

Moral cognitive-based project learning in the development of early childhood prosocial behavior

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ABSTRACT: Prosocial behavior refers to voluntary actions that are intended to help or benefit another individual or group of individual. Prosocial behavior aims to help increase the well-being of others because a person who performs prosocial acts contribute to the prospering and happy life of people or recipients of aid. Prosocial behavior includes sharing, cooperative, donating, helping, honesty, and generosity. Prosocial behavior can be developed from early childhood through a cognitive moral-based project learning process. Project learning provides opportunities for children to improve skills that have been mastered individually or in groups, fostering a child interest in what has been done in the project, manifesting creativity, working with others and responsible for the success of group goals and gaining a complete understanding of a concept. Project learning activities based on cognitive morals encourage children to understand moral dilemmas so that children can build a cognitive understanding of a prosocial behavior. The steps taken in cognitive moral-based project learning are: 1) start with the essential question, 2) design a plan for the project, 3) create a schedule, 4) assess the outcome, and 5) evaluate the experience.

1 INTRODUCTION

The development of prosocial behavior in childhood is a major developmental task for successful interaction. Children with a prosocial reputation tend to be high in behavior, handling, appropriate attentional regulation, and low levels of negative emotionality (Eisenberg et al., 1996). Interference in the development of prosocial skills greatly reduces the protective factors that have been found to be an integral part of successful adaptation and resilience (Masten & Coatsworth 1998).

Prosocial behavior or what we might call a helping behavior is any form of action with the aim of helping others without being planned. Staub (1978) explains that prosocial behavior consists of various forms of action that are done without a stranger or a specific purpose, entirely based on his own desires. Prosocial behavior refers to voluntary

actions that are specifically aimed at the benefit or improvement of the welfare individuals or other group of individuals. Baron & Byrne (2005) explains that prosocial behavior is any action that benefits other people, but does not benefit directly to the person performing the action, and even carries a risk to the person who helps. This behavior can have a positive impact on the development of children if cultivated early. Children will have the nature of a helper, considerate, care about others, do not like to hurt others, that are very good for children's growth and development.

Eisenberg & Mussen (1989) explains that prosocial behavior consists of various actions, such as sharing, cooperative, donating, helping, honesty, generosity, and considering the rights and prosperity of others. Knafo-Noam (2016) states that prosocial behaviors include helping, sharing,

entertaining, entertain, cooperate, and protect a person from potential harm. But, most of early child prosocial behavior are predominantly helping and sharing during interaction with friends, rather than altruistic or highly-self sacrificing (Eisenberg et al, 1992).

The implementation of the prosocial behavior will be difficult if not planted at the early stage because the main foundation of the planting of moral values will be more robust if done and familiarized early on. If the social behavior is not cultivated since childhood it is feared will be embedded negativism behavior, aggression, disagreement or quarrel, competition, selfish and still many other anti-social behaviors.

Therefore, we can conclude that prosocial behavior is not instilled since childhood, it is feared will be the initial form of misbehavior and violence that occurred in adolescence that turned into anti-social behavior. In addition, the impact is worse for children who are anti-social, including feeling great, do not have social care, act casually and much more. Based on the data obtained by the Indonesian Child Protection Commission that stated, that in Indonesia since 2017 there were more than 8,200 child cases against the Law, including cases of sexual harassment, bullying, logging, fighting students and many other cases involving children. (Source: Tempo.com, July 22, 2017).

The main thing we can do as educators and parents is how to instill prosocial behavior towards children from an early age. One way that teachers/educators can do in school especially in kindergarten is to choose a suitable learning approach with the main purpose is to improve all aspects of child development. One of the lessons that can develop all aspects of child development is through cognitive moral based project learning. Project-based learning is one of the learning activities that can be selected to develop the principle of playing while learning and making the child a center in learning in early childhood education. Dockett (2002) stated similarly that one program that can be done to develop a child-centered and play strategy is by project approach. In project learning activities, children are directly involved in choosing themes and topics of interest that interest and curiosity. Katz & Chard (1989) revealed that in the selection of learning topics can be done individually or in groups, other than that the child demanded to cooperate well, please help and high discipline. Therefore a good project

learning in developing all child development is a moral cognitive-based project learning. This is because the learning process based on cognitive and moral is an important aspect of learning activities for children. Lience (2016) explains that one of the developments to be developed in children is that cognitive development occurs internally within the nerve center when the child is thinking. In addition, a very important aspect of development is moral development. Therefore, cognitive and moral development is a developmental aspect that can develop a prosocial attitude in children, the more often we think, the entire nerve cells will work optimally, and vice versa, so all the actions that will be done by the child will be considered good. In other words, this cognitive moral-based project will instill social behavior in children, Dewey (1972) states that the project approach is a learning-doing activity. Therefore the project approach improves social competence. Social competence that is formed through the project approach is the ability of children to cooperate, respect each other, share, communicate, obey the rules or steps of activities in an orderly manner, and to adapt with his fellow group

2 PROSOCIAL BEHAVIOR

2.1. Definition of Prosocial Behavior

Prosocial? Maybe for some people still feel foreign, this social behavior is one of the behavior that must be owned by each individual. Children who have social behavior will grow and develop into a good person.

Some of the most frequent and frequently discussed cases related to anti-social behavior are those pertaining to violations of existing rules and norms. Cases that are prevalent in the community with regard to this include, the persecution of elementary children by their own friends (Suara Merdeka, November 11, 2016, p.22), bullying leads to death in elementary school children (Suara Merdeka, December 16, 2016, p.24), elementary student killed in a fight with his friend (Suara Merdeka, 28 July 2017, p.25), and many others. It can be concluded that the lack of social behavior among the society, and did not rule out the behavior emerged based on past experience of the individual concerned in the previous period of development is

the period of children, so it can be concluded that the behavior is one indication of the existence of children have no behavior Social so that the emergence is anti-social behavior. Pro social and anti-social behaviors of an embedded child will affect the child's personality after adulthood. A fun experience can encourage children to be social, but an unpleasant experience will encourage children to be non-social or even anti-social. (Hurlock 1978). Therefore prevention will be effective if done early, and in this case start since the beginning of the formation of a person's personality since the children. Prosocial behavior can be said as a state or a sense in which want to help others without strings attached. Prosocial behavior also can be said as any form of action that without the desire to get the rewards are all because the sincere Rusthon (in Fathurohman 2016) explains that prosocial behavior is unselfish or selfless action until the act of helping others. In addition, Baron & Byrne (2005) revealed that prosocial behavior can be defined as behavior that has positive consequences for others and gives a good impact for the development of children. Furthermore Faturochman (2006) also states prosocial behavior as a behavior that has positive consequences on others. Based on the above it can be concluded that prosocial behavior is one of the behaviors that help others without strings attached. Therefore, the childhood or early age is the child's social life must be planted into each child so that the child will be able to develop their own prosocial behavior either in the home environment, around the house, school and other public places.

2.2 Prosocial Behavior Indicators

Prosocial behavior is an important behavior of children, and according to Staub (1978) there are three indicators of prosocial behavior, such as prosocial behavior ends in itself and does not demand a profit on the part of the perpetrator, prosocial behavior was born voluntarily, and prosocial behavior produces goodness. Related to these three indicators, Latane & Darley (in Baron & Byrne 2005) explains that the social behavior of children is shown through several stages:

a) Recognizing an emergency, or a stage of attention. Feels uncomfortable, good and dangerous so it can bring prosocial behavior to emerge and develop, therefore activity

habituation is able to develop behavior pro child child.

- b) Interpreting the situation as an emergency. The second stage in which the child is able to interpret that this activity or circumstance can be dangerous requires help, it is likely to be interpreted as a needy victim.
- c) Assume that it is his responsibility to help. At this stage the child is able to make the assumption that the other person or the person around him needs his help, then the prosocial behavior will be done only if the person takes responsibility to help.
- d) Knowing what to do. The next stage is where the child knows what he should do to help the person he thinks needs his help.
- e) Make a decision to help. The next step is where the child must decide to help others who need his help, so the child feels that it is his responsibility to provide help to others.
- f) Factors affecting prosocial behavior. In developing social behavior there is a child from an early age, we as an educator and parents need to pay attention to several factors that may affect them is the approach/ method of learning by teachers and parents and environmental situations that affect many at least opportunities for children to develop prosocial behavior. Dayakisni and Hudaniah (2003) also explain that there are 2 other factors that support the emergence of prosocial behavior, the first factor is a situational factor, which consists of the presence of others, sacrifices to be spent, experience and mood, stimulus clarity, existing social norms in that environment. The second factor is the personal factor, where the personality characteristics of a person can indicate the possibility of the emergence of prosocial behavior. This personal factor can affect prosocial behavior such as self-gain, mood, guilt, self-distress and empathic feelings. In line with this, Staub (1978) explains that factors that influence children prosocial behavior include self-gain, in which one's expectation to gain or avoid loss of something, for example, wants to gain recognition, praise or fear of being ostracized. Both Personal values and norms, where the values and social norms are internalized by the individual during socialization and some of these values and norms are related to prosocial actions, such as the obligation to uphold truth and justice and the existence of mutual norms. And the third empathy or ability someone to share feelings or experiences of others.

3 LEARNING BASED ON MORAL COGNITIVE PROJECT

3.1 Understanding of Moral Cognitive-Based Project Learning

The project approach is one of the learning approaches that can be done in the right kindergarten, because in the project approach the teacher can develop the principle of playing while learning and making the child a center in learning. This is because in project-based learning, children are involved in selecting learning topics that attract attention and want to know more deeply can be done individually or in groups. This is in accordance with the statement of Dockett (2002) which is one of the programs that can be done to develop play strategy and child-centered that is with project approach.

In addition, the teacher project's approach to focusing children as a subject of learning, giving children opportunities to learn and understand, analyze, devise and seek solutions both individually and in groups.

In addition, according to Katz & Chard (1989) the project-based approach has the goal of acquiring knowledge and skills, increasing social competence, developing disposition or character, and developing feelings. In addition through a project approach the child is able to acquire knowledge and skills through his own experience. This is fit with Piaget's constructivist theory which views children as active learners and thinkers (Jamaris 2010).

Children build their knowledge through various activities in order to understand the relationship of objects and ideas contained in the object itself so that children can understand its meaning. This goal develops the cognitive abilities of children maximally, in addition to the implementation of learning activities project approach is able to develop moral ability, because in addition to children are taught to think children are taught to cooperate with each other, mutual help, caring and responsible mutual respect, sharing, communicating, complying the rules or steps of action in an orderly manner, and to adapt to his or her peers. The activity is based on cognitive-moral education.

Furthermore, Lience (2016) also explained that moral cognitive education is one approach based on the belief that every child should be able to learn things that are related to justice, honesty and so on so that their characters will develop maximum development.

In the implementation of moral-based learning activities, Haryati (2007) explains that in providing materials related to the meaning of social life that is full of religious, cultural, ethnic, racial or ethnic diversity, social and other status, teachers and parents must be very careful and Do not let the child become confused, so it can be done through examples / examples of good people around him this is because the child has a very good imitative properties, and have a high curiosity. In addition, the children's moral cognitive-based learning can be done through a habit of continuous habituation at home or school, for example getting used to saying "thank you" if given something or in the help of others, "please: if we need help from others, "Sorry" if we make mistakes, help parents at home or friends who have difficulties, share and respect, and many more habits that can be in the early days.

Therefore, the learning approach that is able to develop cognitive development as well as the development of the child's moral/ moral is the approach of cognitive-based moral project.

3.2 Cognitive Moral-Based Project Learning Steps

In carrying out activities or learning activities that use the project approach, teachers can do some learning steps such as: (Katz & Chard 1989).

3.2.1 Selecting a Topic

The first step that can be done in the learning activities that use the project approach is to choose the topic. Topics should be something concrete and close to the child's environment. According to Katz & Chard (1989) the topic in the project approach must be concrete, close to the child's personal experience, interesting, important to the children, solid in terms of potential emotionally and intellectually so that the child gained rich experience and can be done in the long run. Teachers and children can discuss topics and reach agreement.

3.2.2 Exploration

The second stage to do is to explore. Children are stimulated to express questions, comments and ideas relating to the chosen topic. Teachers with children record the results of child exploration in the form of ideas, questions and comments that have been submitted from the discussion.

3.2.3 Organizing

The third stage is organizing. This stage is the stage of children's ideas and questions developed into learning activities for further exploration. The ideas are then documented through images, construction, photographs, writing and video cassettes. At this stage reflection and repetition takes place, children are guided to gain a deeper experience of the chosen topic.

3.2.4 Discussion or representation.

The fourth stage is the stage in which children share, find solutions, answers and share the child's feelings about the process of the activities experienced when searching for information on the topic being selected. The results of these observations are then compared and contrasted with earlier ideas previously noted.

3.2.5 Summary of experience

The fifth or final stage of the project approach is a summary of experience, at this stage representing the culmination of a whole series of children's experiences in exploring the topic of discussion. The teacher evaluates the children, considering what the child is learning and what will be achieved.

5 CONCLUSIONS

Growing prosocial behavior in early childhood is one of the developments that must be done by teachers/assistants at school and parents at home. Prosocial abilities include the ability of children to help others selflessly and emphasize yourself, the ability of children to be able to predict the events that need help. Prosocial behavior in children able

to form a good personality for later adult children. One approach to schooling that can be done is a cognitive-based project approach. This is because the project approach is one approach that is able to develop the entire development of children, in addition to the project approach is very suitable with children because this activity is packed in the playground activities while learning. With the growth of prosocial behavior in children from an early age is expected to reduce the social problems that occur rampantly.

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