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▶ <a href="#">Payment proof notification Peggegog-id-1445 Asroful Kadafi</a>	asroful 2021-09-01 06:13 AM	-	0	<input type="checkbox"/>
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balas ke: "Prof. Dr. Ismail Hakki Mirici,  
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Dear Asroful Kadafi, Bambang Budi Wiyono, Muslihati Muslihati, M. Ramli (Author):

We have reached a decision regarding your submission to Pegem Journal of Education and Instruction, "Improving Prosocial Behavior Through Virtual Media Based On Religious Values In Elementary School Students".

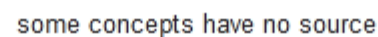
Our decision is: **Revisions Required**

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Reviewer A:

Recommendation: Revisions Required

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4) Are research questions and/or hypotheses in line with the focus of the study?

Yes, but needs minor revision.

Please, write your suggestions about the **Research Questions** or **Hypotheses** , if any, into the following field.

Research questions have not been written clearly at the end of this section.

5) Are the method and technique(s) employed appropriate for the study?

Yes, but needs minor revision.

Please, write your suggestions about the **Method** or **Technique**, if any, into the following field.

Added a picture of the research design and explained why to use the method.

6) Is the sample or the participants pertinent to the study?

Yes, but needs minor revision.

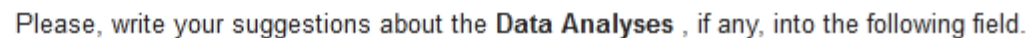
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Yes, acceptable.



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Overall, this paper has shown the element of novelty. However, there are still errors in choosing the data analysis technique. And the stages of sampling from the population are not yet clear. Thus, it is necessary to reorganize the research results, discussion, and conclusions sections.



Yes, but needs minor revision.

## Improving Prosocial Behavior Through Virtual Media Based On Religious Values In Elementary School Students

### Abstract

The addition of positive confirmed cases of COVID-19 in mid-2021 in Indonesia showed an increase. One of these problems occurs because of the low prosocial behavior of individuals. Prosocial behavior is important for every individual from an early age. This behavior can teach each individual to be able, share, cooperate, be generous, help and practice honesty. To improve prosocial behavior in elementary school students, researchers provide treatment through virtual media based on religious values. This study uses a quasi-experimental design with a non-equivalent control group design model. Respondents in this study amounted to 24 respondents consisting of 2 groups, namely the control group 14 respondents, and the experimental group 14 respondents. Measuring the level of students' prosocial behavior using a prosocial behavior scale instrument consisting of 15 items. The results of the study show that virtual media based on religious values have a positive impact in increasing the prosocial behavior of elementary school students.

**Keywords:** prosocial behavior, virtual media, religious values

### Introduction

The Covid-19 pandemic that occurred in Indonesia starting in early 2020 had an impact on various fields of life. Positively confirmed cases of COVID-19 and even deaths tend to show an increase in mid-2021. This problem arises, one of which is because many people still ignore health protocols. One of the reasons for the low community compliance with health protocols is the low level of community prosocial behavior. Prosocial behavior is a form of behavior that emphasizes the interests of others above personal interests (Baron & Byrne, 2005). Prosocial behavior needs to be possessed by individuals from childhood as the basis for the development of children's abilities to interact with their environment more broadly outside the family environment (Sugandhi et al., 2020). Prosocial behavior that needs to be instilled in children is related to empathy, positive sympathies, such as altruistic behavior and helpful behavior (Batson, 2010; Eisenberg et al., 2016; Spinrad & Eisenberg, 2009, 2015).

Efforts to improve prosocial behavior in elementary school students have often been carried out, including using play therapy (Agustin et al., 2015; Pratama, Hidayah, et al., 2019; Smith, 2014). The second intervention uses virtual media to shape positive behavior for elementary school students (Feng et al., 2020; Liu et al., 2020; Pradono et al., 2020). The next intervention uses game therapy with

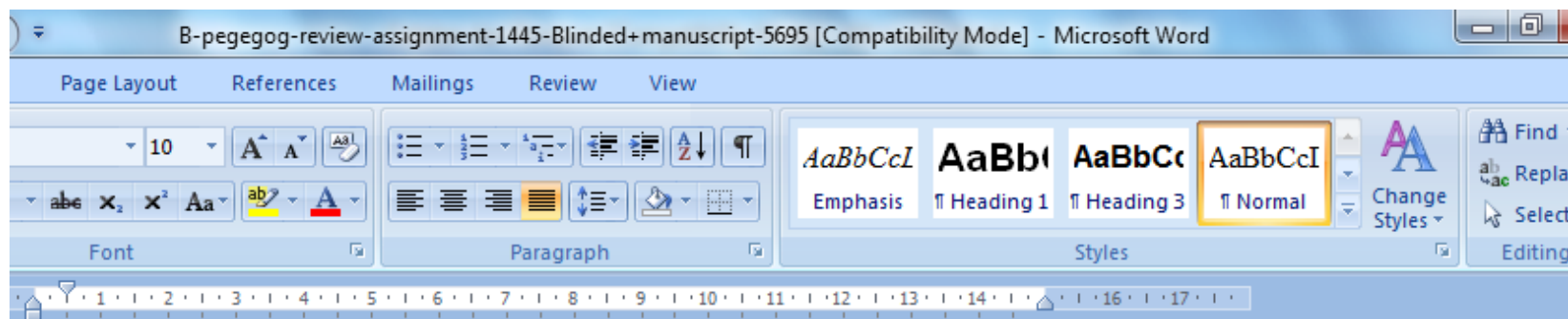
**Comment [MOU1]:** The relation between the main idea (prosocial behaviour) with disobedience to health protocol is too far. Except for the cases, the

Microsoft Office User, 8/6/2021 1:02:00 PM

commented:

argument and some sources.





## Intervention Procedure

The intervention is given classically with stages including the initial or preliminary stage, this stage is carried out to ensure the readiness of participants to enter the next stage. The second stage is the core stage or activity, at this stage, the counsellor facilitates the service, by delivering prosocial behavior material with virtual media based on religious values. The third stage, namely the closing and evaluation stages, at this stage is intended to ensure that the services provided provide benefits for participants (Kemendikbud, 2016; Prayitno, 2017). The intervention in this study was carried out three times with a duration of 45 minutes per session. The intervention stages between the control group and the experimental group were the same, the difference was the media for delivering the material. The control group for service delivery was provided with simple PowerPoint media and the experimental group used virtual media based on religious values. The intervention of the first meeting focused on the theme of helping and sharing according to Islam, the second meeting with the theme of sharing and generosity according to Islam, and the third meeting with the theme of honesty according to Islam. These three meeting schedules are expected to be able to facilitate the formation of prosocial behavior as a whole since elementary school age. Islamic values were chosen because all respondents are Muslim and the results of the study show that the integration of Islamic values is effective in helping the problems of research respondents (Faiz et al., 2019; Kadafi, 2016; Kadafi et al., 2021, 2019; Kadafi, Pratama, et al., 2020; Kadafi, Suharni, et al., 2020; Kadafi & Ramli, 2017).

**Comment [MOU3]:** Could you explain more detail in term of virtual media in this part?

## Participants

In this research, the respondents were 28 elementary school students which were divided into two, namely, 14 respondents as the experimental group and 14 respondents as the control group. The determination of respondents based on the level of prosocial behavior is still low. The sample was taken by purposive sampling technique, this technique was chosen to obtain a sample according to the needs of the researcher or according to predetermined criteria, namely the category of low prosocial behavior (Sugiyono, 2015). The characteristics of the respondents include difficulty to share, unwillingness to help, unwilling to donate, difficulty to cooperate, and stingy (Eisenberg et al., 2015; Hudaniah & Dayakisni, 2009; Pratama, Kadafi, et al., 2019).

**Comment [MOU4]:** How to determine these characteristic? How to measure them?

## Instrument

Respondents' prosocial behavior data was measured using a prosocial behavior scale developed from the prosocial instrument Pastorelli et al (1997) and referring to indicators of prosocial behavior



table of 0.254, which means that the instrument is declared reliable.

### Data Analysis

The first data analysis used descriptive statistics to determine the percentage difference between the results before and after the test was carried out, and to determine the percentage difference between the control group and the experimental group. Testing the effectiveness of the intervention, the researcher used the Wilcoxon signed-rank test analysis to determine the differences in the prosocial behavior of the respondents before and after the intervention and the Mann Whitney test to see the differences in the level of prosocial behavior of the respondents between the experimental group and the control group. The two analytical tests were determined by the researcher based on the non-fulfillment of the research assumptions and the provisions in parametric statistics. So the researchers set a non-parametric test to determine the effectiveness of the intervention using religious-based virtual media to increase prosocial behavior.

Comment [MOU5]: How to conduct test? What kind of test?

### Results

#### Descriptive data analysis

The results of the research on the demographics of the participants obtained information, including age, gender, and level of prosocial behavior before being given treatment, both for the experimental group and the control group. Detailed information is presented in table 1.

Table 1. Demographic Info of Experimental Group Participants and Control Group

Respondent Number	Experimental Group			Control Group		
	Age	Gender	Level of Prosocial Behavior	Age	Gender	Level of Prosocial Behavior
1	9	Male	38	10	Male	37
2	9	Female	38	9	Male	36
3	11	Male	39	10	Female	37
4	11	Female	40	11	Female	38
5	11	Male	39	11	Male	37

## Improving Prosocial Behavior Through Virtual Media Based On Religious Values In Elementary School Students

### Abstract

Prosocial behavior is important for every individual from an early age. This behavior can teach each individual to be able, share, cooperate, be generous, help and practice honesty. The level of students' prosocial behavior can also affect their academic achievement, so there needs to be an intervention to improve students' prosocial behavior since elementary school. To improve prosocial behavior in elementary school students, researchers provide treatment through virtual media based on religious values. This study uses a quasi-experimental design with a non-equivalent control group design model. Respondents in this study amounted to 24 respondents consisting of 2 groups, namely the control group 14 respondents, and the experimental group 14 respondents. Measuring the level of students' prosocial behavior using a prosocial behavior scale instrument consisting of 15 items. Data analysis was carried out using the Wilcoxon signed-rank test to determine differences in the prosocial behavior of respondents before and after the intervention and the Mann Whitney test to see differences in the level of prosocial behavior of respondents between the experimental group and the control group. The results showed that virtual media based on religious values had a positive impact on improving the prosocial behavior of elementary school students. The implications of the results of this study can be used as a basis for decision-making to help students' problems, especially prosocial behavior.

**Keywords:** prosocial behavior, virtual media, religious values

### Introduction

Achievement in the academic field must be the goal of every individual and parent while at school. One of these academic achievements can be influenced by the level of individual prosocial behavior (Ma, 2003; Zimmerman, 1989b). Individuals who have high prosocial behavior tend to be more accomplished than individuals with low prosocial behavior (Ma, 2003; Zimmerman, 1989b). Aljarrah & Khataybeh (2021) prosocial behavior is also one of the skills that must be mastered in the 21st century. Prosocial behavior is a form of behavior that emphasizes the interests of others above personal interests (Baron & Byrne, 2005). Prosocial behavior needs to be possessed by individuals from childhood as the basis for the development of children's abilities to interact with their environment more broadly outside

## Method

### Research Design

This research was conducted at SD Negeri 1 Taji, Karas Magetan District, East Java, Indonesia. The design used in this study is a quasi-experimental design with a non-equivalent control group design model. Sampling was carried out purposively on the consideration of the level of prosocial behavior of the respondents, thus making the researchers choose a quasi-experimental design (Sugiyono, 2015; Wiyono, 2007). The effectiveness of the treatment can be seen by testing the difference in the results of the intervention between the experimental group and the control group (Sugiyono, 2015; Wiyono, 2007). The instrument used to measure the pre-test and post-test for both groups is the same, namely the prosocial behavior scale, this is an effort to anticipate the threat of internal validity (Creswell, 2013). Researchers also limit the characteristics of respondents, to anticipate the threat of external validity (Creswell, 2013).

### Intervention Procedure

The intervention is given classically with stages including the initial or preliminary stage, this stage is carried out to ensure the readiness of participants to enter the next stage. The second stage is the core stage or activity, at this stage, the counselor facilitates the service, by delivering prosocial behavior material with virtual media based on religious values. The third stage, namely the closing and evaluation stages, at this stage is intended to ensure that the services provided provide benefits for participants (Kemendikbud, 2016; Prayitno, 2017). The intervention stages between the control group and the experimental group were the same, the difference was the media for delivering the material. The control group for service delivery was provided with simple PowerPoint media and the experimental group used virtual media based on religious values. The virtual media in this study is in the form of animated videos by integrating Islamic values according to the learning achievements of elementary school children. The material is presented in the form of a simple animation, paying attention to Islamic values that will be instilled so that students do not experience boredom when listening to the video being played. This media has also been tested by media experts and content experts, which stated that the media can be used to provide treatment to students.

The intervention in this study was carried out three times with a duration of 45 minutes per



## Results

### Descriptive data analysis

The results of the research on the demographics of the participants obtained information, including age, gender, and level of prosocial behavior before being given treatment, both for the experimental group and the control group. Detailed information is presented in table 1.

47

Table. 1. Demographic Info of Experimental Group Participants and Control Group

Respondent Number	Experimental Group			Control Group		
	Age	Gender	Level of Prosocial Behavior	Age	Gender	Level of Prosocial Behavior
1	9	Male	38	10	Male	37
2	9	Female	38	9	Male	36



### Discussion,

The intervention in this study was conducted in three meetings. At the first meeting, the service was provided with the theme of helping and cooperating according to Islam. The value instilled at the first meeting is following the QS. Al Maidah verse 2, this verse calls for every Muslim to cooperate in goodness and QS. Al Hujurat verse 10, in this verse, shows that all believers are brothers, for that it is an obligation for every Muslim to cooperate with each other in goodness (Al-Quran, 2015). The second meeting instills the value of variety and generosity, which refers to the QS. Ali Imron verse 92 which teaches to give what we love and reminds us that our every behavior is known to Allah SWT, the second verse refers to the QS. Al Baqarah 267 which reflects the behavior of generosity, namely, giving the best of what we have to charity (Al-Quran, 2015). The third meeting instills the value of honesty according to QS Al Ahzab verses 70-71 which teaches every Muslim to speak the truth, be honest, straight and not deviate (Al-Quran, 2015). The internalization of prosocial values according to Islam is packaged in an animated video as a form of virtual media that can affect individual cognitive and have an impact on changing the behavior of elementary school students to become more prosocial. At each meeting, the

49

### Conclusion and Suggestion

This study concludes that the use of virtual media based on religious values can affect the increase in prosocial behavior of elementary school students. The use of virtual media can make it easier for elementary school students to understand the material presented, besides that virtual media can

50