

The Influence Of Model Problem-Based Learning, Model Project-Based Learning, And Model-Based Multicultural Learning On Prosocial Behavior Primary School Students In Surabaya

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ABSTRACT

This research aims to determine the influence of the problem-based learning model, project-based model, and multicultural-based learning model on the prosocial behavior of elementary school students in Surabaya. The research applied is experimental research. The design in this research uses a nonequivalent Control Group Post-test Design. The research population is SDN Surabaya with research samples of fifth-grade elementary school students at SDN Margerejo I, SDN Sumur Welut III Surabaya, SDN Dukuh Menanggal 601 Surabaya. The data collection technique uses a questionnaire with 30 questions, while the research instrument uses the Measure of Prosocial Tendencies by adapting Carlo's. The data analysis technique uses the T-test. From the results of data processing, it can be concluded that there is an influence of the Model Problem Based Learning, Model Project Based Learning, and Model Multicultural Based Learning on the prosocial behavior of elementary school students in Surabaya

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1. Introduction

The development of globalization and digitalization has made significant changes to the social behavior of society, especially students at school. As educational institutions, schools must be able to provide learning that can improve the character of their students. In reality, the learning that is currently taking place has not fully provided positive results in forming students' character. Several research results show that the character or attitudes of elementary school students need to be improved. [1] Some elementary school students are not yet able to cooperate and socialize with other students. At the elementary school level, students are still found bullying other students (Raskauskas et al., 2010; Hertinjung, 2013, Soedjatmiko et al., 2016; Wiwit, 2017, Yu et al., 2020). The majority of elementary school students tend to experience behavioral and attitude disorders, so character-building in elementary school is not yet a top priority (Anisah, 2015; Prihatiningsih & Wijayanti, 2019).

The majority of elementary school students tend to experience behavioral and attitude disorders, so character formation in elementary school is not yet a top priority (Suparmi, 2021). Meanwhile, several research results show that the existence of schools must be able to solve prosocial problems in elementary school children. The closeness of teachers and students at school can improve the social behavior of elementary school children (Coulombe & Yates, 2018; Sakti, 2017). As organizers of educational programs, schools are required to be able to shape students' prosocial

behavior by providing several activity programs (Rahmawati, 2019; Berger et al., 2018; Blake et al., 2015). Apart from that, as an educational institution, schools can improve students' prosocial behavior by providing corrections or treatment to students (Armstrong, 2011; Bradshaw et al., 2012; Kramer et al., 2014). Boduszek et al., (2019) mean, that teachers can make videos and games to change students' prosocial behavior so that students can develop prosocial attitudes. So in reality, it is hoped that schools will be able to shape students' social behavior as they carry out the teaching and learning process at school. School is not only a place to change students to become cognitively intelligent, but also socially intelligent (Samuels, 2018; Wang et al., 2015).

Apart from school, several factors influence changes in students' prosocial behavior, namely the environment, parenting patterns, and gender, as well as social media. Children's social behavior is more influenced by environmental factors around them (Armstrong, 2011; Dimant, 2019; Liu et al., 2020; Jung & Schröder-Abé, 2019). Meanwhile, parents with good parenting will have an impact on their children's prosocial attitudes at school and in the surrounding environment (Ngai et al., 2018; Zarra-Nezhad et al., 2018; Tomek et al., 2019). Apart from that, children's prosocial behavior is also determined by the behavior of their peers (Popa & Bochis, 2012). Meanwhile, from the results of research and interviews from several sources, prosocial behavior at the elementary school level needs to be a concern. Armadhita et al., (2021) stated that the social behavior of elementary school children aged 9-12 years needs attention, this is because this age is considered less stable in implementing prosocial behavior. Suparmi, (2021) shows that the prosocial behavior of elementary school students needs to be improved.

The results of interviews with several teachers and principals at SDN Margerejo I Surabaya, SDN DR Soetomo Surabaya, SDN Dukuh Menanggal Surabaya, SDN Sumur Welut III Surabaya, SDN Gayungan Surabaya concluded that students' prosocial behavior, especially in fifth grade, needs attention. The existing cases show that students are still found to be indifferent to their friends, they don't help other students when they fall off their bicycles, they are laughed at, they don't help look for lost friends' items, they even make fun of them and are insensitive in providing help to friends who need it. Based on several social behavior problems above, researchers will test three learning models, namely the Problem-Based Learning Model, Project Based Learning Model, and Multicultural Based Learning Model on the prosocial behavior of elementary school students. The results of this research will determine the effect of implementing the three learning models on the prosocial behavior of elementary school students.

2. Method

This type of research is experimental research. This research uses a nonequivalent Control Group Posttest Design. The research population is SDN Surabaya with research samples of fifth-grade elementary school students at SDN Margerejo I, SDN Sumur Welut III Surabaya, SDN Dukuh Menanggal 601 Surabaya. The data collection technique uses a questionnaire with 30 questions, while the research instrument uses the Measure of Prosocial Tendencies by adapting Carlo's. The data analysis technique uses the T-test. From the results of data processing, it can be concluded that there is an influence of the Problem-Based Learning Model, Project-Based Model, and Multicultural Based Learning Model on the prosocial behavior of elementary school students in Surabaya.

3. Results and Discussion

Before conducting research, the researcher first created a Teaching Module which included RPP, LKPD, Learning Media, Teaching Materials, and Evaluation. To ensure that the learning tools created by researchers are valid, the researchers asked for validator input and suggestions to validate the Teaching Module which contains lesson plans, LKPD, learning media, teaching materials, and evaluation. The validation results by the validator will be explained as follows:

3.1. RPP Validation Results

From the validators' assessments, corrections, criticism, and suggestions were obtained which were used as material for consideration in revising the RPP. For suggestions for improvement, see the following table:

Table 1. Revision of RPP Based on Validation Results

No	Before revision	After revision
1.	Not yet listed in the RPP	Has included library sources
2.	Has not explained the learning steps in sequence	Include sequential steps in learning

3.2. LKPD Validation Results

The validation results of the LKPD from the validators generally concluded that this LKPD was good and could be used with a few revisions. The revisions made can be seen in the following table.

Table 2. Revision of LKPD Based on Validation Results

No	Before revision	After revision
1.	The writing on the worksheet is too small	The writing has been enlarged so it is easy to read
2.	Instructions for working on LKPD are not yet clear	LKPD instructions have been clearly stated

3.3. Teaching Material Validation Results

The results of the validation of teaching materials from the validators generally concluded that this teaching material was good and could be used with minor revisions. The revisions made can be seen in the following table:

Table 3. Revision of Teaching Materials Based on Validation Results

No	Before revision	After revision
1.	The writing on the teaching material is too small	The writing has been enlarged so it is easy to read
2.	Instructions for using teaching materials	Has included instructions for using teaching materials

3.4. Results Of The Validation Of Learning Media

The results of the validation of learning media from the validators generally concluded well and could be used with slight revisions. The revisions made can be seen in the following table:

Table 4. Revision of Teaching Materials Based on Validation Results

No	Before revision	After revision
1.	The media used does not comply with the standards	The media used is established standards
2.	There are no instructions for using learning media yet	Has included instructions for using learning media

3.5. Learning Evaluation

The results of the learning evaluation validation from the validators generally concluded well and could be used with slight revisions. The revisions made can be seen in the following table:

Table 5. Revision of Teaching Materials Based on Validation Results

No	Before revision	After revision
1.	The evaluation must be learning objectives	Evaluation of learning learning objectives. The media used is established standards
2.	There are no instructions for using learning media yet	It has included instructions for carrying out learning evaluations

From several expert validation assessments from the reviewer, it is good, it just needs to be revised according to the input provided by the reviewer. After receiving suggestions and input from the validator, the researcher continued to coordinate with the school principal and teachers. Before the research was carried out, the researcher coordinated with the teachers involved in the research. The researcher explains the flow and steps of how the research runs. This explanation of the flow and steps is carried out so that teachers involved in the practice of implementing the Problem-Based

Learning Model, Project Based Learning Model, and Multicultural Based Learning Model comply with previously established rules.

Homogeneity Test

Before conducting experimental research, researchers carried out a homogeneity test. This homogeneity test was carried out by researchers to ensure that the abilities of the students who were used as research subjects were the same. The sample for this study consisted of three schools divided into six classes. The schools used for research are SDN Suwur Welut III Surabaya, SDN Margorejo I Surabaya, and SDN Dukuh Menanggal 601 Surabaya. Meanwhile, the class level chosen in this research is a fifth grade with two classes (Class A and B). The homogeneity test results can be seen in the following table:

Table 6. Test of Homogeneity of Variances

Hasil Belajar			
Levene Statistic	df1	df2	Sig.
.020	2	177	.980

From the table above it can be concluded that the students' abilities in the three classes are the same, namely the sig. $0.980 > 0.000$. These results provide a reference for researchers that the research is worthy of continuing with experimental research.

Meanwhile, after obtaining data on homogeneity test scores, the researchers continued by conducting experimental research related to taking data on the prosocial behavior of Class V elementary school students at SDN Margerejo I Surabaya, SDN Sumer Welut III Surabaya and SDN Margerejo I Surabaya.

After successfully collecting research data in the form of prosocial behavior questionnaire results in six classes in three schools, the researchers processed the data using SPSS. The homogeneity test results can be seen in the table below

Table 7. Test of Homogeneity of Variances

Value			
Levene Statistic	df1	df2	Sig.
5.990	2	163	.003

From the table data above, it can be seen that the Sig.003 value is <0.005 , meaning that the three classes have non-homogeneous data variants. Meanwhile, the normality test in this study can be seen in the table below:

Table 8. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
A	.075	54	.200*	.985	54	.723
B	.077	54	.200*	.982	54	.579
C	.115	54	.074	.976	54	.352

a. Lilliefors Significance Correction
***. This is a lower bound of the true significance.**

The table above shows that class A has a Sig value of $0.200 > 0.005$, class B has a Sig of $0.200 > 0.005$, and class C has a sig 0.074 . From the three normality test values, it can be concluded that the three classes have a normal distribution. After knowing the results of homogeneity and normality, the researcher continued processing the data using the SPSS program. The results of data processing can be seen in the table below.

Table 9.	Test Statistics ^{a,b}
	nilai
Chi-Square	6.714
df	2
Asymp. Sig.	.035
a. Kruskal Wallis Test	
b. Grouping Variable: kelas	

From the table above it can be concluded that the Asymp.Sig value is $0.035 < 0.05$, meaning that there is an influence of the Model Problem-Based Learning, Model Project-Based Learning, and Model Multicultural Based Learning on the prosocial behavior of elementary school students in Surabaya.

Meanwhile, with the results of this research, it is hoped that it will become a guide for teachers or educators in choosing an effective learning model for their learning process. Apart from that, the results of this research are also in line with previous research where choosing the right learning model will have a positive impact on improving students' prosocial behavior at school. Several research results show that students who have a good prosocial attitude will influence their learning achievement at school (Imuta et al., 2016; Shields et al., 2016). Students who have good prosocial behavior are easily accepted by others (Dimant, 2019). Meanwhile, the application of the Problem Based Learning Model is also able to improve students' social behavior (Andayani et al., 2018; Dianita et al., 2020)."

4. Conclusion

The results of data analysis and processing show that the sig value is $0.035 < 0.05$. So it can be concluded that there is an influence of the Model Problem Based Learning, Model Project-Based Learning, and Model Multicultural Based Learning on the prosocial behavior of elementary school students in Surabaya.

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