

DEVELOPMENT OF A GROUP SOCIAL GUIDANCE MODEL TO BUILD PROSOCIAL BEHAVIOUR OF FOSTERED CHILDREN (CASE STUDY IN SPECIAL DEVELOPMENT INSTITUTION FOR CHILDREN CLASS II PEKANBARU)



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ABSTRACT

The coaching process at the Special Development Institution for Children actually aims to rebuild their character and behaviour to be in line with positive social values. However, behind this hope, it is still common to find fostered children who show low prosocial behaviour such as lack of concern, empathy, and desire to help others. This study uses the R&D (research and development) research method which is useful in developing a learning model in the form of a group guidance programme with a peer group approach for foster children. This study uses a qualitative approach method to explore and understand the meaning related to social problems that occur in groups of children. Based on the results of the research there are five children out of forty children who have low prosocial behaviour in LPKA Pekanbaru. They come from a family background that has complex problems and a poor social environment. The development of the peer group guidance model was carried out by providing intervention to them with a series of activities that had been arranged in several sessions so that the percentage level of prosocial behaviour from the pre-test results which was originally an average of 66.8% to 90% which means that the intervention provides a significant increase in children's prosocial behaviour by 23.2%. Peer group counselling provides opportunities for children to learn through observation and direct experience within the group. In addition to behavioural changes, the group guidance also had an impact on children's attitudes towards others. It is concluded that the peer group guidance model to build the prosocial behaviour of assisted children meets the criteria and is effective so it is feasible to use. The developed model can be used by counsellors to build the prosocial behaviour of foster children through the implementation of group guidance with a peer approach.

Keywords: Group Guidance Model; Peer Group; Prosocial Behaviour; Assisted Children



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INTRODUCTION

The increase in aggressiveness behaviour every year has increased among minors. The behaviour shown today does not reflect good behaviour or prosocial behaviour. In both urban and rural areas, every boy and girl has experienced one or more types of violence in their lifetime. If adolescents show a decrease in prosocial behaviour every year, it will form a selfish and antisocial character. Currently, the character and morals of adolescents in Indonesia are at a critical stage, as seen from the number of children reported to have committed criminal acts (Sari et al., 2019). The Directorate General of Corrections of the Indonesian Ministry of Law and Human Rights, shows data on the increasing trend of criminal cases involving children in the period 2020 to 2023. In 2023, nearly 2000 children were recorded in conflict with the law. As many as 1467 of them are detainees, while 526 children are serving their sentences as foster children in The Child Special Development Institution. Based on the Correctional Database System as of 4 February 2024, there are 1497 children in 33 The Child Special Development Institution throughout Indonesia (Public SDP, 2024).

The Child Special Development Institution as a place for children to undergo punishment, must pay attention to important aspects in order to restore children's hopes in their ability to return to their initial condition before serving a sentence. The intended behaviour change can be positive so that it will have an impact on reducing the number of risks of child recidivism (Pangestika & Nurwati, 2020). Based on the SPPA Law, guidance in The Child Special Development Institution must be carried out in a direction that takes into account the best interests of children as the main concern, ensures the survival and growth of children, and respects the opinions of children. Referring to the guidelines for the treatment of children in The Child Special Development Institution, the coaching model carried out by correctional officers must be provided thoroughly and carried out effectively so that it is in accordance with the best interests of the child. One of the coaching models used in accordance with the child development system to ensure the fulfilment of the principles of child treatment is ethics-based coaching.

This ethics-based coaching model emphasises the appreciation of moral values and educational principles and demands a positive change in behaviour towards children. This coaching aims to direct children to build moral values and character of children who can be well accepted back in their family or social environment and also benefit their future (Sabarudin et al., 2021). It is important for The Child Special Development Institution throughout Indonesia to ensure that this ethics-based development programme has reached all the target children in The Child Special Development Institution. According to the Correctional Database System as of 23 January 2024, there are 103 children serving time in The Child Special Development Institution Class II Pekanbaru. Children who violate the law aged 14 to 18 years and sentenced to imprisonment will carry out guidance in The Child Special Development Institution. Where at this age the child is included in the adolescent stage of child development. Children who are in the adolescent stage of development will be more able to communicate their negative emotions openly if they have a secure attachment with their peers. This bond is also commonly known as peer bonding (Arif & Wahyuni, 2017).

When children are teenagers, when they need advice from their peers, they tend to seek closeness and comfort. Previous research says that the majority of adolescents are influenced by peers because at this time they are required to follow the actions taken by peers in order to gain recognition and acceptance in their peer social groups (Tianingrum & Nurjannah, 2020). In adolescent development, children will experience an identity crisis and a stormy period where children will be confronted with their desires and

thought processes (Santrock, 2015). Guidance with peer group techniques contains remedial efforts for children to be able to build prosocial behaviour agreed upon by the group. The formation of peer groups because they have similar ages, interests, needs, and goals that strengthen the group. This peer group does not make the success and failure of the group the responsibility of the group members. In peer groups, each individual can develop socially according to their personality development and find themselves (Masyita, 2019). This is in line with what Prayitno (1998) stated that the guidance given to adolescents using peers is to be able to develop their self-concept and help their peers.

Children serving their sentence in LPKA are required to adapt to binding rules, the prison routine is always the same and boring, living side by side with other Prisoners who sometimes have conflicts and commotion, which is another part of suffering besides the criminal sentence itself (Widianti in Eska, 2018). Prisoners serving a sentence in LPKA live differently from their peers. So that there are still some children who behave closed and difficult to interact and lack motivation in carrying out personality development. The implementation of coaching and guidance activities that are ineffective and without the aim of changing behaviour in children will result in the tendency of children not being able to develop properly and correctly (Eska & Sutini, 2018).

Group social guidance with a peer group approach is one of the guidance models that can be applied to fostered children in LPKA Class II Pekanbaru, most of whom have ages ranging from 14 to 18 years. At this age of development, group guidance for children can be carried out with many methods such as group dynamics, group discussions, role playing, case studies, brain storming and so on (Atika & Andriangi, 2021). Activities such as the above are expected to instil values and ethics in children. The urgency of implementing this group social guidance is to prepare later when the child undergoes reintegration he can adjust to society and build prosocial behaviour (Paramitha, 2019).

According to Hariastuti (2012) in previous research which resulted in the discovery that group guidance by utilising the closeness of peers can improve the ability of adolescents to form and establish positive friendship relationships. Adolescents who participated in group guidance with their peers showed an increase in self-confidence, honesty and providing support to others even though it was not perfect. Based on the need for a personality development program, as well as knowing whether the application of group guidance services with peer group techniques can be provided to fostered children at LPKA Class II Pekanbaru in building children's prosocial behaviour, the author is interested in conducting research with the title "Development of a Group Social Guidance Model to Build Fostered Children's Prosocial Behaviour (Case Study at the Class II Pekanbaru Special Development Institute for Children)".

LITERATURE REVIEW

In the research conducted by Yohan, it discusses that the group guidance previously provided for students has not run optimally because it does not pay attention to important aspects in group guidance. Not only that, group guidance in this school is carried out only once a month. This research develops a group guidance model that updates the old model in order to achieve the goals as stated by Prayitno (2004) to be able to develop social relationships and communication skills of students. The new model is also useful in increasing knowledge, insights, and values that support the realisation of learners' positive behaviour (Touwe, 2020).

Further research conducted by Eva at Class II A Sibolga Correctional Facility was motivated by the phenomenon of unstable emotions of adolescent prisoners such as being easily provoked by taunts from friends which caused fights. To improve the emotional

stability of adolescent prisoners, one of the services in guidance and counselling through group guidance aims to make researchers know the effect of guidance on the emotional stability of prisoners (Tanjung et al., 2024).

The next research describes the success of learning models that improve students' prosocial behaviour. Group guidance using cooperative learning techniques is one of the learning techniques carried out by utilising peer relationships to prevent problems and also provide assistance to students experiencing difficulties in carrying out lectures. By using the behavioural approach of individuals who are already involved in the group and creating dynamics in the group, the peer group cooperative learning model can be applied (Atika & Andriati, 2021).

These studies show evidence that many adolescents have low levels of prosocial behaviour and need guidance. This also applies to children who are in special coaching institutions for children who experience problems related to violations of the law. Therefore, researchers want to find out more about how group guidance with a peer approach can improve the prosocial behaviour of children in the Class II Pekanbaru Special Development Institute for Children.

METHOD

The author uses the R&D (research & development) development research method which is useful in developing a group guidance model with a peer group approach for fostered children. The development research method includes systematic steps in developing a model or innovation that can be implemented in a practical context. In R&D research, what must be done in the first step is preliminary research. Preliminary research is conducted to be able to collect data or information needed in this research, namely needs, problems and potential that can be developed. This research uses a qualitative approach method to explore and understand the meaning related to social problems that occur in the Children's group. With a qualitative approach that uses a case study design, it is carried out to determine the level of prosocial behaviour that exists in LPKA Class II Pekanbaru. This research uses a Descriptive Case Study, which aims to determine the relationship of an event with a particular individual and also to find key phenomena (Alaslan, 2021).

In R&D research, it is equally important to test the model to assess whether the group guidance designed by the author is feasible to develop. In testing the feasibility of the model, this research uses a pre-experimental design with a one group pre-test-post-test type. This design uses one experimental group to be given a pre-test which is then continued with the provision of treatment and afterwards given a post-test. Giving a pretest is intended to determine the initial state of the variables to be studied. Giving a post-test aims to measure the resulting effect on the variable under study after giving treatment to the participants under study (Rogers & Révész, 2020).

RESULTS AND DISCUSSION

In this study, there were 5 (three) research subjects, namely foster children in the special coaching institution for children class II Pekanbaru who had low prosocial behaviour after conducting a pretest by filling out a questionnaire. The selection of research subjects is based on specific criteria, namely children who have a record of bad behaviour, children aged 14 years to 16 years, children who have low prosocial behaviour pretest results. the five research subjects are male, there are 2 murder cases, 3 sexual abuse cases.

Table 1
Informants

NO	Initials	Age	Case
1.	KT	14	Murder
2.	FA	16	Murder
3.	RS	16	Sexual Abuse
4.	TP	15	Sexual Abuse
5.	EJ	15	Sexual Abuse

Source : Approach by authors, 2024

After collecting data through a comprehensive approach that includes the use of questionnaires, interviews, observations, and documentation techniques, it was found that the five informants who are Foster Children undergoing coaching at LPKA Pekanbaru have low prosocial behaviour. KT has problematic social behaviour due to his history of family violence. So that he has an attitude of closing himself off and not caring about his surroundings. KT had a pretest score of low prosocial behaviour with a total score of 63. Meanwhile, FA admitted that he grew up in a family environment with a lower middle class economy. Based on FA's confession, he did not have a good relationship with family members. He admitted that he was never visited during his stay at LPKA Pekanbaru. Before being given an intervention with the implementation of peer group guidance with various activities involving his peers, FA's prosocial behaviour was low with a total score of 68. RS is a child who grew up in a situation with limited resources because he came from a lower middle economic family so he did not get an education. The lack of attention, love and materials made him maintain everything he had without caring about others. Before being given an intervention with the implementation of peer group guidance, the pretest results of RS's prosocial behaviour were low with a total score of 66. TP usually shows no interest and may only half-listen or even ignore. His attitude is cold and indifferent to what others around him feel. Pretest results of TP's prosocial behaviour were low with a total score of 69. EJ admitted that he grew up going through difficult situations such as an unstable family environment, emotional abuse and neglect and he was also unable to continue his schooling since he was in primary school. His selfish attitude was a response to the feelings of deprivation or insecurity he felt throughout his life. EJ's prosocial behaviour was low with a total score of 68.

After the result of the interview, obtaining pretest results and determining informants consisting of five children. then this study carried out group guidance with a peer approach which was divided into 6 meeting sessions according to the implementation design made with additional pre-sessions to carry out check feelings. The five informants attended the guidance session according to the time determined together beforehand. The implementation of the intervention began on Monday, April 1, 2024 by carrying out check feeling activities, playing the game 'human chain' which encourages cooperation and mutual support. then they watched a short video about the importance of cooperation and the researcher explained the meaning of cooperation and its benefits.

Then the second session was carried out with discussion activities whose contents discussed aspects of prosocial behaviour and its forms and watched a short video about the beauty of sharing and helping others. Session three continued by playing games with other children with the game 'share mine' where he was asked to share fairly the items given by the researcher. They were asked to reflect on their experiences and feelings. Session four carried out discussion activities and games and watched a short video about generosity and honesty. Session five they did role playing practicing the actions taken when they saw the wallet fall not far from the owner. The five informants expressed their

opinions in the discussion. The sixth session was the last session before the prosocial behaviour posttest to see changes and improvements in the prosocial behaviour of the five informants. Session six was conducted on Monday 8 April 2024 by checking feelings, finding what kind of life values should be owned, how to become a helpful, honest, diligent and more open individual. The five informants were invited to commit to the values they chose and then give their impressions during the implementation of peer group guidance.

Some of the catastrophic indications revealed in KT were quite difficult to explain why he was withdrawn and dishonest. But slowly he was able to reveal during the discussion session with the phrase :

"I used to lie because when I was at home with my stepmother, she often scolded me and also scolded my father. So as much as possible so as not to get angry I always lie when asked by my mother. So until now I am afraid to tell the truth even though I am right..." (KT, interview dated 29 March 2024).

As for after carrying out group guidance, KT was asked to reflect on the good things he got during the session such as in the role playing session, he has shown a better attitude of honesty and empathy than before as in the expression :

'...I chose to return the wallet because the one who had it was still close and it was sad to lose money. I would be grateful if my belongings were returned like that...' (KT, Interview 5 April 2024).

Same like the other four children who can interpret every value given in each guidance session until the day of the post test.

The parenting received by the five children was mostly neglect and abuse. The children did not receive material needs, love, and fulfilment of their emotional intelligence. In addition, Bandura emphasises the importance of observation and social learning in shaping children's behaviour. Children in LPKA are often in an environment that lacks positive social support, so their prosocial behaviour does not develop optimally without the help of mentors. Therefore, group guidance is conducted by involving peers who can have a positive impact on children's social skills. According to Corey, social interactions in peer groups have a significant impact on the development of a person's behaviour and attitudes. In this case, the low pre-test scores of the five children's prosocial behaviour reflect the lack of opportunities to experience positive social interactions. The results of the prosocial behaviour pre-test for children in LPKA are as follows:

Tabel 2
Prosocial behaviour Pre-test results

NO	Initial	PRE-TEST Score	Interval (%)	Criteria
1	KT	62	55,36	Rendah
2	FA	69	61,61	Rendah
3	RS	66	58,93	Rendah
4	TP	69	61,61	Rendah
5	EJ	68	60,71	Rendah

Source : Test results compiled by authors, 2024

Based on the 1, it can be seen that the five child informants have a low presentation of prosocial behaviour. In accordance with the research conducted, many things shape the

behaviour of the five child informants so that they become individuals who have low prosocial behaviour. The most influential things are the family environment, friendships and the learning process of the child since he is able to process what he is seeing. The trauma in childhood makes it difficult for children to interact socially with their environment. As experienced by informant KT who has the lowest level of prosocial behaviour. He is the youngest of the five informants but his behaviour shows the most apathy, selfishness and manipulative behaviour. Therefore, after conducting a pre-test and getting five child informants who were used as research subjects, the researchers then formed a peer group guidance group.

Group guidance is an intervention provided for children so that they can learn through direct interaction experiences with peers who have good values. The low prosocial measurement results are based on the prosocial pre-test score through direct interaction between group members. According to Vygotsky, children's social development is strongly influenced by interactions in peer groups, where they can learn values and behaviours from their peers. From the post-test results above, it can be seen that there is an increase in scores experienced by the five Child informants so that they have high criteria prosocial behaviour. Child informant EJ experienced a greater increase in positive prosocial behaviour than other group members. But overall they experienced a significant increase.

Table 3
Summary of T Test Pre-test and post-test

	Means	T _{count}	T _{table}	Sig	N
Pre-Test	66,80	10,233	2,015	0,001	5
Post-Test	90,00				

Source : Test results compiled by authors, 2024

Based on the results of the SPSS T test, the average pre-test score was 66.80 and the average post-test score was 90.00 so that there was an increase of 23.20. In addition, the table shows $T_{hitung} > T_{tabel}$ at the 5% significance level with a value of $10.233 > 2.015$ and has a Sig value of 0.001 which means it is smaller than 0.05 which can be concluded that there is a significant increase in the post-test score of prosocial behaviour after being given peer group guidance. In the discussion of the results of descriptive analysis which includes children's prosocial behaviour and the implementation of interventions in the form of group guidance, it can be described that children's prosocial behaviour after implementing peer group guidance has all experienced a significant increase.

From a theoretical perspective, this study supports the concept that prosocial behavior can be learned through social learning approaches and group interactions. Peer group guidance has been proven to be an effective method in changing the behavior of children in LPKA who previously showed negative behavioral tendencies, towards higher prosocial behavior. Based on the theory of group guidance with a peer approach, it is based on interactions between group members who have the same age, experience, or social background. In the context of LPKA, where children are in the same situation, this model creates a safe and conducive space for them to share, support, and learn from each other.

CONCLUSION AND SUGGESTION

Based on the results of the study on peer group guidance to build prosocial behavior in Children at LPKA Class II Pekanbaru, it can be concluded that before being given group guidance, the five children showed low prosocial behavior in the aspects of sharing, helping, donating, and honesty. The pre-test results indicated that the five children tended to be more selfish, lack empathy, and were not used to being involved in social interactions that required them to share and help others. The pre-test results showed a low score and obtained an average interval of the five children of 60.82% which means the criteria for low prosocial behavior. After following a series of group guidance sessions, the post-test results showed a significant increase in children's prosocial behavior. After peer group guidance, the five children filled out the questionnaire in the post-test session showing an average score of 90% where this score was in the criteria for high prosocial behavior.

Based on the results of the t-test using SPSS, it is known that there was a significant increase in children's prosocial behavior by 23.18%. This shows that the implementation of group guidance with a peer approach can build prosocial behavior in children who have low prosocial behavior at LPKA Pekanbaru. Peer group guidance provides an opportunity for children to learn through observation and direct experience in a group. In addition to behavioral changes, peer guidance also has an impact on children's attitudes towards others. They become more aware of the importance of helping others, sharing selflessly, and maintaining integrity in all their social interactions.

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