

THE RELATION BETWEEN PROSOCIAL IN CHILDREN AND PARENTS ATTACHMENT

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Abstract: Prosocial behavior is a positive social action to help others by physically and psychologically without expecting reward. Factor that influences individual's prosocial behavior is the experience of socializing between the children and parents. Parents influence the intensity of prosocial behavior to the children by forming the quality of relationships between the children and parents. Attachment is a strong emotional relationship developed by the children through the interaction with parents because they have special meaning in the children's life. The research aims to obtain a general description of prosocial behavior and parental attachment and also the relations between prosocial behavior and parental attachments. The research used a quantitative approach with the correlation method. The research subjects included the whole of population of fourth grade students of SD Mathla'ul Khoeriyah Academic Year 2018/2019 which totaled to 59 students. The results showed that in general the prosocial behaviour of students were prosocial category, parental attachment of students were in the secure category and the correlation test using spearman rho. The value of level correlation is 0,332 which means there was low category the relations between prosocial behavior and parent attachment.

Keywords: Prosocial Behavior, Parental Attachment, Elementary School

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INTRODUCTION

Individuals are social beings who need other people to interact with each other. Individuals as social beings need the ability to socialize in order to survive in their survival. Individuals who can socialize well can behave in accordance with the norms and rules applied by society. Individuals who are less able to socialize well tend to be less able to follow the norms and rules applied in

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society. Socialization starts from the individual's birth to lifelong which begins with the relationship between children and parents, then the school environment. One of the developmental tasks of children at the age of (6-12 years) is socializing with peers (Robert J. Havighurst, 1984). In the school environment, children are required to have a positive social. Children learn to adapt to new environments and situations with their peers. According to Yusuf (2005) the task of developing elementary school age (7-12 years) is learning to get along with peers and learning to develop positive attitudes towards social life. Children learn to develop democratic and respectful social attitudes, namely learning to develop attitudes of helping, cooperating, tolerance, and respecting the rights of others.

The article quoted from *Tribun Jabar* (2018) by Yulius there was an act of bullying or bullying at SDN 023 Pajagalan, Bandung City. Bullying occurs when a student interrupts another student who is eating. The student who was eating was interrupted by another student with a sock. Based on the quoted phenomena, children do not yet have an attitude of respect with their fellow friends. In late childhood (6-13 years) children should be able to develop an attitude of respect and understanding of good and bad behavior (Makmun, 1995). The author conducted a preliminary study on November 13, 2018, at SD Mathla'ul Khoeriyah in the fourth-grade there were three students who often disturbed their friends when studying, causing students who were victims to cry and not want to learn. Students interfere by pulling the victim's chair so that the victim falls and the incident takes place during learning. When the victim cries, other students tend to let go and no one helps the victim. Events that occur indicate the child cannot show appropriate behavior to be displayed during learning so that it disturbs others. According to Soesilowindradini (2005) fourth-grade elementary school children should have social-help skills to help others at home, at school, and at the playground. 's social-help skills by showing a non-intrusive attitude to others during learning.

The author conducted an interview with the fourth homeroom teacher on November 13, 2018. The results of the interview with the homeroom teacher yielded information that one of the factors that cause children to not respect their friends is caused by their parents. Children do not feel close to their parents, one of which is caused by divorced parents. Divorce of parents will affect the formation of attachment to the child. According to Bowlby's (1982) theory, children experience a dimension of isolation called insecure attachment. Isolation refers to feelings of isolation, anger, and the experience of detachment

from parents (Arif & Wahyuni, 2017). Phenomenon exposure shows that children are unable to respect others and have low helping behavior. The event that is feared is that children have low prosocial behavior which results in being antisocial beings. Eisenberg & Mussen (1989) said that prosocial behavior refers to voluntary actions intended to help others. Eisenberg & Mussen continue to explain that prosocial behavior includes actions; sharing, cooperative, donating, helping, honesty, and generosity.

Children who have low prosocial behavior because they have an insecure attachment to their parents. Parents who lack warmth with children or a good relationship between children and parents. Low prosocial behavior can be seen from the daily life of children at school, namely lack of attitudes of helping others, mutual respect, and empathy. At the end of childhood, children have self-help skills and helping skills (Hurlock, 1974). In social development, children should have started to establish friendships with peers so that they become models for each other in prosocial behavior (Desmita, 2010). Children are individuals who are developing, and require special attention from parents. Parents are the first and foremost educators in the family environment. Dewantara (Shochib, 2010) states that the family is the first and most important educational center. The role of parents, fathers and mothers as the main educators for children. Gunarsa & Gunarsa, (2008) said interpersonal relationships in the family are strongly influenced by parents (father and mother) in the view and direction of education which will create a family atmosphere. Parents in the family have a big role in community development instilling attitudes, values and norms of social life.

Parents act as the main socialization agents for children. Eisenberg & Mussen (1989) said that socialization experience refers to previous experiences that determine the emergence of prosocial behavior including all types of individual interactions with primary socialization agents such as parents, teachers, siblings, peers, cultural institutions, religion and the mass media. Parents act as the main socialization agents for children in social behavior, especially prosocial behavior. Several studies mention the contribution of families, especially parents in prosocial behavior (Agustiana & Masykur, 2015; Carlo et al., 2012; Kurniawati Husada, 2013; Lestari, 2013). Parents provide children's socialization experiences through: a) parental modeling; b) the relationship between children and parents (attachment, abusive treatment, nurturance, and authoritative parenting) (Eisenberg & Mussen, 1989). Parents influence the intensity of prosocial behavior in children by means of parenting

given to children and the relationship between children and parents, especially attachment. Bowlby (Holmes, 1993) attachment is defined as the relationship between a certain social figure and a certain phenomenon that is considered to reflect the unique characteristics of the relationship. The attachment of parents to prosocial attitudes has a relationship with social life as an experience of interaction (Eisenberg & Mussen, 1989).

The results of the study (Wulandari, 2017) showed that there was a significant influence of attachment (attachment) on the orientation of prosocial behavior in adolescents at State High School (SMAN) 2 Bekasi. Retnaningsih (2005) examined the quality of attachment (attachment), age and gender, the results of the study stated that the quality of attachment gave the largest contribution to individuals with prosocial behavior because of the strong role of the working model that developed based on the quality of the interaction between mother and child on the development of prosocial behavior. Parental attachment affects the intensity of prosocial behavior. Children will learn to develop social skills through the process of imitation. The results of research by Amini et al., (2016) showed: 1) in general, prosocial behavior in high-class students at SD Miftahul Iman Bandung is in the medium category; 2) there are differences in prosocial behavior in female students with male students. In addition, Nurjannah (2016) conducted research on fifth grade students of the Banyubiru State Madrasah Ibtidaiyah (MIN). The results showed that the pattern of secure attachment was in the high category with a percentage of 95.0% as many as 57 students and the low category as many as 3 students and the percentage owned was 5.0%. Students with anxiety and avoidance attachment patterns have the same average percentage in the high category as many as 13 students with a percentage of 21.7% students in the moderate category as many as 39 with a percentage of 65.0% and students in the low category as many as 8 people with a percentage of 13.3%.

Referring to research results (Amini et al., 2016; Nurjannah, 2016) elementary school high graders are quite capable of displaying and showing prosocial behavior. Students need help to improve and develop abilities in prosocial behavior. Fifth-grade students have higher secure attachments than students who have anxious or avoidant attachments. Fifth-grade students already have mental models of themselves as valuable, encouraging people and develop mental models of others as friendly, trustworthy, responsive and compassionate people. Social development in children has begun to be marked by the expansion of relationships in addition to family as well as adults and

other friends around (Kemendikbud, 2016). At elementary school age, children learn to adapt to new environments and situations with peers. Children also learn to develop democratic and respectful social attitudes. Learn to develop an attitude of mutual help, cooperation, tolerance and respect for the rights of others. Children who are prosocial in early childhood (involved in cooperative, helpful and entertaining behavior) are able to achieve social development, become teenagers who tend to be liked by friends and excel academically (Baron & Byrne, 2008).

Guidance and counseling services have an important role in helping children to be able to display prosocial behavior at school. Permendikbud No. 111 of 2014 Article 1 states "Guidance and Counseling is a systematic, objective, logical and sustainable and programmed effort carried out by a counselor or Guidance and Counseling teacher to facilitate the development of students to achieve independence in their lives". Prosocial behavior is an important behavior for children to develop in order to achieve developmental tasks in the personal-social aspect. The goals of guidance and counseling related to the personal-social aspects of children are: a) have a positive attitude or respect for oneself and others; b) being respectful of others, respecting or appreciating others, not belittling dignity or self-esteem (Depdiknas, 2008). The objectives described have an effect on children in carrying out social interactions. Prosocial behavior has a positive impact on the quality of children's social (Amini et al., 2016; Desmita, 2010). Children who do not have prosocial behavior will be hampered at the next stage of social development (Amini et al., 2016).

Guidance and Counseling teachers are needed in an effort to develop prosocial behavior in elementary school students to achieve optimal developmental tasks of social aspects. Guidance and Counseling teachers are not often found in elementary schools. Kemendikbud (2016) stated Guidance and counseling services are carried out by Class Teachers with guidance materials and combined with teaching materials through thematic learning. Counseling teachers in elementary schools are still limited, so Class Teachers have the responsibility to provide guidance to children combined with teaching materials. Elementary School Guidance and Counseling teachers must collaborate with other stakeholders, namely parents (Kemendikbud, 2016). Parents need to contribute to the achievement of children's development. Parents can apply a good relationship with children, especially attachment. Parental attachment provides opportunities for children to learn how to relate

well to others. Parental attachment has a contribution to prosocial behavior in children. Prosocial behavior and parental attachment can improve children's abilities in social aspects.

Researchers conducted research on the relationship between prosocial behavior in children and parental attachment. Based on previous research, the research focused on revealing the influence of parents on the intensity of prosocial behavior. The research was conducted on individuals with adolescent developmental levels. Research on students who are in the stage of child development is still rarely done. Researchers hope to fill in the gaps in research that has not been done. The research that will be carried out is to reveal the relationship between prosocial behavior and parental attachment, entitled "The Relationship of Children's Prosocial Behavior with Parental Attachment". Research that is formulated must be researched from an early age to provide benefits in achieving optimal child development.

METHOD

The research approach used is a quantitative approach with a correlational method. The purpose of the study was to determine the relationship between the dependent variable (prosocial behavior) and the independent variable (parental attachment) in fourth grade students of SD Mathla'ul Khoeriyah Bandung. The sample in the study was the population of all fourth-grade students at SD Mathlau'l Khoeriyah Bandung for the 2018/2019 academic year as research subjects as many as 59 students. The prosocial behavior questionnaire was compiled based on Eisenberg & Mussen's theory which consists of six aspects, namely sharing, helping, working together, generosity, honesty and donating. The attachment questionnaire used in this study is a modified instrument grid based on the IPPA (Inventory of Parent and Peer Attachment) measuring instrument which consists of three aspects, namely trust, communication and alienation. The scale used in this study is the Guttman scale with research items stated in favorable (+) and unfavorable (-) statements.

Based on the validity test using the Rasch, one item out of 31 items on the prosocial instrument did not meet the criteria, while on the parental attachment instrument three of the 18 items did not meet the criteria. Test the reliability of the instrument using alpha using the Rasch's Model. Cronbach's alpha serves to measure the value of the reliability of the item and the reliability of the respondent as a whole. The results of the reliability test of the prosocial behavior instrument showed the reliability value of the Cronbach alpha of 0.80,

meaning that the interaction between the respondents and the items as a whole was in the good category and met the reliable criteria. The results of the reliability test of the parental attachment instrument reliability Cronbach's alpha of 0.73 is in the good category, which means that the interaction between the respondents and the items as a whole is in the good category and meets the reliable criteria.

FINDINGS AND DISCUSSIONS

Prosocial Behavior

General description of the prosocial behavior of fourth-grade students at SD Mathla'ul Khoeriyah for the 2018/2019 academic year. The data is divided into two categories, namely prosocial and non-prosocial.

Table 1
General of Prosocial Behavior

Category	Score	Frequency	Percentage
Prosocial	$X \geq 15$	51	86.45
Non-Prosocial	$X \leq 15$	8	13.55
Total		59	100

Table 1 shows the scores and percentages of prosocial behavior of fourth grade-students at SD Mathla'ul Khoeriyah. The score results show that most of them are in the prosocial category. Students' prosocial behavior scores (86.45%) out of 59 students in the prosocial category. This means that as many as 51 students are able to behave prosocially. Students' prosocial behavior scores (13.55%) of 59 students were in the non-prosocial category. This means that as many as eight students have not been able to behave prosocially. The results showed that the general description of the prosocial behavior of fourth-graders at SD Mathla'ul Khoeriyah Bandung in the 2018/2019 academic year was in the prosocial categorization. Students in everyday life in the prosocial category are able to share feelings with others in joy and sorrow, able to understand the feelings of others. Students are able to be sensitive to people who need help, voluntarily in helping others and sincere in providing assistance without expecting anything in return. Students are able to follow and contribute in groups, do not cheat, say what they are, can be trusted and get the trust of others. Students are able to behave to contribute material, energy or thoughts to others.

Eisenberg & Mussen (1989) states students who like to help, share and please others tend to behave actively, friendly, competent, assertive, good at placing themselves, and sympathetic. The results of research by (Retnaningsih, 2005) show that elementary school-aged children are higher in sharing, cooperating and helping than adolescents. The behavior displayed includes prosocial behavior. Based on the results of the study, the fourth-grade students of SD Mathla'ul Khoeriyah for the 2018/2019 academic year were generally able to behave prosocially, namely students were able to share, help, be generous, cooperate, be honest and donate.

Students who are able to behave prosocially are influenced by the family environment, especially parents. Parents have a big role in community development instilling attitudes, values and norms of social life. Parents act as the main socialization agents for children. According to Eisenberg & Mussen (1989) socialization experience refers to previous experiences that determine the emergence of prosocial behavior including all types of individual interactions with major socialization agents such as parents, teachers, siblings, peers, cultural institutions, religion and mass media. Parents act as the main socialization agents for children in prosocial behavior. Parents of high-prosocial children are usually affectionate, apply parenting models that support helpful behavior, are able to discuss the positive and negative consequences of children's actions on others, apply discipline, and emphasize the child's sense of responsibility towards others (Kau, 2010).

At elementary school age children learn to behave socially, namely adapting to the environment. The child's social behavior will affect the child's personal quality. Children who tend to be able to behave positively socially will be able to behave prosocially. Children who tend to behave negatively socially are less able to behave prosocially. The results showed that children were able to behave prosocially, meaning that children had positive social behavior towards the environment. Children who are prosocial in early childhood (engaged in helpful and entertaining behaviors) are able to achieve social development, become teenagers who tend to be liked by friends and excel academically (Baron & Byrne, 2008). Children learn to develop democratic and respectful social attitudes, namely learning to develop attitudes of helping, cooperating, tolerant and respecting the rights of others. Students who are able to behave prosocially are a good achievement for fourth grade students at SD Mathla'ul Khoeriyah Bandung for the 2018/2019 academic year. Prosocial behavior is important for students because it can improve the quality of students'

social development. Social development is the achievement of maturity in social relationships or interactions (Hartinah, 2010). Elementary school age students progress in social development. Students who are able to behave prosocially have good social development, meaning that students can adjust to groups of peers or the surrounding environment.

Based on the results of research in the fourth grade of SD Mathla'ul Khoeriyah, it shows that students are generally able to behave prosocially. Students who are able to behave prosocially need to get Guidance and Counseling services, namely with specialization services and individual planning. Individualized specialization and planning services contain activities to help students develop and review social interests and planning (Kemendikbud, 2016). Social planning service activities can be provided directly to students in the form of group guidance activities. Service activities in elementary schools are integrated with extracurricular activities (Kemendikbud, 2016). The extracurricular activity available at SD Mathla'ul Khoeriyah is Scouting. Scouting activities can facilitate students to be able to improve prosocial behavior such as learning to help, cooperate and be a leader in a group.

Prosocial behavior in the study was measured based on six aspects, namely sharing, helping, generosity, cooperation, honesty and donating. Based on the results of the study, the prosocial behavior of the sharing aspect was in the prosocial category. This means that students are able to share feelings with others in joy and sorrow such as telling a story to friends and being able to understand the feelings of others, namely being able to feel what is felt by friends (empathy). Empathy is a very important factor in the emergence of prosocial behavior in children. Research (Kau, 2010) states that studies on children show inconsistent results but still indicate a relationship between empathy and prosocial behavior. The prosocial behavior of helping aspects is in the prosocial category. This means that students are sensitive to people who need help and provide assistance without seeing the person being helped. Factors that can affect children's behavior to help are situational factors such as the presence of other people, ongoing environmental conditions and time pressure. Helping factors can increase or decrease the tendency of individuals to behave prosocially. According to (Sears et al., 1985) individual prosocial behavior is influenced by the personality of the helper, the mood of the helper, the guilt of self-distress and the empathy of the helper. Individuals providing

help are also influenced by factors of people who need help such as helping people they like and helping people who deserve to be helped.

Prosocial behavior in the aspect of generosity in the prosocial category. This means that students are able to voluntarily give in the form of goods or services without discriminating and sincerely for the help that has been given. In everyday life, students are able to share food with friends, happy when giving help to friends and sincere when helping friends. The cooperative aspect of prosocial behavior is in the prosocial category. This means that students are able to participate in activities and contribute to group assignments. Students are able to follow instructions from the teacher to study in groups well. Children who are prosocial in early childhood (involved in cooperative behavior) are able to achieve social development, become teenagers who tend to be liked by friends and excel academically (Baron & Byrne, 2008). The results showed that children were able to behave cooperatively. Children adapt to be cooperative (cooperative). Based on the social development of elementary school age, children learn to work together with group friends to be able to socialize in groups and be accepted in groups (peer groups).

The honest aspect of prosocial behavior is in the prosocial category. This means that students are able to behave honestly in doing school assignments and during exams. Students are able to display honest behavior with themselves and act according to their abilities. Students are able to speak without fabricating. Learners are trusted and earn the trust of others in the group. Prosocial behavior in the aspect of donating is in the non-prosocial category. This means that students have not been able to contribute material and energy to others. Students in everyday life have not been able to contribute material to others by means of alms to people who beg and give money to disaster victims. Eisenberg & Mussen (1989) said children tend to be more generous to their peers, but in doing charity, children show more behavior to donate to someone they don't know, such as disaster victims. Based on the statement of Eisenberg & Mussen, elementary school children are able to behave in contributing energy and material to others. Children have not been able to carry out picket in class according to schedule and take friends home when sick.

Attachment Parents

The results of the study show that the attachment of parents of fourth-grade students at SD Mathla'ul Khoeriyah for the 2018/2019 academic year is divided into two categories, namely secure attachment and insecure attachment.

Table 2
General of Attachment Parents

Category	Score	Frequency	Percentage
<i>Secure</i>	≥ 7.5	37	62.71
<i>Insecure</i>	≤ 7.5	22	37.29
Total		59	100

The score results show most of them are in the secure. The student's parental attachment score was (62.71%) out of 59 students in the secure. This means that as many as 37 students have a secure attachment. The students' parental attachment score (37.29%) of 59 students was in the insecure attachment. This means that as many as 22 students do not have a secure attachment to their parents. The results showed that the general description of parental attachment of fourth grade students at SD Mathla'ul Khoeriyah Bandung City for the 2018/2019 academic year was in the secure categorization. This means that students have safe relationships with parents, trust parents, have harmonious communication with parents, feel valued by parents and are open with parents. Parents do not deny the existence of students.

Giddens & Bowlby (1970) said that secure attachment is formed from the interaction between parents and children who have a trusting relationship with their attached figure, namely parents. Students who have secure attachment are individuals who have positive attachments to their attachment figures (Holmes, 1993). Children believe that their attached figure will always be ready to accompany, sensitive and responsive, full of love and affection when they are in a condition that needs protection and comfort. Children believe that their parents are ready to provide help and assistance in dealing with threatening situations. Secure attachment between children and parents is characterized by mutual trust and warm communication between children and parents (Arif & Wahyuni, 2017). Secure attachment is influenced by the sensitivity and responsiveness of parents. Parental sensitivity is how much parents are sensitive to the needs of students. Parents should know and be sensitive to the needs of their children. Responsiveness is the way parents meet the needs of their children. Parents should be able to provide the needs according to the needs of the child. The results showed that fourth grade students of SD Mathla'ul Khoeriyah for the 2018/2019 academic year had a secure attachment to their parents.

Differences in the quality of attachment can have different impacts on child development. Children with secure attachments show a variety of positive characteristics that are not found in children with insecure attachments (Retnaningsih, 2005). Positive characteristics displayed such as students tend to be smarter in solving problems, have good social competence, are able to cooperate, obey parents and have good relationships with peers. Both research (Ervika, 2005) shows that children who have secure attachments will show good social competence during school years and are more popular among peers. The consistent availability of parents forms patterns and bonds that last through time. Secure attachment will shape children's emotional development better. The results of research by (Natalia & Lestari, 2015) show a positive relationship between secure attachment to parents and emotional maturity. Children with secure attachment through good emotional experiences with parents will support emotional development in a mature direction. Retnaningsih & Marliah (Wulandari, 2017) stated that secure attachment has characteristics that tend to be smarter in solving problems, more cooperative, obedient to parents, have better relationships with peers, are more able to take initiative, and have empathy.

The secure attachment of the fourth-grade students of SD Mathla'ul Khoeriyah for the 2018/2019 academic year is a good achievement. Safe attachments need to be owned by students because the attachment formed between students and parents will last throughout life. Students who have insecure attachment show their child's rejection of their parents. Children tend to ignore and less interested in the presence of parents. Insecure attachment is caused by parents who are less sensitive and responsive to children. Children who have insecure attachments to their parents have low social interaction skills such as having difficulty building relationships with friends and tend to be disliked by friends (Hernawati et al., 2012). Parental attachment in this study was measured based on three aspects, namely trust, communication and alienation. The attachment of parents to the aspect of trust is in the secure category. Students trust their parents and believe that parents will meet the needs of students when needed. Students have a feeling of security and trust in their parents. Trust is the result of a bond Strong relationship between children and parents Trust focuses on the child's belief that parents are consistently sensitive and responsive to the child. The child's trust will emerge after going through the experiences of the parents consistently with the child.

The attachment of parents to the communication aspect is in the category secure. Learners are able to disclose Apply the feelings you feel to your parents. Students have harmonious communication, feel valued and open with parents. Students who have harmonious communication with their parents are a good achievement. The results of the research by (Laumi & Adiyanti, 2012) show that when communication is not well established, children will feel ostracized by their parents, thereby reducing their sense of security and will gradually lose the child's sense of trust in their parents. Harmonious communication will form children to be open with their parents. Parental attachment to the aspect of alienation is in the secure category. Students have a feeling of security when with parents, trust parents, have harmonious communication with parents, do not have feelings of alienation from parents. Alienation is the condition of children alienating and rejecting themselves from their parents. The alienation of children from their parents causes insecure attachment. The alienation between children and parents is a bond that needs to be removed. Isolation causes children to be isolated and have negative behavior.

Children who have a secure attachment to their mother are more likely to get along with peers and strangers, easily obey their mothers than children who have insecure attachments (Eisenberg & Mussen, 1989). Children who have insecure attachments tend to be hostile and socially isolated. The results of the study Arif & Wahyuni (2017) show that exclusion from mothers and fathers has a negative relationship with social competence. Children who have an insecure attachment to their parents will develop mistrust and grow up as anxious children and less able to establish social relationships (Ervika, 2005). Based on the explanation of the importance of children having a secure attachment to their parents, efforts need to be made to form a secure bond between children and their parents. Bowlby coined a concept called the internal working model. The internal working model can be used by parents' efforts to foster secure attachment with their children. Children will generalize experiences gained from parents to others.

The Correlation of Prosocial Behavior between Attachment Parents

The correlation test to describe the relationship between prosocial behavior and parental attachment of fourth-grade students at SD Mathla'ul Khoeriyah for the 2018/2019 academic year was carried out using a non-parametric test, namely the Spearman's Rho using the SPSS version 20. The results of the correlation test that have been carried out are as follows.

Table 3
Correlation Coefficient Between Variables

Correlations			Prosocial Behavior	Attachment
Spearman's rho	Behavior Prosocial	Correlation Coefficient	1000	.332**
		Sig. (1-tailed)	.	.005
		N	59	59
	Attachment	Correlation Coefficient	.332**	1,000
		Sig. (1-tailed)	.005	.
		N	59	59

** . Correlation is significant at the 0.01 level (1-tailed).

Table 3 shows the significance value between prosocial behavior and parental attachment that is equal to 0.005. The significance value obtained is 0.005 which means that there is a relationship between prosocial behavior in children and parental attachment. The correlation coefficient value of 0.332 means that the relationship between prosocial behavior and parental attachment is in the low category. The results of data processing showed that there was a significant relationship between prosocial behavior and parental attachment. The results showed that there was a positive relationship between prosocial behavior variables and parental attachment of fourth grade students at SD Mathla'ul Khoeriyah for the 2018/2019 academic year. This means that the higher the prosocial behavior of students, the higher the parental attachment or secure. Conversely, the lower the prosocial behavior of students, the lower the attachment of parents or insecure.

Prosocial behavior is defined as a voluntary action intended to help or benefit an individual or group of individuals (Eisenberg & Mussen, 1989). According to Baron & Byrne (2008) describes prosocial behavior as any action that benefits others. Prosocial behavior is positive social behavior or action to help others, either physically or psychologically. Prosocial action is an action that benefits others without expecting anything in return. Living things can not be separated from social interaction, prosocial behavior can increase the social

development of individuals. Social development is the achievement of maturity in social relationships or interactions (Hartinah, 2010). Social development is the ability to behave individually in accordance with social demands to become individuals who are able to socialize. Social development acts as a learning process to adjust to group norms, traditions and morals to merge into a single unit and communicate and cooperate with each other (Yusuf, 2005).

Students who are able to behave prosocially can optimize social development. Children's social abilities are obtained from various experiences. The first environment that influences children's social development is the family (Sunarto & Hartono, 2006). Children's experiences are obtained from parents. Parents in the family have a big role in educating and instilling children's behavior, especially prosocial behavior. Parents act as the main socialization agents for children. Eisenberg & Mussen (1989) socialization experience refers to previous experiences that determine the emergence of prosocial behavior including all types of individual interactions with major socialization agents such as parents, teachers, siblings, peers, cultural institutions, religion and mass media. Parents act as the main socialization agents for children through the attachment between children and parents. Attachment is defined as the relationship between a certain social figure and a certain phenomenon that is considered to reflect the unique characteristics of the relationship (Giddens & Bowlby, 1970). The attachment of parents to prosocial attitudes has a relationship with social life as an experience of interaction (Eisenberg & Mussen, 1989). The results showed that there was a significant relationship between prosocial behavior and parental attachment to fourth grade students of SD Mathla'ul Khoeriyah for the 2018/2019 academic year.

Children who are able to behave prosocially have the characteristics of being easy to get along with, have high empathy, are able to work well together, are able to help others and behave honestly. Children who are able to behave prosocially are influenced by the emotional bond that exists between children and parents, namely attachment. Parents who have a secure attachment to their child practice sensitive and responsive parenting. Children feel that parents understand and understand the needs and problems of children. Children who have secure attachments will be cooperative children, able to solve problems and have positive social relationships. Parents who have an insecure attachment to their child are affected by alienation. Children are alienated or ostracized by their parents. Children who have insecure attachments feel insecure and tend to have problems with social development. Based on the results of research

Retnaningsih (2005) shows there is a relationship between safe attachment to the mother, the child will imitate and internalize prosocial values that owned by parents. The quality of attachment gives the largest contribution to individuals with prosocial behavior because of the strong role of the working model that develops based on the quality of the interaction between mother and child on the development of prosocial behavior.

Prosocial behavior is very important for children to have. Prosocial behavior will affect the quality of children's social development. Prosocial behavior can be optimized through guidance and counseling services. Guidance and counseling aims to help students to achieve optimal developmental tasks in personal, social, academic and career aspects. Prosocial behavior is one of the competencies to achieve individual social development. Through social guidance, students can improve prosocial behavior. Yusuf & Nurihsan (2005) said that social guidance is guidance to help individuals in solving social problems. Social guidance is an effort made by Guidance and Counseling Teachers to help individuals in dealing with themselves to solve personal-social problems such as social problems, adjusting and resolving conflicts and instilling positive attitudes towards the environment.

Guidance and Counseling teachers need to develop prosocial behavior for fourth grade students of SD Matha'ul Khoeriyah. Children who have prosocial behavior will achieve optimal development of personal-social aspects. The objectives presented have implications for children in carrying out social interactions, especially prosocial behavior. Children who have prosocial behavior will have a positive impact on the quality of children's social life (Amini et al., 2016). Children who do not have prosocial behavior will cause obstacles at the next stage of social development. Students who have not been able to behave prosocially need the efforts of the BK teacher to improve prosocial behavior by being given sociodrama techniques in the field of group guidance services. The sociodrama technique aims to help students gain a proper understanding of the social problems they experience and can develop effective social interaction skills (Kemendikbud, 2016). Sociodrama provides opportunities for children to work together and help others understand themselves and their environment. The story played in the drama is a social problem situation related to prosocial behavior. Children play a role to develop desired attitudes and actions in increasing prosocial behavior. Sociodrama technique is expected that children can directly feel prosocial behavior when doing sociodrama. The basis of prosocial behavior is the will to help, share what

is being felt or experienced by others. Research (Khotim, 2014; Sari, 2013; Yuliani et al., 2019) suggests that sociodrama techniques can be used to increase prosocial behavior.

At Mathla'ul Khoeriyah Elementary School there are no Guidance and Counseling Teachers, so Class Teachers have the responsibility to provide guidance to children combined with teaching materials. The Ministry of Education and Culture (2016) stated Guidance and counseling services are carried out by Class Teachers with guidance materials and combined with teaching materials through thematic learning with guidance and counseling nuances. According to Nurihsan (2006) nuanced learning guidance has the following characteristics: 1) know and understand individuals deeply; 2) provide treatment with due regard to individual differences; 3) treat individuals humanely; 4) provide facilities for optimal self-development; 5) create a pleasant classroom atmosphere. Class teachers are expected to provide guidance and counseling services through thematic learning with the nuances of guidance and counseling so that children can achieve optimal development.

CONCLUSION AND RECOMMENDATION

Based on the results of the research and research discussed in the previous chapter, conclusions are obtained as follows.

1. The prosocial behavior of fourth grade students at SD Mathla'ul Khoeriyah Bandung for the 2018/2019 academic year is in the prosocial category. This means that students are able to share feelings with others in joy and sorrow, able to understand the feelings of others. Students are able to be sensitive to people who need help, voluntarily in helping others and sincere in providing assistance without expecting anything in return. Students are able to follow and contribute in groups, do not cheat, say what they are, can be trusted and get the trust of others. Students are able to behave to contribute material, energy or thoughts to others.
2. The attachment of parents of fourth-grade at SD Mathla'ul Khoeriyah Bandung for the 2018/2019 academic year is in the secure category. This means that students have secure relationships with parents, trust parents, have harmonious communication with parents, feel valued by parents and are open with parents. Parents do not deny the existence of students.
3. The level of the correlation coefficient between prosocial behavior and parental attachment of fourth grade students at SD Mathla'ul Khoeriyah Bandung in the 2018/2019 academic year is 0.332, meaning that the level of

relationship between prosocial behavior and parental attachment is in the low category.

Class teachers can provide integrated guidance and counseling services in subjects B. Indonesia, Pancasila Education and Citizenship and Social Sciences with the theme Happiness in Togetherness. Recommendations for further research should be able to reveal prosocial behavior based on socialization experiences with teachers, peers or television. Another recommendation is that researchers should be conducted to reveal prosocial behavior based on other factors, namely biological factors, age, gender, mass media, peer social support and cultural differences.

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