



Students' Perceptions of the Influence of Anti-Violence Value Internalization on Prosocial Behavior in Social Studies Learning

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Article Info

Article History:

Received 12 11, 2025
Revised 05 08, 2026
Accepted 05 17, 2026

Keywords:

Anti-violence values;
Internalization; Prosocial
Behavior; Social Studies
Learning.

Abstract

This study responds to the increasing incidence of school violence by examining the role of anti-violence values in fostering students' prosocial behavior through Social Studies learning. An exploratory sequential mixed-methods design was employed. The qualitative phase involved interviews, observations, and document analysis with eighth-grade students at Al-Hikmah IIBS Batu Junior High School. The quantitative phase involved 38 students selected through total sampling and analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM) with SmartPLS. The findings revealed that students perceived the internalization of anti-violence values positively, as reflected in prosocial behaviors such as sharing, cooperation, helping, and donating during learning activities. The measurement model demonstrated satisfactory validity and reliability, while the structural model indicated that the internalization of anti-violence values had a positive and significant effect on students' prosocial behavior. These results suggest that integrating anti-violence values into Social Studies learning contributes to the development of prosocial behavior and supports violence prevention efforts in schools. The study highlights the importance of value-based learning in creating a safe and supportive educational environment.

[Penelitian ini dilakukan sebagai respons terhadap meningkatnya kasus kekerasan di lingkungan sekolah dengan mengkaji peran internalisasi nilai-nilai anti kekerasan dalam membentuk perilaku prososial siswa melalui pembelajaran Ilmu Pengetahuan Sosial (IPS). Penelitian menggunakan desain *mixed methods* tipe *exploratory sequential*. Tahap kualitatif dilakukan melalui wawancara, observasi, dan dokumentasi terhadap siswa kelas VIII SMP Al-Hikmah IIBS Batu. Tahap kuantitatif melibatkan 38 siswa yang dipilih menggunakan teknik total sampling dan dianalisis menggunakan *Partial Least Squares–Structural Equation Modeling* (PLS-SEM) dengan bantuan SmartPLS. Hasil penelitian menunjukkan bahwa siswa memiliki persepsi positif terhadap internalisasi nilai anti kekerasan yang tercermin dalam perilaku prososial seperti berbagi, bekerja sama, membantu, dan berdonasi selama proses pembelajaran. Hasil pengujian model pengukuran menunjukkan seluruh indikator memenuhi kriteria validitas dan reliabilitas. Selain itu, hasil model struktural menunjukkan bahwa internalisasi nilai anti kekerasan berpengaruh positif dan signifikan terhadap perilaku prososial siswa. Temuan ini mengindikasikan bahwa integrasi nilai anti kekerasan dalam pembelajaran IPS berkontribusi terhadap pengembangan perilaku prososial serta mendukung upaya pencegahan kekerasan di sekolah. Oleh karena itu, pembelajaran berbasis nilai menjadi strategi penting dalam menciptakan lingkungan pendidikan yang aman dan kondusif.] © The Authors.

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1. Introduction

Islam is a religion that teaches values of peace to guide humans to live with noble morals in their individual lives. The values in Islam also emphasize not only the relationship between humans and God, but also the relationships between individuals, which must be fostered properly in order to achieve balance in life [1], [2]. According to Syafi'i & Ramadhan, as a religion of rahmatan lil 'alamin, Islam upholds prosperity and peace by rejecting all forms of violence that can disrupt the social order [3]. Although Islam strives to teach the value of peace, the reality shows that violence is still a challenge, especially in schools.

According to the Indonesian Child Protection Commission (KPAI), violence in schools is still rampant. In 2023, KPAI received 3,877 complaints and 329 cases of violence occurred in the education sector. Meanwhile, as of March 2024, KPAI has received 383 complaints, 35% of which were cases of violence that occurred in schools [4]. This shows that the internalization of anti-violence values in schools still needs to be improved, both through strengthening Islamic-based character education and through one of the subjects in school, such as Social Sciences (IPS). The IPS subject serves to instill anti-violence values to prevent violent behavior in schools. This is because in this subject, students can learn to respect differences, uphold empathy, and resolve conflicts peacefully in line with anti-violence values [5].

The role of the Social Studies subject in internalizing anti-violence values not only makes students reject violent behavior, but also develops prosocial behavior [6]. Prosocial behavior can be seen in the way a person cares for others and helps them. This means that prosocial behavior can support the creation of a safe and peaceful school. Prosocial behavior can be used as an indicator of the success of internalizing anti-violence values, because students who are able to understand and implement these values will demonstrate attitudes that support anti-violence values [7]. Thus, this condition confirms that the stronger the internalization of anti-violence values in social studies subjects, the greater the possibility that students will display prosocial behavior in their daily lives.

Several previous studies explain that social studies subjects contribute positively to fostering prosocial behavior in students. Research by Ginanjar, confirms that social studies subjects can contribute positively to prosocial behavior in students. The results of the study mention that social studies learning not only plays a role in delivering academic material, but can also shape prosocial behavior [6]. This is supported by previous research indicating that the school environment and learning processes contribute to the development of prosocial behavior and the reduction of violent behavior among students. Prior studies emphasize the important role of education in fostering prosocial behavior and minimizing violence in schools [8]. However, these studies do not specifically examine students' perceptions of the internalization of anti-violence values and their influence on prosocial behavior. This condition indicates a research gap where researchers can make new contributions to fill this gap.

This study aims to examine two things, namely (1) describing students' perceptions of the internalization of anti-violence values in social studies lessons. (2) analyzing whether the internalization of anti-violence values in social studies lessons influences students' prosocial behavior. Therefore, this study contributes to providing an understanding of the internalization of anti-violence values in social studies lessons in relation to students' prosocial behavior. This research was conducted at Al-Hikmah International Islamic Boarding School (IIBS) Batu Junior High School. The location was chosen based on the researcher's initial observations, which showed that the school had students from diverse cultural backgrounds, making it more prone to conflicts arising from these differences. Therefore, the urgency of this study lies in preventive efforts to shape a moral generation amid the rampant cases of violence in the educational sphere, because if the internalization of anti-violence values is not strengthened through social studies learning, there will be a potential for social conflict that can trigger violence in the school environment.

2. Method

This study uses a mixed methods approach, which combines qualitative and quantitative forms in a series of scientific research. The mixed methods approach has the advantage of providing a more comprehensive understanding of an event in the field [9]. The research design used is exploratory sequential design, which begins with collecting qualitative data to explore the phenomenon in depth, followed by collecting quantitative data to test the findings in the qualitative stage [10]. This approach was chosen because the researchers wanted to gain a comprehensive understanding through two stages, namely students' perceptions of the internalization of anti-violence values in social studies learning and analyzing its influence on students' prosocial behavior. In the first stage, which was qualitative, the researchers used three types of research data, namely observation, interviews, and documentation. The research subjects were students from classes 8A, 8B, and 8C, who were selected based on their involvement in social studies learning activities using purposive sampling at Al-Hikmah IIBS Batu Junior High School.

The results of the qualitative stage were used to develop a questionnaire for the quantitative stage. In the second stage, which was quantitative, the researcher tested the relationships between the internalization of anti-violence values and prosocial behavior using PLS-SEM (Partial Least Squares Structural Equation Modeling). PLS-SEM was chosen because it is suitable for small populations and can also test direct relationships between latent constructs. PLS-SEM can also be used to assess the validity and reliability of indicators and the influence of independent variables on dependent variables. The population of this study was all 38 eighth-grade students at SMP Al-Hikmah IIBS Batu, using total sampling, where the entire population was used as respondents. This is because the population is less than 100, so it is better to take the entire population [11]. The data analysis used in the qualitative stage uses the model from Miles, Huberman, and Saldana, which consists of data condensation, data presentation, and conclusion drawing and verification [12]. Meanwhile, in the quantitative stage, the researcher went through two stages, namely outer model analysis and inner model analysis. Outer model analysis served to test convergent validity, discriminant validity, and construct reliability through outer loading values, Average Variance Extracted (AVE), Cronbach's Alpha, and Composite Reliability. Furthermore, inner model analysis serves to test the causal relationship between variables, including path coefficient and R-square values. The significance of the influence between variables is tested through the bootstrapping procedure, with a test criterion of p-value <0.05. The results of this analysis are then used to test the hypothesis regarding the influence of internalizing anti-violence values on students' prosocial behavior in social studies learning. The results of these two stages will be integrated to produce a comprehensive understanding of students' perceptions regarding the internalization of anti-violence values in social science learning in shaping prosocial behavior.

3. Results

In the research results section, this study aims to present data related to the analysis of students' perceptions of the internalization of anti-violence values in Social Studies (IPS) learning and its influence on students' prosocial behavior. This study was conducted using a mixed method approach, so that the results not only provide an overview of students' perceptions of the internalization of anti-violence values in social studies, but also statistically test the extent to which the internalization of anti-violence values in social studies can shape prosocial behavior.

3.1. Students' Perceptions of the Internalization of Anti-Violence Values in Social Studies to Support Prosocial Behavior

The results of this study were obtained from interviews, observations, and documentation at Al-Hikmah IIBS Batu Junior High School. The findings in the field show that during social studies learning on social conflict and peaceful conflict resolution,

students were encouraged to discuss, work together, share opinions, and help each other during classroom activities. Through these learning activities, students understood the meaning of anti-violence values and realized the importance of maintaining harmonious relationships in the classroom. Students also perceived that social studies lessons could provide real examples of peaceful conflict resolution. Based on the analysis results, student perceptions can be examined through four dimensions, namely Sharing, Cooperation, Donating, and Helping, as follows:

First is the dimension of sharing, which is when during teaching and learning activities in the classroom, the internalization of anti-violence values makes students better understand the importance of maintaining harmony so that conflicts in the classroom can be prevented. Based on interviews, student A explained that he often shares help with friends who have difficulty understanding the material. The student stated that:

“In my opinion, social studies teaches us to respect our friends, so if any of my friends don’t understand the material, I usually give them tips so that they can quickly understand it.”

Meanwhile, student B added:

“During class, I usually help explain to friends who are still confused so that everyone can understand together.”

This was also reinforced by observations and documentation that during the learning process, students were seen actively sharing opinions and providing explanations to friends who did not understand the material. These findings show that the dimension of sharing is evident in the way students share knowledge and support other students.

The second dimension is cooperation. Interviews with Student C show that students are very active in working together to complete group assignments in class. The student explained that: “Yes, if there are group assignments in class, we work together and help each other so that our work can be completed properly.” This is in line with the interview with student D, who said: “Social studies lessons are fun, sometimes we form groups and work together with our friends.” Observations also show that students actively discuss in groups, divide tasks, and ensure that every member is involved. This is also in line with the researcher’s documentation, which shows that the classroom atmosphere is conducive, with students working together to complete tasks in social studies. These findings confirm that the internalization of anti-violence values can strengthen students’ ability to work together in groups.



Figure 1. Students working together in groups

The third dimension is providing material assistance (donating). Students perceive the internalization of anti-violence values in social studies learning as an encouragement to provide material assistance to others without coercion. Student E believes that social

studies learning emphasizes that students should be more sensitive to social conditions. The following is his statement:

“Yes, in my opinion, social studies teaches us that we must care for others, so if a friend forgets to bring their stationery, I will give them mine.”

Based on the results of observations and documentation in the classroom, students voluntarily lend their learning equipment to friends in need without being asked by the teacher first. These findings show that the dimension of donating is reflected in the behavior of students who care about their social circumstances. Finally, there is the dimension of helping. Students view the internalization of anti-violence values in social studies learning as an encouragement to help friends who are experiencing difficulties. Based on an interview with student F, he explained that:

“If there is an assignment to give a presentation in front of the class, I usually see my friends who are nervous, and when I see that, I usually help them so they are no longer afraid to speak in front of the class.”

This is reinforced by researchers' observations and documentation showing that when a group of students gave presentations in front of the class, other students were quick to help their friends who had difficulty explaining the learning material. Based on these findings, the dimension of helping is evident in learning through emotional support and direct assistance to friends in need.



Figure 2. Students helping each other during presentations

3.2. The Effect of Internalization of Anti-Violence Values on Students' Prosocial Behavior

In the quantitative stage, the researcher tested the effect of internalization of anti-violence values (X) on the prosocial behavior (Y) of eighth-grade students at SMP AL-Hikmah IIBS Batu. The quantitative analysis used was PLS-SEM through SmartPLS. Based on the research objectives, the hypothesis proposed was H1: The internalization of anti-violence values has a positive and significant effect on students' prosocial behavior. This study will be analyzed using the following two methods:

3.2.1. Outer Model Analysis

First, convergent validity was assessed based on the outer loading value of each indicator. Indicators are considered valid if the outer loading value is > 0.40 . In addition, indicators with negative outer loadings will be eliminated because they are unable to adequately represent the construct. In the initial testing stage, there were several indicators that had negative and low outer loading values, so it was necessary to eliminate several indicators that did not meet these criteria. The results obtained show that all retained indicators have outer loadings > 0.40 , meaning that both constructs in this study meet the convergent validity criteria.

Next, discriminant validity was tested using the Fornell-Larcker Criterion. The analysis results show that the square root AVE (Average Variance Extracted) values of both variables are greater than the correlations between the variables. This means that the variables of internalization of anti-violence values and prosocial behavior are truly two different things, not interchangeable, and do not overlap in measurement. Thus, the measured constructs have clear and statistically valid differences, in accordance with the criteria of Fornell and Larcker. Finally, the reliability test serves to determine the level of consistency of the indicators in assessing the construct. The instrument is considered reliable if Cronbach's Alpha and Composite Reliability values are greater than 0.70. Based on these findings, the outer model shows that all indicators are valid and reliable. The following is a table of the outer model analysis results:

Table 1. Outer Model Analysis

Variable	Average Variance Extracted (AVE)	Cronbach's alpha	Composite reliability
Internalization of Anti-Violence Values	0.537	0.900	0.959
Prosocial Behavior	0.521	0.855	0.881

3.2.2. Inner Model Analysis

The inner model is an analysis that assesses the relationship between variables, namely how much influence one variable has on another. This study will examine whether the internalization of anti-violence values influences students' prosocial behavior. The analysis is as follows:

Table 2. Inner Model Analysis

Variable	Original sample (O)	T statistics (O/STDEV)	P values	R-Square	R-Square Adjusted	Hypothesis (H1)
Internalization of Anti-Violence Values	0.626	4.176	0.000			Accepted (positive & significant)
Prosocial Behavior				0.392	0.376	

First, the path coefficient test was used to determine the direction and strength of the influence. In addition, it was also used to determine whether the influence was significant or not, which included the variable of internalization of anti-violence values on students' prosocial behavior. This test used the bootstrapping procedure in SmartPLS with a significance criterion of p-value < 0.05. The path coefficient value of 0.626 indicates a positive influence between the internalization of anti-violence values and prosocial behavior. The higher the value of anti-violence internalized in students, the higher their prosocial behavior. The t-statistic value is also greater than 1.96, meaning that in addition to the influence being positive, it is also statistically significant. The p-values are also very small and below 0.05, indicating that the influence of internalizing anti-violence values on prosocial behavior is indeed real.

The research hypothesis stating that “internalizing anti-violence values has a positive effect on students' prosocial behavior” is accepted (H_1 accepted). Thus, the internalization of anti-violence values contributes to shaping and improving students' prosocial behavior. The second is the R-Square value, which is obtained in order to assess the proportion of variance in prosocial behavior explained by the internalization of anti-violence values. This means that the R-Square value is very necessary to determine the magnitude of the influence of the internalization of anti-violence values in explaining changes in prosocial behavior. The results of the study show that 39.2% of students' prosocial behavior can be explained by the internalization of anti-violence values in social studies learning, while the remaining 60.8% is influenced by other factors outside the research model. Thus, this can be seen in the following model:

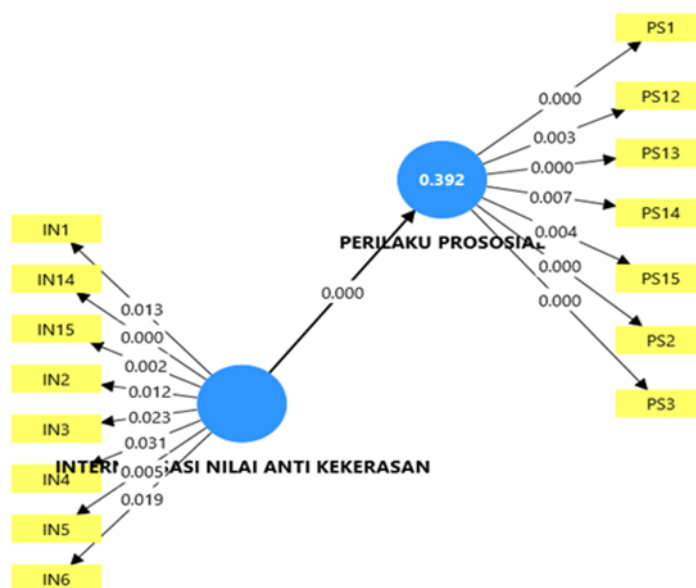


Figure 3. Smart-PLS Model

4. Discussion

In this section, the researcher interprets the research results by relating them to several previous theories and studies to analyze students' perceptions of the internalization of anti-violence values in Social Studies (IPS) learning and its influence on students' prosocial behavior.

4.1. Students' Perceptions of the Internalization of Anti-Violence Values in Social Studies to Support Prosocial Behavior

This study aims to understand students' perceptions of the internalization of anti-violence values through Social Studies (IPS) learning to support prosocial behavior. The findings show that students' perceptions of the internalization of anti-violence values are very positive, because they realize that the relevance of these values in daily activities can support prosocial behavior. This can be seen in four dimensions, namely sharing, cooperating, donating, and helping.

In the dimension of sharing, students respond positively to the internalization of anti-violence values, because they are encouraged to maintain harmony in the classroom. Students are very active in helping their friends in learning and are willing to share as a form of prosocial behavior. This condition shows that social studies learning emphasizes the importance of creating a peaceful classroom atmosphere, which is also supported by prosocial theory which states that empathy makes a person share experiences, needs, and desires [13]. Previous research reviewed by Lathifah dan Khoiri also explains that sharing

is one of the dominant prosocial behaviors, and that the role of teachers and the environment can be important factors in facilitating this behavior [14].

The second is the cooperative dimension, which shows that the internalization of anti-violence values makes students more aware that cooperation is very important to reduce the potential for conflict in the classroom. This means that the internalization of anti-violence values can develop social skills in line with prosocial behavior in the cooperative aspect. Therefore, this is in line with Asrori & Effendy, who show that cooperation-based teaching methods are effective in developing students' prosocial behavior [15]. This supports the prosocial theory, which includes cooperation as an action that can benefit oneself and others, thereby ensuring the welfare of the group [16].

The third is the dimension of donating, which is an attitude reflected in students' ability to provide voluntary assistance. This study shows that students' perceptions of the internalization of anti-violence values are seen as values that can foster social awareness by providing material assistance without coercion. According to Kisliuk & Wei, dominant voluntary behavior emerges in communities as part of the norms of reciprocity and social solidarity, where individuals are encouraged to help each other if the environment is supportive [17]. This is in line with Nonitasari, qualitative study of elementary school students, which shows that there are forms of prosocial behavior in schools, one of which is donating. This behavior is carried out voluntarily and without coercion, thus indicating that the classroom environment greatly influences the emergence of behavior of giving to those in need [18].

Finally, the dimension of helping shows that students have a tendency to help friends who are experiencing difficulties. Students also view anti-violence values as a teaching to help others and not hurt other people's feelings. These findings are in line with research which shows that social factors such as peers, school, environment, and family context play a significant role in promoting prosocial behavior compared to individual factors [19]. Prosocial behavior has a positive and significant relationship with students' emotional intelligence [20]. Therefore, the internalization of anti-violence values in social studies subjects plays a role in shaping students' emotional intelligence and can give rise to helping behavior as part of prosocial behavior. Thus, the internalization of anti-violence values in social studies learning contributes to shaping sharing, cooperative, donating, and helping behaviors as part of prosocial behavior.

4.2. The Effect of Internalizing Anti-Violence Values on Students' Prosocial Behavior

4.2.1. Outer Model Analysis

The outer model analysis shows that all indicators have met the validity and reliability criteria. The elimination process for indicators with low outer loadings was also carried out to improve construct quality and Average Variance Extracted (AVE). The indicator elimination procedure is necessary for low outer loadings in order to strengthen construct validity. After the elimination process is complete, the retained indicators have outer loading values that meet the criteria so that they can be declared valid for measuring their respective latent variables [21].

Thus, the instruments in this study have been proven to be consistent, stable, and reliable for measuring the internalization of anti-violence values and prosocial behavior. Therefore, the data produced is suitable for testing the influence between variables in the study. When using PLS-SEM, indicators with low outer loadings must be eliminated so that AVE can be >0.50 and Composite Reliability >0.70 , which are the requirements for an instrument to be considered suitable for use [22]. Thus, the measurement model in this study has successfully met the methodological standards for further analysis.

4.2.2. Inner Model Analysis

The inner model analysis shows that the internalization of anti-violence values has a positive and significant effect on students' prosocial behavior. Based on this, the better the process of internalizing anti-violence values, the better the students' prosocial behavior will be. This is in line with previous research, which states that the internalization of character values in schools is very important as a basis for shaping students' prosocial behavior [23]. Other previous studies also explain that the process of internalizing values through character education can shape students' behavior to be more concerned about their social environment, encouraging a helpful attitude and empathy towards others [24].

Based on the R-Square value, it also shows that the internalization of anti-violence values contributes significantly to shaping students' prosocial behavior, although there are still other factors that influence the formation of such behavior. This is in line with previous research, which reinforces that character values can be internalized through the example and habits of teachers in the classroom, so that they can be actualized in students' daily behavior [25]. Thus, the internalization of anti-violence values in social studies learning plays a role in shaping students' prosocial behavior through a structured learning process and positive social interactions.

5. Conclusion

Based on the findings of this study conducted at Al-Hikmah IBS Batu Junior High School using an exploratory sequential mixed-methods approach, it can be concluded that the internalization of anti-violence values is positively perceived by students and significantly influences their prosocial behavior. Qualitative findings revealed that students demonstrated a strong understanding of anti-violence values and were able to apply these values in their daily interactions. This was reflected in various forms of prosocial behavior, including sharing, cooperation, helping others, and charitable giving during learning activities. These findings indicate that the integration of anti-violence values into Social Studies learning contributes to the development of positive social attitudes and behaviors among students.

Furthermore, the quantitative results obtained through PLS-SEM analysis confirmed that the internalization of anti-violence values has a positive and statistically significant effect on students' prosocial behavior. The findings support the proposed hypothesis and demonstrate that value-based Social Studies education can serve as an effective strategy for fostering prosocial conduct and reducing the potential for violence within educational settings. Consequently, Social Studies learning has a strategic role not only in developing students' civic competencies but also in promoting a safe, peaceful, and supportive school environment. Despite these contributions, this study is limited to a specific context and a limited number of variables. Future research is recommended to examine additional factors influencing prosocial behavior and to involve larger and more diverse populations to enhance the generalizability and comprehensiveness of the findings.

AI Acknowledgment

The author acknowledges that in writing this research, they used AI technology in the form of ChatGPT and DeepL to help improve grammar, sentence clarity, and translation during the writing process. The results of AI use were only utilized to improve language quality, but were not used in the preparation of research content, data analysis, and conclusions. Although this manuscript used AI assistance, the author is solely responsible for the content of this entire article in accordance with COPE recommendations.

Funding Information

The author states that this research did not receive funding from any party.

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