

STRATEGIES OF INDONESIAN KINDERGARTEN TEACHERS FOR DEVELOPING CHILDREN'S PROSOCIAL BEHAVIOUR

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ABSTRACT

Aim. This study aimed to investigate the methods utilised by kindergarten teachers in Indonesia to cultivate prosocial behaviour in young children, acknowledging the potential impact of insufficient prosocial behaviour on both social and academic progress.

Method. Using a qualitative approach, the research gathered insights through open-ended inquiries in virtual interviews with 49 kindergarten educators throughout Indonesia. The data collected was thematically analysed, focusing on teachers' observations and approaches to encourage prosocial conduct.

Results. The examination revealed that approximately 91.8% of teachers noted deficiencies in prosocial behaviour among confident children, particularly citing

challenges in sharing and cooperation. Teachers implemented diverse strategies such as direct engagement with students, facilitating collaborative activities, fostering prosocial values, establishing classroom rules, and modelling prosocial behaviour. Collaborative learning frameworks emerged as the predominant method employed to bolster prosocial development.

Conclusion. The outcomes of this investigation provide practical guidance for early childhood teachers to refine classroom methodologies and exemplify behaviour that fosters prosocial skills in young learners. Moreover, this study contributes to unravelling effective techniques for cultivating prosocial behaviour within Indonesia's cultural and educational landscape, addressing a notable gap in local research on early childhood education.

Keywords: early childhood character, kindergarten teacher, prosocial behaviour, social development, prosocial development strategies

INTRODUCTION

Prosocial behaviour allows children to have fewer peer-related issues during childhood and adolescence (Ma et al., 2020; Memmott-Elison & Toseeb, 2023). Prosocial behaviour tends to strengthen social relationships, enhance feelings of acceptance from others, and provide a sense of satisfaction and achievement. These factors can help children cope with negative emotions and stress, which may lead to or worsen psychopathological symptoms, such as anxiety, depression, or other behavioural problems. However, longitudinal studies show that most children exhibit stable or declining levels of prosocial behaviour from childhood through adolescence (Nantel-Vivier et al., 2009; Toseeb & St Clair, 2020). Positive behaviour that children may possess in childhood gradually decreases as they approach adolescence. This decline may be due to various factors such as peer influence, changes in social dynamics, academic pressures, or media influence.

On the other hand, research has shown that although programmes aimed at teaching prosocial skills can be effective, the results often need to be more consistent among children and in different environments (Hanley et al., 2007; McKeown et al., 2021). Individual differences, environmental conditions, and the chosen approach may contribute to this inconsistency. Therefore, a programme that works for one group of children or in one school environment may not work for another. Developing prosocial behaviour is not just about teaching skills but also requires careful adaptation to the varying needs of individuals and social environments. There is a paradoxical emphasis on addressing negative behaviour (e.g., aggression, bullying) rather than promoting positive behaviour like prosocial skills, which is one of the reasons why prosocial behaviour is not a primary focus in shaping children's behaviour (Mareš, 2017). Despite its importance, this condition is one of the reasons

why prosocial behaviour is often not a primary focus in early childhood education. In addition, it can hinder the development of good social skills. Therefore, this study aims to identify the strategies used by kindergarten teachers in facilitating children's prosocial behaviour.

LITERATURE REVIEW

Prosocial Behaviour

Prosocial behaviour is acting in ways that help, share, and comfort others. This behaviour is an essential aspect of social competence that develops in the second year of a child's life and shows moderate stability over time (Paulus, 2014; Paulus & Moore, 2012; Paz et al., 2023). Understanding the development and implications of prosocial behaviour in early childhood is crucial for fostering positive social and academic outcomes. Adults need to recognise that children require a process to achieve a balance in prosocial behaviour. A deficit in prosocial behaviour is linked to externalising symptoms (e.g., aggression) in early childhood. In contrast, internalising symptoms (e.g., anxiety, depression) can be associated with either a lack or an excess of prosocial behaviour (Huber et al., 2019). Externalising symptoms is negative behaviour directed outward, such as acting aggressively or defiantly, often resulting from a lack of social skills. Meanwhile, internalising symptoms like anxiety or depression are more related to the child's internal condition, involving negative feelings focused inward. A lack of prosocial behaviour (children rarely engage in positive interactions with others) can be associated with feelings of loneliness or anxiety (Memmott-Elison & Toseeb, 2023). On the other hand, excessive prosocial behaviour (children who overly try to help or comfort others) can also manifest as anxiety or emotional pressure, where the child may feel compelled to please others to alleviate their inner anxiety or discomfort constantly.

Understanding the factors that influence the development of prosocial behaviour can help nurture this behaviour from an early age. Parental warmth and positive parenting behaviour strongly predicts prosocial behaviour (Bates et al., 2023; Jambon et al., 2019). Children who experience higher levels of parental warmth exhibit better prosocial behaviour than others. Parental warmth at age 7 enhances prosocial behaviour in early adolescence and protects the child from maternal substance abuse during pregnancy, regardless of household type and biological family dynamics (Bates et al., 2023). In addition to parents, the teacher-child relationship also plays an important role. High teacher-child warmth and low teacher-child conflict are associated with higher levels of prosocial behaviour in children (Shi et al., 2021). Teachers at school play a key role in providing the first experiences outside the family or parental care. Teachers' attitudes and behaviour toward children in school influence

children's confidence to socialise. Teachers also model positive social behaviour by demonstrating friendliness, patience, and cooperation in daily interactions with students and fellow staff. Furthermore, collaborative classroom activities, such as group projects, interactive games, and group discussions, allow students to learn cooperation, communication, and mutual support.

Empirical Studies Examining Prosocial Behaviour

Various previous studies have examined the development of prosocial behaviour in kindergarten-age children. Studies have even revealed that the Prosocial Scale for the Preschool Behaviour Questionnaire is a reliable and predictive tool for assessing disruptive behaviour in kindergarten children (Tremblay et al., 1992). This instrument proves that the study of prosocial behaviour has received significant attention from earlier researchers. On the other hand, some studies have found that implementing social stories in classroom settings has been proven effective in promoting sharing behaviour and other prosocial behaviour among preschool children, thus encouraging the transition from egocentric to more collaborative interactions (Tan & G, 2024). Furthermore, mindfulness programmes in kindergarten classrooms improve self-regulation and prosocial behaviour and reduce hyperactivity in children, especially those struggling in these areas (Flook et al., 2015; Viglas & Perlman, 2018). These programmes also help children enhance their vocabulary and reading skills by the end of the school year (Thierry et al., 2016). Additionally, effective management of play equipment has been reported to enhance prosocial behaviour in early childhood by improving the quality of teacher-child relationships (Pramono et al., 2019). Well-managed play equipment strengthens children's and teachers' positive interactions, strengthening their relationships. This improved relationship helps create an environment where children feel supported and safe to express care for others. In this context, appropriate play equipment can facilitate social interactions among children, strengthen their emotional engagement, and promote prosocial responses.

Prosocial behaviour in early childhood classrooms has been effectively promoted through the use of positive reinforcement, consistent discipline, modelling, verbal guidance, cooperative activities, role-playing, and emotional reflection (Marantz, 1988). At home and school, adult modelling and encouragement play a crucial role in prosocial intervention (Doescher & Sugawara, 1992). Additionally, prosocial behaviour in preschool children is influenced by factors such as storybook motifs, targeted family education, and the role of experienced teachers who actively promote helping and social support (Mareš, 2017). A combination of these strategies can strengthen the development of children's prosocial behaviour.

The Role of Indonesian Kindergarten Teachers in Designing Learning

In Indonesia, all kindergarten teachers must have at least a relevant bachelor's degree (S1) (Windari et al., 2020). They must also understand the developmental stages of their students, are required to attend training on curriculum implementation and learning processes according to their educational level, and are expected to apply a teaching model that empowers children in school. The pedagogical competencies of Indonesian kindergarten teachers include planning, implementing, and evaluating the teaching and learning process (Taridi & Dono, 2019). These competencies are developed during their academic education as kindergarten teachers, ensuring they are qualified (Juliyanti & Yulindrasari, 2021). Kindergarten teachers' teaching and learning activities in Indonesia focus on cognitive aspects and are oriented toward shaping children's character and morals. With the majority of kindergartens based on the principles and values of Islamic teachings and nationally grounded in the values of Pancasila, kindergarten teachers in Indonesia instil positive character and moral values in children.

Teachers shape children's character through teaching and learning activities by instilling values and traits while serving as role models and motivators (Widel & Ramadan, 2021). This includes how teachers speak, the vocabulary they use, and how they build rapport with the children. Studies reveal that a teacher's tone of voice is crucial in shaping their impact on children (Paulmann & Weinstein, 2023). When teachers use a controlling tone (which may come across as commanding or authoritative), it can lead to a decrease in the satisfaction of students' basic psychological needs, which negatively affects their well-being and reduces their willingness to speak or open up to the teacher, compared to when a teacher uses a neutral tone (less authoritative and calmer). In short, a teacher's tone of voice can influence the emotional and psychological relationship between teachers and students and students' desire to interact with their teachers. Moreover, negative interactions between teachers and students are a risk factor for behavioural difficulties in early childhood and may lead to serious behavioural problems in later classes (Myers & Pianta, 2008). Therefore, teachers need specific strategies to foster a close connection with their students.

Based on this situation, children will have various positive impacts when they behave prosocially. This behaviour needs to be learned and accustomed to become a character that is formed in children. To form this character, the role of adults, such as teachers at school, is needed by designing various activities and situations that support it. Through this quantitative research, researchers want to describe what strategies kindergarten teachers have carried out so that children have more prosocial behaviour than those who do not. To support this idea, researchers ask three questions, namely:

- What are the conditions of children's prosocial behaviour in the classroom?
- What efforts are made by teachers to develop children's prosocial behaviour?
- What learning models do teachers use to encourage children's prosocial behaviour?

RESEARCH METHOD

Research Design

This study uses a qualitative study with open-ended questions that can be answered according to the conditions of each respondent. This design was chosen to obtain representative data from preschool teachers in Indonesia. In addition, open-ended questions allow researchers to gain deeper insights into various aspects relevant to situations and challenges that may differ. Therefore, the results of this study can provide a more accurate picture of the actual conditions in the field, especially related to strategies for developing prosocial behaviour. The data obtained from this study will be used as primary research to develop an appropriate learning model so that stimulation of children's prosocial behaviour can be optimal.

The data collection technique used was an online interview. Participants joined this study voluntarily, which was done in their respective areas of origin. They were not bound to a specific time and place. The answers to the questionnaire can be saved directly after the participants submit it—the interview comprised six mixed questions (five closed questions and one open question). The interview indicators consisted of (a) teacher observations of the lack of prosocial behaviour in children, (b) the number of children with low prosocial behaviour, (c) low prosocial behaviour seen in children, (d) teacher perceptions regarding the development of prosocial behaviour from an early age, (e) efforts that have been made by teachers to develop prosocial behaviour, and (f) learning models that support prosocial behaviour. In questionnaire item number three, the indicator of prosocial behaviour comes from the development of the instrument used by Kristen A. Dunfield (2014).

Participants

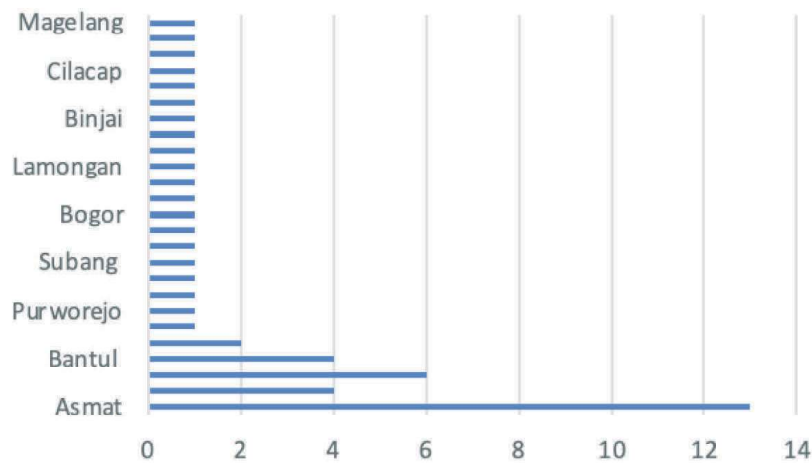
The sampling technique used was snowball sampling. The initial respondents were selected purposively as teachers who teach children in the 5–6-year age group. This age was chosen because children have shown prevalence in friendships at this age, so it is necessary to study their prosocial behaviour. Then, the participants were asked to recommend or refer others they know who meet the research criteria to participate in this study. These recommended participants were then contacted and asked to participate. After they participated, they were also asked to recommend others. This process continues like a snowball that rolls and grows, so the sample continues to grow. Finally, as many as 49 teachers from various cities in Indonesia were involved in this study (Figure 1).

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Figure 1

Participant's Origin



Source. Own research.

Procedure and Data Analysis

The researcher distributed information related to the request to complete the questionnaire to participants through online communication media such as WhatsApp. The information emphasised that only teachers who teach the 5–6 year old age group may fill it out. Participants were given time to complete the questionnaire according to their availability. There was no limit to when participants were required to fill it out. However, the researcher had a time limit to close the questionnaire. After the data was collected, data analysis was carried out by dividing the data into two: quantitative and qualitative. Quantitative data was obtained from instrument items number one and two. Instrument items number three to six are qualitative data analysed by finding themes. The themes that emerge are based on the answers from each participant.

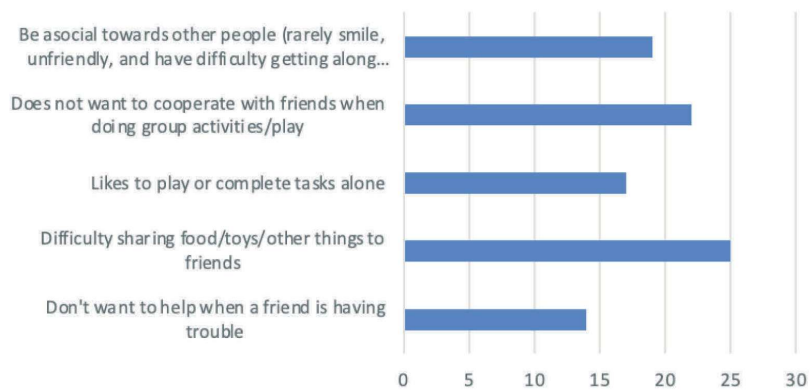
RESULTS

Teacher Observations of Children's Prosocial Behaviour

Approximately 91.8% of the 49 teachers of the 5–6-year-old age group observed that children had low or inadequate prosocial behaviour. This means that most teachers in this age group saw a lack of prosocial behaviour in some children. According to teachers (80.9%), one to five children in one class lacked prosocial behaviour (Figure 2). Of several indicators of lack of prosocial behaviour, approximately 52.3% of teachers reported that children had difficulty sharing food, toys, or other things with their friends. Teachers reported that not wanting to cooperate with others when doing activities is the second indicator of low prosocial behaviour in kindergarten.

Figure 2

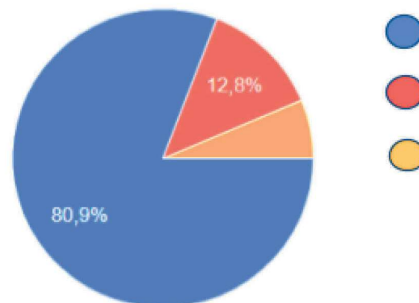
Low Prosocial Behaviour of Children in Class



Source. Own research.

Figure 3

Indicators of Children's Prosocial Behaviour Problems in Class



Source. Own research.

Children's Prosocial Behaviour Development Strategy

Most teachers stated that it is essential to introduce prosocial behaviour in early childhood. This perception is supported by the results of teachers' answers to various strategies used to develop prosocial behaviour. First, teachers try to approach children by frequently greeting them, asking provocative questions, and motivating them to behave prosocially, as expressed by the following participants:

- “Providing a spark for children to communicate.”
- “Always inviting children to participate in every activity.”
- “Motivating children to be able to share, help each other, invite friends to play, and others.”

Greeting children is one strategy that teachers can use to build attachment with children. Children more easily recognise teachers who actively talk and greet children regularly. This can create a comfortable and familiar atmosphere between teachers and children, thus facilitating learning. Teachers also use interesting questions to provoke children's interest and thinking. These questions stimulate their curiosity and encourage them to think actively. Meanwhile, encouragement and motivation for children aim to encourage positive behaviour, such as helping others, sharing, or behaving politely and responsibly. Thus, children's character becomes caring and responsible in society. Second, inviting children to play together with other friends. Teachers invite children to play games that involve cooperation. Group activities are planned to develop communication and relationships with other friends, as expressed by the following participants:

- “Inviting to play with friends.”
- “Inviting to play that involves cooperation.”
- “Designing fun group activities.”
- “So that children can develop communication and relationships with other friends.”
- “Providing opportunities for children to interact with peers and engage in social activities can also support this development.”
- “Creating activities that develop prosocial behaviour.”
- “Project activities, group activities.”
- “Designing group activities or collaborative projects that encourage children to work together, share ideas, and help each other.”

Group activities or collaborative projects that encourage children to work together, share ideas, and help each other. In addition, this activity also provides opportunities for children to interact with peers and engage in social activities. Third, as expressed by the following participants, they teach prosocial values such as kindness, cooperation, empathy, tolerance, politeness, and other positive behaviour:

- “Providing an explanation of the importance of social behaviour to anyone.”
- “If someone hits a friend, the child is accustomed to apologising to the child who was hit. If a child gives something, the child is accustomed to saying thank you.”

- It is necessary to instill prosocial behaviour in children, such as tolerance, politeness, and other positive behaviour.”
- “Instilling the concept of character pillars through various media (character pillar books, story books, role-playing).”
- “Comforting others who are sad”
- “Inviting them to care about friends.”

Teachers said that they explained the importance of social behaviour. Teachers explained this through reading character pillar books, story books, and role-playing. Role-playing can encourage children to feel what the character is feeling. This activity allows children to practice communicating, sharing, and interacting with their friends. Teachers even link it to religious values that, as God’s creatures, all children must do good. In addition to providing explanations, explanations of prosocial behaviour are reinforced with habituation or direct practice. For example, when someone hits or makes a friend sad, the teacher gets the child used to apologising. Then, when a friend shares, the teacher gets the child used to saying thank you. In essence, the teacher gets the child used to having an attitude of caring for others.

Fourth, make a class agreement. Children are invited to discuss what behaviour should be shown while at school. One example is tidying up toys together. This activity supports interaction between one child and another. Fifth, directly exemplify how to behave prosocially. The teacher said that concrete examples are given through direct practice. Children can imitate establishing good socialisation between friends, teachers, and parents. The teacher also said they gave the children small examples, such as various candies. Thus, it is hoped that children can learn how sharing feels. However, one thing that teachers always emphasise to children is to keep drinks that are poured into the same bottle. The teacher said that children’s health is essential to safety while at school. Therefore, children are not encouraged to share drinks.

Sixth, routine activities on “Jumat Berkah”. The main activity in Friday Blessings is sharing food, money, or other items that can provide benefits. Children are also involved in small social projects, such as sharing items at orphanages, to teach the values of sharing and caring, as expressed by the following participants:

- “Every Friday there is a Friday Blessing activity by inviting children to share.”
- “Involved in small social projects, such as collecting toys for underprivileged children, to teach the values of sharing and caring.”

Learning Models That Support the Development of Prosocial Behaviour

The results of the data analysis showed that 49% of the participants in this study used a group-based learning model, 20.4% of teachers said they used a centre learning mod-

el, and the rest used a project learning model, a corner learning model, an area learning model, and a cooperative learning model. These data shows that most teachers have attempted a learning process that supports the development of prosocial behaviour.

Furthermore, the results of the open-ended questions showed that teachers used collaborative activities in children's learning. Children were given activities in small groups consisting of 2–3 people. They played with Lego, blocks, and batik, mixed food ingredients in cooking activities, and worked on projects, gardening, collage, and colouring pictures. One participant said the group learning model can promote cooperation, communication, and joint problem-solving to shape children's social behaviour and interpersonal skills. Another participant added that the group learning model allows for collaboration. Collaboration is an important thing that is the basis of human needs as social beings. Although most teachers expressed the group learning model, one participant said they had yet to use it. Three participants said they rarely used the group model because the learning model used so far was the individual learning model.

DISCUSSION

The results of data analysis on teacher observations of children's prosocial behaviour showed that a small number of children in one class (1–5 children) were reported to have low prosocial abilities. This is supported by previous studies stating that a small number of preschool children in Canada showed low prosocial behaviour Marc Jambon et al., 2019. These findings indicate that preschool children have various developmental pathways in prosocial behaviour. Specifically, low prosocial behaviour will be more apparent in children with high aggression (Wildeboer et al., 2015). Children with high aggression tend to show less prosocial behaviour, such as sharing and cooperating. Children aged 5–6 may be the beginning of whether they can behave prosocially in later life (Jambon et al., 2019). Most teachers observed a lack of prosocial behaviour in children aged 5–6 years, indicating that prosocial behaviour at this age is still in the developmental stage and is vulnerable to various influences. Younger children may be more susceptible to external influences and still develop consistent prosocial behaviour (Weltzien et al., 2018). Therefore, the change from non-prosocial to prosocial can occur at 5–6 years old if their friends show prosocial behaviour (Futamura & Shima, 2024). They understand that positive social interactions can influence prosocial behaviour.

The following finding is that most teachers stated that children aged 5–6 years have difficulty sharing. This is based on the findings of previous studies, which reported that sharing behaviour is more rejected than other types of prosocial behaviour (Tavassoli et al., 2019). However, as they get older, children will be more likely to help and less likely to refuse to share. On the other hand, young children initially do not understand why they should share. The environment introduces the concept

of sharing without children knowing why they should do it. This condition suggests that children have acted prosocially since early life (Grueneisen & Warneken, 2022). Only starting around age 5, children gradually become able to use prosocial actions strategically as an instrumental means to achieve hidden goals such as improving their reputation (Engelmann & Rapp, 2018), being chosen as a favourite friend, and getting reciprocity.

Furthermore, family environmental factors such as parental conflict can contribute to low prosocial behaviour. Several studies have found that children with poor cognitive control, such as regulating and controlling thoughts and emotions and not having enough time to think carefully about their choices before making decisions, may exhibit less prosocial behaviour. They tend to prefer to think about themselves rather than being altruistic (prioritising the interests of others). In addition, authoritarian parenting styles have been shown to inhibit the development of prosocial behaviour in children, while authoritative parenting styles encourage the development of prosocial behaviour (Luo et al., 2024). Therefore, positive interactions between parents and children are needed. This aligns with the need to develop intervention programmes that focus on children and involve families to improve prosocial behaviour in the classroom.

The second research question shows that teachers use strategies to develop children's prosocial behaviour. First, teachers try to approach children by frequently greeting them, asking provocative questions, and motivating them to behave prosocially, as expressed by the following participants. Teacher-child closeness is one of the predictors of children's comfort at school. Teachers have created a situation where children feel comfortable being with their teachers. This is supported by studies that suggest that close teacher-child relationships are associated with higher academic readiness for kindergarten (Palermo et al., 2007). Close relationships with teachers can provide emotional support and security for children to feel more confident and motivated to learn. Teachers familiar with children can also better understand their individual needs and provide appropriate assistance. If children succeed in behaving prosocially, it can be predicted that there is closeness between teachers and children (Coulombe & Yates, 2018; Jaruseviciute et al., 2022; Longobardi et al., 2021). Furthermore, teacher-child interactions are associated with language, social, academic, and executive function skills at the end of kindergarten (Leyva et al., 2015; Pianta & Stuhlman, 2004). Positive and supportive teacher interactions can improve children's language skills through conversation, guidance, and language-focused learning activities so that children can expand their vocabulary, improve their speaking and understanding of language, and develop essential reading and writing skills (White, 2013).

In addition, effective interactions between teachers and children are also associated with better academic achievement (Birch & Ladd, 1997). Teachers actively involved in the learning process can provide more precise instructions, help children understand academic concepts, and motivate them to learn mathematics, science, and social studies. High-quality teacher-child interactions can also help children develop

executive functions, which include cognitive abilities such as planning, organising, working memory, self-control, and mental flexibility (Suntheimer & Wolf, 2020). Through planning and purposeful learning experiences, children can significantly improve these skills.

The following approach is done by giving children trigger questions. These questions stimulate children's curiosity and encourage active thinking 2. This also requires teacher effort so that children are always interested in learning in class, including socialising and being prosocial (Rahayu, 2019). Children become more confident in expressing their opinions by engaging in interactive class discussions and responding to these questions. This process is also a way for teachers to build attachment with children in the classroom so that they feel safe to do activities. When children feel heard and appreciated by teachers and classmates, their self-confidence will increase, facilitating their ability to socialise better (Demaray et al., 2009).

Second, inviting children to play together with other friends. For children's prosocial behaviour to develop, teachers need to plan activities involving small groups (Spinrad & Gal, 2018). Small groups encourage creating an environment where children can more easily interact, communicate, and learn from each other. When children are placed in small groups, they tend to have more intensive and in-depth interactions with each other (Wang et al., 2021). This can positively affect their behaviour, as they have more opportunities to support each other, collaborate, and build closer relationships. In such settings, children may feel more comfortable expressing themselves, sharing ideas, and developing social skills such as empathy and sensitivity to the feelings of others.

Furthermore, group activities can influence the development of prosocial behaviour because language plays a significant role in children's interactions with peers. Children with better language skills tend to express themselves better and communicate effectively (Conte et al., 2018). This allows them to be more sensitive to the needs of others and more ready to provide assistance or share with their friends. On the other hand, previous studies have reported that language is a means of communication and can also influence how children behave prosocially toward others based on their linguistic identity Somogy, 2020. Children who use the same language will find it easier to act prosocially. As they age, the influence of language use will be more visible in how children behave prosocially.

Third, as expressed by the following participants, they teach prosocial values such as kindness, cooperation, empathy, tolerance, politeness, and other positive behaviour. Participants explained that they provided verbal explanations, taught children directly, or used storytelling activities. This was done to influence and strengthen prosocial behaviour in early childhood in the classroom. In line with research conducted by Mady Marantz (1988) found that verbal teaching and positive reinforcement foster prosocial behaviour in early childhood classrooms. This can help children understand the values and social norms that encourage them to act helpfully and share in the classroom environment (Elksnin & Elksnin, 2000; Lasota, 2023; Spinrad &

Gal, 2018). Furthermore, teaching prosocial values such as kindness, cooperation, empathy, tolerance, politeness, and other positive behaviour, such as what was done by participants in this study, can be included in implementing the mindfulness-based Kindness Curriculum. This curriculum has been reported to be effective in promoting self-regulation and prosocial behaviour in preschool children (Flook et al., 2015; Viglas & Perlman, 2018). This method teaches prosocial values through mindfulness-promoting activities and practices promoting kindness, cooperation, and respect for others. This approach teaches children social skills and helps them develop the ability to regulate their emotions and better cope with social challenges (Hanley et al., 2007; Jennings & Greenberg, 2009).

Next, teachers use class agreements and model prosocial behaviour for children. Agreements on what behaviour children may and may not use are usually made at the beginning of learning. Teachers discuss with children as an effort that the rules in the classroom come from the agreement of the teacher and the children. This is one of the teacher's strategies for classroom management. Effective classroom management by teachers is associated with better behavioural self-control (Diamond et al., 2019; Finn & Pannozzo, 2004; Rimm-Kaufman et al., 2009). Through clear and consistent arrangements and being a good model, teachers can facilitate the learning of prosocial behaviour and the development of positive self-control skills in children.

Teachers also stimulated the stimulation of prying examples or models for children to behave prosocially (Marantz, 1988). Early childhood is the best imitator. They often observe and imitate the behaviour of adults around them. This imitation will occur more because of their significant role in daily school life. Teachers are the most critical factor in developing prosocial behaviour in children and moral dimension competence in schools (Jennings & Greenberg, 2009). One example that teachers can do is as follows. When a child feels sad or has difficulties, the teacher can show empathy by talking to the child gently and offering support. The teacher can say, "I see you look sad today. What can I do to help?"

The third finding is that the group learning model stimulates children's prosocial behaviour. The group-based learning model allows students to interact and cooperate with their peers, essential in developing social skills and empathy (Johnson & Johnson, 2009). In groups, students actively interact with each other, which helps them develop communication skills, such as expressing ideas clearly, listening to others' opinions, constructively resolving conflicts, and negotiating and compromising to reach agreements. In addition, in groups, students are exposed to various perspectives and experiences, which helps them understand and appreciate individual differences and develop empathy, which is the ability to understand and feel others feel.

Meanwhile, the centre learning model supports prosocial development by creating a structured environment where children can participate in shared activities and learn to share and collaborate (Bredenkamp & Copple, 2009). Meanwhile, the remaining teachers' use of project, corner, area, and cooperative learning models shows various

approaches to supporting prosocial behaviour. The project learning model, for example, facilitates teamwork and the development of problem-solving skills in a collaborative context (Helm & Katz, 2011). The cooperative learning model is also known to encourage positive interactions and cooperation among children (Slavin, 2014). Overall, this study's findings align with previous findings that learning approaches involving social interaction and cooperation can effectively develop prosocial behaviour in children. One participant stated that collaborative learning models can promote cooperation, communication, and joint problem-solving, essential in shaping children's social behaviour and interpersonal skills. This aligns with research showing that group cooperation helps children develop practical communication skills and empathy (Johnson & Johnson, 2009). Another participant added that group learning models allow for collaboration, a basic human need as social beings. This collaboration is essential because it helps children understand and appreciate the perspectives of others, which is a critical component of social skills and empathy (Vygotsky, 1978).

However, although most teachers have expressed the use of group learning models, one participant has yet to use them, and three other participants rarely use this model because they are more accustomed to individual learning models. This indicates that there is variation in the implementation of learning models in the classroom, and teachers may need further training or support to feel more comfortable and competent in using collaborative learning models (Slavin, 2014). These findings suggest that group-based learning models have great potential in developing children's social and interpersonal skills, although their implementation still varies among teachers. Further support for teachers in the form of training and resources may be needed to increase the use of this model more widely and consistently.

One of this study's weaknesses is that some participants' answers to the open-ended questionnaire could be more precise. This weakness indicates that there may be problems in the participants' understanding of the questions asked or in the way they express their answers. Ambiguity in the answers can lead to inaccurate interpretations, affecting the validity and reliability of the research findings. Therefore, further research can use the phenomenological method to obtain data validity.

CONCLUSIONS

The data analysis of teacher observations on children's prosocial behaviour reveals that while most children demonstrate prosocial tendencies, a small number exhibit low prosocial abilities, consistent with previous research findings. This variation suggests that prosocial behaviour develops along different pathways, with aggression being a critical factor in lower prosocial behaviour such as sharing and cooperation. Teachers observe that children aged 5–6 are still in the developmental stage of prosocial behaviour, making them more susceptible to external influences. Several factors, including fam-

ily dynamics and teacher-child interactions, play a crucial role in shaping prosocial behaviour. Positive teacher-child relationships foster emotional security and academic readiness, while effective teaching strategies, such as group learning and modelling prosocial behaviour, enhance children's social skills and empathy. However, inconsistencies in teachers' use of collaborative learning models highlight the need for further support and training to improve implementation. Although this study provides valuable insights, limitations in participants' responses suggest the need for further research to strengthen the findings.

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