



## The Influence of Parents' Socio-Economic Status on Prosocial Behavior of Early Age Children

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### Abstract

This study aims to determine the influence of parents' socio-economic status on the prosocial behavior of young children in KB-TK Annur Tugurejo, Tugu District, Semarang City. This research uses a quantitative survey method. The population in this study is students at KB-TK Annur Tugurejo, Tugu District, Semarang City. The number of samples is 60 children by using proportionate stratified sampling technique. The data collection techniques in this study use a scale that refers to the Likert Scale. The assumption test used is the normality and linearity tests. Hypothesis testing uses a simple linear regression test. The results of research on the influence of parental socio-economic status on prosocial behavior of early childhood with simple linear regression analysis showed an R Square value of 0.285. This shows that there is a positive influence between parents' socio-economic status on the prosocial behavior of early childhood. The higher the parent's socioeconomic status, the more it can improve prosocial behavior in early childhood. Parental socioeconomic status contributed to the prosocial behavior of early childhood by 28.5% and the remaining 71.5% is influenced by other factors that are not covered in this study.

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## INTRODUCTION

Every child has unique characteristics and uniqueness. Children have the advantages and disadvantages of each. With its advantages and disadvantages, children can grow and develop into a special figure if it can be directed wisely. Childhood is a phase where the child experiences growth and development that determines his future. Rahman (2009) revealed that early childhood is an individual who continues to process their development rapidly and is fundamental for the next life. Growth and development of children require appropriate stimulation of the environment in order to achieve optimal development. Child development is said to be optimal if the interaction is attempted according to the needs at the stage of its development, even since the baby is in the womb (Kania, 2006). Growth and development of children occur through several aspects of development including: cognitive development, motor skills, language, social-emotional, moral religion, and art. This developmental aspect is very important and must always be considered in early childhood.

One important aspect of child development is social development. Children are social creatures who need to learn and understand their surroundings. Prosocial behavior can affect how individuals interact socially. One can determine how to interact and behave towards the surrounding environment through the process of child development from an early age. Since in the womb, a child can interact. According to Hurlock (in Mutmainnah, 2012) a portion of social behavior that develops in early childhood is based on the foundation laid in infancy. The social development of children must be developed from an early age in order to be formed and make children as social individuals. Children can be accepted in their social environment when children can behave properly when interacting. This form of behavior can be in the form of helpful behavior, sharing behavior, and entertaining (Susanti et al, 2013). Such an interaction process is also called prosocial behavior. Prosocial behavior of early childhood is behavior that appears in children aged 0-6 years as an act of mutual need for one another by working together, please help and share without expecting a reward through stimulation from adults in various aspects according to the stages of development. Prosocial behavior cannot be directly possessed by children, must go through formation and habituation. In the formation of children's behavior, parents have the main role. From the earliest time, parents as child care

agents. Parents begin to introduce children to the immediate environment as an effort to provide social stimulation so that children can adjust. Therefore, parents must provide guidance and role models in collaboration with the school and the community (Astuti, 2013).

Parents' background has a great influence on the child's development. Parents who have low and high education will be different in caring for children. It is including the parent's socioeconomic status which can be used as a benchmark for people in the community. Soerjono Soekanto (in Utomo et al, 2018) said that parents' socioeconomic status is a position in society related to the social environment, achievements and rights and obligations in the relationship of resources. When a person has a high socioeconomic status, he gets a high position in the structure of society.

Differences in social status begin with an attitude of respect for certain things, both in the form of material (property) and non-material. Parents' socioeconomic status is an important part because different socioeconomic statuses of parents will differentiate the child's behavior. Socioeconomic status is generally associated with labeling someone as rich or poor. The grouping of community members into social classes is common. It is because, in reality, it appears that there are groups of people economically high or low incomes and is different in education background (Utomo, et al., 2018). In this case, Sumardi (in Wijayanto & Ulfa, 2016) classifies socioeconomic status consisting of upper socioeconomic status and lower socioeconomic status.

According to Gerungan (in Supriyanto, 2014) socioeconomic status is an absolute factor in social development because it depends on the attitude of parents and how to interact in the family. Parents' socioeconomic status influences parental attitudes and values as well as impacts on children's development. For example, children whose socioeconomic parents are sufficient, then these children get more opportunities to develop a variety of skills and vice versa (Ahmadi, 2009: 239).

Based on observations made by researchers at KB-TK Annur Tugurejo Tugu District Semarang City, the researcher sees that each child has different behaviors and habits. There are children who like to help friends even though they are not close friends, there are some who help friends but only certain friends and some others are indifferent if there is the need for help. With these behaviors, there is a need for guidance and assistance to develop children's prosocial behavior. To develop it, not only parents, but the teacher also

has a duty to pay attention to the development of child prosocial behavior. Some teachers have not been able to determine how the treatment should be applied to each child. The teacher only gives general treatment not individually. Supposedly, there needs to be special treatment for children who have low prosocial behavior as a mentoring effort at school. So there is a need for a closer introduction to students as well as efforts to form children's prosocial behavior. Bashori (2017) says that the close relationship of teachers with students has an important role in internalizing prosocial values.

A school is a place for children to optimize social development. At school children need to be given broader opportunities to interact positively (Bashori, 2017). Children can interact with peers, teachers, and employees who are in school. Children who have prosocial behavior have a great opportunity to have many friends. Conversely, children who have bad behavior are usually difficult to adapt to peers. The school environment has an important role in the development of children's prosocial behavior.

The prosocial behavior of children at school to friends and teachers can show how children behave in the family and community. Behavior that illustrates good things is in the form of care, virtue, charity, and volunteering to help people in need (Anna, 2017). Children's behavior has a relationship with the family environment, including parental behavior towards children, family culture, parental background more specifically the socioeconomic status of the family. Children who have parents with high socioeconomic status and low socioeconomic status allow children to have differences in behavior.

The expectation of the research conducted on the prosocial behavior of early childhood is that the teacher can determine how the treatment should be applied to each child. The teachers know the background of their students well related to the socioeconomic status of their parents, so they can provide special treatment appropriately. As stated by Mrs. Khasanah, as the principal of Annur Kindergarten KB, this school has different backgrounds of parents' socioeconomic status. With varying socioeconomic levels of parents and students come from different environments and economic abilities, so it is possible for different prosocial behavior of children. So with the conditions that have been described above, researchers are interested in conducting research with the title Effect of Socio-Economic Status of Parents on Early Childhood Prosocial Behavior in KB-TK Annur Tugurejo, Tugu

District, Semarang City.

The purpose of this study is to determine whether there is an influence of parents' socioeconomic status on the prosocial behavior of young children in KB Annur Tugurejo Kindergarten, Tugu District, Semarang City. The advantage of this research is that it provides knowledge related to the influence of parents' socioeconomic status on the prosocial behavior of early childhood that has not been widely studied. The existence of this research is expected to be able to provide knowledge to parents, teachers, and people around the child in order to be able to improve the prosocial behavior of early childhood appropriately.

## RESEARCH METHOD

The approach in this study uses a quantitative approach to the type of survey research. Survey research is often used in social science to help make observations of a social phenomenon that has the characteristic use of questionnaires as a means of collecting data collected from representative samples of the population (Effendi & Tuki-ran, 2014). The dependent variable in this study is the prosocial behavior of early childhood, while the independent variable in this study is the socioeconomic status of parents. This research is conducted at KB-TK Annur Tugurejo Tugu District Semarang City.

The population in this study is all KB-TK Annur Tugurejo students, Semarang City's Tugu sub-district, totaling 150 children. The researcher takes a sample of 60 children using the proportionate stratified random sampling technique. The distribution is as follows:

**Table 1.** The Number of Research Sample

No	Class	Number of Students
1	Playgroup	10
2	TK A	18
3	TK B	32
Total		60

The data collection techniques in this study use research instruments in the form of questionnaires. A research instrument is a tool used to measure natural and social phenomena observed (Sugiyono, 2015: 148). In research, the scale used is a Likert scale used to measure attitudes, opinions, and perceptions of people or groups of people about social phenomena. Analysis of the research data is carried out with the help of the SPSS program and the results of the data analysis are presented in a descriptive analysis.

## RESEARCH RESULTS AND DISCUSSION

The study is conducted at KB-TK Annur which is located on Jl. Tapak No. 41 Tugurejo, Tugu District of Semarang City Central Java. This study uses 60 samples consisting of three levels (playgroup, TK A, and TK B). The results of the descriptive analysis are as follows:

**Table 2.** The Analysis of Class Interval

Parents' Socioeconomic Status			
Score Interval	Category	Frequency	Percentage
$22 < x \leq 28$	Low	20	33,33 %
$28 < x \leq 34$	Middle	20	33,33%
$x > 34$	High	20	33,33%
Total		60	100%

  

Early Childhood Prosocial Behavior			
Score Interval	Category	Frequency	Percentage
$70 < x \leq 88$	Low	8	13,3%
$88 < x \leq 106$	Middle	18	30%
$x > 106$	High	34	56,7%
Total		60	100%

Based on the table above, it can be seen that the interval on the parent's socioeconomic status variable in each category has the same frequency. It is aimed at each category having a proportional and representative sample. While the early childhood prosocial behavior variable in the low category there are 8 children with a percentage of 13.3%, the medium category has a percentage of 30% with a frequency of 18 children and in the high category 34 children with a percentage of 56.7%.

The assumption test results are obtained from calculations using the normality test and linearity test. The normality test uses the Kolmogorov-Smirnov test. The data is said to be normal if the Kolmogorov-Smirnov value if the significance value  $> 0.05$ . The results obtained in this study for the Kolmogorov-Smirnov value have a significance level of  $0.279 > 0.05$  so that the data are declared normally distributed. Meanwhile, to test the relationship between variables the researcher uses linearity test. The data is said to be linear if the Sig. Deviation from Linearity  $> 0.05$ . The linearity test results show a value of 0,000. So, that the data can be stated there is a linear relationship between the parents' socioeconomic status and prosocial behavior of early childhood.

The hypothesis test used is a simple linear regression test to find out how much influence the parent's socioeconomic status has on prosocial behavior of young children. The following table is the results of a simple linear regression test:

**Table 3.** Coefficient Determination (R2)

R	R Square
0,534	0,285

Based on the table above explains the magnitude of the correlation value (R) of 0.534. While the value of R Square (R2) is 0.285 which shows that parents' socioeconomic status contributed 28.5% to prosocial behavior of early childhood, while 71% is explained by other variables not examined. The simple linear regression equation used is  $Y = a + bx$  as seen from the Coefficients table. The table is as follows:

**Table 4.** Coefficients Table

Model	B	Unstandardized	Coefficients
		Std. Error	
1	(Constant)	61,690	10,083
	x_SSE	1,235	0,257

Based on the table, the equation becomes  $Y = 61,690 + 1,235x$  which can be interpreted that the constant value of prosocial behavior variables for early childhood is 61,690. The regression coefficient for parental socioeconomic status is 1.235 which states that every increase in parents' socioeconomic status per one unit then the prosocial behavior of early childhood increased by 1,235.

For early childhood, prosocial behavior is important to develop and familiarize in everyday life. It is because children are social creatures that are required to establish interactions. As Anapratwi, et al (2013) explained children need to interact with the wider social environment in society and the wider social world outside of themselves, such as playing with peers, respecting older people and loving younger children. To optimize the child's social development, it requires support from the child's environment, especially the family environment.

The family has an important role in determining children's behavior. Romano, et al (2010) explains that the importance of family factors in children's behavior and show that the care of children with different parental backgrounds will

affect children's outcomes. In accordance with the statement of Romano, et al in this study explained that the socioeconomic status as a parent's background has an influence on children's development. Parents as the primary educator must understand the level of achievement of the child's development, especially when children begin to learn to interact socially with those around them (Apriyanti, 2016).

This is evidenced by research that has been carried out at KB-TK Annur, Tugurejo Village, Tugu Subdistrict, Semarang City. It shows that the socio-economic status of parents towards the prosocial behavior of early childhood has a positive influence. The results show that the value of R Square is 0.285. Thus, it indicates that the parent's socioeconomic status contributed 28.5% to prosocial behavior.

In this case, the socioeconomic status of a parent influences the prosocial behavior of children in socializing with the family, school or peers. Socio-economic status is a categorization of a person based on caste, class, and occupational groups by observing different educational strata (Allen, 2017). The parent's socioeconomic status is determined by several aspects which include: education, employment, income, and residence. These aspects become indicators of research appraisal to group them according to levels. Based on the level proposed by Arifin Noor (in Wijayanto & Ulfa, 2016), which are upper, middle and lower classes. In this study, the level is determined from the overall score based on education, employment, income, and residence. From different levels, parents also have different effects on children's development. In accordance with the results of research from Rowe (2008) that parental knowledge about child development, with different socioeconomic backgrounds, different parents have different beliefs about child development that affect children's communication which also influences children's behavior.

The obtained results indicate that parents' socioeconomic status can also influence children's behavior, as revealed by Gerungan (in Supriyanto, 2014) that socioeconomic status is an absolute factor in social development because this depends on parental attitudes and how to interact in the family. Parents' socioeconomic status influences parental attitudes and values as well as impacts on children's development. Parental socioeconomic status has an important role in social interaction. The results of the research obtained from the calculation, according to the opinion that has been put forward by Widodo & Pratitis (2013) that individuals with the socioeco-

nomie status that are classified as capable, then that person will be able to interact socially well.

In determining prosocial behavior there are several aspects according to some experts, including Susanti, et al (2013), Matondang (2016), Mussen in Asih & Pratiwi (2010), and Susanto (2015). The researcher concluded 4 aspects that serve as benchmarks for prosocial behavior of early childhood. The aspects are sharing, cooperating, caring, and helping. The analysis of prosocial behavior aspects of the whole subject with the results of 81% sharing, 79% collaboration, helping 76%, and caring 75%. In the study of prosocial behavior of early childhood conducted on 60 respondents showed that the score given from the answers to the questionnaire in the high category. The percentage obtained from prosocial behavior data from the high category gets 56.7% with a frequency of 34 children, the medium category is 30% with a total of 18 children, and the low category is 13.3% with the number of children 8.

The aspect of prosocial behavior is very important to be applied to children because basically children are social creatures that are required to be able to interact with the family environment, peers and community environment. Children need to have the ability to behave socially as a foundation in developing children's ability to interact with their environment (Rahayu & Handayani, 2018). Aspects of prosocial behavior are the usual forms of behavior that children should develop gradually. In developing prosocial behavior in children there are several factors that influence. This study proves that one of the factors that influence it is the socioeconomic status of parents with the results of 28.5% and the remaining 71.5% is influenced by other factors not revealed in this study. That is because there are many other factors that influence children to be able to behave prosocially.

The higher the parent's socioeconomic status can improve the prosocial behavior of early childhood. The results of simple regression analysis are known as the coefficient of determination ( $R^2$ ) of 0.285. Then, the magnitude of influence given by parents' socioeconomic status on prosocial behavior of early childhood is 28.5%. From the results of the analysis, it is known that the simple linear regression equation,  $Y = 61,690 + 1,235x$ , shows that the relationship of parental socioeconomic status influence on prosocial behavior of young children in KB-TK Annur Semarang is positive at 1: 1,235.

## CONCLUSION

Based on the analysis of aspects of prosocial behavior of early childhood the highest category is in the aspect of sharing with a percentage of 81%, second place in cooperation with 79%, helping by 76% and caring 75%. While the results of the discussion of data analysis through verification of the hypothesis of the issues raised regarding the influence of parents' socioeconomic status on the prosocial behavior of young children in KB-TK Annur Tugurejo, Tugu District Semarang City. So, it can be concluded that there is a positive influence of parents' socioeconomic status on prosocial behavior of young children as indicated by a coefficient of determination of 0.285, which means 28.5% of the socioeconomic status variables of parents which include education, employment, income, and residence affect prosocial behavior of early childhood. While, the remaining 71.5% can be explained by other factors. By using the regression, line equation can be written  $Y = 61,690 + 1,235X$ .

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