

The Effect of Riau Malay Culture (Budi Sdayu)-Based Digital Books to Improve Prosocial Behaviour of 5 to 6-Year-Old Children in Public Kindergarten Pembina 02 Kampar

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ABSTRACT

This study aims to test the effect of Riau Malay Culture-based Digital Books (BuDi SDaYU) on improving the prosocial behaviour of children aged 5-6 years at Pembina 02 State Kindergarten Kampar. Using a quantitative approach with a true experimental design of the pretest-posttest control group design, 46 children were randomly divided into experimental and control groups. The research instrument was a prosocial behaviour observation sheet, with data analysis using an independent sample t-test and a paired sample t-test. The results of the paired t-test in the experimental class reveal a significant increase (t count = 26.184; Sig. 0.000 <0.05), and the posttest comparison between groups reveals a significant difference (t count = 8.400; Sig. 0.000 <0.05). The normalised gain value of 63.40% indicates the effectiveness of BuDi SDaYU in the moderate category. Thus, it can be concluded that this media is effective for the prosocial behaviour of early childhood through integrating Riau Malay cultural values.

Keywords: early childhood education, prosocial behaviour, Riau Malay culture

Submitted	Accepted	Published
10 April 2025	20 May 2025	30 May 2025

Citation	:	Nisa, A.B., Risma, D., & Kurnia, R. (2025). The Effect of Riau Malay Culture (Budi Sdayu)-Based Digital Books to Improve Prosocial Behaviour of 5 to 6-Year-Old Children in Public Kindergarten Pembina 02 Kampar. <i>Jurnal PAJAR (Pendidikan dan Pengajaran)</i> , 9(3), 369-380. DOI: http://dx.doi.org/10.33578/pjr.v9i3.83 .
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INTRODUCTION

Early childhood 0 to 8 years is divided into three stages: 0-3 years, 3-5 years, and 6-8 years. Each stage has different developmental needs, including physical, cognitive, socio-emotional, creativity, moral, and language and communication, according to the child's growth pattern. Things that need to be considered are the social emotional and moral aspects of children covered in educational programs in child care centers, family child care homes, private and public preschool education, kindergartens, and elementary schools (Mardhotillah & Rakimahwati, 2021). Meanwhile, Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in Article 1 paragraph 14 states that early childhood education is a development effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimulation to help physical and spiritual growth and development so that children are ready to enter further education (Mahda Rena, 2022). Early childhood education is a level of education before elementary education aimed at children from birth to the age of six years. Through educational stimulation, it helps the physical and mental development of children so that they are ready to enter the next level of education. Early childhood education is carried out through formal, non-formal, and informal channels (Kurnia, 2020). Social development is important because humans are social beings who need the help of others. During early childhood, children learn to prepare themselves to become whole individuals in life. One of the main aspects that needs to be developed is prosocial behavior (Rakhma Ardhiyani, 2023).

Social development is the achievement of maturity in social relationships. Children's social abilities can be obtained from various opportunities and experiences of interacting with people in their environment (Age & Hamzanwadi, 2020). The need to interact with others has been felt since the age of six months, when children are able to recognize their environment. Social development is a person's ability to behave or behave in interacting with elements of socialization in society that are in accordance with social demands (Handayani & Rakhmawati, 2023).

In general social emotional development includes emotional development and social development. Emotions are basically the drive to act based on feelings, biological and psychological states (Hafidz et al., 2022). Social development is the acquisition of behavioral abilities in accordance with social demands (Dewi et al., 2021). Legally, the definition of social emotional development is a continuous and integrated change in behavior from genetic and environmental factors and increases individually both quantitatively and qualitatively which includes various aspects; self-awareness, sense of responsibility for oneself and prosocial behavior (Radliya et al., 2017).

Prosocial behavior is an action carried out voluntarily with the aim of benefiting others without expecting external rewards, and is not done for personal gain (Saharani et al., 2021). Prosocial behavior is important for children because it contributes positively to their self-development and aspects of their lives. As a basic part of social-emotional development, this behavior is the focus of early childhood learning, especially in kindergarten. Prosocial behavior includes voluntary actions to help or benefit others, such as sharing, cooperating, and comforting someone who is experiencing difficulties (Drupadi, 2020). The background of prosocial behavior in early childhood is influenced by positive interactions from family, school, and society, which form caring and responsible individuals. One solution to strengthen prosocial behavior is to use digital books that integrate Riau Malay cultural values, such as (1) Sharing feelings with friends in happy and sad situations, (2) Cooperating with friends to achieve a goal, (3) Helping others who are in trouble, (4) Acting honestly, and (5) Sharing feelings with others (Pascharani Sondang & Ediyono, 2023). In this way, students can get to know local culture and practice prosocial behavior, strengthening their cultural ties and character.

Riau Malay culture is a noble legacy that includes values, outlook on life, teaching, customs, language, and literature that are rich in local wisdom (Nadela, 2018). Culture reflects the identity of the Riau Malay community which upholds the values of togetherness, politeness, and respect. In the midst of global competition, it is important to introduce this culture to the younger generation so that they can understand, preserve, and apply it in everyday life. The use of Riau Malay culture -based media in early childhood learning is effective as a means of knowledge and technology (Kurnia, 2021). This media provides insight to the world of education about teaching methods that support the readiness of playing while learning for early childhood and becomes a useful alternative to improve prosocial behavior from an early age (Mardliyah et al., 2020).

According to Siregar (Tsamara Dhida, 2021). one way educator stimulates prosocial behavior is to use learning media such as digital books. Digital books or e-books, are publications that combine text, images, videos, and sounds in digital formats that can be accessed on computers or other electronic devices. This book can be an electronic version of a printed book. Digital books or E-Books (Electronic Books) are one of the technologies that use computers used to display information in the form of text, images, audio, video, and other multimedia in a concise and dynamic form that can be read by computers or other electronic devices (Br et al., 2021). Digital book formats vary, ranging from formats supported by large companies and various other formats supported by certain digital book devices and readers (Ruddamayanti, 2019). Based on the results of observations at TK Negeri Pembina 02 District Kampa Regency Kampar aged 5-6 years. Facts that occur in schools so far show that there are some students who have not developed prosocial behavior well. Observation results there are 10 out of 15 students who have problems such as: (1) Students do not know the help of others, collaborate, honest, and share. (2) Students are waiting for their turn to play and end up fighting fellow friends

to fight for existing toys. (3) Students every day play together and use learning media alternately, with modest learning media so as to make children bored.

Children who should have good prosocial behavior, including: (1) Sharing, namely being generous to others by providing support both physically and mentally, as well as giving something to people affected, (2) cooperation, namely working or doing activities together based on agreement to achieve common goals, (3) help, namely helping others by alleviating their physical or psychological burden willingness to feel what is felt by others. Based on the explanation above, the researcher considers it necessary to develop a picture book through research entitled "The Effect of Digital Book Based on Riau Culture (BuDi SDaYU) to improve the prosocial behavior of children aged 5-6 years in TK Negeri Pembina 02 District Kampa Regency Kampar".

METHOD

This study uses a quantitative approach applied to conduct experiments to find the influence of independent variables (X) on the dependent variable (Y). In the world of education, experimental research is a research activity that aims to assess the impact of an educational treatment or action on the behavior of children, or test the hypothesis of the presence or absence of the influence of these actions when compared to other actions (Payadnya Putu dan Jayantika I, 2018). The study was conducted at TK Negeri Pembina 02 District Kampa, Regency Kampar, in September 2024 to February 2025. The population in this study was all children aged 5-6 years totaling 92 children from 4 classes. The sample was taken using the Random Sampling Cluster technique as many as two classes with a total of 46 children, consisting of 23 children in the experimental class and 23 children in the control class. The selection of samples is based on the age of the child and the technological -based learning media has not been introduced in the development of prosocial behavior (Sugiyono, 2016). This study uses a true experimental design with the pretest-posttest control group design model, which allows measurements before and after treatment in both groups.

The data collection method used is observation, with an instrument in the form of a child's prosocial behavior observation sheet that is developed based on relevant indicators (Edrick, 2022). Observation was carried out during the learning process to measure the ability of children to recognize and show prosocial behavior. Data was analyzed quantitatively using the Independent Sample T-Test technique to determine the significant difference between the average posttest results of the experimental group and Control (Arikunto, 2014). To measure how much effect the effect, calculations are carried out using the gain formula by Nasrum (Hamidah et al., 2021). The analysis was carried out to see the effectiveness of the use of Budi SDaYU as a local culture -based learning media in improving the prosocial behavior of early childhood.

RESULTS AND DISCUSSION

The Results of the Pretest Implementation

Before the experimental research was conducted, the researcher first made an initial observation through observation techniques for the prosocial behavior of children aged 5-6 years, to see achievements in each category of improvement of prosocial behavior in the control class and the experimental class before being given treatment (pretest) can be seen in the table below:

Table 1. Comparison of Control Class Pretest Scores and Experimental Class

No	Category	Pretest Control		Pretest Experimental	
		F	%	F	%
1	Developing very well	0	0,00	0	0,00
2	Developing according to expectations	6	26,08	2	8,70
3	Began to develop	15	65,21	18	78,26
4	Not yet developed	2	8,70	3	13,04

Based on Table 1. Above, it is known that the average subject in the control class is in the category of starting to develop with a frequency of 15 or 65.21%. The rest are in the category of uninvolved with a frequency of 2 or 8.70% and in the category of developing as expected with a frequency of 6 or 26.09%. Whereas in the average experimental class the child is in the category of developing with a frequency of 18 or 78.26%. The rest are in the category of not developing with a frequency of 3 or 13.04% and in the developing category as expected with a frequency of 2 or 8.70%. To see more clearly about the comparison of control classes of control classes and prosocial experimental classes can be seen in the diagram below;

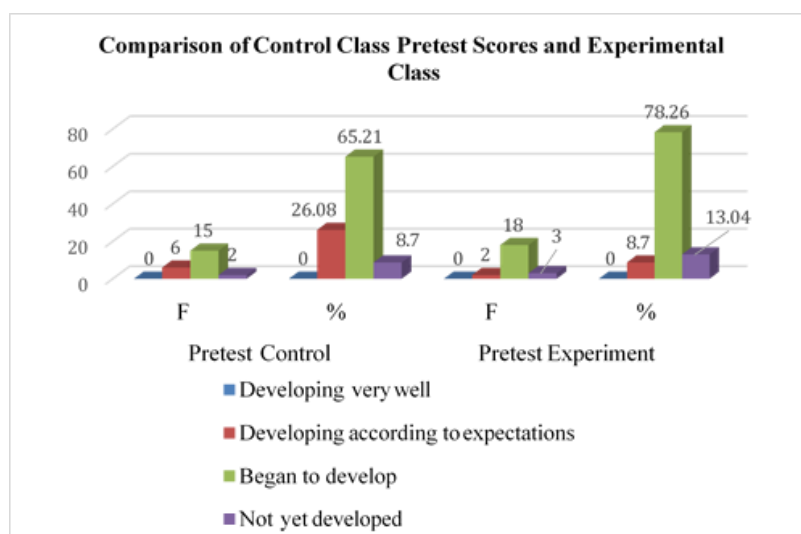


Figure 1. Comparison of Control Class Pretest Scores and Experimental Class

This research consists of 2 classes namely the control class and the experimental class. This study needs to compare the initial conditions of each class. In the initial conditions there should be no difference between the control class and the experimental class. After obtaining data pretest, the T-test (independent sample T-test) using the help of IBM SPSS Ver. 23. The following is a research hypothesis in the pretest of the experimental and control class: H₀: There is no difference in prosocial behavior in the control and experimental class pretest. H_a: There are differences in prosocial behavior in control and experimental class pretest. The following is a table of Independent Sample T-Test testing results.

Table 2. Comparison of Control Class Pretest and Experimental Class
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
Pretest Eks*Kontrol	Equal variances assumed	.108	.744	-1.384	44	.173	-.86957	.62828	Lower: -2.13579 Upper: .39666
	Equal variances not assumed			-1.384	43.928	.173	-.86957	.62828	Lower: -2.13585 Upper: .39672

The results of the study receive H_0 if the t_{count} is smaller than the t_{table} and the significance is greater than 0.05. To obtain the t_{table} formulated DK in this study as follows:

$$\begin{aligned} Dk &= (n_1 + n_2 - 2) \\ &= (46 - 2) \\ &= 44 \end{aligned}$$

With DK 22, a t_{table} 2,031 is obtained.

Based on Table 2. It is known that $t_{count} = 1,384$ is smaller than $t_{table} = 2.031$ and significance of $0.173 > 0.05$, it can be concluded that H_0 is received so that there is no difference in prosocial behavior in the experimental and control classes.

The Results of the Implementation After Treatment

To see the achievements of each indicator of improving prosocial behavior after posttest) can be seen in the table below:

Table 3. Comparison of Posttest Scores of Control Class and Experimental Class

No	Category	Posttest Control		Posttest Experimental	
		F	%	F	%
1	Developing very well	0	0,00	11	47,82
2	Developing according to expectations	15	65,21	12	52,18
3	Began to develop	8	34,79	0	0,00
4	Not yet developed	0	0,00	0	0,00

Based on Table 3. Above, it is known that the average subject is in the developing category as expected with a frequency of 15 or 65.21%. The rest are in the category of developing with a frequency of 8 or 34.79%. Whereas in the experimental class it is known that the average child is in the developing category as expected with a frequency of 12 or 52.18%. The rest are in the category of developing very well with a frequency of 11 or 47.82%. To see more clearly about the comparison of control classes and prosocial experimental classes can be seen in the diagram below.

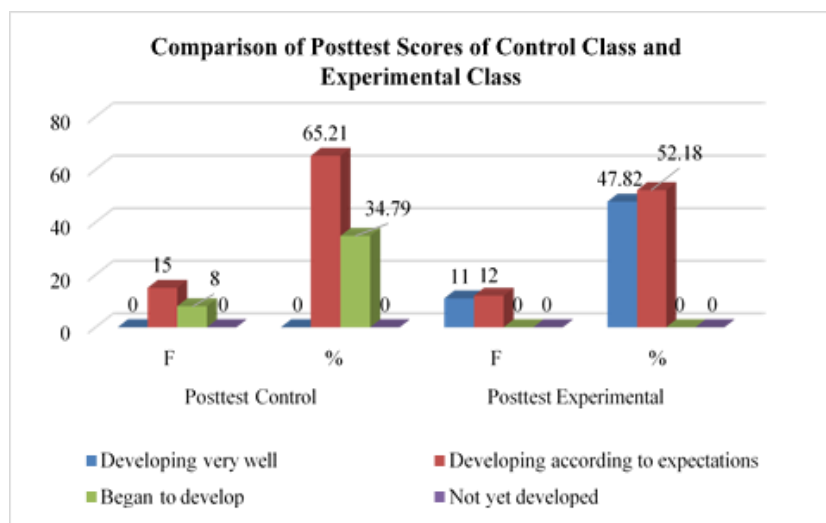


Figure 2. Comparison of the Posttest Score of the Control Class and the Experimental Class

After posttest is carried out in the control class and the experimental class then it is necessary to do an independent sample T-test. This aims to determine whether there is a difference in propocial ability in the experimental class and the control class. To see this the hypothesis is formulated as follows.

H0: There is no difference in prosocial behavior in posttest control and experimental classes. Ha: There are differences in prosocial behavior in posttest control classes and experiments.

Table 4. Comparison of Posttest Control Class and Experimental Class
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Posttest Eks*Kontrol	Equal variances assumed	.396	.533	8.400	44	.000	4.34783	.51761	3.30466	5.39099
	Equal variances not assumed			8.400	43.857	.000	4.34783	.51761	3.30456	5.39109

The results of the study receive H0 if the tcount is smaller than the ttable and the significance is greater than 0.05. To obtain the ttable formulated DK in this study as follows:

$$\begin{aligned}
 Dk &= (n1+n2-2) \\
 &= (46-2) \\
 &= 44
 \end{aligned}$$

With DK 22, a ttable 2,031 is obtained.

Based on Table 4.23, it is known that $t_{count} = 8.40$ is greater than $t_{table} = 2.031$ and a significance of $0,000 < 0.05$, it can be concluded that H_0 is rejected and H_a is accepted so that it can be concluded that there are differences in prosocial behavior in the experimental and control classes.

Comparison of Pretest and Posttest Experimental Class

The comparison in this study uses the SPSS Ver 23 statistical test with the T-Test paired sample, where this test is conducted to see whether there are significant differences before and after using the Riau Malay Based Digital Book (BuDi SDaYU) to increase the prosocial behavior contained in the experimental class. H_0 is accepted if $t_{count} < t_{table}$ and significance is greater than 0.05. Conversely H_a is accepted if $t_{count} > t_{table}$ and significance < 0.05 .

The following is a research hypothesis in the pretest and posttest experimental class:

H_0 : There is no influence on Riau Malay Culture-based Digital Book (Budi Sdayu) on the prosocial behavior of children aged 5-6 years at TK Negeri Pembina 02 District. Kampa Regency. Kampar

H_a : There is the influence of Riau Malay Culture-based Digital Books (Budi Sdayu) on the prosocial behavior of children aged 5-6 years at TK Negeri Pembina 02 District. Kampa Regency. Kampar

To obtain the t_{table} formulated DK in this study as follows: $DK = (n-1)$

$$= (23-1)$$

$$= 22$$

With DK 22, a t_{table} 2,074 is obtained. Furthermore, the pretest and posttest comparisons in the experimental class are as follows:

Table 5. Comparison of Pretest and Posttest Experimental Class Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest Eksperimen - Posttest Eksperimen	-7.65217	1.40158	.29225	-8.25826	-7.04609	-26.184	22	.000

Based on Table 5. Above shows that the t_{count} statistical test value of -26,184 test two parties means absolute price, so the value (-) is not used. So that $t_{count} = 26,184$ is greater than $t_{table} = 2.074$ and $(sig.2-tailed) = 0,000 < 0.05$. Then it can be concluded that there is the influence of Riau Malay Culture-based Digital Books (BuDi SDaYU) on the prosocial behavior of children aged 5-6 years at TK Negeri Pembina 02 District. Kampa Regency. Kampar.

To find out how big the influence of Riau Malay Culture-based Digital Books (BuDi SDaYU) to improve the prosocial behavior of children aged 5-6 years at TK Negeri Pembina 02 District. Kampa Regency. Kampar, how to calculate the gain formula according to Nasrum (in Hamidah et al., 2021) as follows:

Normalized gain test

$$G = \frac{\text{score Posttest} - \text{score pretest}}{\text{score Ideal} - \text{score pretest}} \times 100\%$$

$$G = \frac{358 - 183}{460 - 184} \times 100\%$$

$$G = \frac{175}{276} \times 100\%$$

$$G = 63.37\%$$

$$G = 175 \times 100\%$$

276

G = 63,40%

Information:

G = difference between the pretest and posttest values Posttest = value after being given treatment

Pretest = value before treatment 100% = fixed number

Based on the formula above that the influence given with a digital book based on Riau Malay Culture (BuDi SDaYU) to improve the prosocial behavior of children aged 5-6 years Kindergarten Pembina 02 District. Kampar Regency. Kampar amounted to 63.40%.

Discussion

Before the implementation of the Riau Malay Culture-Based Digital Book (BuDi SDaYU) media, the results of initial observations showed that the prosocial behavior of children aged 5-6 years at Pembina 02 State Kindergarten, Kampar District, Kampar Regency, both in the control class and the experimental class, was still relatively low. In the control class, most children were in the "Starting to Develop" (65.21%) and "Not Yet Developing" (8.70%) categories, while in the experimental class the proportion was greater, namely 78.26% of children were in the "Starting to Develop" category and 13.04% in the "Not Yet Developing" category. This condition shows that most children have not been able to demonstrate attitudes such as sharing, helping, and working together consistently (Saharani et al., 2021). The results of the independent sample t- test also showed that there was no significant difference between the two classes at the pretest stage (Sig. 0.173 > 0.05), so both had equivalent initial conditions in terms of prosocial behavior. Research by Keng-Hie Song, Ju-Hyun Song, (2023) showed low prosocial behavior in Syrian refugee children due to lack of self-confidence. Meanwhile, Weixia Chen, Xiaoyu Li, (2022) found that the low concern of children in China was due to the minimal role of parents in supporting the development of prosocial behavior. Based on research by Kwon Kyongboon, (2021) children in the United States have difficulty sharing because they are not yet able to control interpersonal emotions. Rohima et al., (2023) found that children were reluctant to play and interact, which indicated low cooperation skills. This requires learning strategies that can stimulate their social development. Also found that children had difficulty controlling their emotions and were reluctant to help friends, so guidance and opportunities to practice in appropriate situations were needed (Salsabila et al., 2021). Stated that the honesty of children aged 5-6 years is still low, as seen from the tendency not to admit mistakes or take things without permission (Diah Ayu Sudiyani, 2024). Also showed that children's empathy is still not optimally developed, such as being reluctant to share and avoiding friends with special needs (Sukmady, 2017). Learning media has an important role in supporting children's development. Although there are concerns about negative impacts, if used wisely, media can encourage creativity, early literacy, and understanding of various perspectives (Henward, 2018). Added that digital games can complement traditional games and expand children's imagination (Huh, 2017). Based on this description, children's prosocial behavior during the pretest in the control and experimental classes was still low, especially in sharing, working together, helping, being honest, and empathizing. Therefore, increasing children's prosocial behavior needs to be done through the Riau Malay Culture-Based Digital Book (BuDi SDaYU).

After the treatment in the form of using BuDi SDaYU was given to the experimental class, there was a significant increase in the category of children's prosocial behavior. In the experimental class, as many as 47.82% of children were in the "Developing Very Well" category and 52.18% in the "Developing According to Expectations" category, while in the control class no children reached the highest category, and most were still in the "Starting to Develop" (34.79%) and "Developing According to Expectations" (65.21%). This difference shows that the conventional learning media used in the control class has not been effective in

fostering children's prosocial behavior. On the other hand, the BuDi SDaYU media which integrates Riau Malay cultural values successfully conveys moral messages in a contextual and interesting way (Kurnia et al., 2023). In line with the view that introducing local culture to early childhood is effective in forming strong social and emotional characters (Mardiyah et al., 2020).

Significant improvement in prosocial behavior was seen after treatment, especially in the aspect of sharing. Children began to show a willingness to share, both in the form of physical and emotional support. Based on the results of observations, children were willing to lend toys and invite their friends to play together. This finding is in line with the results of a study by Putri & Wirman, (2023) which showed that children who were previously reluctant to share toys and food became more active in sharing and showed an inclusive attitude in play. Development was also seen in children's cooperation skills. Children began to be able to play together cooperatively, invite friends to work together, and maintain unity in group activities. This supports the findings of Rohima et al., (2023) who noted an increase in children's behavior that encouraged friends to play together and encourage each other when facing difficulties in the game. In the aspect of helping each other, children showed very good improvement. Children began to show greater concern for friends who needed help, both spontaneously and when directed. They seemed active in helping friends who were having trouble and even became role models for other friends. This is reinforced by the findings of Salsabila et al., (2021) reported that children consistently help friends who are having difficulties, such as when they fall or when they don't have toys. Honesty behavior also experiences positive development. Students show an open attitude to teachers and friends, including admitting mistakes or accepting defeat in games. Stated that children's ability to accept defeat with sportsmanship is an important indicator of honest behavior and social integrity from an early age (Rizki et al., 2023). The empathy aspect also shows significant progress. Children begin to be able to feel and understand their friends' feelings better. They show appropriate emotional responses, such as asking when they see their friends sad or offering help voluntarily. This finding is in accordance with research Sukmady, (2017) which states that understanding friends' emotional responses is an important part of the development of empathy in early childhood.

The effect of using BuDi SDaYU on children's prosocial behavior was strengthened through statistical analysis using a paired sample t-test, which showed a t-value of $26.184 > t_{table} 2.074$ with a significance of $0.000 < 0.05$, which means that there is a very significant difference between before and after using the media (Payadnya Putu dan Jayantika I, 2018). In addition, the results of the normalized gain calculation of 63.40% indicate that the increase in prosocial behavior is in the moderate category (Hamidah et al., 2021). Thus, digital media such as BuDi SDaYU which utilizes a local cultural approach and multimedia technology has proven effective in increasing prosocial behavior in early childhood, especially in the context of sharing, empathy, honesty, and cooperation (Br et al., 2021).

CONCLUSIONS AND RECOMMENDATION

Based on the results of the study conducted at TK Negeri Pembina 02, Kampa District, Kampar Regency, it can be concluded that the Riau Malay Culture-Based Digital Book (BuDi SDaYU) has a significant effect on increasing the prosocial behavior of children aged 5-6 years. Before the treatment, the prosocial behavior of children in the control class and the experimental class was in the category of Starting to Develop, which indicates that children are not yet optimal in displaying behaviors such as sharing, helping, and cooperating. After using BuDi SDaYU, the prosocial behavior of children in the experimental class increased to Developing According to Expectations, while the increase in the control class was not as high as the experimental class. The normalized gain value of 63.40% indicates that the effect of using BuDi SDaYU is in the moderate category. This proves that the integration of local culture into digital media is effective in fostering children's prosocial character. Therefore, teachers and PAUD institutions are advised to utilize

contextual and interactive local culture-based learning media to support the development of early childhood character.

Credit authorship contribution statement

For example, First Author: Methodology, Formal analysis, Data curation, Conceptualization. Second Authors: Resources, Project Administration, Methodology. Last Author: Funding acquisition, Formal analysis, Data curation.

Declaration of competing interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Ethical Declaration

Through parental declaration, all research subjects are deemed to have given consent to be used as research subjects. The researcher has conveyed the intent or purpose of the research to the parents.

Acknowledgment (Optional)

Thanks to the research subjects

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