

The Effectiveness of Classical Guidance with Reinforcement and Cooperative Play Techniques to Promote Prosocial Behavior

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Abstract

Students are expected to have high prosocial behavior. However, the fact shows that most of theirs are still low indicated by being less sensitive to friend's conditions, being unsympathetic, having a low sense of charity, dishonesty, disrespecting others' rights and welfare. Thus, this study attempted to examine the effectiveness of classical guidance with reinforcement technique, cooperative play technique, and the combination of reinforcement and cooperative play techniques to promote students' prosocial behavior. Non-Equivalent Control Group Design was employed by involving 47 Junior High School students in grades VII, VIII, and IX. Once the analysis has been conducted, the Wilcoxon test showed that the classical guidance with both techniques were effective to promote prosocial behavior, namely reinforcement technique gained ($Z = -3,25, p < 0, 05$), and cooperative play technique gained ($Z = -2,27, p < 0, 05$). In the same way, the combination of those techniques was effective to promote students' prosocial behavior by having the results of ($Z = -3.40, p < 0.05$). To discover any differences in the effectiveness, the researchers used Kruskal Wallis test. This test revealed that the difference between the three techniques was $v (x^2 = 7.67, p < 0.05)$. These findings are expected to provide input for counselors by providing classical guidance services with reinforcement and cooperative play techniques to promote prosocial behavior.

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INTRODUCTION

Prosocial behavior is part of human life as a social being who needs others' help and is not able to live alone. Thus, humans will relate to each other in their environment. To develop positively in social environment, adolescents need to have good prosocial behavior by having emotional and affective sensitivity (Sullivan, 2009; Putra, Gistituati & Syahniar, 2015). Those two kinds of sensitivity can be used to measure one's prosocial disorder. Sullivan (in Putra, Gistituati & Syahniar, 2015) states antisocial is the opposite of prosocial behavior. Many experts consider this pathological behavior as a result of normal life alienation.

Prosocial behavior or voluntary behavior aimed to benefit others covers actions that advantage other people or society, such as giving help, donation, cooperation, and being a volunteer. This behavior can cover broader scope that is any action done for the sake of others, for example following game rules, being honest and cooperating with people in social situations. Any of these actions are motivated by empathy and concern for the welfare and rights of others as well as selfish and practical purposes (Eisenberg, Fabes and Spinrad, 2006; Afolabi, 2014).

Farida (2017) mentions prosocial behavior is a behavior which leads to positive actions and is done to show a sense of concern for others. In addition, Bee (in Farida, 2017) argues that prosocial behavior is a voluntary action intended to others' purposes or welfare. His argument is supported by Baron Byrne (in Farida, 2017), namely prosocial behavior is an action of help whose benefit is not for the actor, but for other individuals.

Reinforcement is considered effective to promote prosocial behavior since it attempts to help counselees in managing, monitoring, and evaluating himself to achieve better behavioral changes, namely to be more responsible and motivated in doing positive social behavior. Sulaiman (2014) explains reinforcement as any verbal or non-verbal feedback given to students' behavior. Continuous reinforcement is evidence

to be able to assist students in promoting students' prosocial behavior.

Some studies have proved the effectiveness of reinforcement technique to deal with problems and concluded this technique as easy to apply as long as it is consistently implemented and has students continuously reinforced to get good stimulus. Setiowati (2017) used reinforcement counseling technique to improve the learning attitude and behavior of the grade VIII students of MTs Pelita Gedong Tataan in the academic year of 2015/2016. She found that the reinforcement technique can positively improve students' learning attitude and behavior. Another study is from Verawaty (2017) who used group counseling with reinforcement technique to improve learning discipline of grade VIII students of SMP Negeri 9 Bandar Lampung in the academic year of 2017/2018. Her study revealed that the group counseling with reinforcement technique is able to improve the learning discipline of the grade VIII students of SMP Negeri 9 Bandar Lampung.

Cooperative play was chosen by the researchers to deepen students' understanding about prosocial behavior and its examples in a joyful way that is through playing activities. According to Santrock (2006) play is a fun activity carried out for the purpose of the activity itself. Play stages reflect the development of students' social as follows: (a) unoccupied play (students are not involved in the play, but only observe the surrounding phenomena), (b) solitary play (students are busy playing alone), (c) on looker play (students observe their surrounding and look interested in others' activities that are being observed), (d) parallel play (it is seen when two or more students with the same play equipment and movement perform no interaction), (e) associative play (students interact with other students, exchange play equipment, but are involved in no cooperation), and (f) cooperative play (there is cooperation and roles division to achieve one specific purpose).

Cooperative play is a play marked by cooperation or task division and roles division of

students involved in the play to pursue a particular goal (Sulistiyorini, 2016).

Prosocial behavior is influenced by biological and environmental factors. The environmental factors such as family, peers, and school are factors that can be maximized to promote prosocial behavior. Besides, Guidance and Counseling teacher at school can take part to enrich students' knowledge about prosocial behavior examples using some counseling services, such as classical guidance. Classical guidance is able to be conducted through several techniques, such as reinforcement and cooperative play.

In the guidance and counseling guidelines issued by the Directorate General for Improving the Quality of Education and Education Personnel of the Ministry of National Education (2007), classical guidance service is one of the basic guidance services designed to demand counselor to do direct contacts with students on a scheduled basis. It is in form of classroom discussion, question and answer, and practice. Through these ways, students can be active and creative in participating in the activities. Accordingly, Gazda (Mastur and Triyono, 2014) defines that classical guidance is an assistance service for students through classical activities that are presented systematically to help students develop their potential optimally.

Based on the above description, this study intended to examine the effectiveness of classical guidance with reinforcement and cooperative play techniques to promote students' prosocial behavior. It is expected to be a recommendation in the implementation of classical guidance, especially in the social field.

METHOD

This study used Non-equivalent Control Group Design and involved 47 grade VII, VIII, and IX students of SMP YPE Semarang. One class in each grade was chosen to be the experimental subjects and placed in three

groups. In details, the group consisted of 16 students of grade VII, 16 students of grade VIII, and 15 students of grade IX.

To collect the data, the researchers employed prosocial behavior instrument with Likert scale. This instrument was designed by the researchers themselves by referring to instrument table of specification based on theories proposed by Eisenberg & Mussen (Dayakisni & Hudaniah, 2009). After the measurement, the reliability of this instrument according to cornbach alpha coefficient was 0.741.

Several procedures were done by the researchers, starting from the provision of pretest for all groups using the same questionnaire containing 45 items to measure their prosocial behavior. This pretest was given prior to the treatment. For the treatment, each group had 4 sessions with 45 minutes time allotment of each. Further, the grade VII received cooperative play technique, grade VIII received reinforcement technique, and grade IX received the combination of reinforcement and cooperative play techniques. Next, all groups were given posttest to measure any effects after the treatment.

RESULTS AND DISCUSSION

All groups experienced an increase in terms of prosocial behavior mean and standard deviation values. First, the mean and standard deviation of reinforcement group increased from pretest ($M = 113.5$; $SD = 31.37$) to posttest ($M = 157.6$; $SD = 22.19$). The same thing happened to cooperative play group by having the mean and standard deviation of pretest of ($M = 116.6$; $SD = 33.37$) increased to ($M = 143.3$; $SD = 27.17$) in posttest. Likewise, the combination of reinforcement and cooperative play techniques group experienced an increase in the mean and standard deviation of the pretest ($M = 105.8$; $SD = 27.92$) to posttest ($M = 170.1$; $SD = 15.42$).

Table 1. Wilcoxon Test

Technique	N	Pretest		Posttest		Z	p
		M	SD	M	SD		
Reinforcement	16	113.5	31.37	157.6	22.19	-3.26	<0.01
Cooperative Play	16	116.6	33.37	143.3	27.17	-2.27	<0.05
R + CP	15	105.8	27.92	170.1	15.42	-3.41	<0.01

Table 1 shows that results of wilcoxon test in the three groups. It indicated that all techniques were effective to promote prosocial behavior, namely reinforcement by ($Z = -3,25$, p

<0.05), cooperative play by ($Z = -2,27$, p <0.05), and the combination of both techniques by ($Z = -3,40$, p <0.05).

Table 2. Kruskal Wallis Test

Technique	N	M	p
R	16	23.16	0.022
CP	16	17.88	0.022
R+CP	15	31.43	0.022

The Kruskal wallis test showed that the difference in the effectiveness level of reinforcement, cooperative play, and the combination of both techniques was ($p < 0.05$).

Previous analyses results are in line with a study done by Padmayana, I Gusti, Suarni, Ketut, & Putri, Metra (2014) that behavioral counseling with reinforcement technique is more effective than conventional treatments in the way it promotes social behavior because: (1) behavioral counseling theory is one of counseling theories which aims to change negative behavior into acceptable positive behavior. Motivated by this theory, the current study attempted to assist the subjects to promote their social behavior to gain positive attitudes, (2) positive reinforcement is a behavioral counseling technique in form of pleasant reinforcement once the desired behavior has been performed. It aims to make the doers repeat, promote and persist the desired action in the future.

Wardany and Anggraini (2017) state there are some differences in social-emotional development in the implementation of cooperative play and significant effects on the children's social-emotional development. In

accordance with this, Nugraha (2004) explains that cooperative play is a play which involves a group of children in which each child handles his own role and jobs to achieve common goals.

The delivery of classical guidance using reinforcement and cooperative play techniques made students feel responsible and be able to cooperate, uphold honesty, have high empathy so they were finally able to learn and understand prosocial behavior materials. Also, the students could freely share their opinion about prosocial behavior which then emerged new wishes, interests, and brought positive psychological influence for students. Thus, the students could realize the form of prosocial behavior, and choose any actions to perform in daily life. Not to mention, the comprehension of prosocial behavior could promote students' perception and curiosity in joining classical guidance service.

The findings of this study are consistent with a study done by Yusra, T., Purwanto, E., and Awalya (2021), namely a classical guidance service using the combination of problem-based learning and jigsaw techniques are effective to enhance students' negative behavior towards premarital sexual behavior. Here, this service is

done through discussion, game, fully interactive, and educative among group members. Within the implementation, the guidance provides fun and meaningful learning creativity so that the participants become the center of guidance process activity. Therefore, students' prosocial behavior improves, and the students clearly understand forms of prosocial behavior and its impact for their lives.

Of previous all description, the use of reinforcement and cooperative play techniques has been proved effective to promote the prosocial behavior of SMP YPE Semarang students. Those two techniques were given to the students whose prosocial behavior was low. These results certainly can give theoretical contribution regarding the limited implementation of classical guidance with reinforcement and cooperative play techniques in school guidance and counseling services.

With regards of the findings' implication, guidance and counseling teachers are required to realize the importance of assisting students in promoting prosocial behavior by giving them classical guidance with reinforcement and cooperative play techniques. The teachers should cooperate with university students so that the implementation can be more optimum. Apart from its contribution, the limitation of this study laid in its involvement of one private Junior High School with limited number of students.

CONCLUSION

Based on the findings, it can be concluded that the classical guidance with reinforcement and cooperative play is effective to promote students' prosocial behavior.

Therefore, counselors are suggested to implement classical guidance with reinforcement and cooperative play techniques to promote students' prosocial behavior. Meanwhile, future researchers are recommended to examine the follow-up since the interventions in this study were only measured using pretest and posttest results.

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