

THE INFLUENCE OF CHARACTER EDUCATION ON THE PROSOCIAL BEHAVIOR OF ELEMENTARY SCHOOL STUDENTS

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Abstract: This study aims to analyze the influence of character education on the prosocial behavior of elementary school students through a Systematic Literature Review (SLR) approach. The method used was a literature review by examining scientific articles obtained from Google Scholar and the Publish or Perish application. The article search was conducted using the keywords “character education,” “social behavior,” “prosocial behavior,” and “elementary school students” within the publication period of 2020–2025. The initial search yielded 120 articles, which were then screened based on inclusion and exclusion criteria, resulting in 10 articles that met the requirements for analysis. The findings indicate that character education has a positive influence on the development of prosocial behavior among elementary school students. Character values such as empathy, responsibility, cooperation, tolerance, and social concern have been proven to enhance students’ prosocial behavior in their daily lives. In addition, social skills, peer support, parenting styles, and family environments also contribute to the development of students’ prosocial behavior. Therefore, character education should be implemented continuously through collaboration among schools, families, and communities to develop a generation with strong character and positive social behavior.

Keywords: character education, prosocial behavior, social behavior, elementary school students, systematic literature review.

Abstrak: Penelitian ini bertujuan untuk menganalisis pengaruh pendidikan karakter terhadap perilaku prososial siswa sekolah dasar melalui pendekatan Tinjauan Pustaka Sistematis (SLR). Metode yang digunakan adalah tinjauan pustaka dengan mengkaji artikel ilmiah yang diperoleh dari Google Scholar dan

aplikasi Publish or Perish. Pencarian artikel dilakukan dengan menggunakan kata kunci “pendidikan karakter,” “perilaku sosial,” “perilaku prososial,” dan “siswa sekolah dasar” dalam rentang waktu publikasi 2020–2025. Pencarian awal menghasilkan 120 artikel, yang kemudian disaring berdasarkan kriteria inklusi dan eksklusi, sehingga diperoleh 10 artikel yang memenuhi persyaratan untuk dianalisis. Temuan tersebut menunjukkan bahwa pendidikan karakter memiliki pengaruh positif terhadap perkembangan perilaku prososial di kalangan siswa sekolah dasar. Nilai-nilai karakter seperti empati, tanggung jawab, kerja sama, toleransi, dan kepedulian sosial telah terbukti meningkatkan perilaku prososial siswa dalam kehidupan sehari-hari. Selain itu, keterampilan sosial, dukungan teman sebaya, gaya pengasuhan orang tua, dan lingkungan keluarga juga berkontribusi terhadap perkembangan perilaku prososial siswa. Oleh karena itu, pendidikan karakter harus dilaksanakan secara berkelanjutan melalui kolaborasi antara sekolah, keluarga, dan masyarakat guna membentuk generasi yang berkarakter kuat dan berperilaku sosial yang positif.

Kata kunci: pendidikan karakter, perilaku prososial, perilaku sosial, siswa sekolah dasar, tinjauan pustaka sistematis.

INTRODUCTION

Prosocial behavior is an important aspect of student character development, especially at the elementary school level. The cultivation of character values from an early age serves as an essential foundation for the development of children's social and moral attitudes in subsequent stages of education¹. Prosocial behavior refers to actions intended to help and benefit others without expecting any reward in return. Research indicates that prosocial behavior can be developed through various methods, including games and empathy training, which have been proven effective in enhancing children's social skills². In the context of character education, prosocial behavior not only contributes to individual development but also helps create a more positive social environment within schools.

Prosocial behavior has profound long-term impacts on student development. Children who demonstrate prosocial behavior from an early age tend to have better social relationships, stronger cooperation skills, and are more likely to become caring

¹ Lamadang, K. P., Supriatna, M., Sapriya, S., & Supriatna, N. “Implementasi Model Pendidikan Karakter Berbasis Tumpe Pada Anak Usia Dini”. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7 (6), (2023). 8072- 8080.

² Sulaeman, D., Yusuf, R., & Suryani, N. “Meningkatkan Perilaku Prososial Toleransi dan Kerjasama Anak Usia 5-6 Tahun Melalui Ice Breaking Games”. *Jurnal Tahsinia*, 4 (1), (2023). 28-39

and responsible members of society³. Therefore, understanding the factors that influence prosocial behavior is particularly important in elementary school learning environments.

Character education plays a crucial role in shaping students' prosocial behavior. It is also part of educational policies aimed at developing students who possess noble character, responsibility, and competencies aligned with the Pancasila Student Profile⁴. Through curricula that integrate prosocial values, students are taught to respect differences, cooperate with others, and demonstrate empathy⁵. Character education can be strengthened through various learning strategies, including the use of digital literacy, which helps students understand and apply character values in their daily lives⁶. Studies have shown that empathy training conducted in schools can enhance children's prosocial behavior, thereby contributing to better character development (Suparmi & Sumijati, 2021). Furthermore, problem-based learning approaches have been found effective in promoting prosocial behavior by encouraging students to collaborate and assist one another in completing tasks⁷.

However, challenges in implementing character education often lie in maintaining consistency and securing support from various stakeholders. Not all schools have adequate resources to implement character education comprehensively, resulting in less optimal outcomes. Moreover, the success of character education implementation is strongly influenced by the role of teachers as role models and facilitators in the learning process⁸. This highlights the importance of collaboration among teachers, parents, and communities in supporting student character

³ Lapanda, S., Sofia, A., & Drupadi, R. "Hubungan Empati Dengan Perilaku Prosocial Anak Usia Dini. Incrementapedia: Jurnal Pendidikan Anak Usia Dini", 4 (2), (2022). 1-7.

⁴ Ismail, S., Suhana, S., & Zakiah, Q. "Analisis Kebijakan Penguatan Pendidikan Karakter Dalam Mewujudkan Pelajar Pancasila di Sekolah". Jurnal Manajemen Pendidikan Dan Ilmu Sosial, 2 (1), (2021). 76-84.

⁵ Saputri, I. A. D. and Ayriza, Y. "Hubungan Perilaku Prosocial Dengan Persepsi Penerimaan Teman Sebaya Pada Remaja Awal". Acta Psychologia, 3(1), (2022). 21-28.

⁶ Pentianasari, S., Amalia, F. D., "Martati, B., & Fithri, N. A. Penguatan Pendidikan Karakter Pada Siswa Sekolah Dasar Melalui Pemanfaatan Literasi Digital". Jurnal PGSD, 8(1), (2022). 58-72.

⁷ Lamadang, K. P., Supriatna, M., Sapriya, S., & Supriatna, N. "Implementasi Model Pendidikan Karakter Berbasis Tumpu Pada Anak Usia Dini". Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 7(6), (2023). 8072- 8080.

⁸ Suhandi, A. and Robi'ah, F. "Guru dan Tantangan Kurikulum Baru: Analisis Peran Guru dalam Kebijakan Kurikulum Baru". Jurnal Basicedu, 6(4), (2022). 5936-5945.

development. In addition, the effectiveness of character education is influenced by educational management practices that continuously develop and sustain character-building programs⁹

Social skills are also essential in fostering prosocial behavior. These skills include effective communication, collaboration, and constructive conflict resolution. Research has demonstrated that children with strong social skills are more likely to engage in prosocial behavior¹⁰. Furthermore, peer support plays a significant role in encouraging prosocial behavior, as children who feel accepted by their peer groups are more likely to exhibit helping and cooperative behaviors¹¹

The family environment also has a substantial influence on the development of children's prosocial behavior. Parenting styles, particularly supportive and affectionate parenting, can enhance prosocial behavior and foster empathy in children. Conversely, unsupportive parenting practices may hinder the development of prosocial behavior¹². In addition to parenting styles, the quality of family interactions contributes significantly to children's prosocial development. Families that provide opportunities for children to engage in social activities, such as sharing responsibilities and helping others, tend to raise children who are more prosocial. This finding indicates that the family serves as a fundamental foundation for children's character development. Although numerous studies have examined character education and students' prosocial behavior, most have focused on specific aspects separately. Therefore, a more comprehensive review is needed to better understand the influence of character education on the social behavior of elementary school students. This study employs a Systematic Literature Review (SLR) approach to analyze previous research findings related to character education and students' social behavior. Through this review, a more comprehensive understanding of the relationship between character education and the social behavior of elementary school students is expected to be achieved.

⁹ Syafi'i, A., Saied, M., & Hakim, A. R. "Efektivitas Manajemen Pendidikan Dalam Membentuk Karakter Diri". *Journal of Economics and Business UBS*, 12(3), (2023). 1905-1912.

¹⁰ Mufidah, L., Iswinarti, I., & Fasikhah, R. S. S. Dukungan Sosial Dengan Perilaku Prosocial Dimediasi Oleh Empati Pada Siswa. *Psikovidya*, 25 (1), (2021). 36-44.

¹¹ Saputri, I. A. D. and Ayriza, Y. "Hubungan Perilaku Prosocial Dengan Persepsi Penerimaan Teman Sebaya Pada Remaja Awal". *Acta Psychologia*, 3(1), (2022). 21-28.

¹² Mooduto, A., Rahim, M., & Kasan, I. "Hubungan Antara Dukungan Sosial Orangtua Dengan Perilaku Prosocial Pada Siswa". *Student Journal of Guidance and Counseling*, 3(1), (2023). 19-28.

METHODS

This study employed the Systematic Literature Review (SLR) method, a research approach conducted systematically to identify, evaluate, and synthesize various research findings relevant to the topic under investigation. This method was used to obtain a comprehensive understanding of the influence of character education on the prosocial behavior of elementary school students based on previous studies. The first stage of this study was formulating the research question: *How does character education influence the prosocial behavior of elementary school students?* The second stage involved searching for relevant articles through Google Scholar with the assistance of the Publish or Perish application. The keywords used were “character education,” “social behavior,” “prosocial behavior,” and “elementary school students.” The search was limited to articles published between 2020 and 2025. The third stage consisted of article selection based on inclusion and exclusion criteria. The inclusion criteria included articles that discussed character education and the prosocial behavior of elementary school students, were published in scientific journals, and were available in full-text format. The exclusion criteria included articles that were irrelevant to the research topic, duplicate articles, and articles that were not available in full-text format.

The initial search yielded 120 articles. After removing 20 duplicate articles, 100 articles remained for the screening process. During the screening stage, 70 articles were excluded because they were not relevant to the research topic. Subsequently, 30 articles proceeded to the eligibility stage. Of these, 12 articles did not discuss character education, 10 articles did not address the prosocial behavior of elementary school students, and 8 articles were not available in full-text format. As a result, 10 articles met the inclusion criteria and were selected for analysis. The collected data were analyzed using a qualitative descriptive analysis technique through the processes of identification, evaluation, categorization, and synthesis of research findings. The article selection process followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. The article selection flow is presented in Figure 1.

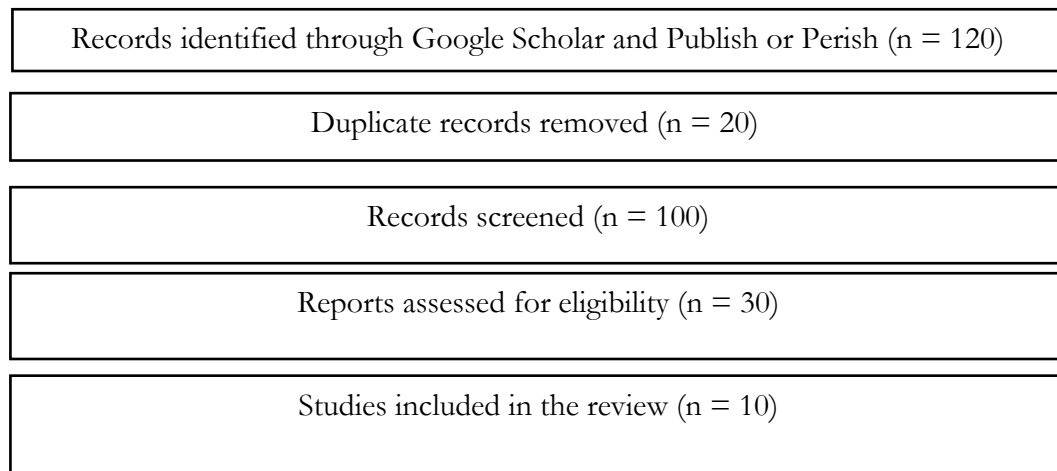


Figure 1. Article Selection Flow Diagram Based on the Systematic Literature Review (SLR) Method

Note: 12 articles did not discuss character education, 10 articles did not address the social/prosocial behavior of elementary school students, and 8 articles were not available in full-text format.

Based on Figure 1, a total of 120 articles were identified during the identification stage. After the removal of duplicate articles and the screening process, 30 articles remained for the eligibility assessment stage. Subsequently, 12 articles were excluded because they did not discuss character education, 10 articles did not address the prosocial behavior of elementary school students, and 8 articles were unavailable in full-text format. Therefore, only 10 articles met the inclusion criteria and were included in the final analysis of this study.

RESULTS AND DISCUSSION

No	Author(s) and Year	Research Title	Method	Research Findings
1.	Suparmi dan Sumijati (2021)	Character Education and Prosocial Behavior	Quantitative	Character education was proven to improve students' empathy and prosocial behavior.
2.	Wijayanti dan Katoningsih	Problem-Based Learning	Experimental	Problem-based learning improved students'

	(2022)			cooperation and social concern.
3.	Mufidah et al. (2021)	Social Support, Empathy, and Prosocial Behavior Among Students	Quantitative	Social support positively influences prosocial behavior through empathy.
4.	Mooduto et al. (2023)	The Relationship Between Parental Social Support and Students' Prosocial Behavior	Quantitative	Parental social support was positively associated with students' prosocial behavior.
5.	Saputri dan Ayriza (2022)	Peer Support and Prosocial Behavior	Quantitative	Peer support significantly contributes to the enhancement of children's prosocial behavior.
6.	Sitepu (2023)	Family Environment and Children's Social Behavior	Quantitative	A positive family environment enhanced children's empathy and social concern.
7.	Kamara et al. (2025)	Integrated SEL and Character Education Curriculum	Mixed Methods	Integrated SEL and character education significantly improved students' empathy, cooperation, moral reasoning, and prosocial behavior.
8.	Sulaeman et al. (2023)	Empathy Training for Developing Prosocial Behavior	Experimental	Empathy training was proven to improve students' social skills and prosocial behavior.
9.	Lapanda et al. (2022)	The Impact of Prosocial Behavior on Child Development	Quantitative	Prosocial behavior contributed to students' social relationships and sense of responsibility.

10.	Imunora et al. (2025)	Implementation of Social Values in Shaping Social Behavior in Grade IV Primary School Students	Quantitative	The implementation of social values such as cooperation (gotong royong), responsibility, discipline, and tolerance has been proven to enhance students' prosocial behavior.
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Based on the review of the 10 articles that met the inclusion criteria, it was found that character education has a positive influence on the social behavior of elementary school students. Most studies indicate that the implementation of character values such as empathy, responsibility, cooperation, tolerance, and social concern can enhance students' prosocial behavior in their daily lives.

The findings also demonstrate that character education integrated into the learning process helps students develop stronger social competencies. Studies by Suparmi and Sumijati¹³ and Sulaeman,¹⁴ revealed that strengthening empathy through educational activities can significantly improve students' prosocial behavior. Furthermore, Wijayanti and Katoningsih found that problem-based learning encourages students to cooperate and assist one another in completing tasks.

Other factors influencing students' social behavior include social skills, peer support, and the family environment. Mufidah¹⁵, reported that strong social skills are positively associated with prosocial behavior among students. Similarly, Saputri and

¹³ Suparmi, S. and Sumijati, S. "Pelatihan Empati dan Perilaku Prosocial Pada Anak Usia Sekolah Dasar". *Psikodimensia*, 20 (1), (2021). 46.

¹⁴ Sulaeman, D., Yusuf, R., & Suryani, N. "Meningkatkan Perilaku Prosocial Toleransi dan Kerjasama Anak Usia 5-6 Tahun Melalui Ice Breaking Games". *Jurnal Tahsinia*, 4(1), (2023). 28-39

¹⁵ Mufidah, L., Iswinarti, I., & Fasikhah, R. S. S. Dukungan Sosial Dengan Perilaku Prosocial Dimediasi Oleh Empati Pada Siswa. *Psikovidya*, 25 (1), (2021). 36-44.

Ayriza found that peer support contributes significantly to the enhancement of children's social behavior.¹⁶

The family environment also plays a crucial role in shaping students' social behavior. Studies conducted by Mooduto¹⁷, Sitepu¹⁸, Kamara¹⁹, and Imunora²⁰, showed that supportive parenting styles, effective communication, and children's involvement in family social activities can foster empathy, social concern, and social responsibility.

Overall, the literature review indicates that character education has a positive impact on the social behavior of elementary school students. The successful development of social behavior is influenced not only by schools but also by supportive family and social environments.

The findings from various studies suggest that character education serves as a key factor in developing prosocial behavior among elementary school students. Nevertheless, the effectiveness of character education is not solely determined by classroom learning activities but is also influenced by family support, social environments, and peer relationships. Therefore, fostering prosocial behavior requires collaboration among schools, families, and communities to ensure that character values are consistently practiced in everyday life.

¹⁶ Saputri, I. A. D. and Ayriza, Y. "Hubungan Perilaku Prosocial Dengan Persepsi Penerimaan Teman Sebaya Pada Remaja Awal". *Acta Psychologia*, 3(1), (2022). 21-28.

¹⁷ Mooduto, A., Rahim, M., & Kasan, I. "Hubungan Antara Dukungan Sosial Orangtua Dengan Perilaku Prosocial Pada Siswa". *Student Journal of Guidance and Counseling*, 3(1), (2023). 19-28.

¹⁸ Sitepu, J. "Perbedaan Perilaku Prosocial Anak Usia Dini Ditinjau Dari Jenis Kelamin". *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini*, 7(3), (2023). 3618-3626.

¹⁹ Kamara, I., et al. "*The Long-Term Effects of Integrated Social-Emotional Learning and Character Education on Prosocial Behavior and Moral Development in Primary Students*". *International Journal of Education Elementaria and Psychologia*, (2025). 296–301

²⁰ Imunora, F., Johannes, N. Y., & Ritiauw, L. "*Implementation of social values in shaping social behavior in students of grade IV at primary school*". *Indonesian Journal of Research and Educational Review*, 5 (3), (2025). 1581–1593.

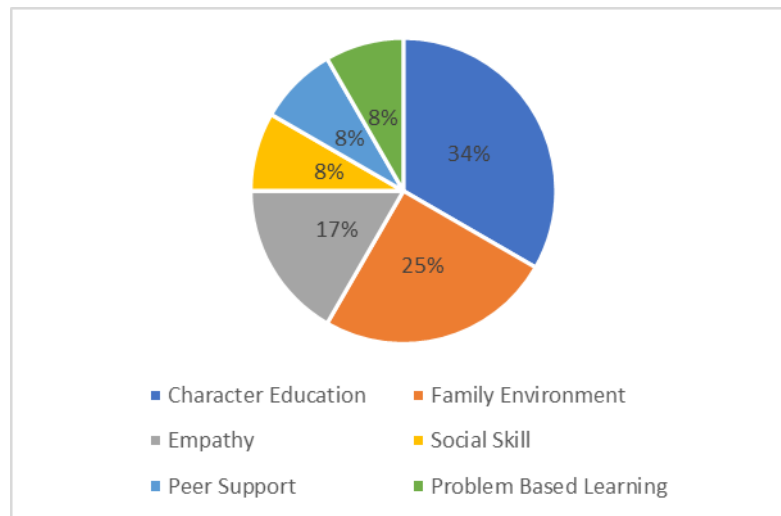


Figure 2. Distribution of Factors Influencing Prosocial Behavior Based on Literature Review

Figure 2 illustrates the distribution of factors influencing prosocial behavior identified in the reviewed studies. Character education was the most frequently discussed factor, followed by family environment, parenting style, peer support, and social skills. It should be noted that several articles discussed more than one influencing factor. Therefore, the total frequency of factors presented in Figure 2 exceeds the number of articles reviewed.

CONCLUSION

Based on the results of the Systematic Literature Review of the 10 articles analyzed, it can be concluded that character education has a positive influence on the prosocial behavior of elementary school students. Character education fosters empathy, cooperation, responsibility, tolerance, and social awareness among students. In addition, social skills, peer support, parenting styles, and the family environment are important factors that contribute to the development of students' prosocial behavior. The findings indicate that the successful development of prosocial behavior depends not only on the implementation of character education in schools but also on support from families and a conducive social environment. Synergy among teachers, parents, and the community plays a crucial role in consistently instilling character values in students.

Therefore, character education should be implemented continuously through various learning activities and positive habits in daily life. This study is expected to serve as a reference for schools, educators, and parents in developing effective

character education programs to enhance the prosocial behavior of elementary school students. Furthermore, future research is recommended to examine the influence of character education on prosocial behavior using larger samples and broader research coverage to obtain more comprehensive findings. This study has several limitations. First, the review only included articles published between 2020 and 2025. Second, the article search was limited to Google Scholar using the Publish or Perish application. Therefore, relevant studies indexed in other databases may not have been included. Future studies are recommended to expand the data sources and include a larger number of articles to obtain more comprehensive findings

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