Research Article

Analysis of the Relationship of Parenting Parenting Patterns and Teacher Example with The Prosocial Behavior of Students

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ABSTRACT

The prosocial behavior of students in Cluster 05, Semanding District, Tuban Regency is still low. It is characterized by a lack of concern for the environment and other people. From the concern about this phenomenon, the researcher wants to examine more deeply about students' prosocial behavior. Researchers are trying to find a relationship between the level of prosocial behavior possessed by students and the upbringing and example of the teacher. This research is quantitative with a field survey method conducted on class VI students throughout Cluster 05 by means of random sampling based on Yaunt's theory of 10% for a population of 101-1000.

Keywords: *Parenting, Exemplary, Prosocial*

Introduction

Humans as social creatures cannot live alone without the help of others because individual abilities are very limited. For this reason, humans need to have good social skills in order to interact well in society. People who can take positive roles will be more easily accepted in social interactions because their existence provides benefits to their social environment, in contrast to people who are passive and ignore their surroundings, let alone being destructive. As stated by Anisah that humans are both personal creatures and social creatures who cannot be separated from the social life environment which is full of values, rules and norms (Azhari & Fajri, 2022). These values, rules and norms are very necessary for humans to differentiate between good and bad, right and wrong, and what if done is sinful and what if not done is not sinful (Zivan & Horowitz-Kraus, 2020).

As individuals and groups, humans need to have positive behavior, one of which is prosocial behavior as opposed to anti-social behavior which tends to be destructive. Prosocial behavior is a helping behavior that provides benefits to other people but does not provide benefits to the person doing the helping action (Golinkoff, Hoff, Rowe, Tamis-LeMonda, & Hirsh-Pasek, 2019). Transactional helping behavior is not included in prosocial behavior. According to Baron & Byrne in Bashori children need to be familiarized with prosocial values from an early age. The urgency of parenting which can

foster prosocial behavior is increasing amidst situational factors that are difficult to control. With strong internal values brought from the family, it is hoped that children will be less dependent on external situations and more confident in their own internal standards of behavior (Zakiah, Supena, & Wulandari, 2022).

Parents are of course the most determining factor in the socialization process through their social power (gifts, coercion, legitimacy and expertise), their ability to teach their children the meaning of behavior and their status as models. Schools also play a vital role in the formation of prosocial behavior. In order to develop the personal abilities of each family member, education is the main factor. Tiro & Syukriani, stated, "The education in question can be both formal and informal. "Parents' educational background can also have an influence on children's attitudes and character, which will ultimately influence the child's good attitudes and character."

According to Ki Hajar Dewantara, education has 3 (three) important roles, namely: looking after itself (memayu hayuning sarira), looking after the nation (memayu hayuning nation), looking after the world (memayu hayuning Bawana). From this philosophy it can be explained that the first Education must be able to make people better. The second Education must be useful and make the life of the nation and country better. The third covers something broader. Education should provide benefits for world life and for human benefit.

The goals stated in Tri Rahayu, Ki Hajar Dewantara above can be achieved if humans have high social awareness, are sensitive to environmental needs and voluntarily carry out selfless helping actions (Sunaengsih, Anggarani, Amalia, Nurfatmala, & Naelin, 2019). The selfless action referred to is without expecting personal gain, either financial or non-financial. As we know, each individual's ability to pay for what other people give him is certainly very limited. For this reason, prosocial attitudes or behavior are important for everyone in society to have.

Prosocial behavior is an act of helping that has positive social consequences, and benefits others materially, physically or psychologically, creates peace and increases tolerance towards others, without having to provide a direct benefit from the action, and perhaps even involving a risk for others. the person who helped him. Prosocial behavior includes all forms of action taken or planned to help other people, regardless of the helper's motives. Prosocial behavior includes sharing, cooperation, donating, helping, honesty, generosity and considering the rights and welfare of others. The risks in question can be material or non-material (Kwon, Jeong, Ko, & Lee, 2022).

Prosocial behavior is very beneficial for social life as long as it is carried out in appropriate portions and does not exceed the limits of ability. However, the fact that prosocial behavior occurs in society still needs to be improved. We still often encounter actions that are not empathetic, for example traffic violations, destruction of public facilities and vandalism (Pudjastawa, 2021). Kau states that prosocial actions are intended to provide benefits to other people, but these actions can arise for several reasons. For example, an individual may help another person because he has a motive for personal gain (getting a gift), to be accepted by the other person, or because he really sympathizes with, or loves, someone.

Prosocial behavior needs to be had and developed from an early age because by behaving prosocially you will be able to socialize better in society. In their social environment, people will consider their existence important because it provides benefits to other people. For this reason, it is appropriate for elementary school children to be trained in good social relations, especially in prosocial behavior (Yolanda, Winarni, & Yulisetiani, 2022). According to Handayani (2016: 43) explains that like elementary school age children, children begin to develop social relationships within their circle of friends, especially with their peers at school. Good social relationships with peers are very necessary for children to be able to develop themselves, including to achieve social development and to fulfill their needs as social beings. Good social relationships with peers will be able to provide a sense of security, comfort, and acceptance by their peers so that children will not experience depression, low self-

esteem, or feel rejected by their peers (Wiyono, 2017).

Regarding the development of prosocial behavior in children, it should not be solely the responsibility of the school, but the family, in this case parents, also have an important role, even the first and foremost. "Family is the first and main social environment for a child's growth and development." Furthermore Handika & Fadhilaturrahmi, states that the family has an important role in forming a child's nature and character which will later influence the child's prosocial behavior. What is happening at this time is that there is a change in the social order that is occurring in the family environment, where parents are less aware that the family is the first and main place of education for the child's future and this will influence the child's prosocial behavior (Suratman, Arafat, & Eddy, 2020).

The statement above is in line with the meaning of the opinion expressed by Anisah that creating good and quality children is the responsibility of parents. Children are a trust given by God to parents who must be held accountable in the afterlife. Therefore, parents are obliged to care for, raise, care for, support and educate their children with full responsibility and love (Ghufron, Markub, & Tudy, 2023).

Anisah renting, and authoritative parenting. All three have a big influence on the formation of a child's personality. Parental parenting styles greatly determine the character, attitudes and behavior of children." It is clear that parents play a very vital role in efforts to shape children's personalities so that they conform to the norms that apply in society. According to Anisah he parenting style carried out by each parent will naturally shape a person's personality, resulting in psychological development in the individual to form a personality with character. Because character is not genetic like personality, but character needs to be cultivated, built and developed consciously through a process that is not instantaneous, so the concept of character building or character education emerged in an effort to perfect the parenting style carried out by each parent (Mwesiga & Okendo, 2018).

Meanwhile Husada emphasized the importance of the role of the family, especially parents, in the formation of prosocial behavior in children/adolescents, that the factors that influence the existence of prosocial problems in adolescents include the relationship between adolescents and their parents, because the main determining factor in the success of adolescents in behaving prosocially when interacting in a wider social environment (Lassoued, Alhendawi, & Bashitialshaaer, 2020). wide. The family, which is the primary group for adolescents, has an important role in the formation and direction of adolescent behavior. Considering that parents are an important factor in the personal formation of teenagers, the methods used to care for and guide teenagers depend on the attitude, personality and abilities of the teenager's parents (Sari & Usmeldi, 2019).

Parents have responsibilities and obligations towards children in their development process. Based on Law of the Republic of Indonesia Number 35 of 2014, Article 26, the obligations and responsibilities of parents towards children are: (1) caring for, maintaining, educating and protecting children; (b) develop children according to their abilities, talents and interests; (c) preventing marriages occurring at a child's age; (d) providing character education and instilling moral values in children (Ford, Lavigne, Fiegener, & Si, 2020).

No less important in instilling prosocial behavior in students is example from parties other than parents, namely teachers. Sutisna et al. said that teachers are always in the spotlight of their students, whatever the teacher does will have an impact on the development of a student's personality. So that teachers are responsible for student development in terms of affective, cognitive and psychomotor aspects so that good role models are an effective way to realize all of this and in implementing character education at school. There are several basic things that teachers as role models must pay attention to, namely; how does he speak, what are his habits at work, what is his attitude towards experiences and dealing with mistakes, what are his social relationships, what is his thought process, what is his behavior, health and lifestyle (Yoda, 2017).

Building the character of students by teachers means various efforts made by teachers in order to shape the character of students. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, evaluating students in early childhood education through formal education, basic education and secondary education as mandated in Article 1 paragraph (1) of Law no. 14 of 2012 concerning Teachers and Lecturers.

Based on the problems in this proposal, it was prepared considering the importance of prosocial behavior that children must have as individuals as social creatures. As a creature that cannot live without the help of others, good behavior is absolutely necessary. The spirit of helping and providing benefits to the group should not be lost on every individual. If all individuals have good prosocial behavior, benefits will be created in society because all actions and actions are based on sincerity and sincerity. A person who has prosocial behavior will tend to have high empathy, likes to help, and cooperates. Husada argues that children who behave prosocially tend to have the ability to manage their emotional life with intelligence (to manage our emotional life with intelligence); maintaining emotional harmony and its expression (the appropriateness of emotion and its expression) through the skills of self-awareness, self-control, self-motivation, empathy and social skills (Beijaard, 2019).

Considering the importance of prosocial behavior, researchers consider it necessary to conduct research regarding this and other related variables. Mudarisatus Solekhah et al., in their research found that: "prosocial behavior has a positive impact on social life. The positive impact of prosocial behavior is a sense of harmony, peace, loving each other, respecting each other." One of the variables related to the formation of prosocial behavior is parental parenting patterns. As previously mentioned, there are several types of parenting patterns, namely democratic parenting, authoritarian parenting, and permissive parenting. Researchers want to analyze the extent to which these types of parenting styles each have an important role (Voller, 2019).

The lack of concern and empathy that we often see in students encourages researchers to analyze the prosocial behavior of students, especially class 4 (four) of SDN Jadi III, Semanding subdistrict, Tuban Regency in terms of parenting patterns. The hope is that later we can find out which parenting styles are related to children's prosocial behavior. The research aims to determine the relationship between parenting styles and students' prosocial behavior so that the results can be recommended for parents in caring for their children (Shepard, Penuel, & Pellegrino, 2018).

Methods

This research is motivated by research gaps in previous studies. Research conducted by Triyani et al. linked the development of prosocial behavior to the Covid-19 pandemic situation. Sholekhah et al. focused their research on factors that influence empathy on prosocial behavior (Yolcu & Sari, 2018). Meanwhile, Auvisena et al focus on the influence and development of children's prosocial behavior. In the several studies above, there is nothing that links parenting patterns and example with prosocial behavior (Andriani, Kesumawati, & Kristiawan, 2018). In this research, researchers consider it important to conduct research on the relationship between parental parenting and teacher example with students' prosocial behavior.

Result and Discusion
Types of Parenting Patterns

According to Jeanne Ellis Ormrod in Hasanah there are several types of parenting patterns, namely: (1) Authoritative, authoritative parenting is full of love and support, expectations and high standards of behavior. Children receive explanations regarding the reasons why an action may or may not be carried out, enforce agreed rules consistently, involve children in every decision making, and provide opportunities and freedom to behave according to their age. (2) Authoritarian, applied in families that rarely display emotional warmth. Usually occurs in families with a low economic level. In contrast to an authoritative family, an authoritarian family enforces rules based on the child's needs, but the child must obey without asking

too many questions. An authoritarian type of parenting provides very little space for reciprocal dialogue between parents and children. (3) Permissive, permissive parenting has low involvement and concern for children. Parents tend to ignore the actions carried out by their children. (4) Indifferent, parents provide little or no emotional support to their children. Parents have low expectations or standards of behavior for their children, are less interested in their children's lives, and are busy with their own affairs (Aditama, Amelia, & Pravitasari, 2022).

Meanwhile, according to Hurlock in Suteja, there are three types of parenting styles for children, namely: (1) Authoritarian parenting style, all decisions are in the hands and shaped by the parents. Parents dominate and demand that children do what they want, and if they violate they will be punished. (2) Democratic parenting, parents instill democratic values, uphold openness, pay attention to children's opinions, and cooperate. Democratic parenting gives children freedom, but responsible freedom. (3) Permissive parenting style, parents give complete freedom to children, so that children become individuals who they like.

Meanwhile, Baumrind in Santosa & Marheni: groups parenting patterns into 3 (three) types, namely: (1) Authoritative parenting, where parents are open, respect autonomy and discipline. (2) Authoritarian parenting style, parents apply rules rigidly and tend to close the discussion space with their children. (3) Permissive parenting, parents who give their children unlimited freedom in behaving (Razak, Sarpan, & Ramlan, 2018).

Teacher's Example

An example is a teacher's behavior/attitude in the form of examples of good actions, which are expected to be role models for students and can influence the formation of students' character. Based on the definition above, it can be understood that teachers are the main actors in providing examples to their students at school. Wardani and Wahono, explain that role models in the character education process are very important. Because character education is not only the responsibility of educators at school, role models are not only from teachers but also

from parents and the community. Exemplary not only from those closest to you but also from a figure. So it is important for all parties from the family, school and community to be able to provide exemplary behavior to children as an effort to strengthen the child's character.

From the quote above, it is explained that character formation is not only the responsibility of schools or educators but also parents. However, the example of a figure who is a role model for students is very important. In school, the main figure who is a role model for students is the teacher. It is clear here that the influence of a teacher's example cannot simply be ruled out. A good example from a teacher is absolutely necessary for the formation of student character (Littenberg-Tobias & Reich, 2020).

Meanwhile, Dwi Yuni in Prasetyo said that exemplary prioritizes aspects of behavior in the form of real action rather than just talking and conveying lesson material without action. An important factor in educating lies in example, of course example which is multidimensional, namely example in various aspects of life. Exemplary is not just about providing an example of doing something, but also involves various things that can be emulated. These examples include good habits. There are three elements so that someone can be emulated or become a role model, namely readiness to be assessed, having competence, and having good moral integrity (Jeong, Franchett, Ramos de Oliveira, Rehmani, & Yousafzai, 2021).

Exemplary is a habit in daily form, behavior, personality and speech. Such as, speaking well, dressing well, and arriving on time. A teacher's example is a good example given by the teacher, be it attitude, behavior, speech, mentality, or anything related to character and morals that is worthy of being an example for students. According to Sutisna et al it is not easy to become a role model, but this is absolutely something a teacher must have. Teachers are always in the spotlight of their students, whatever the teacher does will have an impact on the development of a student's personality. So that teachers are responsible for student development in terms of affective, cognitive and psychomotor aspects so that good role models are an effective way to realize all of this and in

implementing character education at school. There are several basic things that teachers as role models must pay attention to, namely; how does he speak, what are his habits at work, what is his attitude towards experiences and dealing with mistakes, what are his social relationships, what is his thought process, what is his behavior, health and lifestyle (Yogman et al., 2018).

Student Prosocial Behavior

According to Eisenberg et al. in "prosocial behavior is the intention to benefit others. Most theories of prosocial behavior state that social behavior refers to a series of actions intended to benefit others such as helping, comforting, sharing, and cooperation. Thus, prosocial behavior is an action that makes other people feel happy. This is because other people feel helped both materially, physically and psychologically. Apart from that, it will also give a positive impression to the person who provides assistance. They will be considered as people who have social awareness and a high sense of empathy (Cabrera, Volling, & Barr, 2018).

Prosocial behavior is a helping action carried out by someone on a voluntary basis without expecting any benefit for themselves. Actions such as giving alms, helping elderly people to cross the highway, giving up their seats for older people when riding the bus and so on are prosocial behaviors. However, according to Eisenberg in Shadiqi , prosocial behavior is an act of helping, sharing, and other positive behavior carried out voluntarily with unknown or non-altruistic motives. So the actions taken still have certain motives that are different from altruism which comes from motivations that exist within oneself, for example a feeling of empathy for other parties (Ferjan Ramírez, Lytle, & Kuhl, 2020).

According to Bashori there are several behaviors that are included in prosocial behavior in everyday life, including helping, sharing, collaborating, donating and caring. The first is the act of helping. The act of helping makes other people feel happy because the burden they have can be reduced, while for the helper there will be a feeling of satisfaction in his heart, especially if the help is done with sincere and sincere feelings.

Problem Discussion

In this study, the researcher wants to know the relationship between variable X which consists of X 1 and Meanwhile, variable Y is students' prosocial behavior.

Table 1. The Correlation Test Between Democratic Parenting And Prosocial Behavior

Correlations

		Demokratis	Prososial
Demokratis	Pearson Correlation	1	.951**
	Sig. (2-tailed)		.000
	N	19	19
Prososial	Pearson Correlation	.951**	1
	Sig. (2-tailed)	.000	
	N	19	19

**. Correlation is significant at the 0.01 level (2-tailed).

In the correlation test between democratic parenting and prosocial behavior, a significance value of 0.000 was found, so democratic parenting has a correlation or relationship with prosocial behavior. Meanwhile, the Pearson correlation value is 0.951. Thus, democratic parenting has a close relationship with students' prosocial behavior.

Table 2. The Correlation Test Between Permissive Parenting and Prosocial

Correlations

		Permisif	Prososial
Permisif	Pearson Correlation	1	1.000**
	Sig. (2-tailed)		.000
	N	5	5
Prososial	Pearson Correlation	1.000**	1
	Sig. (2-tailed)	.000	
	N	5	5

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation test between permissive parenting and prosocial behavior found a significance value of 0.000, so permissive parenting has a correlation or relationship with pro-social behavior. Meanwhile, the Pearson correlation value is 1,000. Thus, permissive parenting has a close relationship with students' prosocial behavior.

Table 3. Correlation Test Results Between Authoritarian Parenting Styles and Prosocial Behavior

Correlations

		Otoriter	Prososial
Otoriter	Pearson Correlation	1	1.000**
	Sig. (2-tailed)		.000
	N	7	7
Prososial	Pearson Correlation	1.000**	1
	Sig. (2-tailed)	.000	
	N	7	7

**. Correlation is significant at the 0.01 level (2-tailed).

The results of the correlation test between authoritarian parenting and prosocial behavior found a significance value of 0.000, so democratic parenting has a correlation or relationship with prosocial behavior. Meanwhile, the Pearson correlation value is 1,000. Thus, authoritarian parenting has a close relationship with students' prosocial behavior.

Table 4. Test The Correlation Between Teacher Example and Prosocial Behavior

Correlations

		Keteladanan	Prososial
Keteladanan	Pearson Correlation	1	.604**
	Sig. (2-tailed)		.000
	N	40	40
Prososial	Pearson Correlation	.604**	1
	Sig. (2-tailed)	.000	
	N	40	40

**. Correlation is significant at the 0.01 level (2-tailed).

To Test The Correlation Between Teacher Example And Prosocial Behavior, A Significance Value Of 0.000 Was Found, So Democratic Parenting Has A Correlation Or Relationship With Prosocial Behavior (Madigan Et Al., 2019). Meanwhile, The Pearson Correlation Value Is 0.604. Thus, Teacher Example Is Closely Related To Student Prosocial Behavior. In The Sense That Good Example Will Have An Impact On Increasing Prosocial Behavior (Rowe, 2018).

Conclusion

It Can Be Concluded That Parenting Patterns And Teacher Example And Prosocial Behavior Have A Very Close Relationship. Both The Independent Variable And The Mediating Variable Or Intervening Variable Have An Influencing Relationship On The Dependent Variable. Parental Parenting Style (Independent Variable) Is Not The Only Factor That Influences Prosocial Behavior (Dependent Variable) But Teacher Example (Intermediary Variable) Also Has A Significant Relationship With Prosocial Behavior.

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