

Developing Students' Prosocial Behavior Through Collaborative Teamwork Teaching

Muhammad Asrori

Faculty of Teacher Training and Education
Universitas Tanjungpura, Pontianak, Indonesia

Chairil Effendy

Faculty of Teacher Training and Education
Universitas Tanjungpura, Pontianak, Indonesia

ABSTRACT

Developing students' prosocial behavior is a very important program in the living situation that increasingly complicated, individualistic, and hedonistic. It is important because prosocial behavior refers to voluntary actions that intended to help or benefit another individual or group of individuals. The present study was designed to examine the effectiveness of a collaborative teamwork teaching to develop the prosocial behavior of elementary school students. It was an experimental study with one group pretest-posttest design. The experiment was carried out in three elementary schools. They were Islamic Al-Azhar Elementary School (SD Islam Al-Azhar), State Elementary School 34 (SD Negeri 34), and Muhammadiyah Elementary School (SD Muhammadiyah) Pontianak. There were four aspects of the students' prosocial behavior to develop. These aspects were sharing, helping, cooperating, and caring. The results of the study showed that the collaborative teamwork teaching was effective to develop the prosocial behavior of students in three elementary schools. All of the investigated aspects got improved. They were categorized "high", except the aspect of caring. It was classified as "medium".

Keywords: Prosocial behavior, individual and situational factors, collaborative teamwork teaching

INTRODUCTION

The current living situation is increasingly complicated. The acceleration of the technology of information-communication has massively brought new values. As a result, established values are challenged and become shaky. Such a life complexity is predicted to become more and more complicated in the future so that the human beings, including the elementary school students are increasingly led to a very competitive pattern of life.[1] Furthermore, they tend to lead to the individualistic and materialistic pattern of life. The future complexity challenge leads to the two alternatives: to accept their faith or to get well-prepared. Certainly, the educational missions which have future dimensions leads to the second alternative.

One of the educational efforts is the development of elementary school students' prosocial behavior. It is important because the prosocial behavior is voluntary behavior intended to benefit another, a social behavior that benefits other people or society as a whole such as

helping, sharing, donating, cooperating, and volunteering.[2] The purest forms of prosocial behavior are motivated by altruism, an unselfish interest in helping another person. These actions may be motivated by empathy and by concern about the welfare and right other as well as for egoistic or practical concern.[3] Furthermore, the circumstances most likely to evoke altruism are empathy for an individual in need, or a close relationship between the benefactor and the recipient.[3]

Prosocial is defined as actions that benefit other people or society as whole.[4] In this context, prosocial behavior refers to voluntary actions are intended to help or benefit another individual or group of individuals.[5] This definition refers to consequences of a doer's action rather than the motivations behind those actions. It is characterized by helping that does not benefit the helper. In fact, prosocial behavior includes a broad range of activities: sharing, comforting, rescuing, and helping.

Evidence suggests that prosocial is central to the well-being of social groups across a range of scale.[6][7] Empathy is a strong motive in eliciting prosocial behavior, and has deep evolutionary roots.[8] Prosocial behavior fosters positive traits that are beneficial for children and society. It may be motivated both by altruism and by self-interest, for reasons of immediate benefit or future reciprocity.

Prosocial behavior motivated or affected by both individual and situational determinant factors. According to Gustavo, et al, the individual determinant factors that effect the prosocial behavior are age, sex, cognitive development, and personality traits, and value orientations. On the other side, the situational determinant factors are socialization through parental caring, parent as a model, effective relationship between child and parent, teaching method of teacher and parent, and structure and family function.[9]

There are interesting findings of contemporary research about prosocial behavior of children. Aktar, et al were examine the association between representation of acceptance-rejection from multiple attachment figures (father, mother, best friend, and teacher) and the mediating role of authenticity in this relationship. The structural equation model suggested that paternal acceptance-rejection was significantly directly associated with prosocial acts toward three targets and maternal acceptance-rejection was indirectly associated with prosocial acts toward a stranger. Moreover, best friend and teacher acceptance-rejection was related to prosocial acts toward family and friends, and friends respectively. Sense of authenticity mediated the association between maternal and best friend acceptance-rejection and prosocial behavior toward strangers.[10]

Kirkland, et al in their research has linked economically unequal environments to lower prosocial behavior in adults. However, we know little about how inequality affects children's prosocial. Here, 4- to 9-year-old children ($N = 128$) played a series of games with several puppets where points were awarded. The distribution of points was characterized by either high inequality or low inequality. Children's donation behavior (i.e., the number of stickers they donated to a poor child), resource division behavior (i.e., how they divided extra points among poor and rich puppets), and fairness perceptions (i.e., how fair they perceived the game to be) were measured in response. Although the experimental manipulation of inequality did not affect children's donations, exploratory analyses revealed that higher inequality in children's

home suburb was linked to lower donation rates. Furthermore, with age, children distributed points with increasing concern for poorer individuals, and negative judgments of the inequality were linked to distributing resources to poorer individuals. Here we present the first comprehensive analysis of children's prosocial reactions to high and low inequality across development.[11]

Xin Yi, et al in their study examined the effect of a collaborative prosocial game as well as the influence of positive and negative emotion mode in game of individuals' attitudes, empathic concern and prosocial intentions. Results showed that all participants who played the game had improved attitudes and empathic concern. Participants in the positive emotional tone condition showed improved attitude and empathic concern change, while those in the negative emotional tone condition showed only improved attitude towards racial ethnically difference others. Additionally, there were also differences in players' attitude and empathic concern based on exposure to negative and positive emotional tone in the game.[12]

The prosocial behavior of elementary school students in the present study was developed and improved through collaborative teamwork teaching. This teaching strategy emphasize that success is more effective of cooperation than competition and interdependence than independence. In this context, Covey in his best seller book entitled *"The Seven Habits of Highly Effective People"* has explained that in the modern management the interdependence is the highest level of habit that must be developed. The stages are dependence, independence, and than interdependence.[13] It can be understood due to the increasingly specialization of sciences and knowledge. So, harmonization of specialized sciences is very important and highly required.

Teaching strategy that emphasizes on importance of cooperation than competition or interdependence than independence is also explained by Flynn and Graham. They clarify that if making the account of competition than cooperation can lead students to have a habit of not respectful to others and against others.[14] On the other hand, cooperation and interdependence tend to lead students to work with challenges, leadership, management, respect towards others, and orientation to achievement. [15]

The advantages of collaborative teamwork was proven by Federal Express and Boeing when restructuring organization. Davis explained that after implementing the team concept and collaborative teamwork within its organization, Federal Express reported a 40% increase in productivity. Similarly, Boeing experienced a decrease of over 50% in engineering problems on its 777 passenger jet after instituting the team with a collaborative teamwork approach.[16]

The research results on Federal Express and Boeing are more and more important that collaborative teaching must be early implemented and developed in the elementary schools. Collaborative teaching demands the lecturers to help students to: (1) understand how to work successfully as part of the team, and (2) develop skills to increase their teamwork needed after they have entered the workplace in the economic or industry area.[17]

Based on the background, this research was conducted to explore in depth the profile of prosocial behavior of elementary school students and to improved through collaborative teamwork teaching. There are four aspects of prosocial behavior of elementary school students

that will be developed through collaborative teaching, they are: sharing, helping, cooperating, and caring.[18] Sharing helps children learn the importance of giving to others in need. A child who is able to share his toys with others is likely to become a generous adult. Sharing teaches a child that the world can provide for him when time get tough provided that he is willing to return the favor if, and when, necessary. Helping includes acts of kindness, recusing someone or removing their distress. Removing another person's distress can provide a child with a sense of accomplishment and an internal sense of being a good person. Cooperating is a key concept in child life. Children are unable to cooperate may struggle to work effectively with others during their formative year. Cooperation also helps children learn to delegate responsibility. Caring means someone or children or something that shows kindness and concern for others.

METHODOLOGY

The are two reseach variables in this study: (1) collaborative teaching as independence variable, and (2) prosocial behavior of elementary school students as dependence variable that encompassing four aspects, they are: sharing, helping, cooperating, and caring. This study was conducted by quasi experimental with one group pretest-posttest design. The procedure of treatment are: (1) promoting students insight into the importance of teamwork; (2) forming the teams; (3) helping teams maintain focus through written aids; (4) distributing responsibilities wisely; (5) promoting accountability and responsibility; (6) promoting improved or enhanced writting skills; (7) providing initial guidance and ongoing feedback; and (8) using record-keeping forms for organizing and planning by communication roster, task sheet, meeting schedule form, meeting agenda sheet, end-of-project evaluation sheet, and providing ongoing feedback.

The subject of research were students of elementary school grade 5 that overall are 75 students. Each experimental group in each school comprised 25 students. Because the experiment was carried out in three schools, the total research subjects were 75 students. The data were collected using Prosocial Behavior Inventory developed by Asrori (2015). This inventory was tried out and tested for its validity and reliability using Cronbach Alpha and it obtained 0.853, meaning that it was eligible for use in research. Implementation of treatment through collaborative teaching and collection of data were conducted by teacher of class.

The students' prosocial behavior profile data were analyzed using a comparison analysis between the actual score and the ideal maximum score based on the normal curve.[19] To determine the effectiveness of collaborative teamwork teaching for increasing students' prosocial behavior, the data were analyzed using t-tests for paired samples, while to determine the effectiveness difference of collaborative teamwork teaching to increase inter-school students prosocial behavior, the data were analyzed using analysis of variance.[18]

RESULTS AND DISCUSSION

1. Initial Prosocial Behavior Profile of Elementary School Students

Based on the percentage analysis, namely, by dividing the actual score obtained by all students with the ideal maximum score, the results are shown in Table 1.

Table 1. Initial Prosocial Behavior Profile of Elementary School Students

Variable/Sub Variable	Ideal Score	Actual Score	Percentage (Category)
Prosocial Behavior	9000	2835	31.50% (L)
1. Sharing	2250	855	38.00% (M)
2. Helping	2250	722	32.09% (L)
3. Cooperating	2250	708	31.47% (L)
4. Caring	2250	677	30.09% (L)

L = Low; M = Moderate; H = High

As can be seen in the table 1, overall, the initial prosocial behavior profile of elementary school students tends to the "lower level". If examined in more detailed, it can be seen that most aspects, that is, the aspects of helping, cooperating, and caring are classified 'low'. The only aspect that is categorized as 'moderate' is sharing aspect.

The results of this study indicate that elementary school students require serious intervention to enable them to develop their prosocial behavior. It is very important because prosocial behavior is a very importance to face the living situation that increasingly complicated and tends to individualistic, materialistic, and hedonistic. One of the efforts is conducting systematically through the collaborative teamwork teaching.

2. Mean Difference of Students' Initial Prosocial Behavior among Elementary Schools

The mean difference of students' initial prosocial behavior among elementary school was analyzed using analysis of variance. The result is shown in Table 2.

Table 2. Mean Difference of Students' Initial Prosocial Behavior among Elementary Schools

	Sum of Squares	df	Mean Square	F	Sig.
Intergroup	416.006	6	72.15	1.34	.26
Intragroup	12534.67	234	54.39		
Total	16694.73	240			

As shown in the table 2, the result of the variance analysis, if viewed from the difference of schools, shows that the initial prosocial behavior of elementary school students does not differ significantly. It means that the students' initial prosocial behavior of all schools is categorized "low". In more detail, analysis of variance was also carried out on each aspect that was covered in the initial prosocial behavior of elementary school students. The result of the analysis is shown in Table 3.

Table 3. Difference in Each Aspect of Students' Initial Prosocial Behavior from Elementary Schools

		Sum of Squares	df	Mean Square	F	Sig.
Aspect 1 (Sharing)	Inter-group	49.74	6	8.30	1.84	.10
	Intra-group	1083.48	234	4.66		
	Total	1133.22	240			
Aspect 2 (Helping)	Inter-group	25.39	6	4.26	0.61	.74
	Intra-group	1671.77	234	7.17		
	Total	1697.16	240			
Aspect 3 (Cooperating)	Inter-group	71.10	6	11.87	2.40	.03
	Intra-group	1162.35	234	4.99		
	Total	1233.45	240			
Aspect 4 (Caring)	Inter-group	51.37	6	8.59	1.75	.12
	Intra-group	1160.31	234	4.99		
	Total	1211.68	240			

Table 3 shows that if viewed in more detail into its aspects, the initial prosocial behavior of the students from different schools does not differ significantly, either. Of the four aspects, there is only one aspect (namely, cooperating) that shows a significant difference. If seen from the aspects of sharing, helping, and caring, these three aspects do not show any significant difference.

3. The Effectiveness of Collaborative Teamwork Teaching to Develop Prosocial Behavior of Students from SD Islam Al-Azhar Pontianak

The effectiveness of the collaborative teamwork teaching to develop prosocial behavior of students from SD Islam Al-Azhar Pontianak was analyzed by comparing the actual pretest and posttest scores with the ideal maximum score. The result is shown in Table 4.

Table 4. Prosocial Behavior of Students from SD Islam Al-Azhar Pontianak Before and After They Participated in the Learning Process with Collaborative Teamwork Teaching

Variable/Aspect of Variable	X _{ideal}	Pretest		Posttest	
		X _{actual}	Level	X _{actual}	Level
Prosocial Behavior	3000	931	31.03% (L)	2134	71.13% (H)
1. Sharing	750	232	31.93% (L)	532	70.93% (H)
2. Helping	750	230	30.67% (L)	525	70.00% (H)
3. Cooperating	750	237	31.60% (L)	547	72.93% (H)
4. Caring	750	225	30.00% (L)	531	70.80% (H)

L = Low; M = Moderate; H = High

Table 4 shows that before the students were given a treatment (the result of the pretest) the prosocial behavior of students from SD Islam Al-Azhar Pontianak was categorized "low". It can be seen in all aspects. After they were given the treatment and the posttest was administered, all of the aspects developed up to the category of 'high'.

To examine the effectiveness significance of learning using collaborative teamwork teaching, t-test for paired samples was used. The result is shown in Table 5.

Table 5. T-Test for Paired Samples of Prosocial Behavior from SD Islam Al-Azhar Pontianak

Variable	Number of pairs	Corr.	2-tail Sig	Mean	Std. Deviation	Std. Error of Mean
Pre-test	25	.104	.329	30.367	11.671	1.251
Post-test	25			112.100	28.372	2.991

Paired Differences

Mean	Std. Deviation	Std. Error of Mean	t-value	df	2-tail sig
-89.733	29.593	3.119	-21.76	48	.000
95% CI (-95.933; -83.534)					

The result of the t-test analysis shows that the value of $t = -27.76$ and $2\text{-tail sig} = 0.001$. Thus, the statistical hypothesis is rejected and the working hypothesis is accepted. It means that learning using collaborative teamwork teaching is very effective to develop the prosocial behavior of the students from SD Islam Al-Azhar Pontianak.

4. The Effectiveness of Collaborative Teamwork Teaching to Develop Prosocial Behavior of Students from SD Negeri 34 Pontianak

The effectiveness of the collaborative teamwork teaching to develop the prosocial behavior of the students SD Negeri 34 Pontianak was analyzed by comparing the actual pretest and posttest scores with the ideal maximum score. The result is shown in Table 6.

Table 6. Prosocial Behavior of Students from SD Negeri 34 Pontianak Before and After They Participated in the Learning Process with Collaborative Teamwork Teaching

Variable/Aspect of Variable	X_{ideal}	Pretest		Posttest	
		X_{actual}	Level	X_{actual}	Level
Prosocial Behavior	3000	846	28.20% (L)	2134	68.13% (H)
1. Sharing	750	232	28.27% (L)	532	68.80% (H)
2. Helping	750	210	28.00% (L)	515	68.67% (H)
3. Cooperating	750	228	30.40% (L)	528	70.40% (H)
4. Caring	750	230	27.67% (L)	525	65.60% (M)

L = Low; M = Moderate; H = High

Table 6 shows that before the students from SD Negeri 34 Pontianak were given the treatment (the results of the pretest) their prosocial behavior was classified 'low'. It was shown in all aspects. After the students were given the treatment and the posttest was administered, all aspects developed up to the "high" category. There was only one aspect whose development reached the "medium" category. This aspect is caring.

To test this hypothesis, the pre-test and post-test data were analyzed using the t-test for paired samples. The result is shown in Table 7.

Table 7. T-Test for Paired Samples of Prosocial Behavior from SD Negeri 34 Pontianak

Variable	Number of pairs	Corr.	2-tail Sig	Mean	Std. Deviation	Std. Error of Mean
Pre-test	25	.085	.656	32.200	12.380	2.260
Post-test	25			64.400	12.073	2.204

Paired Differences

Mean	Std. Deviation	Std. Error of Mean	t-value	df	2-tail sig
-52.200	16.543	3.020	-17.28	48	.000
95% CI (-58.379; -46.021)					

The result of the t-test analysis shows that the value of $t = -17.28$ and $p = .000$. Thus, the statistical hypothesis is rejected and the working hypothesis is accepted. It means that learning using collaborative teamwork teaching is also effective to develop the prosocial behavior of the students from SD Negeri 34 Pontianak. Unfortunately, it was not as effective as that was carried out in SD Islam Al-Azhar Pontianak because there was still one aspect of development which only reached the "medium" category. It dealt with the caring aspect.

5. The Effectiveness of Collaborative Teamwork Teaching to Develop Prosocial Behavior of Students from SD Muhammadiyah Pontianak

To find out the effectiveness of the collaborative teamwork teaching to develop the prosocial behavior of the students from SD Muhammadiyah Pontianak, the analysis was performed by comparing the actual pretest and posttest scores with the ideal maximum score. The result is shown in Table 8.

Table 8. Prosocial Behavior of Students from SD Muhammadiyah Pontianak Before and After They Participated in the Learning Process with Collaborative Teamwork Teaching

Variable/Aspect of Variable	X_{ideal}	Pretest		Posttest	
		X_{actual}	Level	X_{actual}	Level
Prosocial Behavior	3000	903	30.10% (L)	2140	71.33% (H)
1. Sharing	750	218	29.07% (L)	532	70.93% (H)
2. Helping	750	217	29.00% (L)	520	69.33% (H)
3. Cooperating	750	234	31.20% (L)	535	71.33% (H)
4. Caring	750	215	28.67% (L)	495	66.00% (M)

L = Low; M = Moderate; H = High

As can be seen in the above Table 8, before the students of SD Muhammadiyah Pontianak were given the treatment (the results of the pretest), their prosocial behavior was classified 'low'. It is shown in all aspects. After the treatment and the administration of the post-test, all aspects developed up to the "high" category. There was one aspect whose development reached the "medium" category. It is the caring aspect.

To test this hypothesis, the pre-test and post-test data were analyzed using the t-test for paired samples. The result is shown in Table 9.

Table 9. T-Test for Paired Samples of Prosocial Behavior from SD Muhammadiyah Pontianak

Variable	Number of pairs	Corr.	2-tail Sig	Mean	Std. Deviation	Std. Error of Mean
Pre-test	25	.416	.022	30.367	12.007	2.192
Post-test	25			64.400	12.073	2.204

Paired Differences

Mean	Std. Deviation	Std. Error of Mean	t-value	df	2-tail sig
-54.033	13.000	2.375	-22.75	48	.000
95% CI (-58.892; -49.175)					

The t-test result shows that the value of $t = -22.75$ and $p = .001$. Therefore, the statistic hypothesis is rejected and the working hypothesis is accepted. It means that learning using collaborative teamwork teaching model is also effective to develop the prosocial behavior of students in SD Muhammadiyah Pontianak. It is more effective than that done in SD Negeri 34 Pontianak. However, it is not as effective as that done in SD Islam Al-Azhar Pontianak because there is still one aspect whose development only reached the "medium" category. This aspect is caring aspect.

6. Differences in the Effectiveness of Collaborative Teamwork Teaching to Develop Prosocial Behavior of Students from SD Islam Al-Azhar, SD Negeri 34, and SD Muhammadiyah Pontianak

Test of mean difference in students' prosocial behavior from SD Islam Al-Azhar, SD Negeri 34, and SD Muhammadiyah Pontianak was analyzed using the analysis of variance. The result is shown in Table 10.

Table 10. Differences in the Effectiveness of Collaborative Teamwork Teaching to Develop Prosocial Behavior of Students from SD Islam Al-Azhar, SD Negeri 34, and SD Muhammadiyah Pontianak

	Sum of Squares	df	Mean Square	F	Sig.
Intergroup	420.006	6	70.161	1.282	.259
Intragroup	12930.659	234	53.280		
Total	13359.660	240			

The result of the variance analysis as shown in Table 10 shows that there is not any significant difference in the effectiveness of collaborative teamwork teaching applied to develop the prosocial behavior of elementary school students if viewed from the difference of schools. It means that the collaborative teamwork teaching applied in the elementary schools selected as the location of the study is equally effective at developing the prosocial behavior of elementary school students.

To look at in detail, an analysis of variance was carried out to each aspect included in prosocial behavior of elementary school students. The result of the analysis is shown in Table 11.

Table 11. Differences in the Effectiveness of Collaborative Teamwork Teaching to Develop Prosocial Behavior of Students from SD Islam Al-Azhar, SD Negeri 34, and SD Muhammadiyah Pontianak Viewed from Each Aspect

		Sum of Squares	df	Mean Square	F	Sig.
Aspect 1 (Sharing)	Inter-group	49.700	6	8.279	1.780	.102
	Intra-group	1083.448	234	4.621		
	Total	1133.148	240			
Aspect 2 (Helping)	Inter-group	25.360	6	4.220	0.588	.733
	Intra-group	1671.730	234	7.139		
	Total	1697.090	240			
Aspect 3 (Cooperating)	Inter-group	72.079	6	10.850	2.390	.029
	Intra-group	1159.318	234	4.967		
	Total	1231.397	240			
Aspect 4 (Caring)	Inter-group	50.340	6	8.550	1.721	.118
	Intra-group	1160.259	234	4.946		
	Total	1210.599	240			

As can be seen in Table 11, if viewed in detail, the prosocial behavior of the students from the researched schools does not differ significantly. About the four aspects studied, there is only one aspect (that is, the aspect of cooperating) that shows a significant difference. There is not any other significant difference among the other aspects (namely, sharing, helping, and caring).

CONCLUSION

Based on the research results and discussion, it can be concluded that (1) as a whole the collaborative teamwork teaching is effective to develop the prosocial behavior of the students from three elementary schools. There is only one aspect improving up to the category of 'moderate', namely, the aspect of caring. The other aspects improved up to the category of "high". (2) Seen from the difference of schools, there is not any significant difference in the effectiveness of collaborative teamwork teaching to improve the prosocial behavior of elementary school students. It means that in the schools selected as the location of this study, the collaborative teamwork teaching is equally effective to develop the prosocial behavior of elementary school students. (3) If viewed in detail, the prosocial behavior of the students from the schools selected as the location of the present research does not differ significantly. Of the four aspects, there is only one aspect (namely, the aspect of cooperating) that differs significantly. There is not any other significant difference in the aspects of sharing, helping, and caring.

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