Development of Guidance and Counseling’s Model Services with Bibliotherapy Techniques to Improve Prosocial Behavior For Student of Primary School

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Abstract. Counseling guidance services need to be applied at all levels of education because the process of learning and learning experience at the level of early education and primary school will influence future behavior at the junior high school, high school and college level. Therefore, based on the results of the pre-research obtained and supported by the opinions of experts, there is a need to develop models of guidance and counseling services for elementary school students with bibliotherapy techniques to improve prosocial behavior. This type of research is research and development based on the principles and steps of Borg & Gall. The results of this study were: (a) 1) The level of prosocial behavior of students in SD Negeri 1 Ciporang globally before being treated was in the medium category, after being given treatment in the high category. (b) Produced a model of counseling services for elementary school students with bibliotherapy techniques to improve students' prosocial behavior consisting of 7 components, namely 1) Rational, 2) Vision and mission, 3) Objectives, 4) Contents of Services BK elementary school students with bibliotherapy techniques, 5) System Support, 6) BK Service Procedure for elementary students with bibliotherapy techniques, 7) Evaluation and Follow-up. (c) BK Service Model Elementary students with bibliotherapy techniques are effective in improving the prosocial behavior of students of Ciporang Primary School

1. Introduction

Norton, Michael I (2013: 635) describes in his research entitled Prosocial Spending and Well-Being: Cross-Cultural Evidence for a Psychological Universal. Norton and Michael's research provides support for the development of the science of psychology that humans in this world feel have emotional benefits by displaying prosocial behavior.

Meanwhile, Sari (2013: 82) in a study that uses research and development methods (Research and Development) explained that based on the results of field tests it was found that group guidance models with sociodrama techniques proved effective in improving students' prosocial attitudes. Significant results of output = 0.00 <5%, which means there is a significant difference between the prosocial attitudes of students before being given treatment (pre-test) and after the treatment given (post-test).
One effort that needs to be done to help students improve prosocial attitudes by optimizing group guidance.

One effort that can be pursued is through education. The goal of full education is to help students achieve optimal development. So it can be interpreted not just cognitive or academic aspects that need to be improved in education. However, all aspects including non-cognitive aspects which include affective and psychomotor aspects.

On the other hand why it is necessary to apply counseling guidance services at all levels of education because the process of learning and learning experience at the level of early education and primary school will influence future behavior at the junior high school, high school and college level. So the counseling guidance service process is an ongoing process that is needed so that the condition of students can remain well controlled.

The development of prosocial behavior is very possible to be carried out in the school environment. Because part of the time students spend at school. Students meet with other students in such conditions they have the opportunity to establish relationships and social interaction. How they work together, empathize, help each other, share and respect each other.

Meanwhile the condition of a competent BK teacher has not been found at the elementary school level, for that it is necessary to have an alternative so that the BK service process in the School can run smoothly and responsibly. The researcher observes the teacher who is a trained homeroom teacher with the competence of BK to be an alternative that can be chosen so that the BK service process in elementary school can run smoothly.

For that reason, based on the results of the pre-research obtained and supported by the opinions of experts, there is a need to develop models of guidance and counseling services for elementary school students with bibliotherapy techniques to improve prosocial behavior. The problem under study is how to develop a model of counseling services for elementary school students that are valid and appropriate and can be used by competent homeroom teachers.

2. Research Method
In this study, researchers used research and development methods and designs based on the principles and steps of Borg & Gall.

Borg & Gall (1983: 775) steps that must be taken in research and development, including: (a) preliminary study, (b) planning, (c) developing hypothetical models, (d) reviewing hypothetical models, (e) revision, (f) limited trial, (g) revision of trial results, (h) wider trial, (i) final model revision, and (j) dissemination and socialization. However, in this study the ten steps will be modified into six steps tailored to the research needs.

The implementation procedure in this study was initiated by conducting a preliminary study of the study to collect preliminary data in SD Kuningan District. In this initial stage, researchers collected data using two methods, namely interviews and the spread of prosocial behavior scales. Interviews were carried out with homeroom teacher respondents at SDN 1 Ciporang, at SDN 1 Awirarangan, and at SDN Cijoho. While the spread of prosocial behavior scale was carried out at SDN 1 Ciporang to a number of 28 students in class III.

3. Result and Discussion
In this section the results of the study are presented after processing and analyzing data and combining all of them with relevant literature studies until finally a clear explanation is formed. There are four formulations of problems in this study. Each formulation of the problem in this section describes the answer. All the answers shown in this chapter are one unit, which results in obtaining a model of counseling services for elementary school students with bibliotherapy techniques to improve prosocial behavior.
3.1 Results of Formulation of Model for Guidance and Counseling Services

a. Rational explains in detail about the reasons researchers formulated a model of elementary counseling counseling services with bibliotherapy techniques to improve prosocial behavior.

b. The vision and mission contains an explicit and implicit formulation of what is expected of the output of the implementation of the SD counseling guidance service model with bibliotherapy techniques to improve prosocial behavior.

c. The purpose of the primary school counseling counseling service model includes two things to be achieved in the implementation of elementary school counseling guidance, namely general goals and special objectives.

d. Fill in the model of elementary school counseling guidance services, generally oriented to personal and social problems. In particular, this model focuses on increasing empathy, cooperation, helping and benefiting or willingness to share.

e. System support is related to the components that support the implementation of the elementary school counseling guidance service model, which includes program development, staff development, and school policy.

f. Service procedures for elementary school counseling guidance with bibliotherapy techniques include the stages carried out in the guidance process. Consists of four stages: the recruitment, training, implementation and evaluation stages.

g. Evaluation and success indicators consisting of instruments of prosocial behavior carried out before (initial evaluation) and after (final evaluation) of the implementation of elementary school counseling guidance services.

Comparison of the values of the initial evaluation and the overall final student evaluation in detail shown in Table 1

| No | Student | Initial Evaluation | Final Evaluation | Alteration of score | Average |
|----|---------|--------------------|------------------|---------------------|---------|
| 1  | APS     | 135                | 166              | 31                  | 16,85   |
| 2  | AAN     | 141                | 169              | 28                  | 15,22   |
| 3  | BSS     | 130                | 164              | 34                  | 18,48   |
| 4  | DHK     | 145                | 175              | 30                  | 16,30   |
| 5  | FK      | 136                | 161              | 25                  | 13,59   |
| 6  | FYR     | 137                | 166              | 29                  | 15,76   |
| 7  | GR      | 133                | 161              | 28                  | 15,22   |
| 8  | HAM     | 142                | 176              | 34                  | 18,48   |
| 9  | HKA     | 131                | 164              | 33                  | 17,93   |
| 10 | HMI     | 125                | 158              | 33                  | 17,93   |
| 11 | IAA     | 137                | 155              | 18                  | 9,78    |
| 12 | MFF     | 138                | 162              | 24                  | 13,04   |
| 13 | MII     | 126                | 161              | 35                  | 19,02   |
| 14 | MZA     | 134                | 170              | 36                  | 19,57   |
| 15 | MSB     | 131                | 159              | 28                  | 15,22   |
| 16 | MZI     | 136                | 163              | 27                  | 14,67   |
| 17 | NNK     | 138                | 172              | 34                  | 18,48   |
| 18 | NDA     | 132                | 163              | 31                  | 16,85   |
| 19 | RP      | 136                | 167              | 31                  | 16,85   |
Students' prosocial behavior in all indicators experienced an increase of 146 points after being given treatment. This means that counseling services for elementary school students with bibliotherapy techniques effectively improve prosocial behavior. In more detail it is illustrated in Figure 1.

![Prosocial Behaviour](image)

**Figure 1.** Form of a bar diagram on the results of a comparison of the initial evaluation score and the final evaluation of students as a whole.

Based on the data above it can be understood that from 26 students after being treated through a model of counseling services elementary school students with bibliotherapy techniques experienced changes as follows: those starting from the medium category changed to a high category totaling 8 students (31%), starting from the category low into a high category totaling 2 students (8%), which originated from the low category to the medium category totaling 9 students (35%), and which started from the very low category to the low category totaling 7 students (20%).

The results of the comparison of the scores between the initial evaluation and the final evaluation above are corroborated by the results of Wilcoxon's test in table 2.

|        | N   | Mean Rank | Sum of Ranks |
|--------|-----|-----------|--------------|
| Pre-Post |     |           |              |
| Negative Ranks | 0°  | .00       | .00          |
| Positive Ranks  | 17° | 9.00      | 153.00       |
| Ties            | 9°  |           |              |
| Total           | 26  |           |              |

Based on the results of data analysis with Wilcoxon shows that the purpose of the model of counseling services for elementary school students with bibliotherapy techniques to improve prosocial behavior is
achieved, namely by the change in the results of the initial evaluation and the results of the final evaluation on prosocial behavior possessed by third grade students of SD Negeri 1 Ciporang Kuningan. The rules used are testing the alternative hypothesis (Ha) which reads the model of counseling services for elementary school students with bibliotherapy techniques to improve prosocial behavior. Based on the results of Wilcoxon testing, a difference of -3.625 was obtained at a calculated significance value (sig.2tailed) of 0.001. Comparison of the significance value calculated at the significance level of 5% (0.05) is 0.001 <0.05 so that the null hypothesis (Ho) is rejected while the alternative hypothesis (Ha) is accepted. So as to prove effective for improving prosocial behavior of students.

3.2 Discussion
The model of counseling services for elementary school students with bibliotherapy techniques formulated in this study is counseling services for elementary school students with bibliotherapy techniques to improve prosocial behavior. The assumption is that the problem of prosocial behavior needs to be developed optimally because prosocial behavior has contributed to the success of students in real life in society.

Prosocial behavior is seen as the main thing needed in human life. The positive impact that individuals have with prosocial behavior is that they are environmentally acceptable. Because with the existence of prosocial behavior will emerge a healthy and conducive atmosphere in the relationship of individuals with other individuals, for example is the creation of mutual respect, cooperation, sharing, tolerance, empathy, and mutual respect between individuals. It can be ascertained that prosocial behavior can be well-invested and owned by each individual, a safe, comfortable, peaceful and conducive environment will emerge.

According to Albert et al (2013: 261, Vol.2 Issue 11) prosocial behavior can be defined as voluntary behavior that is made with the intention to bring benefits to others or the community. Prosocial can be realized by making other people happy, although generosity can be assumed in various forms, for example giving something to others that often involves the sacrifice of money or services (Liu & Aaker, 2008 in Norton et al (2013: 635–652, Vol. 104, No. 4).

Prosocial behavior, or "voluntary behavior intended to benefit others", consists of actions that benefit others or the community as a whole, for example helping, sharing, contributing, cooperating and volunteering. It can also be referred to as a behavioral category that includes one action that provides benefits to others such as following rules in activities, being honest, and working with others in social situations. This action may be motivated by a sense of empathy and concern about the welfare and rights of others, as well as an act of concern about selfish behavior. (Eisenberg, Fabes and Spinrad, 2006 in Afolabi, 2014: 241).

Baron (2005: 92) defines prosocial behavior as an act of helping that benefits others without having to provide a direct benefit to the person who carried out the action, and may even involve a risk to the person who helps. The average age of Indonesian children at primary school is 6 years and finishes at the age of 12 years. When referring to the distribution of child development stages, it means that school-aged children are in two developmental stages, namely middle childhood (6-9 years), and late childhood (10-12 years).

School-age children have different characteristics than children who are younger. He likes to play, likes to move, likes to work in groups, and likes to feel or do things directly. Therefore, teachers should develop learning that contains elements of the game, making students move or move, work or study in groups and provide opportunities to be directly involved in learning.
4. Conclusion
Based on the results of the study, it can be concluded: (1) The level of prosocial behavior of students in SD Negeri 1 Ciporang globally before being treated is in the medium category, after being given treatment in the high category. (2) Produced a model of counseling services for elementary school students with bibliotherapy techniques to improve students' prosocial behavior consisting of 7 components. (3) The Service Model of BK Elementary school students with bibliotherapy techniques are effective in improving the prosocial behavior of students at SD Negeri 1 Ciporang.

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