



Implementation Of Story Method In Introducing Prosocial Behavior Students In Elementary School

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Abstract. Behavior is basically goal oriented with other meanings, our behavior is generally motivated by a desire to achieve certain goals. As for specific objectives, are not always known consciously by individuals. The basic thing about behavior is an activity, in fact we can state that behavior is a series of activities. Prosocial behavior is behavior that has the intention to change the physical state of the recipient of assistance from less good to better. Actions that benefit others such as sharing with others who bring benefits to those people over themselves, comfort or help others to achieve their goals or make others happy by praising their behavior are called prosocial behavior. Storytelling is one alternative to introduce prosocial behavior in elementary school students. Therefore, this storytelling method will be effective to be used to introduce prosocial behavior in children. This study aims to find a way to introduce prosocial behavior through the method of telling stories by the teacher to children and to find out the results of the application of the method of telling stories in introducing prosocial behavior.

Keywords: Storytelling Method, Prosocial Behavior, Elementary School Students

INTRODUCTION ~ The development of technology today is growing rapidly and humans can not avoid it. This phenomenon of technological development is influenced by the increasing quality of human resources. Humans that live in this day and age are inseparable from digital.

McCrindle (2014) states that the generation alpha was born starting in 2010 in the same year as the first generation iPad. They grow along with the technology that they can touch and can talk to. The alpha generation will be the largest generation in the world we have ever seen, the most technologically literate, globally connected, and very influential.

generation can Alpha not be separated from gadgets, this encourages lack of socializing, less care for the environment, and also individualistic, therefore children

are required to socialize with others from an early age (Umarudin, 2017, p. 30).

Social development is needed by students elementary school to understand and know the environment, because children are required to adjust to the environment around them. In the social development of children there is prosocial behavior (Matondang, 2016).

Prosocial behavior that develops well will help children socialize with others, so that children are able to adjust to the surrounding environment. For example, children help their friends who are in need of help, this illustrates that children care for their friends.

But Mayang Sari, et al. (2017) in his study stated that parents often complain because their children do not obey the words of their mothers such as not wanting to share toys with friends or younger siblings, this illustrates the minimal prosocial



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behavior towards children. He also explained that it was less likely that prosocial behavior in children in the class was when the child paid less attention to his friend and did not want to play with other friends for reasons not close.

Problems regarding prosocial behavior in elementary school students are overcome by developing child prosocial behavior through activities that are more effective, attracting children's interests, and are fun so that it is more meaningful for children. The goal is that the child's prosocial behavior can develop properly.

Beat (2015) states that prosocial behavior includes behavior such as empathy, where children express affection by entertaining or pleasing someone in distress, where children take turns voluntarily or fulfill requests cheerfully, and care, where children help someone who is in need of help.

Prosocial behavior that occurs in children including when children help their friends or others who are in need of help, children want to work with friends, children feel what is felt by their friends, and so forth related to social actions that benefit others without expecting a gift. As Rose-Krasnor & Denham (in Kostelnik et al. 2012) explained, prosocial behavior is voluntary action aimed at helping or benefiting others.

As the saying goes two heads are better than one head, which can be interpreted that with the cooperation, students can

develop self-confidence, increase life experiences and enhance social interaction that will help students in living their lives later. This is reinforced by research conducted by Koçak, Bozan and Lúik (2009, p. 2364) that learning accompanied by group work provides benefits, namely: learning to respect the opinions of other students, can express new concepts from work done together; can get rid of individualism and gain the skills of working with other students; strengthen existing friendships; overcoming the fear of making mistakes; gain confidence; understand their personality more easily and what they can do; and can learn to help each other. In line with this Chiriac (2014, p. 9) argues that group work results in effective learning that can enable the addition of knowledge, understanding, and new experiences.

Every child has different characteristics according to their respective stages of development. One of them is egocentric, where the child understands and views things with his own point of view and interests or is self-centered. Children think that everything is their own. Correspondingly, Hurlock (1978) explains that almost all young children have an egocentric nature meaning that they tend to think and talk about themselves.

In reality in this world children are not alone and cannot stand alone, because they are social creatures who need to socialize with others, children are part of a society, for that children must be able to



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adjust to how to understand and learn the rules of behavior that apply in the environment he is in. Therefore, prosocial behavior must be introduced first to the child. So that children can learn and get used to living side by side with others other than with their families early on.

Children who already know that prosocial behavior is good and necessary, children will not automatically do it or prosocial behavior has not been seen in children. To overcome this, prosocial behavior must be introduced in a more effective and enjoyable way. There are many ways to introduce prosocial behavior to children, one of them is by using storytelling method. The use of the storytelling method aims to make prosocial behavior more interesting and meaningful for children.

Eisenberg (in Upton, 2012) uses stories that present a dilemma that conflicts with self and other children's interests. For example, a child must choose between going to a birthday party or stopping to help another injured child. From this story the introduction of prosocial behavior is done by giving two choices to the child, where the child must choose one of the two choices or have another strategy to solve the problem in the story.

Storytelling is an activity that provides information to children that is carried out in various ways regarding values and cultural traditions that are trusted by using visual aids or not to develop social skills, learn to read, and understand world knowledge

through experiences gained (Rahayu, 2013).

The story method becomes an effective means of conveying moral values, influencing children's way of thinking and behaving, because they like to listen or read stories so automatically messages

good that are inserted will be listened to with pleasure. The more effective it would be if the application of the story method was implemented in each lesson (Anam, 2015, p. 6).

Presentation of stories can be done by using teaching aids or not, this is adjusted to the conditions and needs of the teacher when telling stories to children. Preparation in the presentation of the story must be done well and interesting as possible, so that children can enjoy the story well.

Moeslichatoen (2004) explains that there are various techniques that can be used in storytelling, including the following: reading directly from a story book, using illustrations of a book while continuing to tell stories, telling fairy tales, telling stories using flannel boards, telling stories using puppets, telling stories through role playing, story telling from picture magazines, story telling through filmstrip, story through song, and story through audio and audio visual recording.

In addition to taking messages contained in a story done using props or not, through storytelling activities also have many benefits for students primary school. As



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explained by Sunarti (2005) that storytelling activities can arouse and involve a variety of emotions, influence behavior, and determine children's decision making if the story is told effectively. This does not mean that by telling stories can change the character of children, but through the stories told to children are expected to have the potential to enrich the soul of children with nobility of character, courage, toughness and all positive aspects which are of course very important and needed for children's development (Gunawan, 2018).

The storytelling method is one of the methods used in elementary school student learning that can provide many benefits for children. Similarly, according to Fadlillah (2014) that the use of storytelling methods can facilitate children in understanding the contents of learning material. The method of story telling is also carried out to provide imaginative and fantasy power, as well as add children's insights to the values of goodness.

Some things that must be prepared in storytelling activities are the story must be adapted to the child and the storyline is not too long and can add learning experiences for children. As explained by Rahmat & Mamonto (2016) that when doing the story telling method, the story must be made as interesting as possible by being presented simply in order to attract the attention of the child so that the child can understand it and not feel bored.

METHOD

The method in this research uses literature study. According to Nasir (2013) "Literature study is a data collection technique by conducting a study of books, literature, notes, and reports relating to the problem being solved."

According to Sugiyono (2012) Literature study is "Theoretical studies, references and other scientific literature relating to culture, values and norms that develop in the social situation under study."

Literature study Ratna in Prastowo (2012, p. 80) is all elements or reading material that may have been read and analyzed and collected which are already published or as a private collection.

Meanwhile, according to Arikunto (2006) the method of data collection is done by searching for information through books, magazines, newspapers and other literature with the aim of forming a theoretical foundation.

Based on the opinion of several experts, it can be concluded that literature study is an activity with the technique of observing, reading, collecting and analyzing data from various sources such as books, journals, reports, historical records, documents and so on related to phenomenology.

Cooper in Creswell argues that the purpose of literature study is to provide information to readers of the results of other studies relating to the research to be conducted, linking the existing literature,



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and provide solutions from previous research.

Stages in Literature Review (Literature Review). Conducting research using literature studies must go through the right stages aimed at getting effective and efficient results. These stages can guide the initial steps that will be addressed to the final step. According to Creswell the stages of conducting a literature review are as follows:

1. Identify Key Terms.
2. Determine the place of literature in accordance with the topics that have been found from the database or the internet.
3. Evaluate and select the literature critically for review.
4. Compile selected literature.
5. Writing a literature review.

RESULTS AND DISCUSSION

The results of the discussion that the researchers studied were directly as follows.

1. The Nature of Prosocial

Behavior Prosocial behavior that occurs in elementary school students is a voluntary action such as helping and caring for their peers, which is carried out in the child's daily activities when interacting with other children. Eisenberg & Mussen (2003, p. 3) suggest that prosocial behavior is referring to voluntary actions intended to help or benefit a person or group of people. Prosocial behavior can arise for a variety

of reasons, a person may be motivated to help others because of individual reasons (to get rewards), to get recognition from others or because he is truly sympathetic and or indeed cares for others.

Then Batson (in Taylor, et al. 2012) states that "prosocial behavior (prosocial behavior) includes every action that helps or is designed to help others, regardless of the motivation of the helper". As is the case according to Eisenberg, et al. (in Santrock, 2007, p. 138) states that "care about the condition and rights of others, attention and empathy for others, and do something that benefits others, all of which are components of prosocial behavior".

Furthermore Ormrod (2008, p. 132) explains that prosocial behavior (prosocial behavior) is a behavior intended to provide benefits for others, more than for yourself. And the last according to Mitchell-Copeland, et al. (in Beauty, 2015, p. 169) explains that "prosocial behavior is behavior that reflects the care or attention of one child to another child, for example by helping, entertaining, or just smiling at another child".

Based on the above opinions it can be concluded that prosocial behavior is a voluntary action taken to help or benefit others. There are various reasons that prosocial behavior can appear to someone, namely for individual reasons (to get rewards), to get recognition and 'other people' or because they really care about others.



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2. Aspects of Prosocial Behavior Prosocial behavior in elementary school students is seen when children interact

Prosocial behavior in elementary school students' is seen when children interact with their friends in daily activities. In prosocial behavior there are aspects that are seen when prosocial behavior occurs. The aspects contained in prosocial behavior according to Beaty (2015, pp. 169-192) are as follows: 1) Empathy, which can show durian kcp for someone in distress and know the feelings of other children during conflict; 2) Generosity, i.e. sharing something with others and giving something to others; 3) i.e. take turns easily and fulfill requests easily; 4) Mindfulness, i.e. helping others to do their work; 5) Caring, which is helping (caring for) others in need.

Based on the above opinion states that aspects of prosocial behavior that will occur in children include empathy, generosity, cooperation, attention, and caring. Correspondingly, Hurlock (1978, p. 262) mentions patterns of behavior in social situations in early childhood, namely as follows:

a. Cooperation

The more opportunities children have to do activities together with other children, the faster the children learn to work together.

b. Generosity

Seen if a child is willing to share with other children, increases and selfishness

decreases after the child learns that generosity raises social acceptance.

c. Desire for social acceptance

If a child's desire to be accepted is strong, then this will encourage and motivate children to adjust to the social demands that exist in the surrounding environment.

d. Sympathy

Young children are not able to behave sympathetically until they experience and feel a situation that is close to grief. Children will try to sympathize by helping or comforting someone who is sad.

e. Empathy

Empathy is the ability of children to put themselves in the position of others and live the experience of that person. Empathy will develop if the child can understand other people's facial expressions or the purpose of other people's conversation.

f. Friendly attitude

Small children show friendly attitude if children are willing to do an activity for or with other children / people and by showing expressions of affection towards them.

g. Selflessness

Children who have the opportunity or drive to share something that they have with others and do not constantly become the center of family attention, learn to think



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also do things for others without focusing on their own desires.

This pattern of behavior is influenced by the foundation laid in early childhood so that it can suppress the way children adjust to people and social conditions that prevail in their environment (Flmlock, 1978, p. 263). These patterns will further develop by being influenced by other good aspects making it easier for children to adjust to the child's wider environment.

3. Factors that influence Prosocial Behavior

The development of prosocial behavior in children can be influenced by several factors which can also determine the development of prosocial behavior in children. Desmita (2012, pp. 253-256) explains several factors of socialization agents that can influence the development of prosocial behavior, including:

a. Parents Parents

significantly influence the results of their children's socialization. Parents may use three techniques to teach their children to behave altruistic, namely: first reinforcement, parents can use reinforcement according to the child's age. Both modeling, behavior to help his parents observed by their children. And thirdly, induction, giving verbal directions and explaining why children should do it is a way that parents can teach children to help them.

b. Teachers

At school, teachers may be able to facilitate the development of behavior to help children by using several techniques, children can be trained and directed by using effective techniques.

c. Peers

As children get older, social groups become the main source in the acquisition of information, including the desired behavior. Although peers rarely feel their purpose as active teaching of helping behavior, they can facilitate the development of the behavior through the use of reinforcement, modeling and direction.

d. Television

Eisenberg (in Desmita, 2012, p. 256) explains that "through the use of prosocial content, television influences viewers as modeling. Children may imitate helpful behavior by identifying the characters seen on television." Based on the opinion above explains that the agent of socialization that can affect the prosocial behavior of children is the first parent, because parents are the main socialization agent. both teachers, at school teachers can also help develop children's prosocial behavior. The three peers, as adults social groups become the main source in obtaining information, also in the desired behavior. And the fourth is television, because television can influence thinkers as modeling, including children.



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Meanwhile, Seats, et al. (1985, pp. 61 -71) Explain that some social psychology studies show that prosocial behavior is influenced by the characteristics of the situation, the characteristics of helpers and the characteristics of people who need help.

a. Situation. Even highly altruistic people tend not to provide assistance at certain times according to the situation. The meaning of parenting several situational factors, including:

1) The presence of otherspresence of other

Thepeople, sometimes inhibits someone from helping. Prosocial behavior decision making is caused by panama, the spread of responsibility due to the presence of many other people so as to assume that other people have helped that person. Second, concerning ambiguity in interpreting the situation. The helper is sometimes unsure whether the situation is a datum situation. And the third factor in the strength of the audience effect is fear being assessed.

2) Environmental

conditions Physical conditions also affect willingness to help. Another environmental factor that can influence prosocial behavior is noise. Moving on from the general idea that noise can reduce the responsiveness of people to all events in the environment.

3) Pressure of time constraints

Provision of time can have a strong impact on the provision of assistance. Children who are in a hurry tend to be smaller to help, compared to children who are not in a hurry.

b. Helpers

Some people continue to provide assistance even though situational forces prevent them from providing assistance, and others do not provide assistance even in very good circumstances, due to differences in each individual.

1) Personality Factors

Certain personality traits can encourage someone to provide help in some types of situations and not in other situations.

2) Mood

Positive mood can increase willingness to do prosocial behavior. On the other hand, if you think that doing prosocial behavior can reduce bad moods, then that person is more likely to provide assistance.

3) Guilt The

desire to reduce guilt towards others can lead to acts of help for people who are turned off or try to eliminate them by doing "good actions".

c. Self and empathy distress

Distress themselves (personal distress) is the reaction of the self to the suffering of others feelings of shock, fear, anxiety, concern, helplessness, or any feeling experienced. While empathy (empathic



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concern) is a feeling or sympathy and concern for others, especially for various experiences or indirectly feel the suffering of others. The difference is that self-suffering is focused on oneself, while empathy is focused on others who are victims.

1) People who need help

Although people who are very altruistic do not consider anything in helping others, daily prosocial behavior is often influenced by the characteristics of people who need help.

2) Help people you like

The same characteristics can provide great opportunities for giving a help.

3) Helping people who deserve help

Swooning will get a help or not depends on the benefits of the case or assess the feasibility of the needs themselves. In addition, the person who will help may also draw a causal conclusion regarding the emergence of the person's needs.

Based on the opinion above, it is explained that prosocial behavior can be influenced by the characteristics of the situation such as the presence of other people who can draw the picture of assistance, environmental conditions, and the pressure of helper time constraints. Also the characteristic of a helper is that the giving of help is influenced by personal aiding factors, moods, guilt, and self distress and empathy. As well as the characteristics of

people who need help, which is helping people they like because people who have the same characteristics have the opportunity to get help and help people who are worth helping.

4. Making Prosocial Behavioral Decisions

Someone who will take action to help others will consider first whether the act of helping is needed or not, then if necessary then what kind of assistance should be given. As mentioned by Taylor, et al (2012, p. 466) that the steps of decision making for prosocial behavior are first, one looks at first and decides whether help needs to be given or not. Second, if help is needed, someone will consider how much help or action is taken to help. When, someone might evaluate rewards and costs when he helps or does not help. And fourth, one must ascertain what kind of assistance will be given and how to provide it.

Furthermore, the steps in making decisions to help in an emergency according to Baron & Bymc (2005, pp. 96-101), namely: first, aware of an emergency. Second, interpret the situation as an emergency. Third, assume that it is his responsibility to help. Fourth, find out what to do. And fifth, make decisions when helping.

From the opinions above explain that before giving assistance, someone will decide first whether assistance needs to be given and aware of an emergency, then someone will assume the responsibility to help and consider how much action to help. Then maybe someone will think of



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rewards and costs that will be received when helping or not helping. After that, someone makes a decision on what action he will take to provide assistance.

5. Storytelling Method

a. The Nature of the Storytelling Method

The story is the most appropriate media to convey a lesson to children, because through this story children can imagine the behavior of the characters in the content of the story (Fauziddin, 2015, p. 17). In other words, through storytelling can provide learning experiences and information about knowledge, moral values, and so on. Storytelling can be done verbally, in writing or acting using props or not. In presenting a story, it must be done as interesting as possible in order to attract the attention of children.

Storytelling can be used as one of the exciting methods in learning for elementary school students. Moeslichatoen (2004, p. 157) argues that the method of storytelling is one of the giving learning experiences for kindergarten children by telling stories to children orally. Then Risaldy (2014, pp. 64.65) also explained that the method of storytelling is one way of providing learning experiences to elementary school students, by reading stories to children orally can affect children's development.

This is in line with research Suhartiningsih (2012, p. 132), that by listening to a story students can improve personality, sharpen

the sensitivity of feelings, and broaden life insights.

Furthermore Fadlillah (2014, p. 172) explains that the method of storytelling is a method that tells an event or event to students. These events or events are conveyed to students through unique speech, expressions and facial expressions. And Mursid (2017, p. L9) explained that the method of storytelling can provide learning experiences for children by reading stories to children verbally. The story conveyed must be interesting and invite the attention of children and can not be separated from the learning objectives for children.

Based on the opinions above, it can be concluded that the method of storytelling is one of the learning methods that provides learning experiences for children by narrating an event or event that is done through speech, expressions, and unique facial expressions. The story conveyed must attract the attention of children, also can not be separated from the learning objectives for children. Because storytelling can affect a child's development.

b. Purpose of Storytelling Activities

In storytelling activities children are guided to be able to develop the ability to listen to teacher stories that aim to provide information or instill social, moral, and religious values, providing information about the physical environment and social environment. Information on the physical environment includes the non-human



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environment in the child's environment, such as animals, events that occur in the child's environment, various kinds of food, clothing, plants that are in the yard, school, and so on. While social environmental information includes: people who are in the family, at school, and in the community (Moeslichatoen, 2004, pp. 170-171).

c. Benefits of Storytelling Activities

The storytelling method has many benefits for elementary school student development such as being able to develop children's cognitive, affective and physical-motor skills. This is in line with Moeslichatoen (2004, pp. 168-170) that the benefits of the storytelling method for the education of elementary school students are as follows: 1) Instilling honesty, courage, loyalty, friendliness, sincerity, and other positive attitudes in environmental life family, school, and outside school; 2) Provide a number of social knowledge, moral and religious values; 3) Providing learning experiences for listening, by listening to children can obtain various kinds of information about knowledge, values, and attitudes to be lived and then applied in everyday life. 4) Develop children's cognitive, affective, and psychomotor abilities; 5) Provide a unique and interesting learning experience, and can thrill, arouse enthusiasm, and create its own preoccupations; 6) Provide information about the social life of children with people around them with various kinds of

work; 7) Helping children develop various roles that children might choose, and various services that children want to contribute to the community.

Furthermore, the benefits of storytelling activities for children according to Rahayu (2013, pp. 81-84) are as follows:

- 1) Develop vocabulary, ability to speak, express stories according to character characteristics, and train children's courage to appear in public.
- 2) Influence children's intellectual development, as well as their psychological development.
- 3) Learn about customs and culture, how to identify other people's feelings, social norms, develop concepts of understanding, listening skills and concentration.
- 4) Storytelling activities have aspects that are needed in the child's psychological development.
- 5) Stories are meaningful lessons, which play an important role in the dissemination of new values to children.

As for the benefits of stories for children according to Musfiroh (2008, pp. 81 -100) are as follows:

- 1) Helping the personal and moral formation of children
- 2) Channeling the needs of imagination and fantasy
- 3) Stimulating children's verbal abilities



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- 4) Stimulating children's interest in writing
- 5) Stimulating interest in reading children
- 6) Opening the horizons of children's knowledge

Based on the opinions above it can be concluded that the method of storytelling has many benefits, especially in learning for elementary school students, namely by telling children that children get learning experiences so that children can obtain various kinds of information about social knowledge, values moral values and religion that can be applied in everyday life so that it can help the personal and moral formation of children. Through stories, children can channel their imagination and fantasy needs. Besides being able to develop children's language skills, bribery can also develop children's cognitive, affective, and psychomotor abilities. By telling stories can also provide information about social life with others with various professions, as well as opening up the horizons of children's knowledge.

d. Application of Storytelling Activities Storytelling

must be done with as interesting as possible, this aims to make children happy and interested in the story being told so that learning is more meaningful for children. In the application of storytelling activities can be done in various ways, namely as follows:

1) Storytelling without tools / visual aids

Storytelling without props is also called storytelling directly. Story telling without these props rely heavily on sound quality, facial expressions, as well as hand and body movements. The narrator can take a standing position or sit in a relaxed atmosphere. Storytelling without teaching aids requires high skills and memory, because there are no tools that can evoke memory about the contents of the story. To overcome this, the narrator may need a small note to be helpful if the narrator forgets about the contents of the story. Direct storytelling can also be done together with the method of conversing (Musfiroh, 2008. p. 135).

2) Two-dimensional aids / props Two-dimensional

aids, such as posters, comics, picture books, paintings, while reading story books, and so on. The advantage of using two-dimensional tools is that it helps the storyteller maintain the intrinsic elements of the story, so that the narrator is less likely to forget the contents of the story. Another advantage is the fact that the attention of the child is not totally directed towards the narrator, but shares it to the exercise tool, so that it might reduce the narrator's nervousness when telling stories (Gunaan, 2018. p. 91).

3) Three-dimensional aids / aids

Story telling will run more easily if you use three-dimensional aids. Visualization of three-dimensional tools is more impressive than two-dimensional tools. Examples of



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three-dimensional aids such as dolls and children's toys (Gunawan, 2018. pp. 92-93).

CONCLUSION

From the results of the analysis and synthesis of data conducted it can be concluded that by telling stories children get learning experiences so that children can obtain various kinds of information about social knowledge, moral values, and religion that can be applied in everyday life so that it can help the formation of personal and child morals, which of course is very influential as a tool to introduce prosocial behavior, prosocial behavior is the behavior of providing benefits to others by helping to ease the physical or psychological burden, which is done voluntarily.

Forms of prosocial behavior of students can vary, ranging from the emergence of a sense of caring for friends, accompanying, paying attention to various steps of generosity, strengthening friendships, mutually reinforcing cooperation, helping

victims, saving others without being asked, to sacrifice themselves for others. Prosocial behavior also includes actions taken to benefit others, such as sharing, entertaining, praising other people's achievements to please him, to helping others achieve their goals.

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