



Role of Parents on Children's Prosocial Behavior at the Public Playground

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Children's good behavior on playgrounds is important to their overall social development. This study aimed to investigate the roles of parents and children's prosocial behavior in the playground in the Singgalang Padang Complex. Furthermore, this study looked at the effect of training on their parents' prosocial behavior. This was a mixed-method research study in which the qualitative analysis used interviews and questionnaires on 20 parents to investigate their prosocial behavior. Following that, the parents participated in three training sessions to increase their understanding of improving their children's prosocial behavior. The influence of the instruction on the children's prosocial behavior was then assessed using a quantitative analysis based on a quasi-experimental design. The qualitative data revealed a scarcity of prosocial activities for early development in public facilities and playgrounds. However, quantitative data revealed a substantial change in children's prosocial conduct before and after parental instruction (Cohen $d = 1.13$). On the other hand, the conduct of today's youth has a considerable influence on the extent to which they have acquired their ability for prosocial maturity. If parents receive training to help their children develop prosocial behavior, they will be able to socialize with other children.

Keywords: parents, prosocial, behavior, children, playground

INTRODUCTION

Education at school (formal) and out of school (non-formal) is organized, while family education (informal) is unorganized (González & Bonal, 2021). Informal education is the primary educational arena for developing children's character, particularly in developing children's social values (Looney & Santibañez, 2021). The family, as the earliest educational institution, is the first institution that acts to instill cultural values in family members (Susilo, 2020). The family is a key part of this process because society is, at its core, a family, and the norms or culture of society comes from the culture of the family, which is the smallest group in society.

Character development and value installation, as well as the capacity to live together (socially) and engage in prosocial activities, were first carried out by families via

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behavioral modeling, habituation, and basic counseling or teaching for youngsters (Syahril et al., 2020; Mahanani et al., 2022). Piaget (1936) demonstrated that children's intellect develops over time. A child's cognitive growth entails more than just learning knowledge; youngsters must also develop or construct mental abilities. While Bandura (1989) argued that children gain new abilities and learn new knowledge through witnessing the activities of others, particularly their parents and peers. The conduct of these family members reflects the educational success or failure of the family. These beliefs are internalized, socialized, and incorporated into the culture through the family (Mancenido, 2021). According to Xie et al. (2022), children's social development is impacted by both the family environment and the environment outside the home. Many parts of a child's development, especially their social development, are most affected by their home environment (Hugo & Masalesa, 2021). Hart (1993) claimed that the playground is the most visited place by children to interact and communicate with their peers. Thus, the playground is essential in forming children's prosocial behavior.

Prosocial behavior is important to a child's social development (Eisenberg & Mussen, 1989). It is defined as doing things for the benefit of others that purely to help (Bar-Tal, 1976). The treatment process or parental guidance in introducing various aspects of social life or the norms of social life or encouraging and showing their children how to apply these norms in everyday life strongly influences the development of children's prosocial behavior (Budiyanto, 2021). Early social experiences outside the home milieu complement those inside the family environment (Xie et al., 2022). Xie et al. also said that the social experiences of young children from their surroundings influence their social conduct as they age. If the children had unpleasant or terrible experiences with their surroundings throughout their youth, they would likely act antisocially. Conversely, if the children had a nice experience dealing with the environment, they would prefer to behave prosocially.

Given the significance of instilling prosocial behavior in children at a young age, specialists have undertaken several studies on the subject. Sari et al. (2018) studied at Global Persada Mandiri Kindergarten, group A, to increase children's prosocial behavior via storytelling activities with dolls. According to the findings of this research, storytelling with puppets may enhance children's prosocial behavior in kindergarten. Arniansyah et al. (2018) performed research at *Ruang Publik Terpadu Ramah Anak* (RPTRA) (Child-friendly Integrated Public Space) Anggrek Bintaro on Empathy Training and prosocial behavior for children aged 6–12 years. According to the study, there were alterations in children's prosocial conduct and empathy following training, with most children demonstrating changes in prosocial behavior from the prior one. Matondang (2016) did similar research on the development of prosocial behavior in early infancy via dual age grouping at Bandung International Kindergarten. According to the findings of this research, there is a rise in prosocial behavior in early infancy when several ages are combined in the areas of cooperative behavior, friendship, helping, sharing, and caring. Mayangsari et al. (2017) did another study at *Persatuan Guru Republik Indonesia* (PGRI) (Indonesian Teacher Association) *Langkap Burneh* Kindergarten *Bangkalan* on enhancing prosocial behavior in children aged 4-5 years via

a great fun relay exercise. The findings revealed that children's prosocial behavior increased from 31 percent to 86.20 percent.

This issue is important to study since technology is limiting human contact. The internet has several benefits (Tiara et al., 2021). With the internet, individuals may lose "a lot" of things, notably direct experiences with other people whose warmth cannot be represented via the digital medium. The internet pulls faraway people closer and faraway people farther away. Mobile gadgets let users engage with people across the globe yet ignore those nearby. Even if individuals communicate, it is via social media, where emotions are expressed through words and emotions, which are inadequate to convey warmth, compassion, concern, and love (Schaefer, 1965). Piotrowsky et al. (2015) suggest that the media and children have a reciprocal, not a one-way, interaction (unidirectional). The media may affect a child's development positively or negatively.

Furthermore, there are several reasons why this phenomenon happens at public playgrounds, particularly in the development of prosocial behavior that parents should have instilled in their children, as well as in the settings and conditions of the children's everyday lives (Flook et al., 2015). This is most likely due to parental misunderstandings regarding the necessity of children's prosocial development, how it is executed, and what the repercussions are if children's prosocial development is not fostered from an early age (Krevans & Gibbs, 1996). According to in-depth interviews with parents who took their children to public playgrounds, they frequently claimed that they did not have reading material on early childhood development at home, including for prosocial development (interviews with parents, June 2019). At this point, parents have a role as scaffolding to support the children to get their best potential (Vgotsky, 1978).

Schaefer (1965) suggests a tentative association of the concepts selected for scaling with such molar dimensions as autonomy, love, control, and hostility. With this in mind, Baumrind (1971) found that authoritative parenting was associated with independent, goal-directed behavior for girls but less for boys when parents were inconsistent. He also found that authoritative parental control was associated with all indicators of social responsibility for boys and higher indicators for girls, but not with favorable and cooperative behavior compared to authoritarian and permissive parental control (Raman et al., 2022; Silva et al., 2022). Contrary to expectations, parental discord was not associated with boys' and girls' lack of social responsibility. In addition, Bandura and Walters (1977) contrast their theory with the views of behaviorists. In the first case, they reject behaviorist assumptions that emphasize environmental determinism and minimize the contribution of intervening cognitive events. Indeed, the emphasis on cognitive mediators and individuals as causal agents of behavior is a major departure from his early behavioral tendencies. They find psychodynamic explanations problematic because of their intrapsychic determinism, lack of theory brevity, and difficulty obtaining experimental support for key propositions.

The literature review also reveals the role of parents in developing children's social behaviors, such as parent-child interactions (McCoby, 1983), the influence of parenting styles (Baumrind, 1991), and parents. The influence of the ordering method on the

internationalization of children value (Grusec & Goodnow, 1994; Saputro, 2022). Barber et al. (2005) also focus on parental support, psychological control, and behavioral control. Also, Hastings et al. (2007), with many agents with mothers and styles of paternal education, cognac men, students, and behaviors (prototype men), the colleague of Federa-Christensenen and Christenson (2011) is linked. Formation of children's behavior. Khaleque (2013) also examined parental warmth, prosocial behaviors, and parenting roles related to children's psychological adjustment and personality traits. Eisenberg et al. (2005) and Carlo et al. (2011) believe that the role of parents shows that children have a great influence on the prosocial behavior of children. A dissertation supports this by Xiao (2016), who found that parents significantly influence the role of emotion regulation strategies.

Another study by Kholiq and Solehuddin (2020) described a phenomenon encountered in the Indonesian context, with many parents complaining about children's use of technological devices over time. The younger generation assumed that they could not use technological gadgets wisely, resulting in some complaints. Complaints include health problems, reduced social interaction between children or between children and parents, and increased tension in virtual media leading to hostility and fighting. A similar phenomenon occurs in playground environments, especially on public playgrounds. For example, some children played mobile games while their teachers were on the playground. If you ignore these bad things, it will remain a bad culture among children in the future.

Children's social development is strongly influenced by the treatment process or parental guidance in introducing various aspects of social life or the norms of social life or encouraging and giving examples to children on how to apply these norms in everyday life. Children's social experiences from their environment will affect their social behavior of children after they grow up (Barber et al., 2005; Baumrind, 1991; Carlo et al., 2011; Eisenberg et al., 2005; Federa-Christensenen & Christenson, 2011; Grusec & Goodnow, 1994; Hastings et al., 2007; Khaleque, 2013; McCoby, 1983; Xiao, 2016). If children have an unpleasant or unpleasant experience in their environment, they will tend to behave antisocially; conversely, if they have a pleasant experience in dealing with their environment, they will tend to behave prosocially.

Based on the context, phenomena, and literature described above, depth analysis of the parents' roles towards children's prosocial behavior development was the issue that needed to be studied in order to help the parents to give the optimum positive potential to their children when they play in the playground (Pepler et al., 1998; Mayfield et al., 2017; Kurnia et al., 2022). Given that, the researcher is interested in exploring the role of family education in the prosocial behavior of young children in public playgrounds. It is thought that this study might help parents optimize their roles as children's partners in playing, teaching, and practicing good behavior.

METHOD

Research Design

This study employed a mixed method of research (Creswell, 1999; Fraenkel et al., 2012). In this study, the researcher first examined the role of parents in their children's

prosocial behavior qualitatively. In the qualitative phase, parents' views on how they influence their children's prosocial behavior were explored via in-depth interviews in this research. The interview might provide supporting data on the findings in the quantitative findings. Family education may foster early children's prosocial development in public facilities. The goal was to use family education to promote positive social skills in young children on the playgrounds of public institutions. In addition to the quantitative data, parents and other adults who take their children to the playground could help them develop their social skills. In the qualitative part, parents' views on how they influence their children's prosocial behavior were explored via in-depth interviews in this research. The interview might provide supporting data on the findings in the quantitative findings.

In the quantitative phase, this study uses a pretest-posttest design in the quantitative section (Campbell & Stanley, 2015). Before the training, the researcher obtained a research permit and gave parents a consent form. Parents gave their permission to be research subjects. The research subjects were 20 parents.

Training Procedures

The researcher provided training to the parents to give the parents improvement in the quality of parenting and an impact on their children's prosocial behavior. This study sought to uncover issues concerning how children learn to be good citizens on public playgrounds and the practice of resolving this issue using mixed-method procedures. The training was set based on modules developed by Setiawati (2020). This training was held in four 90-minute sessions every Saturday for five months. There is a 15-minute break for drinks and snacks throughout the training. Each session has an icebreaker, a major topic, a break, and a debrief.

Two psychology students helped the researcher learn in the field. During the training, individuals were separated into two (2) small groups for debriefing and large groups for training materials. The scale data analysis demonstrated an average increase before and after training. Due to the COVID-19 epidemic, posttest data was advanced to the fourth training session (after the fourth session, the prosocial behavior scale was immediately given, outside the plan, one week after session four was conducted).

The study sought to uncover issues concerning how children learn to be good citizens on public playgrounds and the practice of resolving this issue using mixed-method procedures. The researcher provided training to the parents to give them an improvement in the quality of parenting and an impact on their children's prosocial behavior. The scale data analysis demonstrated an average increase before and after training.

The study's hypothesis is accepted based on the above research. Children's prosocial behavior changes following the training. Data analysis indicated significant differences in prosocial conduct between pretest and session 2 ($t = 2.120$; $p = 0.05$), pre-test and session 3 ($t = 2.651$; $p 0.05$), and session 1 and session 3 post-test ($t = 2.286$; $p 0.05$). Children's prosocial conduct did not rise in session 1 ($t = 1.559$, $p = n.s.$), but it did in sessions 2 ($t = 2,120$; $p 0.05$), 3 ($t = 2,651$; $p 0.05$), and 4 ($t = 4,350$; $p0.01$). This data

shows that the training's effectiveness in promoting prosocial behavior takes time. According to the data, prosocial change should begin in five months. This research included four training sessions over five-month. A meta-analysis by van Berkhout and Malaoff (2015) found that the number of sessions did not change how well the training worked, and the length of time ranged from one month to six months, and this research was conducted in five months.

There was no change compared to the prosocial mean of parents' side children before and after training ($t = 0.74$; $p = n.s.$). The children's prosocial means from the parents' side is 10.53, the same as the children's prosocial means at the posttest of 10.88. No research exists on whether parents regard their children's prosocial behavior as improving or decreasing following the training. More study is required to establish whether parents consistently rank their children's prosocial conduct higher than the youngsters do.

Evaluation of Content Mastery

The researchers completed two steps to measure parents' understanding of how they fulfill or use their role as parents to improve their children's prosocial behavior. The first is a practical reaction, and the second is a knowledge test. Reactions to Learning This evaluation focuses on participants' reactions to the enjoyment of learning. At the end of the training, a survey was conducted. Next is the knowledge test. This knowledge test was conducted before and after the training session to determine how much the participants knew about emotional management (Lubis et al., 2022; Tnay et al., 2022). This test is adjusted to consider the levels of children's learning techniques.

Researchers carried out two stages to measure the level of parents' understanding of their role in developing their children's prosocial behavior. The training reaction and the knowledge test were carried out before and after the training session to measure participants' knowledge about emotion management.

Data Collection

The Prosocial Behavior Scale was another tool. The parents fill out the rating scale's three response options. 1 (rarely), 2 (sometimes), and 3 (often). The prosocial scale measures sharing, cooperation, helping, friendship-making, caring, taking others' views, honesty, and giving. Seven (7) items from 25 subjects were internally valid, with a valid total item correlation index between 0.36 and 0.52 and a reliability index of 0.697. According to Gliner et al. (2016), a measuring instrument's reliability index of 0.7 is acceptable, 0.6 is marginal, and 0.5 and below is poor. 0.5 (good), 0.3 (acceptable), 0.2 (marginal), and 0.1 are valid item indices (poor). The Prosocial Behavior Scale was another tool. It measures sharing, cooperation, helping, friendship-making, caring, taking others' views, honesty, and giving. Seven (7) items from 25 subjects were internally valid, with a valid total item correlation index between 0.36 and 0.52 and a reliability index of 0.697. Thus, the study's measuring instrument was valid and reliable. SPSS was used to compare mean Prosocial Scale scores before and after the training using a t-test.

Participants

The participant in this study were parents who brought their children to the playground in the Singgalang Padang Complex. Table 1 provides detailed information about the parents' background. The table is as follows:

Table 1
Background information of respondents

Aspects		N	%
Gender	Male	7	35
	Female	13	65
Father's Education	Senior High School	3	15
	Diploma	4	20
	Bachelor Degree	9	45
Mother's Education	Elementary School – Junior High School	2	10
	Senior High School	3	15
	Diploma	4	20
	Bachelor Degree	7	35
Father's Occupation	Office Worker	10	50
	Consultant	1	5
	Entrepreneur	3	15
	Educator	1	5
	Civil Servant	1	5
Mother's Occupation	Office Worker	8	40
	Consultant	3	15
	Entrepreneur	2	10
	Educator	2	10
	Civil Servant	1	5

Table 1 shows descriptive data about the study subjects. Most of the parents were 13 females and seven males. Both parents had bachelor's degrees. The mother's lowest education was a junior high and elementary school, while the father was in high school. 40% of mothers did not work, and 40% worked jointly. Most fathers worked privately. Graphs and statistics were used to analyze the data based on study aims and assumptions.

FINDINGS

Description of the Initial Prosocial Behavior of Children in the Playground of Public Facilities

Based on participatory observations and in-depth interviews of the researcher with parents who brought their children to play in the playgrounds of public play facilities, it was obtained that parents had not implemented the prosocial development of their children in the playgrounds of public facilities. This was observed by observing a child named SY, whom his grandmother brought to the playground of public play facilities. SY was busy playing on the swing available in the arena. Not long after, SL came, who also wanted to play on the empty swing beside SY. SY's grandmother did not make the slightest effort to persuade her grandson, who refused SL, to ride in the swing with him.

SL's grandmother took action to bring her granddaughter home in tears. SL was very upset by what happened, and SY did not care and did not act in a friendly way.

After an in-depth interview with SY's grandmother, the conclusion is that the answer was:

"SY is still a child; you know when she grows up, she will change by herself."

Then, the next day, when the researcher conducted an interview with SL's family about the incident at the playground, the answer was:

"It is a useless mother if SY has gone up first. Do not expect him to give a ride to another friend. He is selfish and likes to scratch friends. That is why I prefer to bring my SL home, meaning it is useless if Sy is a very selfish person, likes to bite his friends, and likes to pull the hair of friends who are close to him."

The researcher received a long dialogue that could be concluded. Based on the observations and interviews that the researcher conducted with the two subjects above, parents are unaware that their behavior negatively impacts their children. In addition to the events above, there are still many incidents that reflect the low development of social values in children, such as children not offering their food to their friends; letting other children who also want to play with existing toys while their parents are not there; and parents who are busy chatting, which sometimes their children do not deserve to hear. After asking parents who brought their children to play in the arena of the Public Play Facility in-depth questions about the development of social values, the following can be said about their answers:

Parents accompanying children to play more often follow their wishes than provide opportunities for children to socialize with their friends. Parents think it is too early to instill prosocial skills in their children because they are still young. Some parents think that children will not imitate what their parents do, such as talking about other people, playing with cell phones, etc. The processes that take place in the playground of these public facilities can be described as follows:

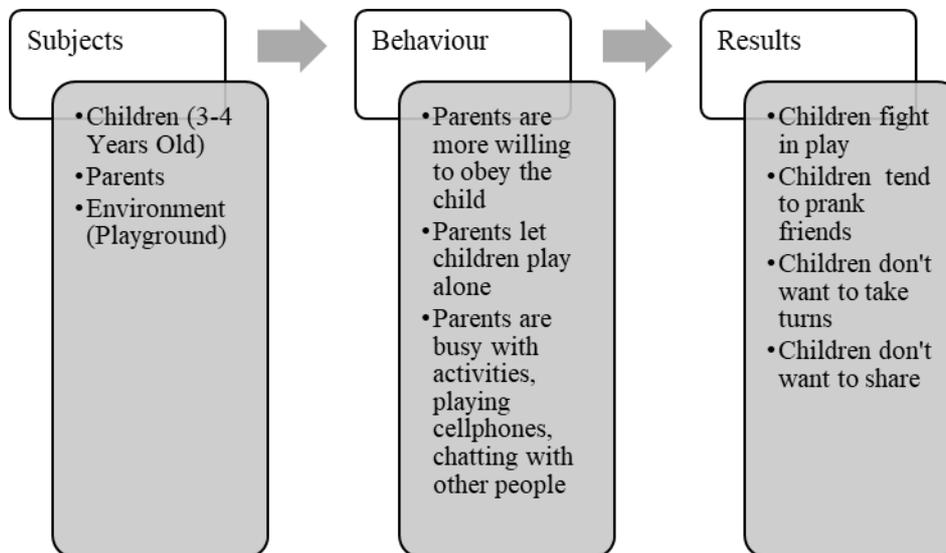


Figure 1
Family education at the playground of public facilities

From some of the findings described above, it can be concluded that the real conditions encountered in the field, namely in the playgrounds of public facilities, regarding the prosocial development of early childhood, especially in the Singgalang Padang Complex, have not shown prosocial behavior. In this case, most parents/caregivers of early childhood do not develop the prosocial development of their children. The researcher needs to convey that this is due to the lack of parents' or caregivers' understanding of their role as the first and foremost educators in the family. With this, the researcher used a response from the parents of one of the parents whose child was going to play:

Researcher:

"What do you think about the role of parents in early childhood education?"

Respondent:

"We as parents are only in charge of protecting children, raising and providing welfare for children so that our children are not too left behind from their friends. Regarding education, I think we only support what he has learned in PAUD (Early Childhood Education Institution). Because now, my child has not entered PAUD, I always follow his wishes because I am afraid he will cry. If he does not want to be banned, what can he do, because he is still small?"

Researcher:

"Don't you know that the education of this child must start at an early age and parents are the first and foremost educators, what do you do and get used to is education for your children?"

Respondent:

"We just found out about this, all this time, we suspected that the children had entered the school and were being taught by their teachers. If our mother said that our parents are responsible from an early age, but we do not know how, OK?"

Another mother also expressed the same thing regarding the responsibility of parents towards the education of their children at home:

"In my opinion, the teacher who is able to teach our children to read, write, relate to others, be willing to give and behave well and be obedient, is the teacher, for teachers there are many ways, we parents can't afford that. So after a child is admitted to PAUD, all of his bad behavior now must change."

From several snippets of the researcher's interviews with some of these parents, as well as with several other parents whom the researcher happened to meet in the field, it can be concluded that the development of prosocial behavior of children in the playground was not carried out, partly because parents did not feel that their children's prosocial education was not implemented. They should have started early, and parents also do not know that the responsibility of early childhood education is their responsibility. After the researcher talked about the importance of prosocial education and explained the role of parents in its development, it seemed that parents who happened to be there at the time were enthusiastic about listening (Robillos & Bustos, 2022). At that time, the researcher also informed them that they would make a module book on family education in the prosocial development of children in the playground, and they were very happy and wanted to buy it (Setiawati, 2020). For this reason, the researcher was eager to make a module on family education in the prosocial development of early childhood in the public playground.

The things that underlie the emergence of this desire are: seeing the real condition of children's prosocial behavior so far, which is still in the low category; Also, it is still wrong and even wrong to look at what parents think about their children's education and the role they play in it, especially when they are young.

The Impact of Training of the Parents on the Children's Prosocial Behavior

As explained in the Introduction section, the main problem in the Singgalang Block B Complex, especially for early childhood aged 3–4 years, is that their prosocial status is still low. This was obtained apart from direct observation in the field; it was also measured and estimated by using an assessment in the form of a measurement tool that the researcher deliberately made. This instrument consists of 25 questions adjusted to

the prosocial maturity level of children aged 3–4 to measure these prosocial aspects. The results of the measurements carried out can be stated as follows:

The researcher gave a scale of 1, 2, and 3 to see the prosocial condition of children in the playground of public facilities. The number 1 was given if the behavior had not appeared or had not appeared at the time of observation. Number 2 is given if, at the time of observation, the prosocial behavior has appeared but is inconsistent. Also, number 3 is given to children whose good behavior happens independently, without being told to

The questionnaire was filled in by the parents based on their perceptions. The prosocial level of children (aged 3–4) years in the Singgalang Block B Complex is still relatively low, which can be seen from the acquisition of abilities in categories 1 and 2. Only a few people seem to have done some aspects of the observed abilities. Figure 2 shows this rise in prosocial behavior.

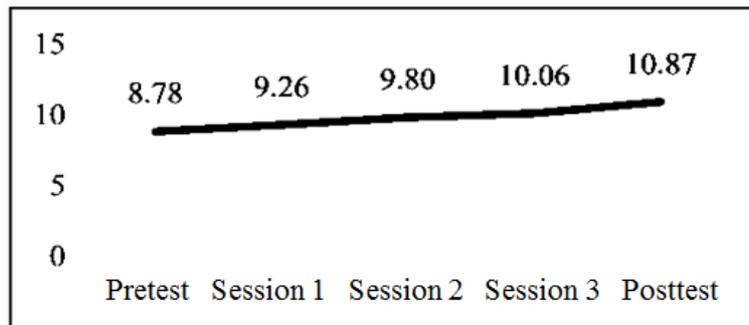


Figure 2
Comparison of means of prosocial behavior for each session

Prosocial behavior was measured pretest, during test, and posttest. Before the training, one parent also filled out the prosocial behavior scale, but there was no data after that, owing to the COVID-19 outbreak. Parents are given the prosocial scale since they know their children best and create connections with them daily. Parents will watch children's prosocial actions regularly. Also, compare children's and parents' prosocial scale answers. Table 2 describes prosocial conduct and shows that training increases children's prosocial behavior.

Table 2
Descriptive data on prosocial behavior

	N	Min	Max	M	SD
Pretest	16	4	13	8.78	2.05
Session 1	17	3	12	9.26	2.43
Session 2	15	1	12	9.80	2.81
Session 3	18	1	14	10.06	2.84
Posttest	16	8	14	10.87	1.86
Parents	15	7	14	10.53	2.56

The t-test was used to compare mean prosocial behavior pre- and post-training. Table 3 shows *t* and *p* values from SPSS mean comparisons.

Table 3
Differences in children's prosocial behavior

	Pretest		Posttest		<i>p</i>	<i>t</i>	Cohen <i>d</i>
	M	SD	M	SD			
Prosocial Behavior	8.78	2.05	10.88	1.86	0.000	4.350	1.13

The mean prosocial conduct of youngsters before and after the Training is significantly different ($t = 4.350$; $p < 0.000$). Thus, the study hypothesis: "the training affects children's prosocial conduct." After the training, prosocial conduct scores were higher than previously. After the training, prosocial conduct averaged 10.88, greater than before (8.78), with a strong effect size of 1.13. These findings confirm Figure 1's graph. Other study outcomes (hypothesis testing) were identified. Data analysis indicated a significant difference in prosocial behavior between pre-test and session 2 ($t = 2.120$; $p < 0.05$), pre-test and session 3 ($t = 2.651$; $p < 0.05$), and pretest and older people ($t = 3.642$, $p < 0.05$).

Parents Roles in the Development of Children's Prosocial Behavior

The playground of public facilities is a very strategic vehicle in the prosocial development of early childhood. Two things are benefits that can be obtained. First, it enables children to develop prosocially by sharing by using toys, helping each other, collaborating with fellow playmates, and so on, if children are directed well by adults who are nearby as educators. Second, the public playground is a good and natural place for a social process to happen when a child is young. This process includes things like competition, adjusting, imitating, and learning to stop being self-willed because of the social environment, among other things. All of these things help children grow up socially over time.

Initially, based on the pre-interview section, it is found that in the field is that parents tend to follow the wishes of their children; they do not involve themselves in the prosocial development of children, so this causes children's prosocial behavior to be low, such as children who do not want to take turns, like to bite friends, or do not like to play together (tend to be anti-social). In a situation like this, an effort is needed so that children's prosocial behavior can develop properly and optimally, namely by increasing the ability of children's parents by providing knowledge and skills to parents by providing training (Rahman et al., 2021). The training was designed and implemented through a situational analysis process by identifying the needs and problems of parents regarding the development of their children's prosocial behavior in the playgrounds of public play facilities.

DISCUSSIONS

Based on the process and results of developing a family education model for early prosocial childhood, in this discussion, several things will be discussed, namely: 1) An overview of family education for the prosocial development of early childhood in the

playgrounds of public facilities; 2) Validity, reliability, and efficacy of product development of family education models in the prosocial development of early childhood in public facility playgrounds; and 3) Early childhood behavior shifts from anti-social to prosocial.

The results showed that parents have not carried out family education to develop children's prosocial behavior in the playgrounds of public facilities. Field data shows that many parents are more concerned with their children's wishes in the playground than with other children's wishes. In addition, it can also be seen that most children in the playground do not want to share, cannot wait for their turn, struggle with choosing playing facilities, etc. (Loukatari et al., 2019; Ibrahim et al., 2021).

Indeed, education starts from within the family because no one is born into the family. Long before an educational institution called a school existed, the family existed as an institution that played an important role in this education as the foundation stone. In and from the family, people learn many things. From how to interact with others, express wishes and feelings, express opinions, speak words, behave and behave, to how to adhere to certain values as principles in life. In essence, family is the basis of education for everyone (Rahman & Ja'afar, 2018; Tersi & Matsouka, 2020).

Parents are very important in providing education for their children in a family. Parental involvement in children's education has proven to have many positive impacts on children and the development of these children (Pramono et al., 2021). Many achieve success when they reach adulthood and enter the real social world.

Throughout their lives, humans have always experienced education. Education has many meanings depending on the context and importance of the conversation. In a certain sense, education is a process of civilizing and civilizing humans. With the education of humans who have the potential and instincts to be value-free, they are taught manners and culture to have the characteristics of being civilized and cultured human beings (Jaedun & Manaf, 2020). This is how a person is educated and how they will have manners and culture when they grow up.

In a narrower sense of education, education is associated with schooling. People who succeed in reaching high-level schools are referred to as highly educated. On the other hand, people who only attend low-level schools are called low-educated. In this sense, education is schooling. In another context, education is a process of human maturation, which means giving "something" to a baby, child, or teenager to be able to appear as an adult human in the future. Adult humans are physically and mentally grown up, which means they are ready to take on a societal role.

Prosocial or positive behavior is optimized through the role of the family and assisted by educational institutions that are influenced by the environment and the habits of the people around them. According to Hur and Rushton (2007), their research found that genetic factors influence 55% of prosocial behavior. Moreover, 45% is due to environmental factors. Genetic factors come from parents' personalities or innate traits, like empathy, emotions, and experiences. There are also environmental factors that come from family, culture, practices, and parenting styles.

Developing personality in children to minimize deviations from immoral behavior is often a serious problem. The immoral unrest of this century is getting real and rampant. It is necessary to teach children about feelings such as shame, sin, and guilt resulting from wrongdoings and violations of norms. Legal, religious, and moral norms are no longer guides in developing a responsible life and maintaining human values from an early age (Ghufron & Risnawati, 2012). This instills behavior so that children become intelligent and wise people, behaving with noble character and responsibility so that their existence can become a positive value in society and for themselves. This is a straightforward task of parents and the school and community environment that shape them from an early age (Santoso et al., 2022). The family's obligation to shape behavior indeed departs from both parents. However, environmental development is needed in early childhood to learn to understand the culture and social demands according to where they are. This process of development and growth can take place in schools, communities, and families; these three environments can be called the educational tri-center. The family's position ranks itself as number one in the ongoing process of forming and practicing better social behavior (Junaidi et al., 2022). This research has limitations, including (1) posttest data assessment on the same day, (2) no follow-up, and (3) measuring children's prosocial conduct from the person's viewpoint. (4) The number of people in each session varied, and (5) there was no control group (Rahman et al., 2022).

CONCLUSIONS

The mean prosocial conduct of youngsters before and after the Training is significantly different. After the training, the score was greater than before. There were no significant differences between the pretest and session 1 and session 2, session 1, session 3, and posttest. The playground of public facilities is a strategic vehicle in the prosocial development of early childhood. It enables children to develop prosocially by sharing, using toys, helping each other, collaborating with fellow playmates, and so on. Parents tend to follow their children's wishes and do not involve themselves in the development of children's prosocial behavior. Based on the results of research analysis and discussion regarding family education in the aspect of prosocial development of early childhood in public facilities, it can be concluded that the training may increase children's prosocial conduct, a study shows. The training may help parents and teachers build children's prosocial behavior. Introducing children to their own emotions may aid in developing positive behavior. Moreover, this study found that children's prosocial development in public facilities' playgrounds is still low. Parents, in accompanying children to play, have followed the children's wishes rather than giving children the opportunity to socialize with their friends. In addition, parents think that instilling prosocial behavior in children does not have to be from an early age and when they are busy with their activities. What children do today will have a far-reaching impact on the future, especially in prosocial maturity. Therefore, by providing a method for developing prosocial behavior, children can have the ability to cooperate, tolerate, share, and like others. The best way for children to learn how to be good citizens is when their parents can help them improve their behavior on the playground and at home and offer services.

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