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INTERVENTION FOR CHILDREN IN A SOCIAL WELFARE
HOME - A CASE STUDY AT UPT PSPA PEKANBARU, RIAU**Wina Diana Sari^{1*}, Adifa Khairunnisa², Ajiv Akbar Habibie Aritonang³, Fitri Legianti⁴¹ Faculty of Psychology, Universitas Islam Riau, Indonesia
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DOI: 10.35631/IJEPC.852052**This work is licensed under** [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)**Abstract:**

This report presents an assessment and intervention plan aimed at addressing low prosocial behaviour among children residing at the Unit Pelaksana Teknis Panti Sosial Pengasuhan Anak (UPT PSPA), a social welfare home established in 2016 in Pekanbaru, Riau Province, Indonesia. The UPT PSPA serves as a haven for orphans, underprivileged children, and those facing various socio-economic challenges. Their honesty and empathy have become a constant concern, which may affect their daily behaviour as an individual and in a group. As a qualitative research method, the assessment phase involved a combination of interviews and participant observations conducted over the course of several weeks. The Respondents are all the Children (37 children) at UPT PSPA. Using the description analysis of the data results, the finding revealed a significant lack of prosocial behaviours, including honesty, empathy, and helping others, among the children. Instances of lying, bullying, and reluctance to assist peers were frequently observed. These behaviours prompted the need for intervention to foster prosocial behaviours and emotional intelligence. The intervention plan consisted of group counselling sessions and psychoeducation. The counselling sessions aimed to instil the values of honesty, gratitude, empathy, and mutual assistance in daily life. The psychoeducation component emphasized the importance of prosocial behaviour, including the use of "please", "thank you", and "I'm sorry" in interactions with others. Following the intervention, a post-assessment was conducted to evaluate changes in the children's behaviours. While

improvements were observed in some children, challenges remained, particularly with those who continued to engage in dishonesty due to fear of punishment or a desire for attention. In conclusion, this report highlights the importance of addressing prosocial behaviour deficits among children in social welfare homes. It underscores the need for ongoing efforts to nurture these behaviours, given their significance in promoting healthy social interactions and personal development. Future interventions will explore additional strategies to further enhance prosocial behaviours in the context.

Keywords:

Children's Welfare Home, Intervention Strategies, Prosocial Behaviour

Introduction

Nestled within the picturesque landscape of Riau Province, Indonesia, lies the Unit Pelaksana Teknis Panti Sosial Pengasuhan Anak (UPT PSPA), a beacon of hope and care, established in 2016. This institution's roots trace back to the year 1983 when the Yayasan Permata Bunda Dharma Wanita Provinsi Riau laid the foundation for the "Sri Mujinab" Orphanage. Subsequently, this noble endeavor was entrusted to the Riau Provincial Government, culminating in the inception of UPT Panti Sosial Pengasuhan Anak (UPT PSPA) under the benevolent wing of the Department of Social Welfare. The daily lives of the children residing in Panti Sosial Pengasuhan Anak (PSPA) are meticulously organized, with accommodations based on gender. UPT PSPA comprises two dormitories: one for girls and another for boys. The girls' dormitory consists of five bedrooms, each accommodating five children. Meanwhile, the boys are temporarily housed in a single room equipped with 18 beds. Throughout their stay in the dormitories, the children are under the constant supervision of dedicated caregivers, with male caregivers attending to the boys and female caregivers looking after the girls. Presently, there are a total of 37 children under their nurturing care, comprising 18 boys and 19 girls.

UPT PSPA Dinas Sosial Provinsi Riau plays a pivotal role in poverty alleviation and reducing the dropout rate among school-age children, who are often considered less fortunate than their peers. PSPA serves as a sanctuary, offering refuge to orphans, underprivileged children, and those in need throughout the Riau Province. With the establishment of Panti Sosial Pengasuhan Anak (PSPA) in Riau Province, it aspires to provide invaluable support to those unable to finance their education, ensuring they can reach higher educational echelons, ranging from early childhood education (PAUD) to primary, secondary, and even tertiary education.

In addition to formal education, PSPA offers an array of extracurricular activities, including religious studies, agriculture, farming, animal husbandry, and more. These activities equip the children with practical skills to complement their academic knowledge, aiming to empower them to integrate into society as productive, self-sufficient citizens, unburdened by their past circumstances, and ready to make meaningful contributions to both their nation and local communities.

UPT PSPA boasts a dedicated workforce of 47 staff members, comprising 11 permanent employees and 36 honorary staff members. These individuals, including caregivers and social workers, shoulder the responsibility of overseeing the well-being of the children. Each staff member is assigned specific responsibilities, with roles such as the Head of Services overseeing

the children's daily needs and other related matters. UPT PSPA provides for all the children's requirements, from daily necessities to educational expenses, sourcing funding from the Riau Provincial Budget (APBD) and contributions from the local community.

Every child brings with them a unique family background, and their individuality is sculpted by this diversity. This tapestry of experiences, behaviors, and attitudes defines them as distinct individuals. Positive behavior plays a pivotal role in the development of children, especially during their formative years. It is during this period that they require guidance to cultivate positive interactions, both within the confines of the orphanage and the broader school environment. Through their interactions with peers, both within the orphanage and at school, children expand their social horizons, and their behavior becomes a cornerstone in adapting to the demands of each unique environment.

In environments dominated by individuals with antisocial tendencies, children may unwittingly mimic these behaviors, as they are astute observers, attentive listeners, and eager learners. Therefore, parenting styles and peer influences play critical roles in shaping a child's character.

Each child embarks on a unique developmental journey, marked by distinct stages corresponding to their age. The success of a child in navigating these developmental milestones is influenced by a multitude of factors, both internal and external. Lukman (2017) argues that these factors encompass parenting styles, the roles and functions of the family, support from the home environment and school, and numerous other supporting variables.

The current study of Bailey et., al (2018) provides novel evidence on age-related differences in the mimicry of pain, and the effect of emotional empathy versus personal distress on young and older adults' nonfinancial prosocial behavior. Following observations conducted over the course of one week, researchers identified a common issue among the children in this orphanage: a deficit in pro-social behavior, empathy, and honesty. These behaviors are emblematic of pro-social behavior. Song (2022) interprets pro-social behavior, also known as positive social behavior, is behavior that is apparently beneficial to people, in line with social desires and with no apparent benefit to the actor themselves, and which is given voluntarily by the actor and brings benefit to the recipient of the behavior . Consequently, this research endeavours to instil and fortify pro-social behavior in these children, with the ultimate goal of enhancing their emotional intelligence, effective communication skills, empathy toward others, problem-solving abilities, conflict resolution skills, and providing them with a robust foundation to be embraced within their social. Prosocial behavior plays a crucial role throughout life, especially in terms of enhancing a sense of community, support, and maintaining positive relationships with others. Meinarno (2018) adds that this helping behavior represents a positive human interaction and, as such, should be promoted by increasing individual awareness and personal altruism.

In some cases, most of the children were struggle to have a good command of language for daily conversation among their friends and teachers. In addition, there were sometimes the physical harassment among the children became an acceptable issue for them during the lesson or/and out side the classroom. This chapter of moments are consider to be unsettling for all people not only for the management but also for the activists. The low prosocial behaviour were also applied to the teachers. Unfortunately, the teachers had given up on their behaviour

and struggle to reduce their bad manners. Due to this urgent issues, the observation were manage for the first 2 weeks and continuing to the individual assessment.

The overarching objective of this assessment is to amass data and information pertaining to pro-social behavior among the foster children at UPT Panti Sosial Pengasuhan Anak Dinas Sosial Provinsi Riau. This wealth of information will be instrumental in dissecting the contributing factors to the low levels of pro-social behavior among the foster children at UPT PSPA, thus paving the way for the identification of preventive and corrective measures.

This research paper is focusing on the prosocial behaviour in children at the welfare. How is the overview of the prosocial behavior in children behaviour at the welfare? How does the welfare management (teachers and the nannies) improve their prosocial behaviour in effective way? The children's knowledge of anti-social behavior, attitudes, and their willingness to extend a helping hand to others. This knowledge will serve as a yardstick to measure the degree of pro-social behavior among the children at UPT Panti Sosial Pengasuhan Anak, facilitating the identification of tailored interventions to amplify pro-social behavior. Furthermore, this research seeks to contribute to the scholarly discourse surrounding the importance of pro-social behavior among children, serving as a catalyst for addressing a myriad of challenges faced by foster children at UPT Panti Sosial Pengasuhan Anak.

Literature Review

Social behavior is a behavior that is shaped by the values and character existing within a well-established society. To ensure the formation of these values is successful, Marten (2004) as cited in Manu & Meha (2019) propose an effective character education strategy, which involves a more concrete approach. McGinley and Carlo (2007) elucidate that prosocial behavior at the individual level is often associated with poor social adjustment, such as rejection. Furthermore, Chen et al. (2002) emphasize that individuals who engage less in prosocial behaviors are more prone to exhibiting aggressive and antisocial behavior, which involves intent to harm or hurt others.

Singh & Teoh (2013) propose that prosocial behavior plays a pivotal role in shaping interpersonal interactions and fostering relationships between individuals. Similarly in Caprara & Steca (2005), it is not only instrumental in community flourishing but also contributes to improved self-esteem, aids in psychosocial adaptation, and engenders positive emotions such as gratitude. Sunarwiyati in Kartono (2005) argues that Prosocial behavior has the added benefit of preventing social conflicts and Krause (2009) adds, it might reducing the risk of depression and anxiety. Eisenberg and Mussen (1989) offer a comprehensive definition of prosocial behavior, characterizing it as voluntary and deliberate actions with positive consequences for the well-being of others. These actions are driven by empathy and a genuine concern for the well-being and rights of others.

In other words, Song (2022) points that empathy is the basis for the development of prosocial behavior, which is closely linked to human social development. Prosocial behavior encompasses a range of aspects, including helping, sharing, generosity, donating, cooperation, and honesty. According to Crozier and Tincani, prosocial behavior stands in stark contrast to antisocial behavior. It can be defined as a set of actions that influence individuals to act responsibly within their environment while benefiting others. These actions encompass helping, sharing, empathizing, sympathizing, and the ability to cooperate effectively. Prosocial

behavior not only benefits others but also helps children with a heightened sense of empathy avoid wrongful or malicious actions and fosters a genuine consideration for the well-being of others.

Hurlock (2000) illuminates early social experiences outside the family environment complement a child's upbringing within the family. Hurlock goes on to explain that a child's social experiences during early childhood can significantly influence their social behavior as adults. Unpleasant or deficient experiences during childhood tend to lead to antisocial behaviors, while positive interactions within their environment foster prosocial behaviors. Instilling prosocial values in children from a young age is of paramount importance.

Kadafi et al. (2021) defines prosocial behavior as encompassing actions like sharing, helping, generosity, cooperation, honesty, and contributing. Developing such positive behaviors from an early age has a profoundly positive impact on an individual's behavior in adulthood. As social beings, humans inherently possess a sense of giving and receiving, as well as solidarity in their social lives. Hurlock (2000) identifies three interconnected processes that contribute to an individual's social development and ability to engage in society. These processes entail learning socially acceptable behaviors within different social groups, adopting socially acceptable social roles, and developing social processes that encompass a liking for people and social activities within these groups.

The prosocial behavior of adolescents is influenced by various factors, with emotional tension being a notable one. This emotional turmoil, often referred to as "storm and stress," characterizes a phase of emotional instability and unpredictability. Eisenberg & Mussen (1989) similarly highlight the role of emotional responsiveness in prosocial behavior, where individuals must have a mature and stable emotional disposition to responsibly help those in need. Moreover, ayakisni (2012) explains adolescents who struggle with emotional instability may find it challenging to regulate their emotions and are, consequently, less capable of engaging in prosocial behavior.

Children act prosaically already in their first years of life. Research from Grueneisen & Warneken (2019) has shown that this early prosociality is mostly motivated by sympathy for others and it becomes more varied and more selective and motivationally and cognitively complex. Haurwitz et., al (2020) in their article explain regarding the empathic emotion regulation in prosocial behavior, whereas, Cognitive reappraisal is an emotion regulatory strategy that involves changing one's interpretation of an emotional situation in order to change the reaction to it, and is thought to be one of the most effective approaches to modifying an emotional response. Cognitive reappraisal of others' pain can increase empathic concern and decrease personal distress, as well as activity in brain structures like the amygdala and insula. However, the motivational context of such reappraisal will determine whether empathic concern and helping become more or less likely.

Methodology

This research harnessed a dual-pronged approach, employing both interviews and observations to conduct a robust assessment refer to Qualitative aproach. The interview of 37 children were conducted via Focus Group Discussions (FGD), a method meticulously crafted to unearth the underlying attitudes, values, and principles governing pro-social behavior within the cohort of children under scrutiny which were conducted at UPT PSPA is situated at Jl. Dr. Soetomo No.

108, Kelurahan Suka Mulia, Kecamatan Sail, in the city of Pekanbaru. UPT Panti Sosial Pengasuhan Anak. The FGDs were meticulously tailored to align with the pivotal pro-social behavior indicators of honesty, empathy, and altruistic tendencies. In addition, the interview technique applied in this research entailed the posing of open-ended questions in a rotational manner to engage the children in insightful dialogue. The questions are adapted from the pro-social behaviour in kadafi et.,al (2021) research.

The subsequent facet of our assessment arsenal was observation, more specifically, participant observation. This method required the active involvement of the researcher in direct interaction with the subjects and their immediate environment. To fortify the integrity of our observational data, the researcher judiciously employed voice recordings as an auxiliary tool.

This multifaceted approach ensured a comprehensive and nuanced evaluation of the pro-social behaviors exhibited by the children, encompassing their attitudes, values, and interactions within their unique social milieu. The assessment and intervention were conducted from July to August 2022. The schedule of comprehensive intervention of 39 respondents that has been carried out can be seen in the table below,

Table. 1 The Schedule Of Assessment And Intervention

No.	Date	Description
1.	Tue/12 July 2022	• Observation
2.	Wed13 July 2022	• Observation
3.	Thurs/14 July 2022	• Alloanamnesa
4.	Tue19 July 2022	• Survey • Observation
5.	Thurs 21 July 2022	• <i>Focus Group Discussion (FGD)</i>
6.	Mon25 July 2022	• <i>Focus Group Discussion (FGD)</i>
7.	Thurs /28 July 2022	• Psychoeducation
8.	Mon/1 August2022	• Psychoeducation
9.	Thurs 4 August 2022	• Psychoeducation
10.	Mon/8 August 2022	• Observation of the changing behavior
11.	Thurs /11 August 2022	• Observation of the changing behavior

The data analysis in this research is using analysis descriptive, in order to illustrate the data results. There are some aspects to concern in this research to analysis the data which is shown in the graph 1 below.



Figure. 1: The Process Of Data Analysis

Acknowledgement: The illustration of the research process to gain more knowledge and deep discussion. There are five steps to concern, and each level has its own task requirements.

To explain the graph there are some level of work to process and analysis this research paper. First, Understanding Key Characteristics. Descriptive analysis helps researchers understand the key characteristics of the collected data. This may include identifying main themes, important events, or important elements in narratives or interviews. Second, Explaining Context, Descriptive analysis helps provide rich context, understanding background, circumstances, and meaning of experiences or observed phenomena. This is why qualitative research often places emphasis on understanding the context involving participants. Third, Organizing Data, Descriptive analysis helps organize data systematically. Researchers can group related or similar information to make it easier to understand and interpret. Fourth, Identifying Patterns or Themes, Descriptive analysis allows researchers to illustrate their findings with direct quotations or examples from the data; this adds richness to the presentation of their findings. finally, Drawing with Quotations or Examples, Descriptive analysis allows researchers to illustrate their results with direct quotations or examples from the data, which makes the findings more interesting to present. To sharpening the discussion of this research, there are some research limitation applies including the respondents and the time constraints due to various reasons such as, time-limited tasks, resource availability, and regulation.

Results and Implementation

Implementation of Actions

The development of a child is undoubtedly the responsibility of parents and adults in their surroundings. The more parents know about their children, the better they can handle them. Development is a pattern of changes that begins from conception and continues throughout a person's life. Diamond (2009) explains that this pattern is complex because it is the result of biological, cognitive, and socio-emotional processes. The biological, cognitive, and socio-emotional processes are interconnected, forming a web.

In this context, the process that plays a significant role in shaping a child's behaviours is the socio-emotional process. The socio-emotional process includes changes in an individual's

relationships with others, changes in emotions, and changes in personality. From the assessments that have been conducted, it is known that the children at the Social Care Institution for Child Welfare (PSPA) have a low level of prosocial behaviour. Baron (2017) defines prosocial behavior as an act of assisting others without expecting direct personal gain and often involving some level of risk for the person offering help. Helping behavior (prosocial behavior) entails individual actions aimed at aiding others without seeking immediate benefits for the helper.

Studies on prosocial behavior by Eisenberg et.al., (2009) emphasize aspects of moral development. Gasser & Keller, (2009) and Heyman & Sweet (2009) mention that children engage in various immoral behaviors such as lying and cheating, as well as prosocial moral behaviors like showing empathy or acting altruistically. Being in an institution with children of diverse ages and backgrounds can certainly influence how children behave. This also contributes to shaping a child's character and may lead to the possibility of deviant behaviours such as lying, stealing, and other behaviors found in this PSPA institution. Socializing early, will help children have the confidence to do something and be selective by learning from their experiences. Nurmalitasari (2015) explicates the experience of socializing will be very important in the process of forming the child's personality.

Based on the assessment data obtained through interviews and observations, it was found that the children at the Social Care Institution for Child Welfare (PSPA) in the Riau Province have a low level of prosocial behaviour. Therefore, in an effort to address and prevent low prosocial behavior in the children at the PSPA institution, further education and intervention are required to help children understand the importance of prosocial behaviour in social interactions. This intervention is also aimed at improving prosocial behaviour in the children within the PSPA institution.

The form of intervention used in this research includes conducting group counselling and providing psychosocial education related to prosocial behaviour. Psychosocial education is a form of psychological intervention, whether individual or group, that aims not only to assist the healing process of clients but also as a form of prevention to help clients avoid facing the same problems when dealing with the same disturbances, so that individuals can overcome the challenges they face before they become disturbances.



Figure. 2 Mind Mapping Activity

Acknowledgement: Focus Group Discussion (FGD) of the first group were held in the afternoon session at the prayer room. Children are formed in to 2 groups mapped their own perspective about discussion result of good behaviour and discuss more about their problems in groups.

Following the observation results after the implementation of group counselling and psychosocial education as interventions, there were still instances of dishonest behaviour among some children. Children admitted that they were afraid of punishment if they confessed to their actions, which led them to continue lying. Additionally, some children resorted to lying in order to seek more attention. Living in an institution inevitably comes with limitations in fulfilling the rights of children, one of which is the right to receive more attention and guidance. This limitation is due to the limited resources available to oversee and guide the children while they are in the institution. On any given day, there are three caregivers on each shift, consisting of two female caregivers and one male caregiver. With a capacity of approximately 40 children, it becomes challenging for caregivers to provide individualized attention and guidance to each child. Consequently, there may be children who feel neglected and lack the necessary guidance from caregivers.



Figure. 3 The First Session Of Psychoeducation

Acknowledgement: Children are gathered at the prayer room and got their first psychoeducation about how to improve their prosocial behaviour including honesty, empathy, and helping others, among the children. For Instance, behaviour of lying, bullying, and reluctance to assist peers.

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Figure. 4 The Second Session Of Psychoeducation

Acknowledgement: the intervention are more intense and deeper to give the understanding of prosocial behaviour and the researchers also observed the development of each children in their own behaviour since the beginning.

Furthermore, the subjects acknowledged that a spirit of helping and cooperation has had a positive impact on their lives. Engaging in acts of mutual assistance has allowed the subjects to establish good relationships with their peers. Additionally, the habit of helping others has taught the subjects the importance of connecting with others. Consequently, the subjects have developed empathy and are expected to become individuals who can easily collaborate, are well-liked by those around them, and are capable of showing empathy. Based on the evaluation results after the intervention provided to the subject group, the researcher identified several factors that hinder the improvement of prosocial behaviour in children. The most prominent factor appears to be the influence of the environment surrounding the subject group.



Figure. 5 Appreciation Moment

Acknowledgement: Appreciation from the Head of UPT PSPA to the researchers that bring some significant positive changes to the children through the assessment and intervention technique in the research project.

Conclusion

After a comprehensive two-month study of the subjects at the UPT Child Care Social Home (PSPA), it's evident that these children exhibit a notable deficiency in prosocial behaviour which the research question are answered. Observation of prosocial behaviour indicators revealed a propensity for dishonesty, a lack of empathy, and a reluctance to help others. Contributing factors include insufficient educational and guidance efforts, coupled with unmonitored technology exposure.

The interventions, including group counselling and psychosocial education, produced a significant improvement in the subjects' prosocial behaviour, although some challenges remain. In light of these findings, recommendations include regular guidance and counselling, strengthening human resources for improved supervision, tailored parenting approaches, and ongoing collaborative play activities. Failure to address these issues may hinder the children's long-term social development and lead to difficulties in forming relationships and securing future employment opportunities.

Future Recommendations

To continue the process of improving prosocial behavior in the children at the UPT Child Care Social Home under the Riau Provincial Social Service, the following recommendations are proposed:

1. Provide regular guidance and counseling services with proper procedures.
2. Enhance the facility's human resources to ensure adequate supervision and guidance for the children.
3. Understand the individual characteristics of each child, including adopting appropriate parenting approaches tailored to each child's needs.
4. Incorporate cooperative play activities into the weekly routine to emphasize teamwork among the children

Failure to effectively address this low prosocial behavior may have long-term consequences for the children's social abilities. These consequences may include difficulty being accepted in social environments, struggles in forming friendships, and challenges in finding employment. In the short term, children may further lose their sense of empathy toward those around them, potentially resulting in aggressive behavior or bullying.

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