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Research Article

The Corelation Of Parental Attention To Prosocial Behavior In Group B Children In Paud Segugus Kembang Sepatu Kecamatan Muara Bangkahulu Bengkulu City

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Abstract:
The purpose of this study was to determine the relationship between parental attention to prosocial behavior of group B children at PAUD Segugus Kembang Sepatu Muara Bangkahulu Subdistrict, Bengkulu City. This research is a correlational research. The population used in this study was 142 children. The number of samples taken by random sampling cluster with a sample of 58 children and parents. The research data analysis was product moment correlation. The results showed parental attention from 4 sub-indicators (guidance and advice, supervision, giving rewards and punishments, and creating a conducive home) with an average value of 3.39 in the very high category and children's prosocial behavior from 4 sub (empathy, sharing, cooperation and care) with an average value of 3.23 in the high category. There is a significant relationship between parental attention and children's prosocial behavior. It is recommended that future researchers look for prosocial behavior factors with other factors including maturity, social status, education and mental capacity.
Keywords: Mindfulness, Parents, Prosocial Behavior

1. INTRODUCTION

Early childhood education is education that is held with the aim of shaping children's character and facilitating children's growth and development as a whole, at school children interact and socialize, to shape children's personalities, children must receive education according to their age, preschool children are children between the ages of 3-6 years, and usually have started attending preschool programs. Preschool age children begin to have playmates, almost all activities at preschool age need to involve the element of play. According to Khadijah & Zahriani (2021) play is a fun activity for children, and is useful for developing various potentials that they have as a whole, including aspects of social, emotional, and personality development, through play activities can optimize the rate of stimulus both from outside and inside, actualizing this potential in solving the problems they face in life.

When entering the school environment, the child's environment is getting wider awareness of the existence of other people around him, starting to make children adjust their emotions and behavior in order to get along with their peers. According to Uce (2017) early childhood experiences a golden age period, where children begin to be sensitive to receiving different stimuli. Added by Murni (2017) the development of socialization in children is marked by the increasing intensity of relationships with their peers, in this phase children are also not only happy to play but also talk more. Early childhood when entering social life, children are required to interact with others, because early childhood is a social being too.

In society or socializing, a sense of mutual love and respect for others is needed, including helping each other, this is included in prosocial behavior. According to Williams & Berthelsen (2017) prosocial behavior is an action that provides benefits to others, such as concern for others and willingness to help. As stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia number 137 of 2014 concerning National Standards for Early Childhood Education states that prosocial behavior includes the ability to play with peers, understand the feelings of others, respond, share, and respect the rights and opinions of others, be cooperative, tolerant and behave politely.

The development of prosocial behavior is very important for early childhood as a foundation for children in interacting with the wider environment (Jambon et al., 2019). According to Paulus (2018), prosocial behavior reflects the care and attention of one child to another. If the child's relationship is good,

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it will create a good environment for the child. The environment will affect the child's learning process both physical and social environments, the environment will affect the individual and vice versa, the individual can also affect the environment. In the current era of globalization, forming good character in children is very important, namely to avoid children from deviant actions, such as envy, not caring about others, not wanting to cooperate, taking other people's property, not wanting to share, spite, bullying and others.

This prosocial behavior is formed because there are several factors according to Malti & Dys (2018) factors in the formation of children's prosocial behavior, namely: maturity, socio-economic status, education, mental capacity and family, among these several factors, one of which is the family where the main key is the parents. Parents as the first educators must pay special attention to children. Children are also referred to as individuals who are still in a stage of development that requires special attention from both parents (Listiandari et al., 2020).

According to Drzal (2015) the family is the first and most important educational center, because since the emergence of human civilization until now the family has always influenced the growth of the character of each human being. Meanwhile, according to Rudi et al. (2022) parents are the most responsible for children's social emotional development. Parents may provide opportunities for children to make social contacts with peers and adults. Manz et al. (2018) added that parental involvement is very important for children's growth and development, because parents are the closest model to children.

Rachmad et al. (2023) argues that the sources of many problems in children lie outside the school environment because children spend most of their time at home not at school, so it is the parents who are in charge of caring for and educating children. Children grow and develop under the care of parents, through parents children adapt and recognize the surrounding environment. Hernández et al. (2019) the parenting given can be in physical or psychological treatment which is reflected in the words, attitudes, behavior, and actions given by parents are expected to choose the right and ideal parenting for children which aims to instill good character values for children.

Parents are the first teachers for their children. Children see, hear, and imitate what their parents do. According to Sugiarti et al. (2022) parenting is the habit of parents in educating, nurturing, and guiding children in the family consistently. Parenting patterns applied to children will affect the growth and development of children, including the formation of children's social behavior. Therefore, providing a positive parenting pattern will have a positive impact on children's prosocial behavior and vice versa. negative parenting patterns will also have a negative impact on children's prosocial behavior (Handika & Fadhilaturrahmi, 2021)·

However, not all early childhood children show behavior in accordance with the expectations of proper development. The reason the researcher took the research title prosocial behavior is not asocial because based on the researcher's initial interview with one of the teachers at PAUD Se-Gugus Kembang Sepatu that there are children who only want to play with their siblings, there are children who are not accustomed to helping friends, there is no awareness and initiative in helping friends but if reminded it will be carried out, there are children who only want to play with their siblings when their siblings are not there, the child cries and wants to go home, There are children who do not empathize with their friends, the teacher once asked the child's parents whether the child's behavior was the same as at school, it turned out that the child's behavior was the same as at school, the child tended to play alone did not want to socialize and the child lacked empathy, the child behaved like that could be due to his mentality formed by his environment, maybe his environment lacked socialization and interaction with his parents.

This shows the presence of asocial behavior in children, namely a lack of motivation to engage and interact with others, but in this study researchers took prosocial behavior in children because they wanted to see positive behavior in children, namely prosocial behavior, whether it has a relationship with parental attention, not the other way around, namely seeing negative behavior in children, namely asocial behavior, whether there is a relationship with parental attention.

Based on the above research, further research is needed with the research title "The Relationship of Parental Attention to Prosocial Behavior in Group B Children at PAUD Segugus Kembang Sepatu Muara Bangkahulu District Bengkulu City".

2. MATERIAL AND METHOD

The type of research used is correlational research. Correlational research is a research method to

determine whether there is a relationship between two or more variables.

Data Collection Procedure

a. Understand the problem by recognizing the variables that are correlated based on logical relationships and based on theoretical studies. The variables in question are the attention of group B parents at PAUD Segugus Kembang Sepatu Muara Bangkahulu Sub-district Bengkulu City (X) and children's prosocial behavior (Y).
b. Selection of respondents by determining the sample from the study population.
   The population in this study was 142, so the number of parents studied in accordance with the school that has been randomly selected, namely PAUD Islam Intan Insani and PAUD Langit Biru taken as a sample is 48 + 10 = 58. So the number of samples in the study at PAUD Segugus Kembang Sepatu Muara Bangkahulu District Bengkulu City amounted to 58 people.
c. Conducting interviews as a preliminary study conducted on December 11, 2022.
d. Determining the right data collection techniques, namely using questionnaires and observation guidelines.
e. Developing research instruments to measure the relationship between parental attention and prosocial behavior of group B children at PAUD Segugus Kembang Sepatu Muara Bangkahulu Subdistrict, Bengkulu City.
f. Instrument development, through validation and reliability tests by distributing questionnaires.
g. Collecting documents in the form of data collection of parents' names and names of group B children at PAUD Segugus Kembang Sepatu Muara Bangkahulu Sub-district, Bengkulu City.
h. Analyzing research data, and
i. Compiling research results.

3. RESULT AND DISCUSSION

3.1 Result

Table 1. Calculation results of correlation between parental attention and children's prosocial behavior

		X	Y
X	Pearson Correlation	1	.393
	Sig. (2-tailed)		.002
	N	58	58
Y	Person Correlation	.393	1
	Sig. (2-tailed)	.002	
	N	58	58

Based on Table 1, the calculation results obtained the correlation value (r_{count}) of calistung ability with readiness to enter elementary school is 0.306. With a significant level of 5% (n = 42), the r_{table} is 0.304. This shows that $r_{count} > r_{table}$ (0.306 > 0.304), it can be concluded that there is a correlation between the relationship between calistung skills and readiness to enter elementary school.

Based on Table 1, the calculation results obtained the correlation value (r_{count}) of parental attention with children's prosocial behavior of 0.393. With a significant level of 5% (n = 58), the r_{table} is 0.254. This shows that $r_{count} > r_{table}$ (0.306 > 0.304), it can be concluded that there is a correlation between the relationship between parental attention and children's prosocial behavior.

3.2 Discussion

With the existence of a relationship between parental attention and low prosocial behavior in research is because parents in the hibiscus segugus succeed in paying attention to their children according to Senzaki et al. (2016) there are 5 forms of parental attention, including:

a. Providing guidance and advice models behavior: Parents are the most significant models in a child's life. When parents show a high level of concern for prosocial behaviors, such as helping

others, sharing, or showing empathy, children tend to imitate and adopt these behaviors. Parents who give positive attention to prosocial behavior can provide a strong example for children to exhibit the same behavior.

b. Reward and support: reinforcement and appreciation: Parents who give positive attention to children's prosocial behavior, such as giving praise, rewards, or positive reinforcement, can increase children's motivation to exhibit prosocial behavior. Children will feel valued and feel that their prosocial behavior is recognized and appreciated by their parents, which in turn can reinforce and increase the prosocial behavior.

c. Supervision of the child (emotional support): When parents provide high levels of attention and emotional support to the child, it can help create a strong emotional bond between parent and child. Children who feel cared for and emotionally supported by their parents tend to feel safe, secure, and better able to develop social skills, including prosocial behavior.

d. Creating a conducive home environment (effective communication): parents who are highly attentive to their children also tend to have more effective communication with their children. Open and deep communication allows children to feel heard, understood and valued. Parents who are able to communicate values and expectations related to prosocial behavior clearly and positively can influence the development of children's prosocial behavior.

e. Fulfillment of learning facilities (supportive family environment): Parents who create a supportive and cooperative family environment are likely to facilitate the development of prosocial behavior in children. When children feel that they are accepted, valued and supported by their families, they are more likely to internalize values and norms that support prosocial behavior.

Overall, high parental attention to children, including positive attention to prosocial behavior, provides a strong foundation for the development and enhancement of prosocial behavior in early childhood. By paying attention and providing appropriate support, parents can help children build social skills and adopt prosocial behaviors that benefit themselves and the community around them.

According to Ikrima & Khoirunnisa (2021) prosocial behavior reflects the care and attention of one child to another. If the child's relationship is good, it will create a good environment for the child. The environment will affect the child's learning process both physical and social environments, the environment will affect the individual and vice versa, the individual can also affect the environment.

Given the importance of prosocial behavior for children, every place and atmosphere needs to be built optimally and positively. Parents are expected to help develop prosocial behavior in children and both realize that having children with high prosocial behavior attitudes will bring benefits to various parties.

4. CONCLUSION

Based on the results of the study, parental attention has an overall average value in the very high category. Overall in the very high category means that parental attention in PAUD Segugus Kembang Sepatu Muara Bangkahulu District Bengkulu City is very high parents guide and advise, supervise, provide rewards and punishments, and create a conducive home atmosphere that makes prosocial behavior in children also high.

AUTHOR INFORMATION

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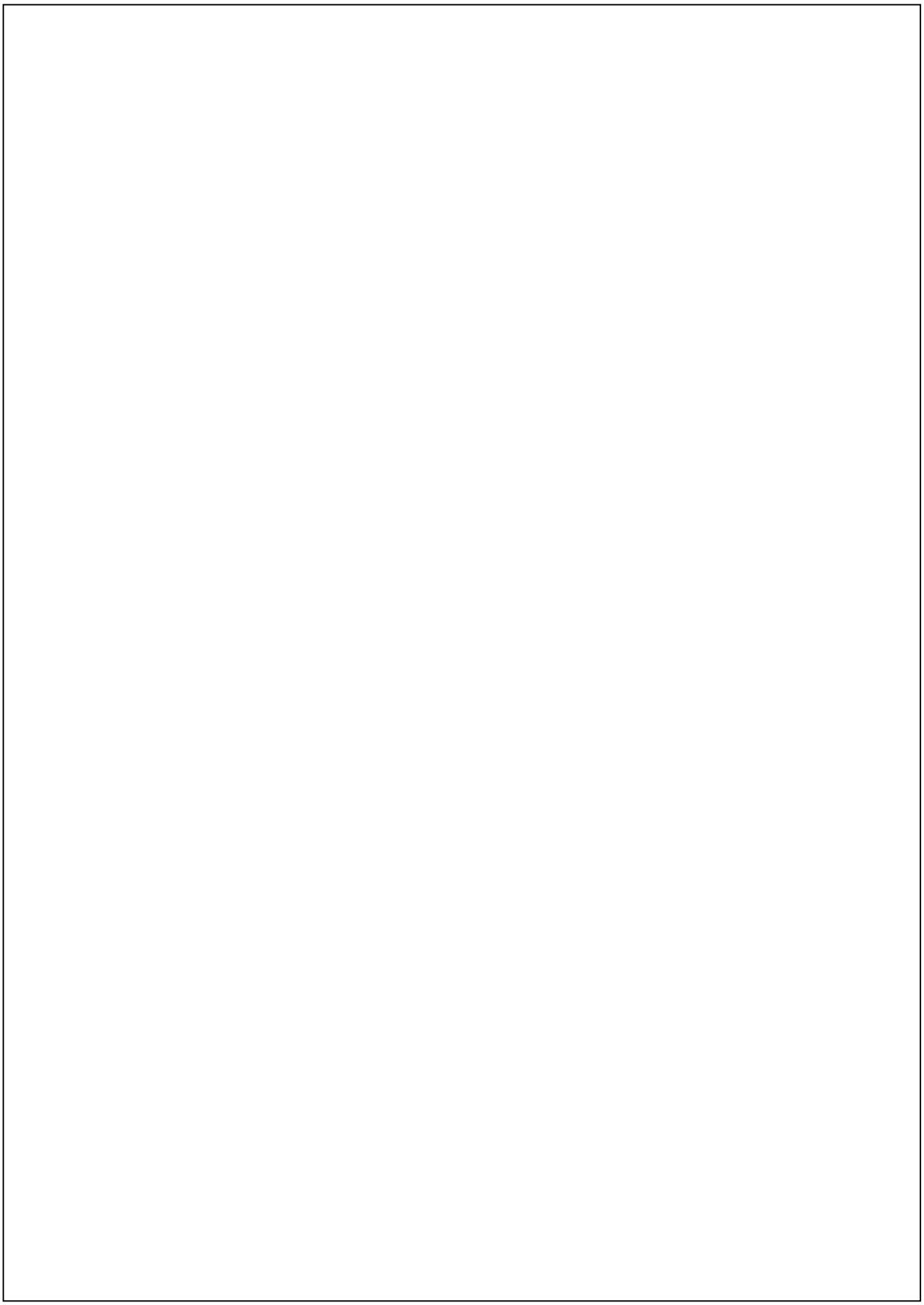
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