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STRENGTHENING A CHILD-FRIENDLY ENVIRONMENT THROUGH IMPROVING YOUTH PROSOCIAL BEHAVIOR IN THE VILLAGE AREA OF GUNUNG ANYAR SURABAYA

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ABSTRACT

Introduction: The stages of adolescent development as one of the tasks of human development also have a role, one of them is applying prosocial behavior. Prosocial behavior is any form of behavior that has positive consequences for others, whether in the form of material, physical or psychological but has no clear advantage for the owner. The purpose of this community service is to improve knowledge and skills about prosocial behavior to adolescents in the village area of Gunung Anyar, Surabaya. so that it can develop adolescent prosocial behavior and can prevent antisocial behavior.

Methods: The method used in this community service activity is training with lecture and case discussions methods about prosocial behavior in adolescents and peer group support. As many as 30 people consisting of 15 adolescent, 13 parents, and 2 health cadres, with the criteria of adolescent aged 13-18 years took part in this activity and an evaluation was also carried out by filling out a questionnaire on the prosocial behavior of adolescents, parents, and health cadres through pretest and posttest.

Results: The results achieved through this activity were increase in prosocial behavior in adolescents, parents and health cadres. This is because the methods of lectures and case discussions can provide a clear experience in implementation prosocial behavior so that participants know and can apply skills in prosocial behavior in a community environment.

Conclusion: The next community service activity requires the formation of youth health cadres with a broader goal of improving a child-friendly environment.

KEYWORDS

antisocial; prosocial; youth; child-friendly environment

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1. INTRODUCTION

The stages of adolescent development as one of the tasks of human development also have a role, one of which is as a helper (prosocial behavior). Prosocial behavior is any form of behavior that has positive consequences for the recipient, whether in the form of material, physical or psychological but has no clear advantage for the owner (Baron et al., 2006). The problem that often arises in this phase is that children

are very vulnerable to the influence of negative things such as smoking, drinking, drug abuse, bullying, and engaging in free sex.

Adolescent developmental tasks related to social adjustment include adjustment by increasing the influence of peer groups, changes in social behavior, new social groupings in friendship selection, new values in support, and social issues (Osodo et al., 2016). The stages of adolescent development as one

of the tasks of human development also have a role, one of which is as a helper (prosocial behavior). Prosocial behavior is any form of behavior that has positive consequences for the recipient, whether in the form of material, physical or psychological but has no clear advantage for the owner (Baron et al., 2006). The type of relationship between individuals is good because they like, feel obligated, have self-interest and empathy are factors that influence prosocial behaviour (Paramitasari & Alfian, 2012). Usually a person helps people he knows more often than people he doesn't know. However, providing assistance to strangers is not uncommon. Social problems that occur in teenage students give rise to antisocial behavior. Antisocial behavior is a disorder of adjustment to the social environment caused by a lack of self-control (Hurlock, 2003). Therefore, children need to be prepared so that they have an understanding of prosocial behavior so that concern for the surrounding environment is getting better. One of the appropriate strategies or actions is through strengthening a child-friendly environment by involving parents and adolescents through training to improve adolescent prosocial behavior.

Based on the phenomena that exist in people's lives, especially in adolescents, prosocial behavior is now getting lower. The description of the decline in prosocial behavior can be seen from the phenomenon of indifferent and passive behavior in adolescents, which can be seen in the behavior shown by adolescents in activities while at school such as bullying, yelling at friends, and so on. Social problems that occur in teenage students give rise to antisocial behavior. Antisocial behavior is a disorder of adjustment to the social environment caused by a lack of self-control (Hurlock, 2003). Therefore, adolescents need to be prepared so that they have an understanding of prosocial behavior so that their concern for the surrounding environment is getting better. One of the right strategies or actions is through increasing the skills of adolescent prosocial behavior.

Gunung Anyar Surabaya is one of the village in Surabaya which is located in the eastern part of Surabaya and is a fairly densely populated village. Based on interviews with several children in the village of Gunung Anyar, Surabaya, he said that there were still bullying behaviors, using dirty words, and that there were children in the neighborhood who were included in student gangs that were troubling the people of Surabaya. Children who are victims of bullying do not dare to tell their parents for fear of being bullied again by the perpetrator. Children who are victims are more comfortable telling unpleasant events about themselves to their friends compared to their parents. It is necessary to strengthen the environment where adolescents live by providing a place for adolescents to carry out positive activities as a place for positive discussions so as to increase prosocial behavior in adolescents.

Based on the above phenomenon, it is necessary to develop a strengthening child-friendly environment by providing peer group support services carried out by inter-adolescents and involving parents in providing and exemplifying positive prosocial behavior by implementing it starting from the family environment and also in the village area under supervision health workers. Peer Group Support has an important role in promoting discipline among adolescents, especially in increasing prosocial behaviour (Keke Titi et al, 2019). Noting the importance of peer group support, the development of a positive child-friendly environment is an effective way to support adolescent development.

So that this community service aims to strengthen a child-friendly environment through the formation of peer group support by providing training to adolescents and parents in increasing prosocial behavior so that students have skills in implementing experiences of independence and the ability to control themselves which are very meaningful for adolescents. The continuation of this community service program, peer group support service cadres

can routinely apply their skills so that incidents of antisocial behavior in the village of Gunung Anyar Surabaya do not occur.

2. MATERIAL AND METHODS

The method used in this community service activity is the provision of material through lectures, discussions, and peer counselor training by presenters and facilitators. This activity was attended by 30 participants consisting of teenagers (15 people) with their parent (13 people), and health cadres (2 people) who were taken in the village of Gunung Anyar Surabaya with the criteria of adolescent aged 13-18 years.

Prior to the implementation of the training, youth were given a pre-test to provide initial information about youth's knowledge of the topics to be provided in the training. The results of the pretest are recapitulated as initial data about participants' knowledge of prosocial behavior. The implementation of training activities has been carried out offline in the courtyard of the Al Multazam Mosque in Gunung Anyar Village, Surabaya. The training was carried out in one day by delivering material on knowledge about prosocial behavior, adolescent health, increasing empathy, concurrency, and unconditional acceptance, and active listening skills, and non-verbal and verbal communication and material about the impact of antisocial behavior on adolescents. The presentation of prosocial behavior concept material was delivered by a resource person from the community service team of the Child Nursing Division, Faculty of Nursing, Airlangga University (Dr. Yuni Sufyanti Arief., S.Kp., M.Kes). After giving the material, it was followed by a case discussion facilitated by the facilitator from the community service team in the child nursing division of the Faculty of Nursing, Airlangga University. In the case discussion process, participants are expected to be able to express their opinions in accordance with what they already understand and know about the

application of prosocial behavior. Adolescents and their parents and health cadres seemed enthusiastic during the discussion by asking questions during the discussion and case discussions regarding the implementation of prosocial behavior in the community. After the case discussion activities were completed, the community service activities ended with filling out the posttest about prosocial behavior. The results of filling out the pre and posttest were analyzed to be used as an evaluation of community service activities.

3. RESULTS

The results achieved in the implementation of community service activities were the implementation of counseling and training activities for adolescents, parents, and health cadres in one of the village in Gunung Anyar Surabaya which was attended by 30 participants consisting of 15 adolescents, 13 parents of adolescents, and 2 health cadres. The activity began with filling out the pretest by the participants (figure 1) and continued with the provision of material by resource persons from the



Figure 1 Completion of Participant Pre Test



Figure 2. Resource Persons Giving Training Materials

Tabel 1. Characteristics of Participant Based on Gender and Age (n=30)

Characteristics of respondents	Frequency	Percentage
Gender		
Male	10	33.33
Female	20	66.67
Age of adolescent		
13-14 years old	2	6.67
14-15 years old	9	30
15-16 years old	4	13.33
Age of parents and health cadre		
25-35 years old	3	10
35-45 years old	12	40

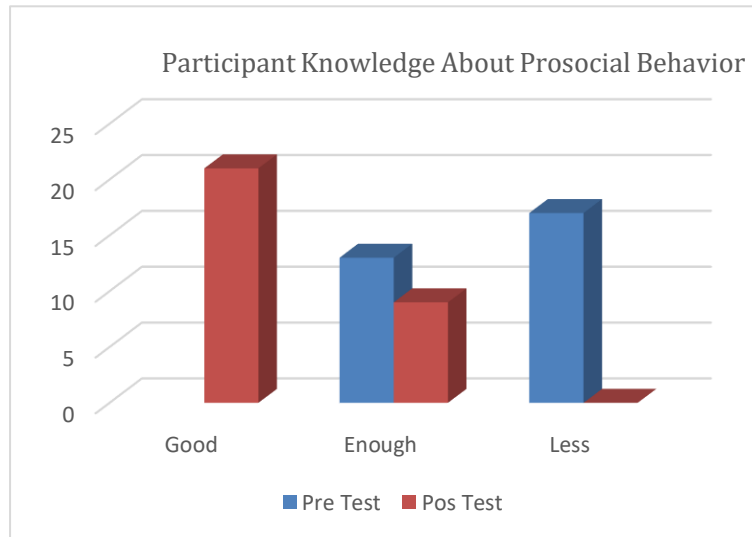


Figure 3. Participants Knowledge about Prosocial Behavior

community service team in the child nursing division, Faculty of Nursing, Airlangga University (figure 2).

The implementation of the activities went smoothly and the evaluation of the activities was carried out by giving pretest and posttest evaluations to the participants. Following are the demographic characteristics of participants in general based on gender, age, and knowledge of prosocial behavior in respondents.

Based on table 1 with a total of 30 respondents, it shows that most of the respondents were female with a total of 20 people (66.67%). When viewed from the age of adolescent, most adolescent aged 14-15 years with a total of 9 people (30%), while for the age of parents and health cadres most aged 35-45 years with a total of 12 people (40%).

In this study, the variable studied was the participants' knowledge of prosocial behavior. The

following is a description of the results of the study regarding the description of adolescent prosocial behavior in one of the villages in Gunung Anyar, Surabaya.

Based on Figure 3 with a total of 30 respondents, it shows that before the training was carried out most of the respondents had insufficient knowledge of 17 people (56.67%) and sufficient knowledge of 13 people (43.33%) about adolescent prosocial behavior. Posttest results of students' knowledge about prosocial behavior, many respondents had good knowledge of 21 people (70%), sufficient knowledge of 9 people (30%), and no lack of knowledge. Based on the results of the posttest, it can be explained that there was an increase in participants' knowledge about prosocial behavior after training on prosocial behavior. The increase in

participants' knowledge can be seen from the increase in pre and posttest scores (figure 3).

4. DISCUSSION

Based on the results of the community service activities that have been carried out, it shows that most of the respondents prior to the training had insufficient prosocial knowledge. This is indicated by the presence of students who answered incorrectly on the indicator of meaning from the definition of prosocial behavior, namely the ability of adolescents to understand recorded material, converted into other forms, both visual and sound material, such as adolescents who have not been able to interpret prosocial behavior as shown in the idea of antisocial behavior such as bullying, when converted into other forms, both visual and sound materials, students do not yet have an empathetic attitude towards victims of bullying and students cannot explain the consequences of bullying. The ability of adolescents to predict existing trends according to certain data by expressing the consequences and implications described is also still in the less category as students cannot explain the impacts and consequences of lacking prosocial behavior.

Knowledge is a result of a person towards an object through the human senses after seeing, hearing, feeling and touching. Sufficient knowledge in cognitive play according to (Notoatmodjo, 2012) has 6 levels, namely knowing, understanding, application, analysis, synthesis, and evaluation. This lack of knowledge is due to students' lack of exposure to prosocial behavior. The lack of prosocial behavior can have an impact on increasing antisocial behavior in adolescents, such as destroying the environment, destroying the environment, stealing, skipping school, consuming alcohol and drugs, and physical violence. The emergence of antisocial behavior as a result of the inability of individuals or groups to adjust to and adhere to the norms that exist in society. The behavior of violations, opposition, and opposites that individuals or groups have towards behavior

prevailing in society causes individuals or groups to be considered to have anti-social behavior. Antisocial behavior includes problems caused by behavioral deviations related to social, emotional, and moral development. This will become a complex problem in children and will have an impact on aggressive behaviour (Burt et al., 2015).

Adolescence is a transitional period between childhood and adulthood with an age range of around 12-13 years to 19-20 years of age, which is marked by changes in biological, cognitive, and socio-emotional aspects. The existence of this transition period raises social problems, both personal, social, and academic problems. These problems need to be responded to and anticipated quickly, because if these problems are allowed to continue, they will be able to hinder adolescents from developing optimally towards adulthood.

Based on the results of the post test, there was an increase in adolescent knowledge about prosocial behavior, this indicated that there was new information obtained after the training was given. Prosocial behavior is normative behavior and is expected in a social environment. Prosocial behavior is expected to be behavior that has a motive to initiate and maintain positive interpersonal relationships. Adolescents who are able to show high prosocial behavior will easily get the attention of their peers and tend to be more liked. Conversely, if adolescents are unable to demonstrate high prosocial behavior, they tend to be shunned by their peers. Adolescents who are included in the rejected group are adolescents who exhibit disruptive or normatively unacceptable behavior.

The results of this community service activity can be an illustration that prosocial behavior will indirectly affect the development of adolescence into the future. The results of this community service activity can be an illustration that prosocial behavior will indirectly affect the development of adolescence into the future. Social behavior in humans does not

grow and develop by itself. But through a long process from early childhood to adulthood. The process of forming the prosocial behavior of adults or parents is strongly influenced and determined by the process of formation in early childhood, or children. As the closest people, parents are very influential in the formation of children's prosocial behavior. The presence or absence of social behavior in children is largely determined by the presence or absence of social behavior in their parents. Therefore, parents must give and be a concrete example for their children in social behavior. In young children, giving concrete examples is sometimes far more influential than just giving advice.

In the development of children, parents must also pay attention to some of the attitudes that must be possessed by their children. One of them is a prosocial attitude. Examples of prosocial attitudes taught by parents are gentle, humble, and caring. This is in accordance with the opinion of Eisenberg and Mussen in (Dayakisni, 2015) explaining the meaning of a prosocial attitude, there are several behaviors such as: sharing, cooperative, donating, helping, honesty, generosity (generosity), and think about the welfare of others. By teaching this prosocial attitude, parents hope that their children will have a good personality, help each other, and not fall into negative things. This is in accordance with the opinion of (Noe'man, 2013) who explains that the purpose of parenting is that children have good behavior or traits towards other people. Many factors influence prosocial behavior in adolescents, one of which is emotion. As research conducted by (Adi Pratama & Zahrotul, 2018) states that if a person's level of emotional intelligence is high, then the higher the prosocial behavior they have. The lower a person's emotional intelligence, the lower his prosocial behavior.

The implication of the results of this community service activity is that prosocial behavior is an important behavior that must be possessed by adolescents which will function to build acceptance of

adolescents in their peer environment. Adolescents' concern for their peer group is an important factor so that adolescents can be accepted in a peer-to-peer friendship environment. Prosocial behavior can also describe how social norms are in the group where the adolescent is located (Knafo-Noam et al., 2015). Based on the characteristics of aspects of cultural background, Indonesian society is heavily influenced by culture, prosocial behavior is one of the behaviors that is considered positive. Concern for other parties and the intention to help are part of the behavior that is accepted in the social environment of adolescents.

5. CONCLUSION

The results of community service activities that have been carried out for adolescents in one of the village in Gunung Anyar, Surabaya, have resulted in an increase in adolescent knowledge about prosocial behavior after conducting health education training through training in prosocial behavior skills. Adolescents' initial knowledge about prosocial behavior is still lacking, after training activities most of adolescent behavior is in the category of good knowledge about prosocial behavior, namely adolescents can solve problems of lack of prosocial behavior in the community environment and daily activities are discussed based on the cases given, while parents and cadres can discuss with adolescents regarding prosocial behavior that should be applied to adolescents.

It is necessary to increase the prosocial behavior of adolescents in the village of Gunung Anyar Surabaya so that they can become peer counselors, and can overcome the existence of deviant social behavior from their other friends while participating in learning at school and activities in the community environment.

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