

The Effect of Making People's Puppets from Cassava Leaves on Prosocial Behavior in Students 5-6 Elementary Schools in Surakarta

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Abstract

This research was conducted to determine whether there is an influence of making puppets from cassava leaves on prosocial behavior in elementary school students. The method used in this research is Pre-Post One Group Design. The independent variable in this study is the making of puppets from cassava leaves, while the dependent variable of this research is prosocial. The subjects of this study were 207 people who were fifth and sixth-grade elementary school students in 8 elementary schools in Surakarta. The research flow used was the subject was given a pre-test using a scale for ± 10 minutes. The next step was treatment in the form of puppet making from cassava leaves in the experimental group for ± 30 minutes. During the treatment, the researcher made observations concerning the checklist observation sheet. The last plot is the post-test using the same scale as the pre-test but the item number is random. The results of this study statistically show the influence of making puppets from cassava leaves in increasing student prosocial. This is following the results of a descriptive analysis that shows the making of puppets from cassava leaves can improve the prosocial level of elementary school students who are in the low category by 14%, quite as much as 39%, and high by 47%.

Keywords: Prosocial, Puppet Making, Cassava Leaves, Elementary School, Students

INTRODUCTION SECTION

In general, humans are social creatures who instinctively need other people and cannot live their lives individually. This does not only occur in adults but also occurs in children. According to Piaget, children in the age range of 7-11 years have entered a stage of concrete operational development in which children can think logically and can classify objects that exist in the surrounding environment and the situation at hand (Khairani, 2014). With this condition of thinking ability, when a child faces an unusual condition, the child has been able to respond to the situation, especially regarding cognitive and affective, how a child communicates in the surrounding environment, how a child can solve the problem being faced at his age and a sense of empathy that has been planted from an early age so that behaviors to help one another appear such as caring for others voluntarily who are in a state of distress or disadvantage. This behavior is known as prosocial behavior. The year a child enters elementary school is included in one of the important periods because it functions as a way to develop prosocial behavior in children so that there is a need for learning about the development of prosocial behavior among elementary school-age children (Chen, Tiar & Hueber, 2019). School programs that focus on social and emotional learning have been seen to be able to improve academic outcomes in the school environment in this case by following rules and prosocial behavior (Durlak in Jutengren & Medin, 2018). Based on the research of Moriguchi et al, 2019 shows that prosocial behavior at the age of primary school requires regulation. Children who have cooperative prosocial behavior, like to help and attention to others generally enjoy a higher level of accepting towards peers (Karjalainen & Jarvinen in Wang, Deng & Chen, 2019). Even this spontaneous prosocial behavior can make children receive positive feedback and receive higher peers, this increases their prosociality (Kornbluh in Wang, Deng & Chen, 2019).

Prosocial behavior leads to behavior that voluntarily benefits others so that it plays an important role in the social development of childhood (Eisenberg in Chen, Tiar & Hueber, 2019). Understanding of prosocial behavior itself is an action taken by someone to help others without expecting rewards for themselves (Baron & Byrne, in Umayah, Aiyanto, and Yustisia, 2017). According to Anggraini (2016), prosocial behavior is a form of behavior that arises in the social environment, actions that will be planned by helping others, working together, being honest, and sharing fellow friends. So it can be concluded that prosocial behavior is a form of behavior that arises in the social development of childhood which is done to help others without expecting anything in return.

The first aspect of prosocial according to Mussen (in Anggraini, 2016) is sharing by providing opportunities and attention to others in conveying their desires such as sharing snacks with fellow friends (Sears, Paul, Fredman in Anggarini, 2016). The second is cooperation (cooperating), which is willing to do activities together with others by discussing and accepting other people's opinions for common goals. The third is helping, which is to take action to alleviate the burden on others and will get satisfaction (Sears, Paul, Fredman in Anggarini, 2016). The fourth is honesty (honesty) by not committing fraud, acting sincerely and sincerely by instilling the value of caring.

The first factor of pro socialism according to Anggraini (2016) is the characteristic of the situation consisting of the presence of other people, the nature of the environment, and the time pressure received. The two helper characteristics consist of personality, mood, guilt, stress, and empathy. The third is the characteristics that need help. Meanwhile, according to Desmita (in Immawati and Nurbiyati, 2017), some socialization agent factors influence the development of prosocial behavior. The first is parents, which influences the results of child socialization, parents use reinforcement, modeling, and induction techniques in teaching children. Second is the teacher. Second is the teacher by facilitating helping behavior in children. Third, the peers who are the sources of information acquisition through reinforcement, modeling, and direction. Fourth, television is a social agent in learning the right behavior in certain situations. Based on the description above it can be concluded that the factors of prosocial are social and environmental situations, moods, help, parents, peers, teachers, and television.

Traditional games are activities carried out by children to get pleasure (Himawan and Wahab, 2018). Traditional games are entertaining activities using simple tools and some even do not use tools that have been passed down from generation to generation and are beneficial in developing physical, emotional, and cognitive abilities of children. Traditional games are the result of a culture that has great value for children to fantasize, play, an exercise which is a means of children in skills, politeness, and dexterity in social life (Dharmamulja in Widodo and Lumintuarso, 2017). So it can be concluded that traditional games are activities that use simple tools for pleasure that are beneficial to the physical, emotional, and cognitive development of children in society.

Making puppets from cassava leaves is a traditional game where this game has the first aspect is the motoric aspect in developing imagination, creativity, problem-solving, strategy, anticipatory, and contextual understanding. Second is the cognitive aspect of developing imagination, creativity, problem-solving, strategy, anticipatory, and contextual understanding. The third is the emotional aspect of developing emotional catharsis, honing empathy, and self-control. Fourth is the aspect of language in developing an understanding of value concepts. The fifth is the social aspect in developing relationships, cooperation, and training social maturity with peers, as well as laying the foundation for training social skills in practicing roles with older people/communities. The sixth is the spiritual aspect of realizing a connection with something great (transcendental). Seventh, namely the ecological aspects of the wise use of natural elements around. Eighth is the aspect

of moral values in living the moral values passed down from the previous generation to the next generation (Misbach in Widodo and Lumintuarso, 2017).

Based on what was reported from *antaranews.com*, there were differences in the students of SD Muhammadiyah PK, Kota Barat Surakarta, raising funds for victims of natural disasters that occurred in several regions in Indonesia. According to the Deputy Head of Student Affairs Muhammad Arifin, fundraising is a form of instilling the value of concern and is not directly on renewal but is also directly practiced (Marwoto, 2019). However, it is undeniable that these lineal age children have changed before the children first, this change has been one of them has reduced the activities of children who use games that require skills, these days children who have been provided with gadgets by their parents so children are less socially desirable with their peers in the school environment the reason is children should not be allowed to carry gadgets. As reported by *merdeka.com* that there are 10 children in Banyumas 7 out of 10 children are elementary school (middle school) and junior high school (junior high school) related to mental disorders, one of which is assistance to play or help with peers to be added. They then prefer to stay in a room or go to a computer rental to play online games (Aziz, 2018). Connecting with social children with their peers because of education From this problem the researchers sought to see the prosocial children found in the child's play life while at school with fellow participants. In interactions with friends who appear, interactions with friends who make the compilation fall while playing, participate in cleaning up the compilation toys after playing, etc.

Based on the existing phenomena, this study aims to see whether there is an influence in the interactions that occur in the making of puppets, whether these children bring up prosocial behavior in the form of helping their friends when making these puppets. In previous research conducted by Zahro (2018) which stated that it could be conveyed that the storytelling finger doll technique was carried out in several stages, namely identifying characters, determining the setting of the story, interpreting the story and the values contained reflection and observation. This is what makes researchers want to see whether prosocial behavior arises when given treatment in the form of a game of skill making puppets using cassava leaves which are done in groups.

RESEARCH METHODS

This research uses an experimental method with the research design that is Pre-experimental with Pre-Post Test One Group Design. The research flow used was the subject was given a pre-test using a scale for \pm 10 minutes. The next step was treatment in the form of puppet making from cassava leaves in the experimental group for \pm 30 minutes. The treatment is in the form of making puppets from cassava leaves where the child is given cassava leaves. Then each child is divided into two groups in one class, wherein the group children are asked to practice how to make puppets from cassava leaves as exemplified by researchers. During the treatment, the researcher made observations regarding the checklist observation sheet which contained behavioral indicators such as being willing to help if a friend had difficulties, willing to share a tool or a seat (giving something that someone else needed), not following his words and actions, actively giving opinions, completing opinions group assignments on time, allowing talking to others. The last plot is the post-test using the same scale as the pre-test but the item number is random.

The sampling technique used in this study was purposive sampling, namely the search for informants following the criteria determined by the researchers, a total of 207 subjects were students in eight elementary schools in Surakarta. The independent variable in this study was the manufacture of puppets from cassava leaves. While the dependent variable of this study is

prosocial. Then for the method of data collection in this study using scale, observation, and documentation.

Measuring instrument

The measurement scale used for this study is a prosocial scale with a Likert scaling model consisting of four answer choices namely SS for Strongly agree, S for Agree, TS for Disagree, and STS for Strongly Disagree

Data analysis

The data obtained is then processed and processed using a computer program system. After all, data have been collected, the research data are analyzed using SPSS 16 where the interpretation of the data obtained using the assumption test in the form of tests of normality and homogeneity, with the terms of significance in the normality test $p > 0.05$ and homogeneity $p > 0.05$. Hypothesis testing uses parametric if the data are normal and homogeneous, but if one of the data is not normal or not homogeneous using non-parametric with the condition of significance ≤ 0.05 . This research can be said to be influential if H_a is accepted and H_o is rejected, and vice versa if this research does not affect then H_o is accepted and H_a is rejected

RESULTS AND DISCUSSION

Data Analysis Results

Data analysis performed using SPSS 16 shows the results of normality and homogeneity of the prosocial scale, where the results of the test of normality are seen from the results of sig. Kolmogorov-Smirnov or Shapiro-Wilk results are 0.004, 0.004, 0.001 and 0.007. If one of the results has a value > 0.05 then the data is considered normal data, while the data we get is not normal because no one meets the requirements stated. Then based on the results of the test of homogeneity of the variance seen from sig. based on mean the result is 0.802. If the results of the homogeneity test > 0.05 then the data is considered homogeneous data, and the results of signs indicate that the data is homogeneous. If the data are not normal and homogeneous, then hypothesis testing can be done with non-parametric.

While the results of the Mann-Whitney test that the Test Statistics column is in the Asymp section. Sig. (2-tailed) the result is 0,000, seeing the results because the research hypothesis is a unidirectional hypothesis that “there is a positive influence on the wayang people making from cassava leaves on increasing prosocial behavior of elementary school students” then the result of 0,000 divided by 2 so that the result is 0,000. then look at the group statistics test in the mean column, on the pre-post the mean is 126.98, and the mean post-test result is 172.2. This shows that there are significant differences between the two variables, meaning that the researcher’s hypothesis is accepted. Therefore, the result is that H_o is rejected and H_a is accepted so that there is no influence of the puppet play of cassava leaves on the prosocial behavior of elementary school students.

Table 1. Categorization of Pretest to Posttest Prosocial Scale

Pre-Post Test Categorization	Amount	Percentage
Very Less to High	1	1%
Not Too Moderate	6	4%
Less to high	6	4%

Less to Very High	1	1%
Moderate To High	20	13%
Moderate To Very High	4	3%
High to Very High	15	10%

Researchers also analyzed the results of the comparison of pre-post test categorization as in table 1. which shows that making puppets from cassava leaves can increase prosocial in children who have very less to high prosocial categories as much as 1%, less to as much as 4%, less to high as much as 4%, less to very high as much as 1%, moderate to high as much as 13%, moderate to very high as much as 3%, and high to very high as much as 10%. Based on the results of a descriptive analysis that shows the making of puppets from cassava leaves can improve the prosocial level of elementary school students who are in the low category by as much as 14%, quite as much as 39%, and as high as 47%.

Table 2. Categorization of Scores for Prosocial Scales

Comparison Rate	Amount	Percentage
Upgrade	53	36%
Decrease	12	8%
No effect	84	56%

Table 2. Explain the percentage change in the results of scaling scales on the post-test after being treated with a percentage of 56% which does not affect, 44% of which influence 36% increase prosocial, while the other 8% decrease prosocial

Table 3. Observation of Prosocial Behavior When Making Puppets from Cassava Leaves Underway

Behavior	Subject
Willing to help if a friend has difficulties	5 students (SD A), 7 students (SD B), 6 students (SD C), 8 students (SD D), 3 students (SD E), 4 students (SD F), 1 student (SD G), 3 students (SD H)
Willing to share a tool or a seat (providing something that others need)	4 students (SD A), 7 students (SD B), 2 students (SD C), 3 students (SD D), 5 students (SD E), 2 students (SD F), 1 student (SD G), 3 students (SD H)
Incompatible between words and actions	1 student (SD A), 0 students (SD B), 0 students (SD C), 3 students (SD D), 1 student (SD E), 2 students (SD F), 3 students (SD G), 2 students (SD H)
Actively giving opinions	7 students (SD A), 4 students (SD B), 1 student (SD C), 2 students (SD D), 4 students (SD E), 3 students (SD F), 1 student (SD G), 5 students (SD H)
Complete group assignments on time	22 students (SD A), 12 students (SD B), 1 student (SD C), 2 students (SD D), 2 students (SD E), 4 students (SD F), 28 students (SD G), 8 students (SD H)

Give other people the chance to talk	21 students (SD A), 4 students (SD B), 1 student (SD C), 4 students (SD D), 4 students (SD E), 4 students (SD F), 2 students (SD G), 6 students (SD H)
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Based on Table 3. some behaviors are willing to help if friends have difficulties as many as 37 students, behavior is willing to share tools or seats (provide something that others need) as many as 27 students, inappropriate behavior between words and actions of as many as 12 students, active behavior giving opinions as many as 27 students, the behavior of completing group assignments on time was 79 students, the behavior provided opportunities to speak to others as many as 46 students.

DISCUSSION

The results of data analysis of the positive influence of making puppets from cassava leaves on increasing the prosocial behavior of elementary school students. Statistical test results obtained from the Mann-Whitney test that the Test Statistics column is in the Asymp section. Sig. (2-tailed) the result is 0,000, seeing the result because the research hypothesis is the directional hypothesis, the result is 0,000 divided by 2 so the result is 0,000. so it can be concluded that there is a positive influence on the making of puppets from cassava leaves on improving the prosocial behavior of elementary school students. Other research that supports this research is that prosocial behavior is one of the basic developments that children must have because it is very necessary to prepare themselves to become a group member in later childhood and to adapt to the wider environment. Prosocial behavior is sharing behavior with others, showing a willingness to work together, helping and entertaining someone in distress is prosocial behavior that refers to voluntary behavior intended to benefit others (Ulutas & Aksoy in Nuswantari & Astuti, 2015: 102).

Besides (Desmita in Zahra, 2018) The stages of the development of prosocial behavior are divided into six stages, namely:

- a. Compliance & concrete, defined reinforcement. At this stage, the individual performs a helping behavior because the request or order is accompanied first with reward or punishment.
- b. Compliance. At this level, the individual does a helping behavior because he is subject to authority. Individuals do not take the initiative to help but are subject to requests and orders from others who are more powerful.
- c. Internal initiative & concrete reward. At this stage, the individual helps because it depends on the request for the reward received. Individuals can decide on their needs, their orientation is selfish and their actions are motivated by the desire to get benefits or gifts to satisfy their needs.
- d. Normative behavior. At this stage, the individual helps others to meet the demands of society. Individuals know various kinds of behavior that are under the norms of society which are followed by positive sanctions and violations of norms that are followed by negative sanctions.
- e. Generalized reciprocity. At this stage helping behavior is based on the universal principles of exchange. Someone gives help because they believe he will when he needs help will get help.
- f. Altruistic behavior. At this stage, the individual takes voluntary helping. His actions are solely aimed at helping and benefiting others without expecting gifts from outside.

The development of a child's prosocial behavior and stages is influenced by several factors. These factors will influence whether the child's prosocial development will develop according to the stages of his development or experience delays. Factors that influence the development of prosocial behavior are parents, teachers, peers, and television. If these factors which are agents of child socialization provide good influence and stimulation for children, then the child will optimize his prosocial behavior (Zahro, 2018).

According to Eisenberg & Mussen (in Dayakisni and Hudaniah, 2009: p. 175) suggests that prosocial behavior includes the following actions: a. Sharing (sharing), namely the willingness to share feelings with others in joy and sorrow. Sharing is given if the recipient shows difficulties before an action, including verbal and physical support; b. Helping, which is a willingness to help others who are in trouble. Help includes helping others, notifying, offering help to others or doing something that supports the activities of others; c. Generosity (Generosity), namely the willingness to give voluntarily a portion of his possessions to others in need; d. Cooperation (Cooperating), namely the willingness to cooperate with others for the achievement of goals. Cooperation is usually mutually beneficial, giving each other, helping each other, and calming; e. Honesty, namely the willingness not to cheat others around him; f. Donating (willingness) willingness to help with the mind, energy, and material to others in need.

CONCLUSION

Based on descriptive analysis of the measurement results on the subject of this study amounted to 207 people who are students in grades V and VI Elementary Schools in 8 Primary Schools in Surakarta have a level of prosocial behavior Elementary students in Surakarta can be improved through puppet games from cassava leaves with the category of social behavior of children who in the low category as much as 14%, quite as much as 39%, and as high as 47%. The method used in this research is Pre-Post One Group Design. The independent variable in this study is the making of puppets from cassava leaves, while the dependent variable of this research is prosocial. The research flow used was the subject was given a pre-test using a scale for ± 10 minutes. The next step was treatment in the form of puppet making from cassava leaves in the experimental group for ± 30 minutes. During the treatment, the researcher made observations regarding the checklist observation sheet. The last plot is the post-test using the same scale as the pre-test but the item number is random.

Researchers hope that the teacher adds activities that can further enhance the child's prosocial behavior so that the child's prosocial behavior can be maintained, even more, enhanced. So that the school environment becomes a comfortable environment for students to help each other if there is one who needs help. Therefore students will be more comfortable in school.

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