how to apply these norms in everyday life [1]. Early social experiences in the outside of the family are complementary to those in the family environment [2]. Furthermore, Hurlock also explained

that the social experiences of childhood children from their environment will influence children's social behavior after they grow up. If his childhood experiences less or unpleasant experiences from his environment, then the child tends to behave anti-social, and vice versa, if the child has pleasant experiences in dealing with their environment, then the child tends to behave prosocial. Given the importance of developing children's prosocial behavior from an early age, the research conducted by experts on this issue is quite a lot.

Among them is research conducted by Mustika Sari et al. 2018 on improving children's prosocial behavior through storytelling with dolls at TK Global Persada Mandiri, group A. The results that can be obtained in this research are: telling stories with puppets can improve children's social behavior in that kindergarten. Research conducted by Arniansyah et al. (2018) about Empathy Training and prosocial behavior for children aged 6-12 years at RPTRA Angrek Bintaro. From the results of this study, it was found that there were differences in prosocial behavior and children's empathy after training, where most of the children had shown changes in prosocial behavior from the previous one. Similar research was also carried out by Matondang (2016) about the

development of prosocial behavior of early childhood through grouping multiple ages in Bandung international kindergarten. The results obtained from this research are: there is an increase in prosocial behavior of early childhood by grouping age groups in the aspects of cooperative behavior, friendship, helping, sharing and caring.

From some of the research conducted by the experts above, it can be concluded that in general research is carried out in kindergarten and in general the research carried out places children in situational in relation to group interactions. The problems that have occurred so far in the playground of public facilities are based on the observations made that parents are busy with their respective children, without caring about other people's children. There are children who cry because they are not given the opportunity to play the toys in the playground by the other children. Even though the other children were accompanied by their parents. Each of the parents didn't seem to care, because they were busy listening to cellphones or chatting with other people.

To discuss this phenomenon, there are three theories that can be used, first Behavioristic, in which this flow states that the environment has a major influence on children's development. Children learn from their environment, the maturity of children is very much determined by the extent to which the environment shapes them. The second theory of "Obsevation Learning" proposed by Bandura, in which children learn through observation. Observation or observation of the environment around it is a process of child maturation. In order for children to be able to observe in real terms, it is necessary to create an environment that is conducive to the development of all aspects of development such as: physical, motoric, language, artistic, social and so on. The three theories of "Practical Life" used by Montessori.

In addition to providing opportunities for children to develop themselves, this activity can also introduce and direct children to the customs that apply in the surrounding community, including those that must be developed in the children's play area. Therefore, parents or caregivers should directly practice prosocial behavior such as the "5 S" (smile, greetings, greetings, courtesy and courtesy).

2. METHOD

This research is a development research, using the ADDIE Model Development Procedure approach. Limited trials were carried out on parents who brought their children to play in the public playground of the Singgalang Padang complex, as many as 15 people with "purposive" sampling. The collection of specific data for this purpose used a

qualitative approach, specifically observing 5S practice in the playground.

3. RESULTS AND DISCUSSION

3.1 Research result

This section will explain an overview of the changes that occur after the model trial is carried out, namely carrying out 5S practices (smile, greeting, greeting, courtesy and courtesy) by each parent when accompanying their child to play because of playing public facilities. The changes that are stated are around the real conditions that occur for prosocial behavior of children that researchers can observe in the public playground at the Singgalang Complex. Apart from observation, information is also provided by processing researchers through in-depth interviews with several parents and also through interviews with these early childhood caregivers, both at home and in the playground. The aspects of change that can be observed are as follows:

3.1.1. Want to Share

Based on the observations that the researcher made several times at the playground at the public play facilities in the Singgalang Padang complex. Researchers saw SY giving food that she had brought from home to SL, where so far the researchers saw that the two children never got along and liked to play together. SY gave SL a chocolate and was immediately greeted by thanks from sl. Such a view is very interesting because so far these two children do not want to play together, giving SY's something that is desired, as has been explained in the description of family education in children's prosocial development so far.

Then the researcher approached SY's parents, and chatted and summarized in the following interview excerpt; In summary, the point is, when the researcher asked SY's old man, now SY has changed a lot, which I have seen that he is always hostile, and doesn't want to share at all,

It's true that now SY is very familiar with SL, what she bought, she always remembered SL, lent her bicycle to SL and just woke up and already wanted to go to SL's house. Of course there are tips that the researcher asked. After parents are aware of and at the same time practiced on their children both at home and in the playground, they can eventually change. Similar information was also obtained from her grandmother SL, she told of her grandson's closeness to her neighbor's son, SY, SL, when SY played here, all her toys were taken out and asked to choose by SY. Even now SL bicycles are at SY Buk's house. Alhamdulillah, thanks to the education of SL's

grandmother, they were able to make friends. In addition to information from the two families, researchers also contacted and gathered information from Aqila's family. Aqila's mother: Alhamdulillah ma'am, these children are now starting to show a sense of wanting to be friends, want to make friends happy, even if they are seen playing, they also want to share in using limited play tools. For example, if they want to play the slide, other children look for other toys such as footpaths and crocodiles, even if they have a desire for the same toys as the slide, they queue and no one overtakes and forces. Based on observations and interviews as well as observing existing photo and video documents, as stated above, it can be concluded that the prosocial behavior of children in the playground has seen many changes.

3.1.1.1. Want to Share

From the information obtained from parents and caregivers and based on observations made by the researchers, the children have started to share, not only food but to use toys in the playground, playing public facilities, they already want to take turns. Sometimes they also want to share toys at home.

3.1.1.2. Cooperation

The collaboration that will be described in this study is a real condition that occurs in the size of children, not doing a job together, because this has not yet been drawn considering their age is still early (3-4 years). As for the focus of attention in this aspect of cooperation are: the extent to which children want to play together, the enthusiasm to play with their friends, and prioritize common interests over personal needs in accordance with generally.

Prosocial behavior in this aspect of cooperation has also been seen for children in the playground complex of Singgalang Padang. This can be seen from the observations that the researchers made several times in the play area and around the children's dwellings in the afternoon. When the researchers arrived in the afternoon, it was observed that the children were ready to go to play in the public playground, where they had already showered and were all beautiful, it seemed that they had gone in groups and called each other, especially those near the house. There was a child who was observed, did not want to leave before his friend whom he was waiting for had not finished packing, it seemed that he was still waiting. In addition, the desire to play in the playground has begun to appear. The results of the researcher interview with one of the parents of the child who also often plays games because of public play. The interview snippets are as follows: Researcher: Assalamualaikum Ma'am, it looks like Ana is also getting ready to go play, ok? Ana's

parents: Yes, now, it's not difficult to tell Ana to take a shower again, ma'am, especially when you hear a friend calling, she urges to hurry up and want to go play, she even chooses to go play instead of taking me out. Researcher: What do the mothers think encouraged them? Ana's parents: Yes, I am also amazed, how come there has been such a change, but I taught ana at first, you can't be naughty to friends, if you are naughty you don't love them. Maybe in my opinion, I feel comfortable, safe and enjoy his friends, and vice versa.

The quotation from the interview results shows that the child's prosocial behavior has started to develop well, it is assumed that parents have a concern in their children's prosocial development. This is proven by the children in the public playground playing cheerfully together, playing alternately, calling each other to play, and a spirit of togetherness has emerged. There is some other information which shows that these children prefer to play with their friends than others. Below will be presented the results of the researcher interview with one of SY's grandparents as follows:

Researcher, Assalamualaikum sir, you are waiting for your grandchildren Yes? Kakeh SY, ok, actually I want to take SY to go to supermarkets for monthly shopping, and I also love to bring my grandson when I go out. I see, her mother struggled to persuade her, but she was just a girl. I've been waiting for a long time, he prefers to play with his friends rather than ask me to go.

In another place on the same day in the afternoon the researcher also invited a middle-aged mother named Pet's mother, Arif's grandmother, who was also waiting for her grandson to play. This is a snippet of a short interview from the researcher. Assalamualaikum Bu Pet, where researchers have known this mother before. How are you? Pet's mother, you are waiting for your grandchildren too, said the next researcher. Mrs. Pet., Waalaikumssalam, good news ma'am, yes I am waiting for Arif, this Arif, madam, when he plays with his friends, his hard to back home. Now, when it is late afternoon, Arif immediately asks to take a shower, wants to play in the field (the term they use for these facilities).

Researchers tried to dig further, because this mother, she said, never missed bringing her grandchildren to play in this field. Do you think the children are starting to feel at home playing here?

Mrs. Pet: now there are many changes, no, the children are not naughty anymore, no one is messing with their friends and no one is fighting over games like what you have seen so far. Now all parents have stepped in to teach their respective children, if the child is a struggle, the parents have spread and

monitored them. But now it has shown a comfortable and fun atmosphere for children to play here. From the results of the interviews with some of the resource persons above and also based on participatory observations that the researchers conducted themselves, it can be concluded that cooperation and togetherness have begun to be well-established among early childhood in the public playground. In addition, the desire to play together has also grown and developed among children due to public play.

3.1.2. Want to Help

Helping means being willing to help others who are in trouble, offering assistance to others or doing something that can support the sustainability of other people's activities. In connection with prosocial behavior which involves wanting to help, it has been seen a lot from the observations made. This behavior can be seen from the desire of these children to help their friends who have fallen, helping to hold their friend's toys because they cannot hold something while playing the slide, delivering the shoes of friends who are left when they climb the footpath, waiting for friends to come home. Calling friends when going to the playing field in the afternoon. According to information from the grandmother of one of the children named Annisa, who told researchers about the current changes in Annisa. "Indeed, if I pay attention now, Annisa has changed a lot. So far, I don't want to share, don't want to give what she has to her friends, but now it has changed. Maybe because we family always get used to this at home and in the playing field we always practice 5S. Like what mother practiced, it seems that she is used to it, especially in the playground every afternoon the child = the child has shown the same behavior Even though sometimes there are children who do not want to give, don't care about friends, their parents always invite and direct them. his son.

The same thing was also obtained by the researcher from Mrs. Yet who also conveyed the changes that had occurred in her child, Mrs., and several other mothers. Among the mothers conveyed their caring behavior towards other people, they did not only do it in the playground, but at home they were used to it now. The desire to give something to their friends, such as distributing birthday cakes, giving money to beggars, and many of their actions that reflect their care for others.

Based on the results of observations that the researchers conducted and also added with interviews with several parents and caregivers of early childhood children, the tendency is that they have shown prosocial behavior, especially in the aspects of being willing to help, cooperate, support and want to share.

3.2 Discussion

The results showed that there was a change in the child's prosocial behavior, after the 5S practice (smile, greeting, greeting, courtesy and courtesy) by each parent who accompanied the child to play in the play facility. To understand this, there needs to be a separate discussion.

Prosocial behavior is defined as actions that come to help or aid individuals or groups of individuals which include aspects such as sharing, cooperation, helping. act honestly and charity. According to Sears in[5]. A person is said to have a prosocial behavior if the individual helps another individual without the motive of the helper.

The 5S practice carried out by parents in the public facilities playground has fostered mutual acquaintance, feelings of closeness and close friendship among the children and at the same time can generate a sense of empathy among them. In the end, the empathy that a child has will eventually be prosocial Eisenberg in (Dayakisni & Hudaniah, 2009). Furthermore, the feeling of four in children who finally see prosocial behavior can be influenced by the child's closest environment, namely family. Based on the results of a study conducted by Gottman from the University of Washington, it was found that parents who can foster empathy in themselves are they are actively involved in the child's life and condition. their children (Borba in Wulandari & Fitriana, 2006).

The same thing was also stated though Hartati and Nunung (2020), Weak parental supervision, lack of exemplary empathetic behavior, relatively little spiritual education and poor parenting, can hinder children from developing a sense of empathy and will ultimately hinder their progress.

From some of the opinions above, when it is related to changes in prosocial behavior (5S), playing can accelerate the feeling of empathy among children and in the end can accelerate the occurrence of prosocial behavior in children.

4. CONCLUSION

Prosocial behavior is defined as actions that come to help or aid individuals or groups of individuals. The 5S practice carried out by parents in the public facilities playground has fostered mutual acquaintance, feelings of closeness, and close friendship among the children. In the end, the empathy that a child has will eventually be prosocial. Weak parental supervision, lack of exemplary empathetic behavior, relatively little spiritual education, and poor parenting can hinder children from developing a sense of empathy and will ultimately hinder their progress.

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Practicing the 5 S (smile, greeting, greeting, courtesy and courtesy) by each parent with their children in the public playground can change children's behavior from anti-social to prosocial. Where children have started to want to share, help others, be patient, willing to cooperate and be supportive. In this regard, it is necessary to carry out 5S habituation by every parent if we want to be children who care about others (Prosoial). The recommendation given is that parents should always practice 5S in their daily life, both in the family home and in the playground, in order to create closeness between children and to local governments, it is necessary to make a pamphlet that describes the 5 S behavior in the child's play area.

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