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The Influence of Socio-Economic Status, Parenting Style, and Self-Control on Children's Prosocial Behavior

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Abstract

The development of prosocial behavior in early childhood is crucial as it shapes future character and social interactions. This study explores the influence of socio-economic status, parenting patterns, and self-control on children's prosocial behavior based on the Pancasila student profile at PAUD institutions in Lampung Province. Employing an associative quantitative approach with path analysis, the study involved 400 group B students. Data was collected through questionnaires, with socio-economic and parenting sections completed by parents, and prosocial behavior assessed by teachers. The instrument was tested for validity and reliability empirically, with valid items further evaluated using Cronbach's Alpha. Analysis was conducted using descriptive and inferential techniques with SmartPLS version 4. The findings reveal: (1) socio-economic status significantly affects parenting patterns, (2) socio-economic status directly influences self-control, (3) socio-economic status positively impacts prosocial behavior, (4) parenting patterns influence self-control, (5) parenting patterns directly affect prosocial behavior, and (6) self-control significantly impacts prosocial behavior. The study concludes that socio-economic status, parenting patterns, and self-control positively and directly shape prosocial behavior in alignment with the Pancasila student profile. Additionally, the indirect effect of socio-economic status on prosocial behavior through parenting patterns was found to be even more significant. These findings highlight the importance of fostering a supportive socio-economic environment, effective parenting, and strong self-control to nurture prosocial behavior in early childhood, contributing to the development of children who embody the values of the Pancasila student profile.

INTRODUCTION

Early childhood education is a form of education that emphasizes laying the foundation for physical motoric, cognitive, socio-emotional, language, art, and religious moral development. One of the behavioral values that can be instilled, improved, and encouraged from an early age is social-emotional development. Social-emotional development is very much needed by children to learn and understand their environment. In social-emotional development, children are required to have abilities that are by social demands in their environment.

Social development includes social and anti-social behavior. Social behavior is an activity in relationships with other people, both with peers, teachers, parents, and siblings. When

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interacting with other people, there are very meaningful events in a child's life that can shape their personality and shape their development into a perfect human being (Matondang, 2017; Nopiana et al., 2022). Anti-social attitudes and behaviors that do not consider the judgment and existence of other people or the general community around them. Someone who is anti-social shows an irresponsible attitude and a lack of regret for the mistakes they make. People with antisocial personality traits persistently violate the rights of others and frequently violate norms (Ahmed et al., 2020).

Early childhood needs to be instilled in prosocial behavior such as: helping, helping, sharing, empathizing, being tolerant, polite, and other social behavior. Social behavior (prosocial behavior) is voluntary behavior aimed at helping other people (Papalia, 2014). Meanwhile, the results of research on early childhood social behavior include that children can share, help, entertain, and work together (Rohendi, 2018). The development of social behavior is an aspect that must be given optimal attention so that children can understand their environment.

In addition, the foundation of the Republic of Indonesia is Pancasila, of course, all citizens are required to understand and practice Pancasila and make Pancasila a guide to life. In other words, the characteristics of Indonesian students are lifelong learners who have global competence and behave according to Pancasila norms (Sulistyati et al., 2021). The Pancasila student profile is a program in the independent curriculum as an effort to improve the quality of education through character education (Astuti, 2023). This Pancasila student profile directs students to become individuals with character by Pancasila which is summarized in a Pancasila Student Profile (Rusnaini et al., 2021). The profile of Pancasila students in education is described in six dimensions as follows: (1) faithful, devoted to God Almighty and noble; (2) independent; (3) working together; (4) globally diverse; (5) critical thinking; and (6) creative.

As a diverse nation, Indonesia must be able to overcome and minimize conflicts that often occur in society, some examples of conflicts that are often found and felt in society are indifference, indifference, and hostility. The perpetrators of these conflicts are not only ordinary people but also involve teenagers and students, for example, fights between students, and cases of bullying of children in the school environment. Juvenile delinquency is one of the problems that we often find not only in Indonesia but also throughout the world. According to Saleem (Papalia, 2014), teenagers in Karachi are mostly detained for snatching or stealing cell phones, robbery, and other minor crimes. In rural areas, young people are often involved in crimes, including murder, rape, sodomy, and clashes between tribes.

Lately, various negative behavioral phenomena in children are often seen in everyday life, as reported in print, electronic, and internet media, including a case at a school that killed a 2nd grade elementary school child in Sukabumi Regency. Then, negative behavior that we often encounter is done by early childhood children, including speaking impolitely. Children like to laugh at or sneer at other children who are different from them, like to imitate violent scenes, also imitate adult behavior that should not be done by children, stealing and physically injuring their friends. According to Maria Advianti's explanation (Kadir & Handayaningsih, 2020), cases of violence also occur at the Early Childhood Education level. KPAI has received reports of cases of children committing violence against their friends at school. Among the cases of violence committed by a child, for example, occurred in a Kindergarten (TK) in East Java several years ago against his junior, which caused the victim to suffer facial injuries (Warsono, 2016). Another case occurred in a kindergarten conducted by Sulis in the Lampung area, where a male student snatched a female student's lunch box (Sulis, 2016). This kind of negative behavior in children is very concerning, considering that a child's world should be a world full of joy, affection, and pleasure in developing themselves, most of which is filled with learning through various kinds of games around them.

Literature review

Prosocial behavior is an important aspect of a child's social and emotional development, including actions such as empathy, cooperation, and concern for others (Hollingsworth & Winter, 2013). Developing prosocial behavior from an early age is very important to create a generation that is not only intellectually intelligent but also has good emotional and social intelligence. In the Indonesian context, the development of prosocial behavior is in line with efforts to create a Pancasila Student Profile that reflects the nation's noble values. One factor that can influence the development of children's prosocial behavior is the family's socioeconomic status. Socioeconomic status is related to access to resources that can support children's development, such as quality education, a conducive environment, and opportunities to engage in various social activities. Research shows that children from families with higher socioeconomic status tend to have more opportunities to develop prosocial behavior than children from families with lower socioeconomic status (Bradley & Corwyn, 2002; Duncan & Brooks-Gunn, 1997).

The family is the first school for children, and the socio-economic status of the family influences prosocial behavior in children. Apart from material possessions, parental education also plays a role in children's prosocial behavior, because high/low levels of parental education are very likely to influence their children (Wrulich et al., 2013). Children born to families with low economic status tend to be at risk for their development (Houle et al., 2018). Apart from parents' social status, prosocial behavior is also influenced by parents' parenting styles. Parental parenting is an important contributor to the development of children's prosocial behavior, generally, parental involvement in their children's education is considered necessary and research finds that parental involvement is positively related (Katz et al., 2011). Parenting patterns are defined as a constellation of attitudes towards children that are communicated to the child, which if built will create an emotional climate through the expressed parental behavior (Hoxha, 2015). In addition, parenting plays an important role in shaping children's prosocial behavior. Affectionate parenting, provides positive examples and involves children in activities that develop empathy and cooperation can increase children's ability to behave prosocially (Baumrind, 1991; Eisenberg et al., 2006). Conversely, authoritarian or less supportive parenting can hinder the development of this behavior.

The next factor is children's self-control, research results Li et al. (2019) show that positive emotions can encourage someone to allocate and carry out more social behavior. Research has indicated that self-control, peer relationships, life satisfaction, and other factors are closely related to prosocial behavior (Zhang & Zhao, 2021). Self-control is a strong strength or resource for social behavior because it allows a person to be able to execute difficult decisions in challenging situations so that it is personally beneficial (Schmidt-Barad & Uziel, 2020). Self-control is a person's ability to inhibit automatic responses to choose more adaptive ones, enabling a person to regulate their thoughts, emotions, and social behavior (Baumeister et al., 2007). This means that the better a person's self-control will have an impact on social behavior. Children with good self-control are better able to delay gratification, resolve conflict constructively, and show empathy for others (Kochanska et al., 2000; Mischel et al., 1989). Self-control is influenced by a variety of factors, including early experiences in the family and interactions with the surrounding environment.

Given that prosocial behavior can have a major impact on children's subsequent behavior and development, there needs to be a scientific study of the factors that can influence children's prosocial behavior. Socioeconomic status can influence prosocial behavior. In addition, attachment to people and self-efficacy both influence family socioeconomic status and prosocial behavior (Bian & Wu, 2021). Children who experience persistent poverty also face deficits in the development of prosocial behavior. Other factors that indicate that the relationship between family SES and prosocial behavior is generally mediated by peer

relationships (Padilla-Walker et al., 2013), academic achievement and well-being, parenting style (Carlo et al., 2018), family environment (Hur et al., 2017), and community connectedness (Lenzi et al., 2013), all of which are related to prosocial behavior (Quan, 2021).

In addition to parental socioeconomic status, parenting also influences prosocial behavior (Fatimah et al., 2022). The important role of parents in encouraging prosocial behavior during infancy, childhood, and adolescence. Other research evidence also shows that parental involvement is directly and indirectly related to children's prosocial behavior through peer affiliation, and school connectedness (Maiya et al., 2020). Likewise, self-control has also been identified as a factor influencing children's prosocial behavior (Li et al., 2022). The findings of this study have indicated that self-control, peer relationships, and life satisfaction are closely related to prosocial behavior. High self-control ability is closely related to helping behavior, and low self-control ability or ego depletion indicates less prosocial behavior (Zhang & Zhao, 2021).

Based on the analysis of several research results above, several factors have been identified that influence children's prosocial behavior, including parenting patterns, socioeconomic status (SES), self-control, peers, parenting style, well-being, academic achievement, well-being, family environment, and life satisfaction. Of the several influencing factors, there are three dominant variables in influencing prosocial behavior, namely parenting patterns, socioeconomic status, and self-control.

Based on previous theories, phenomena, and research, this study aims to analyze the influence of socioeconomic status, parenting patterns, and self-control on children's prosocial behavior based on the Pancasila Student Profile. The novelty of this study is to examine prosocial behavior based on the Pancasila student profile with the variables of socioeconomic status, parenting patterns, and self-control simultaneously. By understanding the relationship between these three factors and children's prosocial behavior, it is hoped that it can provide useful insights for parents, educators, and policymakers in efforts to improve the quality of education and child care in Indonesia. This study is also expected to support the implementation of Pancasila values in children's character education from an early age so that the next generation of the nation is created who are not only academically intelligent but also have strong moral integrity and care for others. This study hypothesizes that there are direct influences of socioeconomic status, parenting patterns, and self-control on children's prosocial behavior according to empirical data in the field.

METHODS

Research approaches and methods

The approach is associative quantitative research with a survey method with path analysis techniques that study the causal relationship between exogenous and endogenous variables based on scientific substance (Kadir et al., 2014). In this study, the dependent/endogenous variable is the prosocial behavior of early childhood (Y), then 2 independent/exogenous variables, namely parenting patterns (X1), socioeconomic status (X2), and self-control (X3) as intermediary variables. This study involves four variables, three variables as independent variables, and one variable as the dependent variable. More details can be seen in the constellation in the following figure 1.

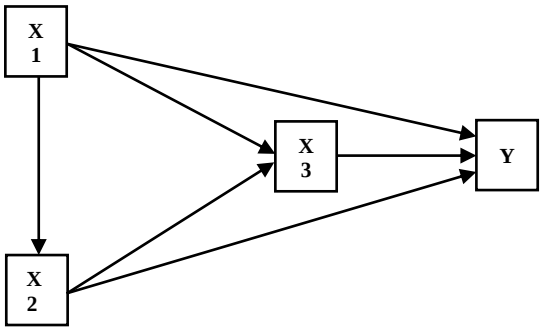

Figure 1. Constellation of Path Analysis Models

Population and Sampling

The population in this study were all students in class B in Early Childhood Education in Lampung Province. This sampling used convenience sampling through the following stages: In the first stage, based on the large number of research populations in Lampung Province, the minimum sample was determined. The minimum sample is determined using the Slovin formula. The research population consists of 203,314 students, with a significance level of d = 0.05, the minimum number of samples in this study that can be used is:

$$S= \frac{203.314}{203314.(0,05)^2+1}$$

This research sample was taken from an affordable population that meets the research criteria. Based on the calculation of the formula above, the minimum sample size is 400 students, which will later be divided into 5 research areas based on the number of PAUD institutions in one Regency and City. Second stage, the division of areas in Lampung Province consists of 15 Regencies and Cities with details of 13 Regencies and 2 Cities. The 15 regencies and cities, were then selected based on the region and 5 regencies/cities were obtained which were determined by convenience sampling. Next, determine the research sample based on the percentage of the area which can be seen in the table 1.

Based on the table above, it can be seen that the number of samples in this study was 400 students at the PAUD level. The determination of the research sample criteria is as follows, Institutions/schools that have obtained an accredited ranking, Early childhood aged 5-6 years, Class teachers of in educational units, and Parents of students represented by fathers and mothers.

In addition to the criteria mentioned above, they cannot fill out the instruments or questionnaires in this study. This is important because it can affect the quality of the data obtained in this study. This study hypothesizes that there are direct and indirect influences of socioeconomic status, parenting patterns, and self-control on children's prosocial behavior according to empirical data in the field.

Table 1. Number of Students by Research Area

No	Regency/city	Prosentase	Sample
1	Bandar Lampung	20%	80
2	Lampung Utara	20%	80
3	Lampung Timur	20%	80
4	Tanggamus	20%	80
5	Metro	20%	80
Total number of students		100 %	400

Data Collection

The data collection technique in this study was carried out using a survey technique using an instrument in the form of a questionnaire in the form of questions arranged based on the development of conceptual definitions, operational definitions and instrument grids on research variables and validity and reliability tests have been carried out. The questionnaire used a Likert scale to measure attitudes, opinions, and perceptions of a person or group about social phenomena (Sugiyono, 2016). Furthermore, after going through validity and reliability tests, it was continued with a survey of respondents at the same time and involving assistance from the research team, the aim was to adjust the survey method and avoid differences in data within a certain period. The unit of analysis of the four variables in this study was children. The three questionnaires from the instrument will be filled in by parents while the prosocial behavior instrument will be filled in by teachers.

Data Analysis

The data analysis technique in this study uses descriptive analysis and inferential analysis techniques. Descriptive analysis presents a description of the data for each variable including mean, median, mode, standard deviation, score range, maximum and minimum values, and variance coefficient. In addition to the above, frequency labels and histogram graphs are also used using path analysis which previously tested the analysis requirements, namely the normality test and multicollinearity test (Wiranata, 2018). The inferential analysis technique is used to test the hypothesis using the path analysis technique which is preceded by a test of analysis requirements which includes the outer model and inner model tests with the help of the SmartPLS version 4 program.

RESULTS AND DISCUSSION

Results

The data in this research is data from class B kindergarten children. The presentation of data in this study begins by explaining the demographic characteristics of children, namely the gender and age of the child as well as the four variables in this study, namely the child's prosocial behavior variable (Y) as an endogenous variable, the socio-economic status variable (X1) and the parenting pattern variable (X2) as exogenous variables, as well as the self-control variable (X3) as an intermediate variable. The data obtained is used to carry out descriptive analysis to determine the mean value, minimum value, maximum value, and standard deviation based on the variables that have been constructed.

This research was carried out on first grade elementary school children with a sample size of 400 children. In terms of gender characteristics, the majority of the sample was female, 179 children or 44.8%, while the research sample was male, 221 children or 55.3%. Furthermore, from a sample of 400 children, the largest number of children aged 5 years was 98 children or 24%, followed by children aged 6 years with 291 children or 72% and children aged 7 years with 11 children or 2.8 %. For more details, see the two diagrams in figure 2.

Figure 2. Student Demographic Characteristics Based on Gender and Age

Outer Model Test

Analysis of the measurement model in this research was carried out using validity and reliability tests. The validity test consists of convergent validity and discriminant validity. Meanwhile, the reliability test is expressed in calculating the composite reliability and Cronbach's Alpha values.

Convergent validity

The loading factor number of the latent variable on its indicator functions to determine the validity of a construct. Based on theory, an indicator factor loading value ≥ 0.7 is called valid. If the indicator explains the constructed variable with a value >0.7 (more than zero, point seven), based on the explanation Hair et al. (2010) values below 0.7 should be deleted on the indicator. To explain in detail the value of outer loading, see Figure 3 below.

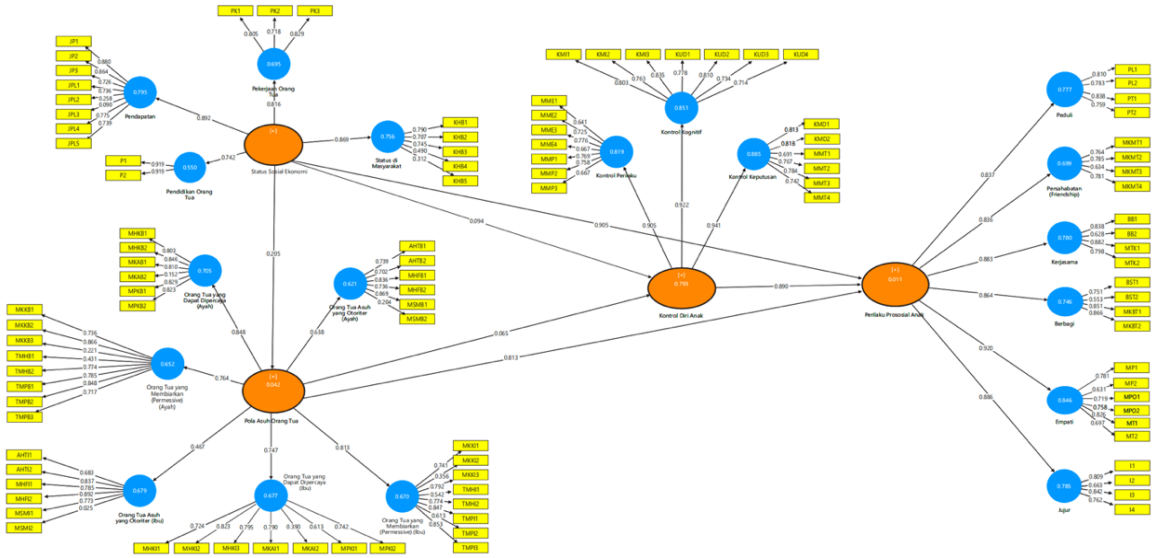

Figure 3. First Stage Data Processing Results

The image above shows the results of the loading factor calculation and the results obtained show that the loading factor values are still several indicators below or smaller (<0.7) so that the indicators have met the requirements for convergent validity and have the required validity based on the rule of thumb used. by what has been tested previously. Based on the first data processing with socioeconomic status variables, there were 4 invalid instruments (<0.7), namely JPL2, JPL3, KHB4, and KHB5 and the rest were valid (> 0.7). There are 11 invalid instruments in the parenting variable (<0.7), namely MSMB2, MKAB1, MKAB3, TMHB1, AHTI1, MSMI2, MKAI2, MPKI1, and MKKI2. THMI1, TMPI2. There are 4 invalid instruments in the self-control variable (<0.7), namely, MME1, MME4, MMP3, and MMT1. Meanwhile, for the prosocial behavior variable, 6 instruments are invalid (<0.7), namely, MKTM3, BB2, BST2, MP2, MT2, I2, and the rest are valid (> 0.7). For this reason, to meet the outer loading criteria, invalid indicators will be reduced. So, the loading factor value (<0.7) must be eliminated and deleted from the model. Reducing invalid indicators will make the model better. To meet the required convergent validity, namely higher than 0,7 a second data processing was carried out.

Table 2. Factor Loading

Variable	Aspect	Indicator	Loading Factor Value	Adv.
Socio-economic status	Income	*JP1*	0.867	Valid
		JP2	0.855	Valid
		JP3	0.712	Valid
		JPL1	0.727	Valid
		JPL4	0.768	Valid
		JPL5	0.723	Valid
		JP1	0.867	Valid
	Education	*P1*	0.916	Valid
		P2	0.918	Valid
	Occupation	*PK1*	0.818	Valid
		PK2	0.721	Valid
		PK3	0.834	Valid
	Whealth	*KHB1*	0.782	Valid
		KHB2	0.702	Valid
		KHB3	0.737	Valid
Parenting	Authoritarian (Father)	*AHTB1*	0.728	Valid
		AHTB2	0.700	Valid
		MHFB1	0.827	Valid
		MHFB2	0.714	Valid
		MSMB1	0.855	Valid
	Authoritative (Father)	*MHKB1*	0.789	Valid
		MHKB2	0.823	Valid
		MKAB1	0.794	Valid
		MPKB1	0.812	Valid
		MPKB2	0.817	Valid
	Permissive (Father)	*MKKB1*	0.723	Valid
		MKKB2	0.851	Valid
		TMHB2	0.767	Valid
		TMPB1	0.766	Valid
		TMPB2	0.837	Valid
		TNPB3	0.711	Valid
	Authoritarian (Mother)	*AHTI2*	0.819	Valid
		MHFI1	0.772	Valid
		MHFI2	0.877	Valid
		MSMI1	0.764	Valid
	Authoritative (Mother)	*MHKI1*	0.722	Valid
		MHKI2	0.817	Valid
		MHKI3	0.789	Valid
		MKAI1	0.785	Valid
		MPKI2	0.738	Valid
	Permissive (Mother)	*MHKI1*	0.722	Valid
		MHKI2	0.817	Valid
		MHKI3	0.789	Valid
		MKAI1	0.785	Valid
		MPKI2	0.738	Valid
Self-control	Behavioral control	*MME2*	0.715	Valid
		MME3	0.764	Valid
		MMP1	0.757	Valid
		MMP2	0.739	Valid
	Cognitive control	*KMI1*	0.803	Valid
		KMI2	0.763	Valid
		KMI3	0.835	Valid
		KUD1	0.778	Valid
		KUD2	0.810	Valid
		KUD3	0.734	Valid
		KUD4	0.714	Valid
	Satisfaction control	*KMD1*	0.804	Valid

		KMD2	0.811	Valid
		MMT2	0.754	Valid
		MMT3	0.772	Valid
		MMT4	0.738	Valid
Prosocial behavior	Care	*PL1*	0.810	Valid
		PL2	0.783	Valid
		PT1	0.838	Valid
		PT2	0.759	Valid
	Friendship	*MKMT1*	0.757	Valid
		MKMT2	0.769	Valid
		MKMT4	0.774	Valid
	Cooperative	*BB1*	0.823	Valid
		MTK1	0.872	Valid
		MTK2	0.786	Valid
	Sharing	*BST1*	0.744	Valid
		MKBT1	0.847	Valid
		MKBT2	0.856	Valid
	Empathy	*MP1*	0.773	Valid
		MPO1	0.705	Valid
		MPO2	0.742	Valid
		MT1	0.813	Valid
	Honesty	*I1*	0.795	Valid
		I3	0.838	Valid
		I4	0.754	Valid

Based on the results of the second data processing; by eliminating several invalid instruments, the values of the instruments above have met the criteria, namely more than (>0.7). Based on table above on the parent's socio-economic status variable, the largest factor loading value is in question JP2 at 9.18 with the question on mother's education. Meanwhile, for the parenting pattern variable, the largest factor loading value on question MHFI2 was 0.877 with questions on aspects of authoritarian parenting (mother). In the self-control variable, the largest factor loading value is found in the KMI3 question of 0.835 with questions on the cognitive control aspect. Meanwhile, for the prosocial behavior variable, the factor loading value was the largest in question 0.872 with questions on the cooperation aspect.

The test is used to measure measuring results that are stable or constant, and reliable. It is indicated that a person's answer to a question is consistent or stable from several tests, through the Internal consistency method through the composite reliability feature and Cronbach's Alpha coefficient. According to Chin (in Ghozali & Latan, 2015) the value used to obtain reliability consisting of Cronbach's Alpha and Composite Reliability must exceed 0.70 for confirmatory research and a value of 0.60 - 0.70 is still acceptable for research. exploratory in nature. The results of this test are as follows table 3.

The conclusion on data processing shows satisfactory figures, all variables are above the threshold of 0.70, indicating high consistency and stability of the instruments used. It can be concluded that all the constructs of this research have become suitable measuring tools and have good reliability.

Table 3. Reliability Test Results

Variable	Cronbach's Alpha	rho_A	Composite Reliability	Reliability limits	Decision
Socioeconomic Status	0.866	0.901	0.890	0,70	Reliable
Parenting	0.774	0.933	0.700	0,70	Reliable
Self-control	0.946	0.948	0.951	0,70	Reliable
Prosocial Behavior	0.946	0.948	0.952	0,70	Reliable

Table 4. Average Variance Extracted (AVE) Test Results

Variable	Average Variance Extracted (AVE)	Limit Value AVE	Decision
Socioeconomic Status	0.538	0.500	Acceptance
Parenting	0.638	0.500	Acceptance
Self-control	0.517	0.500	Acceptance
Prosocial Behavior	0.511	0.500	Acceptance

Average Variance Extracted (AVE) Test

Showing how much variance, the manifest variable has in the latent construct, a standard figure of 0.5 means good convergent validity which can also be interpreted as an average above the indicator variance. The number 0.50 or above is the standard value for the variable AVE (Haryono, 2016). The results of research data processing show that all variables have good construct validity, see table 4.

The reliability test table and the average variance extracted test show the results that cronbach's alpha (CA> 0.7, Composite Reliability (CR)> 0.7, Average Variance Extracted (AVE)> 0.5 with the conclusion that all observed variables have met the required construct validity and Reliability criteria.

R Square

This analysis is to determine the percentage of endogenous construct variability that may be explained by exogenous construct variability. This analysis is also to determine the goodness of the structural equation model. The higher the R-square value shows that the greater the exogenous variable can explain the endogenous variable, the better the structural equation. There are three categories in grouping R-square values. If the R-square value is 0.75, it is in the strong category; an R-square value of 0.50 is in the moderate category and 0.25 is in the weak category (Hair et al., 2010).

Based on the table 5 above, the following results can be seen, 1) The R-square value of the socio-economic status variable is 0.764, which means that the variability of the Socio-Economic Status construct can be explained by existing indicators. Meanwhile, the side of 0.236% is explained by other indicators. If the R-square value is 0.75, it is in the strong category; an R-square value of 0.50 is in the moderate category and 0.25 is in the weak category. With this, it can be said that its influence is strong. 2) The R-square value of the parenting pattern variable is 0.470, which means that the variability of the parenting pattern construct can be explained by existing indicators. Meanwhile, the side of 0.53% is explained by other indicators. If the R-square value is 0.75, it is in the strong category; an R-square value of 0.50 is in the moderate category and 0.25 is in the weak category. With this, it can be said that the effect is moderate. 3) The R-square value of the self-control variable is 0.375, meaning that the variability of the self-control construct can be explained by the existing indicators. Meanwhile, the side of 0.625% is explained by other indicators. If the R-square value is 0.75, it is in the strong category; an R-square value of 0.50 is in the moderate category and 0.25 is in the weak category. With this, it can be said that the effect is weak.
4) The R-square value of the prosocial behavior variable is 0.794, meaning that the variability of the prosocial behavior construct can be explained by existing indicators. Meanwhile, the side of 0.204% is explained by other indicators. If the R-square value is 0.75, it is in the strong

Table 5. R Square Results

Construct	R Square
Socioeconomic Status	0.764
Parenting	0.470
Self-control	0.357
Prosocial Behavior	0,796

Table 6. F Square Result

Construct	Prosocial Behavior	Self-control
Socioeconomic Status	0.014	0.009
Parenting	0.001	0.004
Self-control	-	-
Prosocial Behavior	-	0.380

Table 7. Q Square Result

Construct	SSO	SSE	Q^2 (=1-SSE/SSO)
Socioeconomic Status	665.000	665.000	
Parenting	475.000	475.000	
Self-control	475.000	368.076	0.225
Prosocial Behavior	380.000	322.678	0.151

category; an R-square value of 0.50 is in the moderate category and 0.25 is in the weak category. With this, it can be said that its influence is strong.

F Square

F-square values are used to assess r-square changes in endogenous constructs. When there is a significant influence, the change in the r-square value shows how the exogenous construct influences the endogenous construct. The f-square value for each category is 0.02 for the small category, 0.15 for the medium category, and 0.35 for the large category (Musyaffi et al., 2022). The following are the f-square values in this research which can be seen in table 6.

Based on table 6 in this study, it can be seen that socio-economic status influences children's prosocial behavior with an f-square value of 0.014 so this variable is included in the medium category. Then, socio-economic status influences self-control with an f-square value of 0.009, which is in the small category. Then parents' parenting style influences children's prosocial behavior with an f-square value of 0.001, which is in the small category. Furthermore, parenting styles influence children's self-control with an f-squared value of 0.004, which is in the small category. Meanwhile, self-control influences children's prosocial behavior with an f-square value of 0.380, which is in the strong category. Based on the analysis above, it can be concluded that the strongest influence is self-control on children's prosocial behavior. Meanwhile, the other 3 variables are relatively small.

Q Square

The q-square value is less than 0, meaning that the exogenous latent construct is a good explanatory variable that can predict the presence of the construct. The classification of q-square values is small, 0.02, medium, 0.15, and large, 0.35 (Musyaffi et al., 2022). The following are the q-square values in this study which can be seen in Table 7.

Based on table 7, it can be seen that the q-square value for the self-control variable is 0.225 and for children's prosocial behavior is 0.151. Both variables have a value >0 and are in the category of moderately predicting the presence of the construct above 0.15.

Discussion

Direct influence of socio-economic status on prosocial behavior based on Pancasila student profiles

The results of the hypothesis analysis produced the finding that socio-economic status had a direct positive effect on children's prosocial behavior based on the Pancasila student profile. These findings explain that children's prosocial behavior based on the Pancasila student profile is directly influenced by socio-economic status.

This means that increasing socio-economic status will result in an increase in children's prosocial behavior based on the Pancasila student profile. These findings strengthen previous research where socioeconomic status is important in children's prosocial behavior. Increasing the family's socio-economic position will have an impact on children's better prosocial behavior. A good family's socio-economic position will strive to provide the best for children, both for children's education, as well as parenting patterns and great attention to children. Socioeconomic position plays a large role in children's prosocial behavior, at least based on this research (Zahro & Windiarti, 2021). Parents' education, employment, and income influenced their participation in their children's preschool education (Wakiuru, 2016). Existing research results, make it clear that the socioeconomic status of the family plays an important role in the development of children's prosocial behavior. Through various aspects, such as educational involvement and material support, families with higher socioeconomic status can facilitate the formation of more prosocial individuals, who will later contribute to a better society.

Direct influence of socio-economic status on children's self-control

The results of the hypothesis analysis resulted in the finding that socio-economic status has a direct positive effect on children's self-control. These findings conclude that children's prosocial behavior is directly influenced by socio-economic status. This means that increasing socio-economic status will result in increased self-control in children. This may be due to better access to resources and educational opportunities that enable children from families with high socioeconomic status to develop their self-control skills. Several studies show that children raised in poor families have more difficulty holding back (delayed gratification), lower resilience (ability to face stress and life's challenges), and are more sexually active (Lengua et al., 2015; Newland et al., 2013; Takahashi et al., 2015), proposed that unrealistic social status will weaken an individual's self-control (Ren et al., 2018). Based on the explanation above, socioeconomic status has a direct effect on children's self-control, this is supported by the findings in this research, theoretical studies, logical arguments, and previous relevant research. This research makes an important contribution in providing evidence that parental education, income, social class, and home ownership environment are significantly associated with lower self-control. The results of this study show the importance of paying attention to the relationship between socioeconomic status and self-control in early childhood. By understanding the factors that influence the development of self-control in early childhood, we can develop appropriate strategies and interventions to help children develop their self-control skills optimally.

Direct influence of socioeconomic status on parenting

The results of the hypothesis analysis resulted in the finding that socio-economic status has a direct positive effect on parenting. These findings conclude that children's socio-economic status is directly influenced by parents' parenting patterns. This means that increasing socio-economic status will result in an increase in parental care patterns for children. Factors related to the upbringing and development of children, and socio-economic status continue to attract much attention, this can improve child development (Gao et al., 2022). In particular, socioeconomic status (SES) plays an important role in influencing parenting practices and child development, where parents with high SES may provide a broader range of experiences, material resources, parental actions, and social interactions that would be inaccessible to others many children with low SES (Yunus & Dahlan, 2013). Children who come from rich families will receive more good direction and guidance from their parents, whereas children who come from poor families receive less guidance and direction, from their parents, because parents are more focused on how to meet their daily needs (Winter

et al., 2011). Socioeconomic status plays an important role in parenting patterns (Sari & Rachman, 2020). Parents with high socioeconomic status tend to have more resources to support their children's development. They may have better access to education, health services, and safe environments. This can have a positive impact on the parenting style provided, such as providing more intensive attention, stricter supervision, and strong emotional support. In contrast, parents with low socioeconomic status may face challenges in providing optimal parenting for their children.

Direct influence of parenting styles on children's self-control

The results of the hypothesis analysis resulted in the finding that parental parenting has a direct positive effect on children's self-control. These findings conclude that the parenting style of the child's parents has a direct influence on the child's self-control. This means that increasing parenting patterns will result in increased self-control in children. The results of this study are by research (Fatimah et al., 2022). Parenting styles of Chinese children aged 3–6 years are associated with emotion management skills, self-control, and peer interactions. Furthermore, the development of self-control is significantly influenced by family factors, especially parental parenting patterns. the development of self-control is significantly influenced by family dynamics, especially parenting style (Russell et al., 2012). An authoritarian parenting style, characterized by frequent negative emotions and caregiver detachment, may hinder children's adaptive efforts to regulate their behavior and hinder the instillation of control. Parental rejection and excessive intervention are known to predict children's lower self-control, as well as increased levels of anger, anxiety, and aggression (Li et al., 2015). These findings support the idea that children with an authoritative parenting style tend to show higher levels of self-control (Papadopoulos, 2021). In contrast, children with an authoritarian parenting style tend to have lower levels of self-control and limited peer interactions, thereby hindering the development of their emotion management skills and leading to emotional dysregulation and behavioral problems. Thus, it can be concluded that parenting styles have a big impacton the development of self-control in early childhood. Through a wise and supportive approach, parents can help children develop the ability to better regulate their emotions, behavior, and impulsivity.

Direct influence of parenting styles on prosocial behavior based on Pancasila student profiles

The results of the hypothesis analysis resulted in the finding that parental parenting has a direct positive effect on children's prosocial behavior. These findings conclude that children's prosocial behavior based on the Pancasila student profile is directly influenced by parents' parenting patterns. This means that increasing parenting patterns will result in increased prosocial behavior in children. A large number of researchers have looked at the relationship between parenting styles and prosocial behavior. It is important to investigate what causes parental involvement in such behavior to highlight the importance of the role of parents in shaping adolescents' prosocial behavior. The parent-child relationship is an important concept in which certain social learning takes place. Parents apply several different techniques and styles to form habits and the personality of their teenagers, which they learn and show through their experiences with other people. The research results show that there is a significant relationship between adolescent parenting styles and prosocial behavior (Habibi, 2021; Jing, 2023; Malonda et al., 2019). This shows that parents' parenting style influences children's prosocial actions. Children's prosocial behavior will help children adapt better to society and lay a solid foundation for their lifelong development.

The direct influence of children's self-control on children's prosocial behavior based on the Pancasila Student Profile

The results of the hypothesis analysis produced the finding that self-control has a direct positive effect on children's prosocial behavior based on the Pancasila student profile. These findings conclude that children's prosocial behavior is directly influenced by self-control. This means that increasing children's self-control will result in increased prosocial behavior in children. Previous research has demonstrated a significant correlation between self-control and prosocial behavior among children and adolescents, indicating that individuals with higher levels of self-control are more likely to exhibit prosocial actions (Carlo et al., 2022). Children who experience challenges in self-control are vulnerable to emotional and behavioral problems (Chui & Chan, 2014). This research is also strengthened by the findings (Gendolla et al., 2015; Kaya, 2020) in children aged 5-6 years that self-control behavior has a significant effect on prosocial behavior. Girls' self-control and prosocial behavior scores were higher than boys' scores, and 6-year-old children's scores were higher than 5-year-old children's scores. Although there is a moderate positive and significant relationship between self-control and prosocial behavior, it is concluded that children's self-control can predict children's prosocial behavior at a level of 11%.

A disciplinary approach to early childhood education not only helps in understanding children holistically but also in improving educational practices that are more effective and have a positive impact on children's development. This integration of various disciplines enriches the approach to early childhood education and ensures that children receive a comprehensive learning experience and supports their optimal growth. Among the sciences related to this research are the fields of religious science, psychology, educational science, neuroscience, social and economic science, and culture. Each scientific study mentioned is also related to one another or is interdisciplinary.

Implications

The results of this study are important in the formation of government policies related to prosocial behavior in early childhood. By examining the influence of socioeconomic status, parenting patterns, and self-control on children's prosocial behavior, we can understand the factors that influence children's development from an early age. By understanding how these factors interact, the government can design more effective policies in improving children's prosocial behavior. Thus, this study not only contributes to the academic field, but also has a real impact on the formation of children's character as the next generation of the nation. This research has never existed before, so its impact is expected to be an alternative solution in developing children's prosocial behavior.

Limitations and Suggestions for Further Research

In this study, the factors that influence the prosocial behavior of early childhood based on the Pancasila student profile are limited to only three variables, namely: socioeconomic status, parenting patterns and self-control. While there are still many other factors that influence the prosocial behavior of early childhood that are not examined in this study. Then, the parenting pattern variable in this study only looks at the parents involved, namely only the father and mother, while in the family composition, parental involvement can be done by people who are older than the child such as older siblings, aunts, uncles or grandmothers and grandfathers. In addition, practical recommendations are addressed to further researchers that parenting patterns can also be influenced by different cultural factors and values, so that more in-depth research is needed to understand the relationship between parenting patterns and children's prosocial behavior.

CONCLUSIONS

This study aims to determine whether there is a relationship between research variables supported by empirical data in the field. The relationship between the variables referred to in this study is a direct and indirect relationship between: socio-economic status, parenting patterns and self-control in children towards prosocial behavior in grade B PAUD children in Lampung Province. Data analysis and discussion in this study regarding prosocial behavior based on Pancasila student profiles show that the influence of socio-economic status, parenting patterns and self-control is in line with empirical data in the field. Each exogenous variable, namely socio-economic status, parenting patterns, and self-control has a positive and significant effect on prosocial behavior based on Pancasila student profiles. This means that the better the socio-economic status, parenting patterns and self-control of children, the more positive the impact on children's prosocial behavior.

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AUTHOR CONTRIBUTION STATEMENT

All authors contribute to this article and agree to the final version for publication.

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