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Shaping: The Techniques to Improve Student Prosocial Behavior with Group Counseling

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ABSTRACT

This study aims to test the effectiveness of group counseling with shaping techniques to improve student prosocial behavior. This research is motivated by low prosocial behavior in students. The effort in helping students overcome the problem of prosocial behavior research is conducted by the experimental method with a pre-experimental design using the form of an intact-group comparison. The collection of data through scale for measuring prosocial behavior, obtained 8 students who have low prosocial behavior. The data analysis technique used the t-test test formula, showing that $t_{hit} > t_{tab} (10.37 > 2.447$ with a probability of error of 0.05 or 5%). Thus it can be concluded that: "Group counseling using shaping techniques is effective in improving students prosocial behavior, which is marked by an increase in the percentage of students' prosocial behavior scale". To facilitate the use of shaping techniques to improve prosocial behavior, the next researcher must make a strong report card and identify problems in advance so that the use of these techniques can be continued with the goals to be achieved

CCS CONCEPTS

- General and reference ~ Document types ~ General conference proceedings

KEYWORDS : Prosocial Behavior, Shaping, Group Counseling

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1. Introduction

Humans are social beings that have the psychological ability to interact with the other individuals. As Individuals, humans help, understand, and live with the others since they cannot live alone. As a result, prosocial behavior is very essential [1]. Unfortunately, the individuals do not perform prosocial behavior in any kinds of conditions, influenced by the decision making whether they choose to help the others or not [2]. Prosocial behavior refers to the actions that benefit others, such as cooperation, sharing, helping, and caring [3]. Behavior or what is commonly called prosocial behavior as any form of voluntary action in helping others so as to benefit others and may not benefit others directly [4]. This phenomenon is also seen in the realm of cooperation [5], altruism [6], and honesty [7], as well as other advantages of prosocial behavior capable of fostering empathy, respect for others and fostering a positive attitude [8].

Whereas based on observations, especially at SMP Negeri 24 Banjarmasin, it is known that there are many students who do not care about their own friends. Students who do not have groups are ostracized from the class. If there is one friend who is in the place most of the students avoid. In addition, they will not be friends with friends who they think are not suitable or suitable for the group. While behavior is prosocial in most cultures, motivation often emerges in the process of becoming prosocial [9]. This study found that social influences in adolescence tend to lead to negative outcomes such as antisocial, drugs, speeding on the road, a good pattern of prosocial behavior begins in childhood growth and development [10], [11]. The highest prosocial behavior tends to be at the end of childhood 8-10 years, then gradually decreases at the age of 11-18 years, and if this is not given guidance, it will persist into adults aged 19 years and over [12]. From the lack of prosocial behavior, of course it hinders learning because groups do not want to be separated and

have an impact on the lack of interaction between students in the class. In addition, the impact of this prosocial behavior is in the form of friends who feel isolated until finally their motivation to leave is also lacking because they feel lonely. and has no friends, but also feels that his presence has no effect at the school.

There are various factors that can influence a person's behavior in providing prosocial behavior namely internal factors such as biological/genetic conditions, personality, attachments, and relationships. There are also dyadic factors such as situational factors, egocentric motivation, altruism, collectivism, principalism, and the response of the person being helped. There are also factors that are macro, such as the process of working together in groups [4]. Of all the factors that influence prosocial behavior that agreement is easier to achieve in the dyadic form involving perceptions, beliefs, and feelings in social interaction [13].

In fact, there are many intervention techniques that can improve prosocial behavior. Among them is a school-based intervention called promoting prosocial and emotional skills (CEPIDEA). CEPIDEA is an intervention program designed to increase prosocial behavior by reducing students' aggressive behavior [14]. Autonomy supportive intervention program (ASIP) is an intervention program designed to increase students' prosocial behavior by reducing antisocial behavior [15]. Friendship program is an intervention that makes friendship as a facilitator in emotional responsiveness so that it can increase prosocial behavior in individuals [16]. Mindfulness-based kindness curriculum is an exercise that aims to foster attention and emotional regulation, with an emphasis on kindness practices, such as empathy, gratitude and sharing through exercises for 20-30 minutes per week for 12 weeks [17]. However, in increasing prosocial behavior. One of the guidance and counseling services that can be applied is group counseling, which is a practical, relatively simple and more focused help relationship for alleviating problems in group dynamics, so that problems experienced by students can be solved in depth thoroughly and touchingly for alleviating low prosocial behavior problems.

One of the techniques in group counseling that can be applied in strategies to improve prosocial behavior is through the shaping technique. The shaping technique is the development of new behavior by providing reinforcement for each development of behavior that resembles the target behavior that has been set, therefore this technique is also known as the method of successive approximations, the shaping technique is used when the child has displayed the desired behavior, but still needs to be improved, there are several dimensions of behavior that can be improved using shaping methods, one of which is duration, duration is defined as the time spent during the behavior [18]. Shaping technique as a form of differential reinforcement, where reinforcement will only be given to behavior that resembles the target behavior and other behaviors will not be given reinforcement [19]. Where shaping is forming a new behavior that has not previously been shown by providing reinforcement systematically and directly every time the behavior is displayed. Behavior is changed gradually by reinforcing small elements of the desired new behavior in a row until it is close to the final

behavior [20]. The reason for using the shaping technique is to help solve problems and motivate students. There needs to be an increase in prosocial behavior, because basically making friends is not just being together but making friends that can increase positive behavior.

2. Methods

This research approach quantitative, using experimental methods with a pre-experimental design the form of intact-group comparison, namely in this design there is one group used for research, but divided into two, namely half the experimental group (which was treated) and half for the control group (which was not treated). The research can be described as follows:



Figure 1: Design the form of intact-group comparison [21].

The subjects in the research carried out were students of class VIII at SMPN 24 Banjarmasin. Samples obtained were 8 people from the questionnaire with the characteristics of students having very low levels of prosocial behavior using purposive sampling technique then the sample is divided into two groups, namely the control group of 4 samples and the group of 4 samples.

3. Result and Discussion

Data collection instrument in this study use a behavior with measurement indicators of sharing, giving, cooperation, helping, and honesty [22], [23]. The scale of prosocial 43 question items with a score of 1- 4 gradations to interpret the score percentage can be made by adding up the scores obtained divided by 172 (the number of items times the number of gradations) multiplied by 100%. Furthermore, in interpreting the percentage score in the very low, low, medium, high, and very high categories, the following calculation criteria are used:

Table 1. Percentage of Prosocial Behavior

Category	Frequency of	Perentation	Remarks
Very low	8	5%	Smallest portion
Low	25	15,62%	Smallest portion
Medium	100	62,5%	Most
High	27	16,87%	Smallest portion

Based on the results of research for the measurement of prosocial behavior (pre-test) given to 160 students of class VIII 24 SMPN Banjarmasin. Obtained for prosocial behavior results before being given group counseling with shaping techniques namely 27 students have a high category, 100 students have a medium category, 25 students have low category 8 students have a very low category.

Before analyzing the data, a normality test and a homogeneity test are performed using SPSS (Statistical Product and Service Solutions) for Windows version 21. Furthermore, a data analysis technique is performed using the T-Test [24].

		Unstandardized Residual
N		
Normal Parameters ^{a,b}	Mean	.00000
	Std. Deviation	18.122339
	Absolute	.2
Most Extreme Differences	Positive	.2
	Negative	-1
Kolmogorov-Smirnov Z		.6
Asymp. Sig. (2-tailed)		.7

a. Test distribution is Normal.

b. Calculated from data

The normality test on the prosocial behavior scale for the normality test obtained a score of sig = 0.790 > 0.05. These results indicate that the distribution of prosocial behavior data has a normal distribution.

Table 2. Result of Normality Test

Table 3. Result Homogeneity Test

Levene	Statistic	df1	df2	Sig.
	74.085	1	6	0.741

Result homogeneity test on the distribution of the prosocial behavior scale, obtained a statistical level score (to find out how much the two variants have in common) = 0.740 with a significance level of 0.741 (p>0.05).

1 Measurement Results Pre and Post Test Group Test Experiment and Control Group

1 Table 4. Results of Pre Test, and Post Test for the experimental group

	Score %		Description			
	Pre	Post	Pre	Post		
Counselee						
AM-VIIIA	91	136	53%	79%	Low	Medium
RCA-VIIIA	90	118	52%	67%	Low	Medium
UF-VIIIA	78	124	45%	72%	Low	Medium
B-VIIIB	90	126	60%	73%	Low	Medium

1 Table 5. Results of Pre Test, and Post Test for the Control group

	Score %		Description			
	Pre	Post	Pre	Post		
Counselee						
MNL-VIIIA	81	85	47%	49%	Low	Low
MRA-VIIIA	84	88	49%	51%	Low	Low
FDA-VIIIA	88	92	51%	54%	Low	Low
AM-VIIIA	75	79	44%	46	Low	Low

The shaping technique in group counseling services is effective for increasing prosocial behavior in students. Based on the results of the t-test, it shows that $t_{hit} > t_{tab}$ (10.37 > 2.447

4. Conclusions and Recommendations

The results showed differences in prosocial behavior from the experimental group to the control group, namely for the experimental group there was an increase in prosocial behavior from the low category to the middle category, for the control group there was no increase, namely from the low category. it stays in that category. The occurrence of these differences indicates that there is an increase in students' prosocial behavior at SMPN 24 Banjarmasin through group guidance services using shaping techniques. It is also based on the shaping technique where sharing, cooperating, helping, giving, honesty [22]. It can be obtained that these five aspects are provided through group guidance services using capable formation techniques to improve prosocial behavior.

In the group experiment, the counselee internalizes the values of prosocial behavior into his thinking process and then shares with the counselor to discuss, and is strengthened by the counselor to be immediately applied in his behavior. The positive relationship between teacher (relationship counselor) and students (counselor) also supports the rapid success of the desired positive behavior [25]. The role of the counselor becomes important to create a steady stream of prosocial behavior. Study group members express feelings, respect each other, show concern, share experiences, increase self-confidence [26], [27]. In addition to democratic parenting, parents and emotional intelligence are also able to bring out good prosocial behavior in students [28].

1 The latest finding in this study is that the prosocial behavior that exists in individuals is a certain motivation to achieve each, because the purpose of the emergence of new behaviors is not only from modeling the social environment but also needs to be interested in prosocial behavior so that they are able to internalize the behavior. So that in further research before applying this shaping technique, counselors need to motivate counselees for prosocial behavior in themselves. This view is supported by recent findings that behavior is formed based on results and experiences in the form of individual interactions in the surrounding environment. By learning from experience, children can change unwanted behavior to be replaced with desired behavior (target behavior), especially in the formation of prosocial behavior [29]. Prosocial behavior is formed not only because of a large environmental influence but also supported by a greater interest in prosocial behavior [30]. This can be seen from the results of the control group that the increase in prosocial behavior is more influenced by the tendency of motivation to achieve individual goals.

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