Improving Prosocial Ability in Early Age Children to Become A Personal who is Able to Adapt and Well Associalized

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Abstract

The purpose of writing this article is to provide tips to teachers and parents in developing prosocial behavior, so that later children can socialize well in every line of life so that it will help shape children's positive personalities in adulthood. This article was written using the literature review method using various sources of articles and reading books. Teaching prosocial behavior to children can be done in an informal or formal way. The formal way is usually obtained when the child is in school and the teacher will be the mentor. Meanwhile, informal methods can be obtained from anywhere, from home and where the children play. Some ways that parents can do to teach children how to socialize, namely by making parents as role models, allowing children to express themselves, an open family atmosphere, activities in groups within the family, playing with family members, and motivating children by arousing feelings self-confident. Some of the ways that teachers can do are by providing various learning methods that make children active in social interaction with other children, become role models, motivate children to socialize in school and stimulate social learning settings in the classroom.

Keywords: *Pro-social; Child; Development.*

Abstrak

Tujuan dari penulisan artikel ini adalah untuk memberikan tips kepada guru dan orang tua dalam mengembangkan perilaku prososial, agar nantinya anak dapat bersosialisasi dengan baik di setiap lini kehidupannya sehingga akan membantu membentuk kepribadian positif anak di masa dewasanya. Artikel ini ditulis menggunakan metode literatur reviu dengan menggunakan berbagai sumber artikel dan buku bacaan. Mengajarkan perilaku prososial pada anak dapat dilakukan dengan cara informal ataupun formal. Cara formal, biasanya diperoleh saat anak berada di sekolah dan guru yang akan menjadi pengarahnya. Sementara cara informal, dapat diperoleh dari mana saja, mulai dari rumah dan tempat anak bermain. Mengajarkan bersosialisasi sangat disarankan bagi orang tua dan guru di sekolah. Beberapa cara yang dapat dilakukan oleh orang tua untuk mengajarkan anak cara bersosialisasi yaitu dengan menjadikan orang tua sebagai role model, membiarkan anak berekspresi, suasana keluarga yang terbuka, beraktifitas dalam kelompok di dalam keluarga, bermain bersama anggota keluarga, dan memotivasi anak dengan cara membangkitkan rasa percaya dirinya. Beberapa cara yang dapat dilakukan guru adalah dengan memberikan berbagai metode pembelajaran yang membuat anak aktif dalam berinteraksi sosial dengan anak lain, menjadi role model, memotivasi anak untuk bersosialisasi di sekolah dan membuat stimulasi dalam seting belajar sosial di dalam kelas.

Kata Kunci: *Prososial; Anak; Perkembangan.*

INTRODUCTION

Early age is the most essential time for children to socialize, since at that age children are just starting to learn and have a fairly high curiosity about anything around them. In order to teach children to socialize, can be done both informal and formal way. For formal means, it is usually obtained when the child is in school. While the informal way, can be obtained from anywhere, starting from home, children's playground, and other possibly places (Khaironi, 2018).

The importance of socializing for children from an early age will shape the child's personality. This will certainly have implications for the social life of children when they grow up. Children are born into the world without being contaminated by any culture. Adults are those who shape the character and culture of children, including parents, siblings, teachers and others. The process of cultural transmission in the child's environment is called socialization. Children will learn various things, ranging from language, behavior, and others in accordance with cultural norms (Mayar, 2013).

As with all emotional quotient (EQ) skills, the socialization process begins with the integration of the personality. When a baby is only six weeks old, he will stare at his parents' face for a certain time, and then he will smile broadly. If you return his smile, his smile will be wider. When he is three months old, the baby can use his head and stare as a way to communicate with you. He communicates by expressions that express pleasure, calm, or fear. If he is not interested, he will look away. If you want you to stop doing something, he will lower his head. If the reaction he gets is excessive, his head will bend down and his body becomes limp (Sit, 2015).

However, babies are fairly differing in terms of their social reactions and also vary in their ability to respond, adapt, and tenacity. By itself, in turn we are also influenced by the behavior of babies, by giving more time and attention to those who are easier to socialize. This is especially true in day-care centres where more friendly babies will often be invited to play by adults. Babies with a lack of social temperament can certainly feel happy and successful like other babies, but this requires more patience and awareness from parents. As we will see, this applies to children of all ages (Rohmah, 2016).

Interest in other children also begins at young age. When they are still often put to sleep in a stroller, the baby will try to raise his head to see other babies who are passing by. When they see other baby's videos, they will stare silently and in awe, and if they can, they will crawl and touch the screen. Often adults do not realize how early social awareness and sensitivity to children's social situations arise and effect to their development. Zick Rubin, author of Children's Friendship, tells of the sensitivity of good and bad and the care for the feelings of friends shown by a four-year-old child when he is playing and chatting with a friend (Matondang, 2016).

It is only natural that much of the psychological literature focuses on children who have problems in social skills, either because of their inherent anger, or because of the lack of certain psychological conditions that affect learning of their social and academic aspects (Chairilsyah, 2016). About 50 percent of children referred to special education in schools are also identified as having poor social skills and tend to be rejected by peers. In many ways, social

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problems in children become more prominent than difficulties in school lessons themselves. Number of studies showed that rejection by friends in childhood is one of the factors that contribute to academic achievement, emotional problems, and an increased risk of juvenile delinquency. Fortunately, social skills, like other EQ skills, can be taught: by example, through special intervention, and by ensuring that important development milestones are attained in line with the child's age (Wulandari et.al, 2019).

Socializing early, will help children have the confidence to do something and be selective by learning from their experiences. The experience of socializing will be very important in the process of forming the child's personality (Nurmalitasari, 2015).

RESEARCH METHODS

A literature study that is recognized as a literature review is the information of the theories, findings, and other related research materials that are cited as a source for conducting a study in preparing the framework of the problem formulation or research questions. Good review literature should be relevant and updated. This is suitable to back up the topics discussed in the research (Sugiyono, 2015).

The understanding of literature according to some experts is reading material that can be used in some activities, both intellectually and recreationally. I Overall, literature originates from books and scientific journals, so authentic is employed as a source of reference. Literature is reading or basic material that can be used as a reference in writing scientific papers. It can be classified into primary literature and secondary literature, and tertiary, where the level of each analysis is different. Primary literature is the

original written work which contains a theory or an idea in various fields, such as research reports, patents, dissertations, seminar papers and others. Whereas secondary literature is literature that summarizes, or indexes primary literature, so it does not contain new literature. Tertiary literature contains instructions for obtaining secondary literature, such as directory bibliography (Sugiyono, 2015).

In this study, the researcher used primary and secondary sources on the topic of pro-social behavior and behavior problems in early childhood. The researcher seeks to render a comprehension of the importance of pro-social behavior that can have a positive effect on early childhood development Besides, researcher also try to utterance opinions and recommendation for educators and parents in educating children to behave pro-socially both at school and at home.

RESULTS AND DISCUSSION

Definition of child pro-social development

Social development is the process of learning to recognize norms and regulations in a certain community. Humans will always live in groups, so social development is absolutely essential for everyone to be able to learn and adapt (Rohayati, 2018).

Erik Erikson's theory discusses human development, known as psycho-social development theory. This psychosocial development theory is one of the best personality theories in the field of psychology. Like Sigmund Freud, Erikson believes that personality develops on several levels. One important element of Erikson's psychosocial level theory is the development of the ego equation. The ego equation is the conscious feeling that we develop through social interaction. According to Erikson,

ego development always changes based on experience and new information that we get in interacting with others. Erikson also believes that the ability to motivate attitudes and actions can foster positive development; this is the reason why Erikson's theory is referred to as a psychosocial development theory (Fadhillah, 2017).

Lev Vygotsky (1896-1934) argues that a child's cognitive and language development does not develop in an empty social situation. Vygotsky disagrees with Piaget's view that the child explores his own world and forms a picture of his own inner reality. Vygotsky emphasizes how mental development processes such as memory, attention, and reasoning involve learning using community findings such as language, mathematical systems, and memory tools (Han et.al, 2019).

Lewis says that social understanding is something that is achieved, produced, and determined in daily interactions between citizens and their governments. Keith Jacobs supports that social understanding is something that is built and happens in a community site (Agusniatih et.al, 2019). Paul Ernets argued that social understanding is social more than just the number of individuals individually because they are involved in various joint activities. Engin Fahri put forward social understanding as a core of how individuals relate, although there is still debate about the pattern of relationships between these individuals (Ibrahim et.al, 2020).

Pro-social Behavior

Pro-social behavior is behavior that reflects the care or attention of one child towards other children, for example, by helping, entertaining, or just smiling at another child. The current study found that caring behavior in response to other people's emotional changes is predicted by the quality of the relationship between teacher and child (Wulandari et.al, 2017). Observable behaviors that occur if the child has pro-social capacities are:

1. Empathy
   Empathy is the ability to feel as others feel. Someone who has empathy is able to understand other people's emotional responses to a situation and respond in the same way. From ages 2 to about 6 years, children begin to react more according to the distress of others around them.

2. Generosity
   Sincere sharing is a spontaneous act of generosity regarding toys or playgrounds. "Forcing children to share only makes the child feel that the adult is siding with the other child. Children who have difficulty sharing should be helped until they finally have had enough".

3. Collaboration
   Collaboration includes a variety of pro-social behaviors, including taking turns or alternating using toys, equipment, or coordinating actions to accept other children's ideas, and negotiating and co-operating in play. Rotating behavior is moving in a particular order, first one person and then the next or taking turns using toys and equipment with other children.

Psychosocial Characteristics of Early Childhood

Babies started to develop relationships with people around them from birth, but the process of learning to communicate, share and interact with others takes years to develop. Developing the

ability to control emotions and behavior is a long process. Children will continue to develop their social-emotional skills well in adolescence or even in young adulthood (Sinaga, 2018).

Small children respond to other people from the first day of birth, at 1 month of age, babies react to sounds and specifically pay attention to a person's face. Between the ages of 2 and 3 months develop social smiles, i.e. they begin to smile at people. In Bowlbly's ethological theory said that the emergence of social smiles marks the ability of children to recognize stimuli that are appropriate in accordance with the schema. The face of a stranger alerts the child and generates an attempt to assimilate, if assimilation occurs quickly and thus the frequency of smiles decreases (Mayangsari et.al, 2017). Until about 4 months of age babies are generally social to everyone. The reaction is the same for both known and unknown people. Over the next 6 months, babies begin to show a bond of intimacy with certain people in their environment. People who are familiar with babies are called target attachments. The first target usually, though not always, is the mother. A month or two after the first attachment arises, most babies show attachment to other people (multiple targets) such as their father, brother, grandfather, or grandmother (Chairilsyah, 2016).

The Process of Social Development in Children

According to Hurlock, social development means the acquisition of the ability to behave in accordance with social demands (Rahman et.al, 2020). To achieve this ability, people need to go through three processes, namely:

1. Learning to behave that can be accepted by the social environment. This is because every social environment has a standard of behavior for its members. Children need to know and adjust their behavior to these standards.
2. Play an acceptable social role. For example, the role as a child at home, as a student at school and as a playmate.
3. The development of social attitudes, namely a positive attitude towards the social environment and social activities will help children to socialize well.

Furthermore Hurlock (Fadillah, 2017) revealed there are 4 factors that influence the ability of socialization, among others:

1. There is an opportunity to socialize. The greater the opportunity, the child will be more trained in attitude and respond to social situations.
2. The ability to communicate with topics of interest to others.
3. There is motivation for socializing. Children can have high motivation to socialize if they get the satisfaction of relationships with others so that children tend to repeat and expand the relationship.
4. Effective learning methods are with the guidance of adults how to behave and choose good friends.

Achievements of Social Development in Early Childhood

The following are the achievements of social development in childhood:

1. Age of 0-3 Months
   a. Feeling comfortable with adults who are familiar with them.
   b. Giving a positive response when being touched, such as smiling.

c. Generally will be silent when being carried.
d. Able to listen to voices.
e. Smiling and happy when stimulated socially, for example when invited to speak.
f. Can be calmed by a swing (swung by an adult).

2. Age of 3-6 Months
   a. Able to respond when his name is mentioned.
   b. Able to smile and laugh loudly.
   c. Crying when angry, and looking for comfort (such as looking for comfort in the mother's arms)
   d. Tend to see and be near people who are familiar with them.
   e. Able to pay attention to the differences between two people based on the appearance, sound or taste felt by the baby.
   f. Smiling to him in the mirror.
   g. Feeling happy to see other babies.

3. Age of 6-9 Months
   a. Being able to distinguish between people who are known and strangers, they will feel comfortable with people who are known and feel anxious even cries around strangers.
   b. Able to express some emotions such as happy, sad, afraid and angry.
   c. Starting to understand when different emotions are displayed by other people (for example, babies display scowls when mothers talk in angry tones)
   d. Showing frustration when the toy is taken by.
   e. Able to respond to words and gestures

f. Able to entertain or feel comfortable by sucking the thumb, holding a special toy or blanket.
g. Can be angry when separated or separated from people or people who are familiar with them.

4. Age of 9-12 Months
   a. Feeling happy when looking at a parent's face, toys, or mirrors.
   b. Able to pay attention to simple commands like "No", or "Love to Mother".
   c. Able to understand the word but will not always obey it.
   d. Able to urns to the voice's origin when called by name.
   e. Able to imitate behavior, for example waving when leaving, pretending to call.
   f. Trying to imitate the voice or facial movements
   g. Saying words with repeat syllables like mama, dada
   h. Able to shout to get attention.
   i. Babbling.
   j. Smiling and crying to express their feelings.
   k. Able to show affection for special and important people in their lives
   l. Having confidence that their needs will be met, for example if they cry carrying or getting food.
   m. Expressing anxiety when separating from parents or primary caregivers.

5. Age of 1-2 Years
   a. Able to recognize himself in a mirror or photo and smile at it.
   b. Starting to say "no" when told to sleep or other requests.

c. Able to imitate the actions and words of adults.

d. Starting to understand words and commands, and respond to them.

e. Hugging and kissing parents, close people and pets.

f. Starting to show behavior wanting to help with homework assignments

g. Starting to feel jealous when he is not the center of attention

h. Showing frustration easily

i. Starting to play with or next to other children, but will not really share or play together until the age of 3-4 years (therefore at this age is a sensitive period for children to be taught sharing)

j. Able to play alone for a few minutes

k. Reacting to changes in daily routine, for example feeling uncomfortable in a new place

l. Able to share a piece of food

m. Developing various emotions and frustrations (starting tantrums, showing aggression by biting, hitting, etc.)

n. Start to show independence by preferring to do things yourself without help.

6. Age of 2-3 Years

a. As the development of thinking and language skills, children begin to recognize basic emotions, namely happy, sad, afraid, shocked, angry, and disgusted.

b. Giving a reaction of trust in adults.

c. Expressing feelings towards other children.

d. Starting to understand the rights of others (must be queued, waiting for their turn)

e. Begin to show the attitude of sharing, helping, and working together.

f. Playing cooperatively in groups.

g. Caring about other people.

h. Sharing true and false experiences with others.

i. Playing together based on certain rules.

7. Age of 3-4 Years

a. Can control his behavior.

b. Feeling funny when there are funny things or join laughing when adults laugh

c. Feeling of fear and anxiety begin to develop, and this lasts until the age of 5 years

d. The desire to lie starts to emerge, but the child is afraid to do it.

e. Age of 5-6 Years

f. The feeling of humour develops further

g. Able to learn what is right and wrong

h. Able to calm down

i. At the age of 6 years children become very assertive, often behave like a boss (boss), dominate the situation, but can receive advice.

j. Often quarrelled but quickly reconciled.

k. Able to show an angry attitude.

l. Has been able to distinguish between true and incorrect, and has been able to accept the rules of discipline.

Tips for Teaching Pro-social Children from Early Age

1. For parents

a. Become a Role Model

Children often imitate the behavior and attitudes of their parents. Therefore, every parent must be a good role model for their children. By seeing how their

parents greet, talk and get along with others, this will make it easier for children to socialize with their friends.

b. Allow the Child to Express

Give children the opportunity to mingle with their friends such as participating in art activities, sports, social activities or other activities that can encourage their talents. Children will really enjoy if they can show their talents and interests. One reason for the lack of confidence in children is because children do not have room for expression.

c. Play together

Playing is one way to bond with other children, and by playing children become freely in expressing their expression. Encourage children to play outside occasionally with their friends, or ask their cousins or close friends to stay at home when school holidays arrive.

d. Stimulate Children's Confidence

Parents are absolutely known their children personality, along with all the advantages and disadvantages. Therefore parents should help children to find their confidence by communicating personally.

e. Let the Child Explores

Parents should provide good parenting by giving many opportunities to children to explore everything they want to know. But of course a child must remain under surveillance when he is carrying out activities or exploration that can make him risky or dangerous for him.

f. Enrol Children to School When It's Time

When the child reaches the right time to attend school you should not delay it again to put it in school. With school you can hone your child's abilities and intelligence. Thus the child will learn to get to know a variety of people's characters and learn to adapt to the environment outside the home. Children play while honing their abilities through socializing with their peers.

g. Invite the Children to Visit.

When having children who are still in the stage of growth and development, parents should often make visits to neighbors, relatives or office friends. Encourage children to attend social gathering, circumcision, or invitation to neighbors or relatives. Thus the child will be familiar with various characteristics of people and will be able to learn from there.

h. Invite Peers to Come Home

It is okay for parents to invite school friends or peers to play home. Or invite them to the house when the child's birthday event, so that your child will you will be able to learn to interact with other people inside and outside the home.

i. Train Children to Have Eye Contact with Opponents

You as a parent are obliged to help the child to communicate with family using eye contact. When talking to them make sure to have eye contact with children who are full of tenderness and love. Ask your child to look him in the eye when communicating with him. With regular exercise the child will become accustomed to making eye contact with the speaker.

j. Open-family Atmosphere

Build an open-relationship between children and parents. One way is to get

your child to communicate about their various daily activities. Take the time to talk to your children at least twice a day, and let the child vent out. Things like this will make children dare to ask questions, ask for opinions, or just vent.

2. For teachers
   a. Find Active Friends
      In class room teachers often adjust the seating position of children. The quiet child sits among the talkative children. Or when playing side by side or in a group, a quiet child is combined with an active child in order to motivate a silent child.
   b. Frequently Invite Children to Talk Casually (Casual Chat)
      In between teaching time, the teacher must actively invite his students to talk. Talk about anything. Even if the child doesn't answer, keep trying. Ask about activities at home, about family, favorite foods and so on. If this method did not work, do it repetitiously. Try again and again. If you observe children start to want to smile when we talk, then that is the beginning of our success. This means that the child is getting comfortable. Stop talking before the child gets bored. Try to talk again next time, maybe on a different topic.
   c. Always Motivate
      "Waah it turns out you can yes ..", "may try again lhoo ..". This sentence is one way to motivate children who are quiet or passive in class activities to want to do or do the task given. Do this every time a child finishes doing a task. Either is easy though. Continue to motivate with positive words and sentences then ask

the child to try again and give praise after the child completes the task that we give.

   d. Give a Gift
      There is nothing wrong if we occasionally give gifts to children after successfully doing what we asked. The gifts we give don't have to be expensive gifts. A sentence of praise can also motivate children. Giving gifts should not be too frequent. Because if we always give a gift every time a child has finished something, it will also have an unfavourable impact on the child. Because children will only want to complete the task if they get a gift, and do not want to complete the task if there is no gift. We should not promise a gift to the child before the child completes the task. Give a gift after the child completes a task without promising beforehand.
   e. Encourage friends around him not to stay away
      Quiet students do not mean they are the type of students who close themselves to their peers. Sometimes it's the nature and character that make them like that. So therefore you as a teacher demand to friends around him not to stay away. Invite him to discuss, talk, and so forth. This activity is expected to make children become more open and willing to socialize with friends around them. Basically when a teacher meets students like this there must be extra effort so that students can actually change their passive behavior. And you as a teacher have an obligation to do the best for them. Never give up and keep on fighting.

CONCLUSION

From the discussion above it can be concluded that teaching children to socialize from an early age is highly recommended for parents and teachers because if children cannot socialize properly then the child will become a shy and isolated person. There are several ways for parents to teach children how to socialize early, namely by making parents as a role model, allowing children to express themselves, open-family atmosphere, doing activities in groups, playing together, arousing self-esteem. Teachers can also play a role in providing various learning methods that make children active in doing interaction with other children, can be a role model for children, always motivating children to socialize at school and create stimulation in social learning settings in the classroom.

After reading this article, hopefully the reader, especially parents and teachers might understand again how important the socialization of early childhood and know the role of parents and teachers in the development of child socialization. The goal is that early children can socialize well, so that it will have a good impact on their lives in the future.

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