The Impact of Home-school Partnership and Classroom Management on Preschool’s Prosocial Behavior

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Abstract

Preschool’s behavior must be developed since early of children ages. It is believed to affect their further characters. It plays an important role in their habit, building interaction, and character development. Children’s behavior is influenced by the habit which is done by the people in around of them, like family and teacher. Hence this study proposes the impact of Parenting Style and classroom management on preschool’s behavior. Those effects are likely varied from home and school. The implications of this research are discussed.

Keywords: home-school partnership, classroom management, preschool behavior

INTRODUCTION

Preschooler is a special subject that growing and developing fast. Not only the cognitive but also the self-regulation is important for their basic life. Self-regulation becomes an important thing for children to be accepted in social community. This can be shaped since in early year when growth and development moving fast. Self-regulation refers to ability to regulate or control one’s impulses, behavior, and emotions until an appropriate time, place, or object is available for expression (Berns, 2010: 441).

Community has important role for children to learn new thing. Parent, family, and teacher are the closest community for young children. These will give direct and be modeling for children to know others. The next community when children are in preschool such as playgroup or kindergarten in peers. Here, they have to learn how to build connection. A child maybe has difficulties, but the other maybe easily can make a friendship. It all depend on how when they at home, parent give an example and give them large opportunities to share and know others. Moreover in early childhood settings, children have difficulty sharing, inviting and including others in play, and being kind (Bovey & Strain, 2003; Hannon, 2015:4). The children often said things to hurt each other such as “you are not my friend.” Also there had been many fights over toys and taking turns. One of the aims of socialization is to teach developmental skill which includes getting along with the others (Berns, 2010:
To build socialization, child has to cooperate, share, and help others when needed. Early children can start to learn this from their family.

A warm and affectionate relationship between children and parents seems to contribute to the development of prosocial tendencies, in contrast to cold, indifferent, distant relationship (Eisenberg & Murphy, 1995; Zhou, Eisenberg, Losoya, Fabes, Reiser, Guthrie, Murphy, Cumberland & Shepard, 2002; Berns, 2010: 456). They need appropriate parenting style in order to introduce the prosocial behavior. Baumrind (1967; 1971) firm enforcement of rules combined with reasoning and warmth (authoritative parenting) (Berns, 2010: 456).

In addition parents, teacher also impacts on the children behavior. They connect with children when at preschool. Teacher helps children to recognize new experience which is built by peers. Hence, teacher has to have classroom management ability. As for preschool classes, Gouriotou (2008) suggests that the child’s social behavior can be affected (positively or negatively) by the general ambience of the kindergarten classroom (Beazidou Eleftheria, Botsoglou Kafenia, Eleni Andreou: 94). This includes the organization of the kindergarten environment, the curriculum, the attitude that teacher presents towards the variety of behaviors, and the family – kindergarten relation.

Prosocial behavior can impact the child’s development through social interaction. Hence, the way young children interact with the peers may impact their acceptance by their peers (Kimberly A. Gordon Biddle, Ana Gracia-Nevarez, Wanda J. Roundtree Henderson, Alicia Valero-Kerrick, 2014: 245). Learning behavior can be started from home within helped by family. Then, it can be continued when children get to preschool. Teacher has to have best strategy to help manage their behavior properly. Therefore, this article suggests proposition of a significant impact of parenting style and classroom management on preschool’s prosocial behavior.

**Literature Review and Proportions Prosocial Behavior**

Prosocial behaviors are behavior or actions that good for another person but do not necessarily benefit the person who emits the actions (Kimberly A. Gordon Biddle, Ana Gracia-Nevarez, Wanda J. Roundtree Henderson, Alicia Valero-Kerrick, 2014: 240). Prosocial behavior benefits others and demonstrates the presence of a social conscience. Young children may first behave prosocially by sharing a toy or by patting a friend on the when the friend is hurt. Prosocial behavior such as sharing and showing empathy are
important indicators of emotional and social competence. In contrast, a lack of prosocial behavior in young children is associated with mental health problems that tend to worsen as time passes (Strain & Odom, 1986; Kimberly A. Gordon Biddle, Ana Gracia-Nevarez, Wanda J. Roundtree Henderson, Alicia Valero-Kerrick, 2014:305).

Prosocial responses such as cooperating, sharing, giving comfort, and offering to help, become increasingly apparent throughout childhood as children develop cognitively and have more social interactions (Eisenberg & Fabes, 1998; Berns, 2004: 495). Prosocial behavior doesn’t just automatically occur by putting children in group and setting limits. Egocentricity of preschool age children kept them from seeing another person’s perspective (Mena & Eyer, 2001: 185). Egocentrism mean children can’t take other’s perspective; they just understand their own point of view. Egocentricity of preschooler, age 3-6, begin to become less and exhibit altruistic acts if they also benefit to their self (“I’ll share so you’ll be my friend”). School-agers, age 6 to 12, who can take the role of others, understand the meaning needs of others (“I’ll help you because you can’t do it by yourself) (Berns, 2010: 451). Children strive to structure and understand relationship occurring in the environment around them, their effort can be limited by their egocentrism. Donaldson (1979) has reported that children do not egocentrism when they do task which are relevant to their last experience (Sunal, 1990:171).

The concept of this focuses on three critical elements; they are cooperation, empathy, and altruism (Miller, 2010: 189). Cooperation is working or doing together and unselfishly toward a common goal. At least, there are two children or more to do something together. The variety of cooperative learning deemphasizes student achievement and concentrate on group performance. Before make a cooperative learning, children can make decision or promise with his friends as a mean of fostering positive peer interaction. This also helps children to build their capability to generate an idea. Empathy is feeling and understands what other’s feel. It makes the children have insight into their thoughts and actions. Altruism refers to behavior that is kind, considerate, generous, and helpful to others that have consistency over time. This behavior begins to appear during the preschool years (in some children, it appears by age two) (Berns, 2004: 495).

Prosocial behavior that include on social competence is affected by some factors (Kimberly A. Gordon Biddle, Ana Gracia-Nevarez, Wanda J. Roundtree Henderson, Alicia Valero-Kerrick, 2014:293). The factors are parents, peers, culture, and teachers. These have large effect not only in social competence but also in all aspects of children’s live. Parent can
influence this skill toward both mother and father with indirect monitoring. Indirect monitoring is keeping a watchful eye on the children while they are interacting or playing with the peers. Parents just intervene when the situation is not comfort. When children have interaction with peers, they not only learn about academically but also socially. They share the last experience or story about favorite film, resolve conflict, and imitate the other peer to share the snacks or toys. Children behave in what ways that reflect the values of their individual’s culture. Children from minority culture in a class seem don’t have social competence to build interaction with the minority. They can feel uncomfortable, shy, and withdraw. Hence, teacher has to have more creative thinking to manage the best class environment so the children can build more relationship with the others.

**Proposition 1:** Prosocial behavior is affected by some external factors

**Parenting Style**

Home is the first steps in learning about behavior. Young children start to find out what they are allowed to do, what is accepted behavior and what is not. They observe parent’s behavior to be a model for them. Then, they try to do same even can create another behavior that can be positive or negative. In early infancy children are dependent on older family members (Dowling, 2014:151). In practice, emotions such as fatigue, anger, and love will sometimes hijack the best though-out strategies. However, although a young child will learn a lot through simply observing family conduct, he will learn a great deal more if he is helped to understand it. Parent’s approach is also often influenced by memories of how they were brought up. Young mothers may admit to hearing themselves repeat what their mothers said when responding to their own children.

Parenting style is a concept aimed at describing how parents treat their children across two broad dimensions: responsiveness and demandingness (Kimberly A. Gordon Biddle, Ana Gracia-Nevarez, Wanda J. Roundtree Henderson, Alicia Valero-Kerrick, 2014:294). Responsiveness (also referred to as parental warmth or supportiveness) is how sensitive, supportive, and acquiescent parents are to children’s needs and demands. Demandingness (also referred to behavioral control) refers to how much parents insist that their children obey family rules and act in mature way, how strictly parents supervise and discipline their children, and how willing parents are to confront children who disobey.
The four generally recognized parenting style can be described as authoritative, authoritarian, permissive, and uninvolved (Baumrind, 1967, 1971; Maccoby & Martin, 1983; Kimberly A. Gordon Biddle, Ana Gracia-Nevarez, Wanda J. Roundtree Henderson, Alicia Valero-Kerrick, 2014:294). Authoritative parenting style is parents are warm and nurturing. They set and enforce clear the reasonable, rule limits, and use supportive disciplinary methods rather than punishment. This parenting style will give outcomes for children to have high cognitive and social competence in the middle childhood. When in the adolescence, children have high self-esteem, excellent social, skill, strong prosocial concern, and high academic achievement.

Baumrind (1970) found that authoritative parenting, which includes nurturance, communication, firm control, and maturity demands, best predicts children well-being- at least I most Western cultures (W. George Scarlett. Iris Chim Ponte, Jay P. Singh, 2009: 8) Authoritarian parenting style is parents are not very warm or nurturing; they have many rules, set strict limit, and expect children to obey orders without explanation. This parenting style will give outcomes for children to have average cognitive and social competence. Permissive parenting style is parents are very warm and nurturing but have few rules and set few limits. They are lenient and avoid confronting their children. This parenting style will give outcomes for children to have low or poor cognitive and social competence. Uninvolved parenting style is parents tend not to parent much all. They show limits warm and have few limit or rule. This parenting style will give outcomes for children to have aggressive, disruptive, and poor self-control.

**Proposition 2:** Appropriate parenting style applied at home affect young children to have high prosocial competence

**Classroom Management**

Evertson and Weinstein (2006) refer in their definition of classroom management to the actions teachers take to create a supportive environment for the academic and social emotional learning of students (Hanke Korpershoek, Truus Harms, Hester de Boer, Mechteld van Kuijk, Simone Doolaard, 2014: 11). Teacher in early childhood programs have the important role of structuring the learning environment and daily routine, and modeling interaction strategies that promote positive interactions among children (Gainsley, 2013: 4). It is important to establish a nurturing social environment so children feel safe and comfortable
enough to be cooperative, empathetic, and altruistic. If they feel worry to being hurt, stressed to perform ability, and push into competition with peers will probably has little interest in prosocial behavior. Hence, teacher needs a classroom management so their role can generate relationship among children. Classroom management is defined broadly as any action a teacher that takes create to environment that supports and facilities both academic and social-emotional learning (Evertson & Weinstein, 2006). Child’s social behavior can be affected by the general ambience of the kindergarten classroom. That includes the organization of the kindergarten environment, the curriculum, the attitude that teacher presents towards the variety of behaviors, and the family – kindergarten relation (Beazidou Eleftheria, Botsoglou Kafenia, Eleni Andreou, 2013: 94). Effective classroom management provides students with opportunities to socialize while learning.

A teacher can support the development of social competence in young children by making friendship as a focus of the curriculum (Kimberly A. Gordon Biddle, Ana Gracia-Nevarez, Wanda J. Roundtree Henderson, Alicia Valero-Kerrick, 2014:296). Friendship can use to promote children’s social emotional competence and help them understand, recognize, and regulate the other’s feeling. Research findings also suggest that teachers and classmates have the potential to promote the development of prosocial behavior by communicating norms and expectations for positive behavior, creating emotionally positive classroom environments, and scaffolding the use of effective social cognitive and self-regulatory skills (Wentzel, 2015: 3). Teacher can make daily routine schedule that can be done by children with their partnership such as put the shoes together, take the toys together, get back the dirty plate to kitchen together, etc. Children can choose their favorite friend or sometime their partner can be chosen by teacher. Teacher also can promote social interaction skill by organizing children in cooperative learning group. Within this group, child can learn about mutual help, respect, and communication so they are avoided from negative behavior such as antisocial tendencies.

The next concentrate to support the social skill development is setting up the learning environment. This included the amount of toys stock. Toy stock has to be enough for both individual and multiple users. The enough toys stock can make them to productive play and make less of social conflict. Include equipment and materials that lend them to collaborate for example heavy boards that require two or more children to carry or large wheeled toys that invite children to play different roles such as driver and passenger. Sometimes, preschooler
gets conflict about gender biases. Hence, teacher must evaluate the materials or toys to make sure that they do not associate with stereotyped gender between boys and girls. Santrok (2007) explained that stereotyped gender is a large category which representing general impression on our reliance about what matches habit for boys and girls. Children must be provided books in nontraditional rules (e.g., a woman construction worker and a man doing housework), and encourage children to play in all areas of the classroom (e.g., boys in the house area, girls in the woodworking area) (Gainsley, 2013: 4). A well-planned environment stimulated children to collaborative in play.

**Proposition 3 :** A well-planned classroom fostering children’s social skill.

Early childhood is a special time in life (Miller, 2010: 202). They like play and explore everything which is around them. Environment and last experience can be the source of cognitive and behavior learning such as social environment. Social environment is one of their best teachers to develop. These environments both can accept and refuse them because it depend on behave. Children needs appropriate attitude so the social can accept them. Hence, children must capable the prosocial behavior. Prosocial behavior is needed by children to build interaction and socialization with others.

Prosocial behavior is showed with cooperating, sharing, giving comfort, and offering to help from a child to another child. This can’t be work when egocentrism kept them in their own perspective. With warm relationship between children-parents and teacher’s class management, it would be less. Children will understand why prosocial behavior has to be done. It not just for helping, but it can easy them to be accepted in social environment which will promote their development in all aspect.

Knafo & Plomin (2006) found that both genetic and environmental effects prosocial behavior. Some of environmental factor are such as parenting style and classroom management. Scholar has attempted to investigate the relations among dimensions of parenting styles, sympathy, prosocial moral reasoning, and prosocial behaviors (Carlo, Mestre, Samper, Tur, and Armenta, 2011). It is suggest that that parental warmth, sympathy, and prosocial moral reasoning were predictive of prosocial behaviors.

It is also suggest that environment play important role for developing prosocial skill. One of the environments is teacher that leading the experience in classroom. Research indicates that some specific experiences with plants and animals may be especially powerful
in promoting prosocial behavior (Acar & Torquati, 2015:64). It means that through classroom activity which is well planned, children can learn to interact with others.

**Propotion 4:** Parenting style and classroom management impact on prosocial behavior on children

![Research Framework](image)

**Discussion**

This study suggests propositions on empirical evidence of both parenting style and classroom management on preschool prosocial behavior. It is suggest that external factor influence the processes of prosocial development such as parenting style and classroom management. It will be easy for children to learn interact with others since early young so they don’t be awkward when they enter to primary school. Prosocial skill on young children develops well better through appropriate parenting style. Hence, a warm relationship between children and parents is needed. Whereas good communication, model, and direct since to young children are suggested to increase their interaction achievement. Parents have to encourage children to not be shy, lazy, and feel inferior to follow any cooperating, sharing, giving comfort, and offering to help.

The term prosocial behavior typically refers to a large class of voluntary behaviors that share the common intention to benefit another (Dunfield & Kuhlmeier, 2010: 1). Usually, preschooeler in kindergarten can do prosocial behavior without asked by teacher. They want sharing or giving help because the close relationship with another. But it don’t getting loose from the habit that their environment give to always build good relation with another. A wealth of studies shows that prosocial behavior is linked to various aspects of positive youth
development including academic success (Lai, Siu, Shek, 2015: 1). It matches with Vygotsky theory about cognitive development (Santrock, 2007: 264). According to Vygotsky children develop concept which is systematic, logic, and rationale as the effect of communicating with the more competent people. It can be their peer or old man. So, another people and language hold the most important role in child’s development. This can be disturbed it if they fail to build an interaction. He also believed that social contact leads young children to adopt the values and behavior that they observed in daily life (Dowling, 2014:149). Hence, they must have appropriate behavior to be involved in socialization process.

Displays of prosocial behavior also have been related positively to other socially competent outcomes, including social acceptance and approval among classmates and being liked by teachers. Children who like sharing and helping peers are more liked than children who are not respect. But, even prosocial behavior first become evident in children of about 2 or 3 –at about interest in playing with other children arises (Boyd & Bee, 2009: 234) not all children do like that. It also depends on their mood and feeling. When another peer gives help, he or she may be angry. He want do all the activity by him.

According to the social skill impact of each parenting style above, the best is authoritative. The authoritative parenting enable a family may adopt negotiated approached to manage behavior in the belief that young children need authoritative guidance with this aspect of learning as with any other (Dowling, 2014:153). Dunn’s studies suggest that in families where arguments are followed by discussion about what went wrong and resolutions, all of this helps a young child to grasp moral. They explain the reasons for rules and offer loving support to help children achieve it. Family members must demonstrate consistent and reasonable expectations about how to behave; it is easier child to respond. This helps young children to understand how to try to control their behavior. Moreover, in an easy and loving relationship young children will want to behave in a way which pleases the adults who care for them. Adults can support young preschooler’s development by building their trust, communicating with them, getting down on their level, using music tool to communicate with them, staying close to them, and being careful not to over stimulate. Preparing the environment and understanding their developmental level are important.

A classroom will conducive and joyful for preschooer when the peers around always polite, cooperative, help, and kind. Bergin & Bergin (2012) suggest some practice to promote prosocial behavior. (1) Praise student when they are prosocial to another. (2) Teacher can
suggest children to make reparation as long as discipline learning. This make child to value other’s well-being and prosocial behavior. (3) Establish a warm and secure relationship with children. Warmth from adult makes them imitate to do same with peers. (4) Talk about the values of being prosocial. (5) Telling preschooler they are responsible for what happens to others and accepting their offer to help.

Conclusion

This article proposes the impact of parenting style and classroom management on preschool’s prosocial behavior. Concept of prosocial behavior, parenting style, and classroom management are explained to build an integrated understanding of construct proposed. This study firstly suggests that prosocial behavior is influenced by external factor. Then prosocial behavior is suggested become more effective through appropriate parenting style at home. Further propositions suggested that management classroom encourage individual prosocial behavior, and finally last proposition suggested that parenting style and classroom management endorses the development of prosocial behavior.

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Reference


