



THE EFFECT OF SERVICE LEARNING ON THE PROSOCIAL BEHAVIOR OF ISLAMIC BOARDING SCHOOL STUDENTS

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Abstract

This study aims to reveal the effect of service learning on students' prosocial behaviour in boarding schools. A quantitative research approach with a quasi-experimental research design was used in this study. Researchers chose to use a non-equivalent pretest-posttest control group design, which is a design that measures the behaviour of the experimental group and control group before and after treatment. The population in this study were Santri Pondok Pesantren Sabilul Ihsan Pamekasan with the characteristics of boarding students and following the study of Kitab Bidayatul Hidayah. Total sampling was carried out because the population in the study was small, then grouped into experimental groups and control groups. The collected data were analyzed using analysis of covariance (ANOVA) with the SPSS 16 for Windows program. From the analysis that has been done, the results of this study indicate that (1) There are differences in the prosocial behaviour of boarding school students before and after the application of the service learning method in the experimental class. (2) The application of the service learning method is more effective than the bandongan method to improve the students' prosocial behaviour. The results found that service learning had a greater effect on the prosocial behaviour of boarding school students in the experimental group than the students in the control group. The application of service learning conducted in the experimental group was able to increase the prosocial behaviour of students with an effective contribution of 50.1 per cent.

Keywords: *Service Learning, Prosocial Behavior, Santri.*

1. Introduction

As social beings, humans need other people and the surrounding environment to interact in which there are relationships between individuals. Humans cannot be fully separated from relationships with other humans. This is in line with what is conveyed by ¹ that no matter how great a person's level of independence is, on certain occasions, he will need help, support or the presence of other individuals. However, along with the times, the sense of care and attention of individuals to other individuals and the surrounding environment has diminished and almost disappeared. ² states that there are too many social problems faced by a person in this country, one of the most important things is the loss of culture that has taken root in our nation, such as prosocial attitudes, cooperation, tolerance among others and lack of sensitivity.

The loss of prosocial attitudes as a result of the development of this era can not only be felt in general society but can also be felt in life in pesantren. Santri, as an important component of the existence of pesantren, seems to begin to show a lack of prosocial attitudes. This will be very contrary to the culture that should exist in pesantren. The word “pesantren” comes from the Sanskrit language which then gets its form and meaning in Indonesian. The origin of the word santri comes from the combination of two words, namely the word san which means good person (male) then combined with the word tra which means helpful. So santra or in this case santri has the meaning of people who behave well and like to help. So pesantren can be interpreted as a place to foster or galvanize someone into a good person³.

Several sources define prosocial behaviour very clearly. Among them is the explanation presented by ⁴ which explains that prosocial behaviour leads to voluntary actions that aim to help or bring benefits to other people or groups. Prosocial behaviour is defined as having consequences that aim for others to be done because of a sense of voluntariness and not because it is forced. ⁵ explains that prosocial behaviour is an attitude that is carried out to improve the conditions of others who receive help. Someone who gives help is not based on the demands of his profession. Meanwhile, Ghofiroh (2016)⁶ explain that prosocial behaviour is helping behaviour that aims to produce benefits for others without having to consider the benefits that will be received by the person doing it.

Furthermore, the definition of prosocial behaviour was also conveyed by ⁷ who explained that prosocial behaviour is voluntary behaviour that aims to provide benefits to others. Benefits for others can be in the form of helping, sharing, or providing comfort for others. In young children, prosocial behaviour is sometimes very visible, but due to changes in frequency and age, prosocial behaviour can change. The emergence of differences in prosocial behaviour in a person can be caused by a combination of several factors, namely heredity, socialization factors, and situational factors. Prosocial behaviour is a voluntary action that aims to provide benefits to others ⁸.

¹ Matthew H Olson and Julio J Ramirez, *An Introduction to Theories of Learning* (Routledge, 2020).

² Peter G Northouse, *Leadership: Theory and Practice* (Sage publications, 2021).

³ Meily Margaretha and Yanuar Aditia Prasetio, “Pengaruh Servant Leadership, Organizational Citizenship Behavior, Kecocokan Orang-Organisasi Serta Identifikasi Organisasi (Studi Pada Organisasi Mahasiswa Di Lingkungan Universitas Kristen Maranatha),” *Jurnal Manajemen Maranatha* 12, no. 1 (2012).

⁴ Eka Nuraini, “Kepuasan Mahasiswa Terhadap Layanan Bidang Kemahasiswaan,” *Jurnal Manajemen Pendidikan Dan Ilmu Sosial* 3, no. 2 (2022): 653–659.

⁵ Basri Basri and Nawang Retno Dwiningrum, “Peran Ormawa Dalam Membentuk Nilai-Nilai Karakter Di Dunia Industri (Studi Organisasi Mahasiswa Di Politeknik Negeri Balikpapan),” *Al-Adabiya: Jurnal Kebudayaan Dan Keagamaan* 15, no. 01 (2020): 139–158.

⁶ Nafidzatul Ghofiroh, “Pengaruh Kualitas Layanan Terhadap Kepuasan Mahasiswa (Studi Pada SMM ISO 9001: 2008 Mahasiswa Fakultas Ekonomi Universitas Negeri Surabaya),” *Jurnal Pendidikan Tata Niaga (JPTN)* 4, no. 3 (2016).

⁷ Michael Billig, “The Myth of Kurt Lewin and the Rhetoric of Collective Memory in Social Psychology Textbooks,” *Theory & Psychology* 25, no. 6 (2015): 703–718.

⁸ Saifuddin Azwar, “Penyusunan Skala Psikologi Yogyakarta,” *Pustaka Pelajar*, 2016.

Matulesy (2012)⁹ detail the aspects of prosocial behaviour in a person, namely sharing, cooperating, donating, helping, honesty, and generosity. In addition,¹⁰ also detail the factors that influence prosocial behaviour in a person including biological factors that a person has, cultural factors that develop in society, cognitive processes, socialization experiences, emotional responses, situational and individual characteristics.

There have been many studies related to prosocial behaviour. Among them are seven experiments conducted by Keneddy (2013)¹¹ The experiment resulted in the conclusion that social separation will reduce prosocial behaviour. Meanwhile, research related to prosocial behaviour in students has been conducted by Holsapple (2012)¹² which focuses on examining the relationship between emotional intelligence, spiritual intelligence and prosocial behaviour in boarding school students. The study concluded that there was a significant relationship between emotional intelligence spiritual intelligence with prosocial behaviour.

Pesantren is an educational institution that is present in society and continues to develop with its distinctiveness. Arifin (in Mar'ati, 2014)¹³ explains that boarding school is an Islamic religious education institution that is present amid society and gets recognition from the surrounding community, and there is a dormitory (complex) as a place for students to live and students who live in the dormitory receive religious education using recitation or madrasah which is fully managed under the supervision of the leadership of a person or several people (kiai) who are charismatic and independent in all matters.

From time to time, the lifestyle of santri as an important part of pesantren has not changed much. The tradition of simplicity and togetherness is a very strong culture in pesantren. This will be very different from life outside the pesantren which provides a different style and standard of living¹⁴. This statement is in line with that described by Furco¹⁵ that so far the community has recognized santri as a moral force that is considered capable of directing the creation of a harmonious and healthy society. This is because santri have a warrior spirit, devotion, entrepreneurship, and simplicity. The persistence and tenacity of the santri comes from the spirit which is then known as the ethos or ethics of the santri.

However, the very strong lifestyle of the santri will slowly change when the santri begin to enter into the flow of modernization and the individualist lifestyle of the city. Slowly, the ethics of the santri began to fade. Begin to appear ways of thinking and behaving that are increasingly far from the ethics of santri that should exist. Santris seem to be trapped in the flow of modernization and forgets the community as an important part of the process of growing pesantren¹⁶. This ultimately also affects the reduction of prosocial behaviour possessed by santri.

⁹ Andik Matulesy, "Hubungan Antara Metakognisi Dan Motivasi Berprestasi Dengan Kreativitas," *Persona: Jurnal Psikologi Indonesia* 1, no. 1 (2012).

¹⁰ George I Whitehead and Andrew P Kitzrow, *A Glorious Revolution for Youth and Communities: Service-Learning and Model Communities* (R&L Education, 2010).

¹¹ Patrick Edward Kennedy, "The Relationship between Prosocial Music and Helping Behaviour and Its Mediators: An Irish College Sample," *Journal of European Psychology Students* 4, no. 1 (2013): 1–15.

¹² Matthew A Holsapple, "Service-Learning and Student Diversity Outcomes: Existing Evidence and Directions for Future Research," *Michigan Journal of Community Service Learning* 18, no. 2 (2012): 5–18.

¹³ Rela Mar'ati, "Pesantren Sebagai Basis Pendidikan Karakter; Tinjauan Psikologis," *Al-Murabbi: Jurnal Studi Kependidikan Dan Keislaman* 1, no. 1 (2014): 1–15.

¹⁴ M Bahri Ghazali, *Pendidikan Pesantren Berwawasan Lingkungan: Kasus Pondok Pesantren An-Nuqayab, Guluk-Guluk, Sumenep, Madura* (Pedoman Ilmu Jaya, 2001); Harmalis Harmalis, "Hubungan Dukungan Sosial Dan Kecerdasan Emosi Dengan Perilaku Prosocial," *Tabularasa: Jurnal Ilmiah Magister Psikologi* 5, no. 1 (2023): 43–52.

¹⁵ Andrew Furco, "Securing Student Success through Service-Learning," in *Community College National Center for Community Engagement 20th Annual National Conference. Doubletree Resort, Scottsdale, AZ*, vol. 26, 2011.

¹⁶ Janet Eyer et al., "At a Glance: What We Know about the Effects of Service-Learning on College Students, Faculty, Institutions and Communities, 1993-2000," 2001; Marion A Eppler et al., "Benefits of Service-Learning for Freshmen College Students and Elementary School Children," *Journal of the Scholarship of Teaching and Learning* 11, no. 4 (2011): 102–115.

The reduction in santri prosocial behaviour was seen during the researcher's initial observation of santri behaviour at Pondok Pesantren Sabilul Ihsan Pamekasan. The phenomenon that can be seen is that students tend not to care about seeing their friends' clothes falling from the clothesline. After further observation, they did this because they thought that the fallen items did not belong to them. The lack of prosocial behaviour is also evident in the aspect of cooperation between santri in completing pesantren tasks, such as cooking and sweeping the pesantren environment. When there are environmental service activities, some santri tend to avoid being involved in these activities. In addition, it is also often found that some santri do not want to lend their belongings, for example, notebooks, because they are only for personal use. Some students also stated that they would only cooperate with friends who were considered close to them and they would only help people they knew. Some santri also said that the pocket money they have is for snacks and not to be shared or donated to people in need¹⁷.

Another phenomenon that often appears in the female santri of Sabilul Ihsan Islamic Boarding School is that it is often found that female santri are suddenly sick and sometimes even show behaviour like a trance. However, when traced further, it turns out that it is more about depression because of the problems faced. This kind of phenomenon often appears before exams in pesantren, and when researchers explore the occurrence of this phenomenon, it is more due to the feeling of pressure experienced by students and the lack of mutual confiding or sharing behaviour between students.

From the researcher's interview (Sabiq, 2014) with one of the students of Pondok Pesantren Sabilul Ihsan, the behaviour of lack of cooperation between students in carrying out daily tasks at the Pesantren because each student has different tasks and responsibilities so that they will focus more on their tasks without paying attention to their friends. Furthermore, regarding the phenomenon of the tendency to avoid environmental service activities, the basic reasons presented are laziness and tired. Meanwhile, the phenomenon that occurs in female santri, from the results of interviews, is known as the lack of behaviour of confiding in each other and sharing feelings (sharing) between fellow santri because it is considered that there will be no benefit.

The researcher (Sabiq, 2014) also obtained data through interviews with several teachers/ustadz at Sabilul Ihsan Islamic Boarding School regarding this phenomenon. The results show that actually in some routine lessons and studies in pesantren, it has been discussed and taught about ethics and how to establish good relationships with fellow humans (*hablum minannas*), even to the point of teaching to help each other (*ta'awannu alal birri wattaqwa*). But in reality, santri still emphasizes individualism in their behaviour, so it seems that they pay less attention to the conditions of other people besides themselves.

Pondok Pesantren Sabilul Ihsan is included in the type of comprehensive pesantren whose curriculum or education system combines the salaf and khalaf learning systems. Education is carried out by teaching classical books (*kitab kuning*) by famous scholars using the *sorongan*, *bandongan* and *wetonan* methods which are taught at certain times of the night after the Maghrib prayer and Isha prayer and after the Fajr prayer. While learning with the classical method is carried out from morning to noon like in schools in general. The learning methods used at Pondok Pesantren Sabilul Ihsan are still dominated by traditional methods such as *sorongan*, *bandongan* and *wetonan*.

From the initial observations that have been carried out, several things can be the cause of the reduced prosocial behaviour of students at Pondok Pesantren Sabilul Ihsan Pamekasan. Among them are the conditions of the social environment of santri in urban environments that tend to show individualist and antisocial behaviour. This kind of condition will more or less

¹⁷ Christopher J Einolf, "Daily Spiritual Experiences and Prosocial Behavior," *Social Indicators Research* 110 (2013): 71–87; Aaron Einfeld and Denise Collins, "The Relationships between Service-Learning, Social Justice, Multicultural Competence, and Civic Engagement," *Journal of College Student Development* 49, no. 2 (2008): 95–109.

affect the behaviour of santri as expressed by Bandura in social learning theory that human behaviour is a reciprocal interaction between several factors, namely cognitive, behavioural and environmental influences. This theory has the basic principle of learning that something learned by someone, especially in social and moral learning, occurs through the process of imitation and modelling. In addition, the learning system used at Pondok Pesantren Sabilul Ihsan Pamekasan, so far, tends to use conventional and monotonous learning, where the kyai and ustadz act as the centre of learning and are equipped with supporting books.

Based on this thought, it is necessary to have appropriate learning methods and strategies to be applied in learning so that it can produce students who are not only superior in knowledge but also can excel in mastering skills and have a positive attitude to overcome the problem of lack of prosocial behaviour and other problems in the environment that occur daily. The learning methods applied must also be able to have an impact on improving student learning outcomes so that they can support the role of learning in the needs of society and the environment.

One method that is considered appropriate in improving learning outcomes to support the role of learning towards community needs is Service Learning. Service Learning is a learning method that combines academic knowledge with the provision of community needs, especially in terms of solving existing problems (Billig, 2009). In line with this view, the opinion expressed by Youth Service America (2011) is that Service Learning is a learning method that combines academic education with assistance to the community to increase knowledge and involvement in the community. Cipolle (2010) defines Service Learning as a learning strategy in which students have leadership roles in organized service experiences to meet real needs in the community. This service is integrated into students' academic studies with structured time to research, reflect, discuss, and connect the experience to their learning and their views.

Iqbal (2023) and Deeley (2014)¹⁸ explained that service learning is gaining popularity as an alternative teaching and assessment tool because it requires students to demonstrate knowledge, skills, and attitudes in real-life situations. Students engage in activities designed to meet instructional objectives while providing a useful service to society. The goal of service learning is to enhance academic learning while improving personal skills and civic responsibility through structured projects that serve real community needs. The service learning strategy is one of the learning strategies from the contextual teaching learning (CTL) approach. It is known that the contextual teaching learning (CTL) approach is based on the views of classical educationist John Dewey. In 1916 a theory of curriculum and teaching methodology related to students' experiences and interests was proposed by John Dewey. John Dewey's notion of progressivism eventually became the root of the contextual learning philosophy, namely, students will learn well if what students learn is closely related to what students know, and the learning process will be more productive if students are directly and actively involved in the learning process at school¹⁹.

Creswell (2017) and Cipolle (2010)²⁰ explain that service learning has three important components. First, service learning is tied to the curriculum. Usually, teachers decide on the concepts they want to teach using service learning and then design, implement, and evaluate the project. Second, students address an unmet need or problem. Thus, they focus on a real problem and can see that they are making a difference. Third, student involvement in the entire service

¹⁸ Moch Iqbal, "Pesantren Di Bengkulu: Sejarah Dan Perkembangannya," *Nuansa* 16, no. 1 (2023); S Deeley, *Critical Perspectives on Service-Learning in Higher Education* (Springer, 2014).

¹⁹ Alifah Nabilah Masturah, "Gambaran Konsep Diri Mahasiswa Ditinjau Dari Perspektif Budaya," *Indigenous: Jurnal Ilmiah Psikologi* 2, no. 2 (2017); Stephanus Petrus Heret and Trisakti Handayani, "Analisis Implementasi Pendidikan Karakter Berbasis Budaya Sekolah Di SMA Bhaktiyasra Maumere," *Jurnal Kebijakan Dan Pengembangan Pendidikan* 4, no. 1 (2016).

²⁰ Susan Benigni Cipolle, *Service-Learning and Social Justice: Engaging Students in Social Change* (Rowman & Littlefield Publishers, 2010); John W Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (pearson, 2015).

learning process with community members is important. This involvement allows students to develop skills such as information literacy, problem-solving, critical thinking, and creative thinking. Eyler and Giles in Christoph et al. (2014)²¹ explained three reasons why service learning can contribute to students' understanding and abilities, namely learning outcomes are deeper, more contextual, and more efficient in carrying out work.

In the implementation of service learning, there are five stages carried out by students and accompanied by teachers. There are several stages as explained in the K-12 Service-Learning Project Planning Toolkit (2009). First, investigation. Teachers and students investigate community problems that have the potential for them to work on. The investigation is also supported by some research results and activity mapping. Second, planning and preparation. Teachers, students and some community members plan the learning and service activities and prepare the things needed for the implementation of service learning to run well. Third, action (Implementing the Service Activity). This third stage is the implementation stage and includes the core stage of the series of service learning implementation, at this stage students will gain very valuable things from their service experience. Fourth, is reflection. This stage will help students to understand the experience gained in service learning to further connect what students have gained, obtained by their environment and what has been learned at school. Fifth, demonstration/celebration. The last experience is when students, the community involved and other communities can share what they have learned, celebrate the results of the service project and see progress in the future²².

The application of service learning in learning can produce several benefits for students, educational institutions and society. Several studies have been conducted to find out the benefits of service learning implementation. Some of the benefits of implementing service learning for students include improving cognitive development, which is in line with the results of research conducted by Brown et al. (2016)²³. Billig et al. (2008) and Dovidio et al. (2017)²⁴ argue that there are positive effects of service learning on student's personal and interpersonal development, including having personal identity, spiritual growth, moral development, the ability to work well with others, and leadership and communication skills.

Furthermore, based on studies conducted by several parties, MacKenzie et al. (2014)²⁵ explained several benefits that can be obtained by students from service learning, including increasing self-esteem, self-efficacy, learning motivation, engagement (civic engagement, social engagement, academic engagement) and prosocial behaviour. Furco's opinion is almost similar to Eyler & Giles' view in Hayes (2017)²⁶ which explains that service learning can improve

²¹ Gabriela Christoph, Burkhard Gniewosz, and Heinz Reinders, "How Does Community Service Promote Prosocial Behavior? Examining the Role of Agency and Ideology Experience," *International Journal of Behavioral Development* 38, no. 6 (2014): 499–508.

²² Donald T Campbell and Julian C Stanley, *Experimental and Quasi-Experimental Designs for Research* (Ravenio books, 2015); Kim Buch and Susan Harden, "The Impact of a Service-Learning Project on Student Awareness of Homelessness, Civic Attitudes, and Stereotypes toward the Homeless," *Journal of Higher Education Outreach and Engagement* 15, no. 3 (2011): 45–61.

²³ Margaret A Brown, Jared D Wymer, and Cierra S Cooper, "The Counter-Normative Effects of Service-Learning: Fostering Attitudes toward Social Equality through Contact and Autonomy.," *Michigan Journal of Community Service Learning* 23, no. 1 (2016): 37–44.

²⁴ Shelley H Billig, Dan Jesse, and Michelle Grimley, "Using Service-Learning to Promote Character Education in a Large Urban District," *Journal of Character Education* 6, no. 1 (2008): 21; John F Dovidio et al., *The Social Psychology of Prosocial Behavior* (Psychology Press, 2017); Shelley H Billig, "Service and Service-Learning in International Baccalaureate High Schools: An International Comparison of Outcomes and Moderators," *International Journal of Research on Service-Learning and Community Engagement* 5, no. 1 (2017): 57–83.

²⁵ Michael J MacKenzie, Kathleen D Vohs, and Roy F Baumeister, "You Didn't Have to Do That: Belief in Free Will Promotes Gratitude," *Personality and Social Psychology Bulletin* 40, no. 11 (2014): 1423–1434.

²⁶ Nicky Hayes, *Fundamentals of Social Psychology* (Routledge, 2017).

prosocial behaviour. Rahmawati²⁷ in their experimental research on adolescents aged 14 and 15 years obtained the results that service learning can influence prosocial behaviour through service attitudes carried out during service learning implementation.

The implementation of service learning at Pondok Pesantren Sabilul Ihsan Pamekasan will focus on leadership, communication and character development materials. The selection of these materials as the focus of service learning implementation is because these materials are basic in interacting with the community. These materials have become part of the educational curriculum at Pondok Pesantren Sabilul Ihsan which is packaged in the form of training. However, as previously described, the method applied so far is a method that has been commonly applied in pesantren (conventional) which emphasizes lectures. For this reason, the emphasis on this material with the use of service learning strategies is expected to have a positive effect on students, especially in increasing students' prosocial behaviour.

Based on the background of the problem above, this study aims to determine and obtain empirical data on differences in students' prosocial behaviour before and after the use of the service learning method in the experimental class. In addition, to obtain empirical data on the effectiveness of using the service learning method in the experimental class compared to the use of the bandongan method in the control class to improve students' prosocial behaviour. The results of this study, it is expected to produce benefits for the development of psychology and especially educational psychology, in the aspect of increasing students' prosocial behaviour through the development of service learning methods. Finally, this research is expected to provide practical contributions regarding service-learning methods specifically used to improve the prosocial behaviour of santri in Islamic boarding schools.

2. Research Method

Researchers attempted to test the application of service learning to the prosocial behaviour of boarding school students in this study. So the researcher used a quantitative research approach to achieve this goal. The use of a quantitative approach is intended so that research questions or research hypotheses can be answered in detail by collecting data in the form of numbers from participants which are then analyzed with statistics²⁸. The quantitative approach used is expected to produce empirical data descriptions about the level of students' prosocial behaviour, both before and after the implementation of service learning.

The researcher chose to use a quasi-experimental research method in this study. Quasi-experimental research is research that uses an experimental design but cannot fully control or control external variables that can have an impact on the experiment. Quasi-experiments are conducted by grouping based on pre-existing groups, not by random assignment (Creswell, 2012). In quasi-experimental research, the researcher's task in interpreting the design results is to sort out the impact of the intervention from the impact caused by initial inequality among units in each intervention group²⁹. So that the main focus of research is only on the impact of the intervention.

The researcher used a non-equivalent pretest-posttest control group design in this study. The use of a non-equivalent pretest-posttest control group design is intended to get an overview of the results of the effect of service learning on the prosocial behaviour of Islamic boarding school students. For this reason, in this design, the behaviour of the experimental group and control group is measured before and after receiving the intervention. The non-equivalent pretest-posttest control group design research design is applied with a procedure, namely before

²⁷ Kristia Rahmawati and Devita Elsanti, "Efektivitas Metode Ceramah Dan Small Group Discussion Tentang Kesehatan Reproduksi Terhadap Tingkat Pengetahuan Dan Sikap Remaja SMA Muhammadiyah Sokaraja," *Jurnal Keperawatan Muhammadiyah*, 2020.

²⁸ John W Creswell and Vicki L Plano Clark, *Designing and Conducting Mixed Methods Research* (Sage publications, 2017).

²⁹ Campbell and Stanley, *Experimental and Quasi-Experimental Designs for Research*.

being given an intervention, the experimental group and the control group are given a pre-test to measure the initial condition (O_1). Furthermore, the experimental group was given an intervention (X), while the control group was not given an intervention. After completion of the intervention, the experimental group and control group were given a post-test (O_2) to measure the condition after the intervention. The procedure can be described in the following scheme:

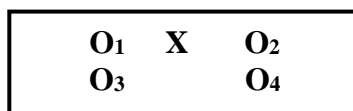


Figure 1. Schematic of Experimental Design
Non-Equivalent Control Group Design
(Campbell and Stanley, 1963)

Description:

- O_1 = Pre-test of experimental group
- O_2 = Post-test of experimental group
- O_3 = Pre-test of control group
- O_4 = Post-test of the control group
- X = Service Learning

Researchers used Santri Pondok Pesantren Sabilul Ihsan which is located at Jl. Raya Jalmak 150 Teja Timur Pamekasan as the research population. Santri who are categorized as the research population have several characteristics. First, santri Mukim Pondok Pesantren Sabilul Ihsan. The use of boarding students in this study is to minimize external factors that influence the students' prosocial behaviour. Second, following the study of the material of the book *Bidayatul Hidayah* (the beginning of guidance), which is a book that discusses morals and ethics. In addition, the book of *Bidayatul Hidayah* also reviews education related to one's attitude and behaviour in the practice of daily life, which can be used as a guide in human relations.

Based on the existing characteristics, the population in this study amounted to 54 people. The use of a large sample is suggested by Kerlinger (2006), this is because the larger the sample size used, the smaller the possibility of selecting a deviant sample. Azwar (2011) expressed a similar opinion that if the sample used is larger, it will be more representative. In this study, researchers used the entire population as a sample also commonly referred to as a total sample (total sampling). This is done because the population is small. So the entire population is used as a research sample with a total of 54 people. The technique of dividing the sample into control groups and experimental groups using random techniques. So that the following details appear.

Table 1. Breakdown of Control and Experiment Groups

Group	Total
Control	27
Experiment	27
Total	54

The research treatment (treatment) is only given to the experimental group and is formulated in the Service Learning Implementation Guide to improve Prosocial Behavior made by the researcher. Santri who is included in the experimental group will conduct several activity programs by the Service Learning Implementation Guide to improve Prosocial Behavior. The researcher also based the implementation of service learning on the K-12 Service-Learning Standards for Quality Practice, this is intended to produce services in the implementation of good quality service-learning. Before the Service Learning Implementation Guide to Improve Prosocial Behavior is applied, an expert test will first be conducted.

The researcher arranged these aspects in a Likert scale modified into four answer options using scoring, namely: Not Good (1), Less (2), Good (3), and Very Good (4). Furthermore, the scale was used to obtain and collect assessments from expert validators of the guidebook. Data obtained from expert assessments (validators) in the form of qualitative and quantitative data. Suggestions and comments given by experts (validators) will be qualitative data, while qualitative data will be obtained descriptively to improve the Service Learning Implementation Guide to improve Prosocial Behavior.

Quantitative data is obtained using data analysis techniques using percentages. The formula for obtaining quantitative data according to Sudijono (2012), namely:

$$\rho = \frac{f}{N} \times 100 \%$$

Keterangan:

ρ = percentage number

f = the frequency for which the percentage is being sought

N = number of frequencies or number of individuals

Furthermore, the resulting percentage quantitative data is interpreted for the level of feasibility and revision criteria as stated by Mustaji (2005), namely

Table 2. Score Interpretation Criteria

Prosentase	Criteria
81% - 100%	Very good, no need to revise
66% - 80%	Good, no need to revise
56% - 65%	Not good enough, needs revision
0% - 55%	Not good, needs revision

From the expert assessment of the four aspects of the Service-Learning Implementation Guide assessment that has been carried out. With quantitative data from expert assessment results, it can be concluded that the Service Learning Implementation Guide to Improve Prosocial Behavior is very good and does not need revision. Qualitative data obtained from suggestions and comments submitted by experts include 1) In general, the substance is suitable for use. 2) Aesthetic appearance needs to be improved such as the cover and numbering system 3) Add a preface and table of contents.

Researchers develop research instruments by the data collection tools that will be needed, namely the Prosocial Behavior Scale. In this study, researchers developed their Prosocial Behavior scale based on the operational definitions that had been made, which included: acts of sharing feelings, cooperation, helping, being honest, giving charity and considering the welfare of others. Researchers make the Prosocial Behavior Scale as an assessment instrument before and after treatment or can be referred to as pretest and posttest given to santri as research subjects. The pretest is intended to determine the level of Santri's Prosocial behaviour. The posttest is intended to measure the effect of the treatment given, in this case the service learning strategy on the students' prosocial behaviour. Furthermore, to determine the effectiveness of the implementation of service learning, it is analyzed by comparing the results of the students' prosocial behaviour among those who use service learning with the usual method used by the teacher when teaching.

Researchers compiled these aspects on a Likert scale by modifying it into five possible answer choices that would be chosen by the subject including Strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS), and Strongly Disagree (STS). While the scoring system on the prosocial behaviour scale is grouped based on favourable and unfavourable items. Favourable

item scores are in order with numbers (a) Strongly Agree (SS): 5, (b) Agree (S): 4, (c) Neutral (N): 3, (d) Disagree (TS): 2, (e) Strongly Disagree (STS): 1. While scoring unfavourable items sequentially using numbers (a) Strongly Agree (SS): 1, (b) Agree (S): 2, (c) Neutral (N): 3, (d) Disagree (TS): 4, (e) Strongly Disagree (STS): 5.

The validity used on the prosocial behaviour scale is content validity. In its implementation, the researcher was assisted by an expert as a judgment on the items of the instrument. Scale item trials were conducted on 200 people, this is by the opinion of Crocker & Algina (in Azwar, 2007) which states that a sample that is considered adequate is a sample of 200 people.

Furthermore, researchers used Pearson's product-moment correlation method to test the validity of the scale. This is done by looking at the amount of the correlation coefficient (r_{xy}) which states the relationship between the question score and the total score (item-total correlation). If the significance of the correlation coefficient obtained is less than <0.05 , it can be concluded that the item is valid. The results of the validity test with the help of the SPSS 16.0 for Windows program concluded that of the initial 48 items, there were 3 invalid items, so they were considered invalid. The remaining valid items totaled 45 items which were then used in this study.

To calculate the reliability of the prosocial behaviour scale, the Cronbach Alpha technique was used using the help of the SPSS for Windows 16 program. All valid items on the prosocial behaviour scale were tested for reliability, and the results of the alpha reliability coefficient were 0.890. Arikunto (in Kuntjojo & Matulesy, 2012) argues that if the reliability index for the interval 0.800 - 1.00 includes very high criteria. So it can be concluded that this prosocial behaviour scale has a very high-reliability index.

Data analysis of the results of service-learning implementation was carried out quantitatively. Data in the form of prosocial behaviour outcome scores were obtained from the measurement of the Prosocial Behavior Scale developed by researchers based on the operational definitions that have been made, which include: acts of sharing feelings, cooperation, helping, being honest, giving charity and considering the welfare of other individuals. Quantitative data analysis is carried out as proof of the research hypothesis that has been stated previously. Furthermore, a normality test was carried out, which aims to show that the data obtained from the research sample came from a normally distributed population. Meanwhile, to determine the effectiveness of service learning on students' prosocial behaviour, an analysis of covariance (ANOVA) was used between the scores in the experimental group and the scores in the control group.

3. Finding and Discussion

The results of the pretest and post-test data analysis of prosocial behaviour of students who are members of the experimental group and are members of the control group, namely.

Table 3. Minimum Score and Maximum Score Pretest and Posttest of Prosocial Behavior

Descriptive Statistics	Experiment Group		Control Group	
	Pretest	Posttest	Pretest	Posttest
Sample Quantity (N)	27	27	27	27
Minimum Score	143	161	147	157
Maximum Score	202	214	200	204
Average (Mean)	174,11	193,37	174,48	179,66
Standard Deviatio	15,727	12,166	15,433	13,939

Prerequisite tests are carried out before the analysis of covariance is carried out. the prerequisite tests carried out include the normality test and the homogeneity of variance test. The normality test is intended to understand the distribution of data on variables that will be used in research. Data is categorized as good data and suitable for use in research, namely data that has a normal distribution. Researchers used the Kolmogorov-Smirnov technique in the SPSS version 16 program to test data normality. Data is said to have a normal data distribution if the p-value is > 0.05 and vice versa if the p-value < 0.05 then the data distribution is classified as abnormal (Hadi, 2000). If the distribution of research data is normal, then the research data can be tested using parametric testing methods, but if the distribution of data is abnormal, the research data is tested using non-parametric testing methods. Testing the variety of research data using the Levene test. The criteria for making a homogeneous decision on the variety of research data using $\alpha = 0.05$ with the provisions that if the probability of significance or $p > 0.05$ then the data can be classified as homogeneous data, but if $p < 0.05$ then the data is classified as not homogeneous.

The Kolmogorov-Smirnov test that has been carried out by researchers, produces data normality test results in the experimental group and control group as follows. The pretest normality test results in the experimental group were 0.537 the significance level was 0.935 and the posttest normality test results were 0.645 and the significance level was 0.799. The significance level (p-value) of pretest and posttest data is greater than 0.05 ($p > 0.05$) so it can be said that the research data in the experimental group is normally distributed. Furthermore, the pretest normality test results in the control group were 0.685 with a significance level of 0.736 and the posttest normality test results were 0.622 with a significance level of 0.834. The significance level of pretest and posttest data in the control group is greater than 0.05 ($p > 0.05$), so it can be explained that the data is normally distributed.

Based on the analysis that has been submitted, the Kolmogorov-Smirnov method used to test the assumption of data normality produces a significance level greater than 0.05 in both the pretest and posttest conducted in the experimental group and the control group, so that a conclusion can be drawn that the research data is normally distributed.

Researchers used Levene's Test to conduct a homogeneity test on the data obtained from the experimental group and control group and produced the following data. The significance level (p-value) of the homogeneity test with Levene in the experimental group and control group is 0.907 and the significance level is 0.345. The results of the probability value of the significance of the data in the experimental group and control group are greater than 0.05 ($p > 0.05$), so it can be concluded that the research data are included in a homogeneous variety of values in the experimental group and control group.

Hypothesis testing in this study used the Analysis of Covariance (Anakova) technique. The Analysis of Covariance test aims to determine whether or not there is an effect of the application of service learning on the Prosocial Behavior of boarding school students with the pretest value as the covariance. Data analysis using Anakova produces data as in the following table:

Table 4. Results of Data Analysis Using Anakova

Source	Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Pretest	6282.217	1	6282.217	122.377	0.000	0.706
Kelompok	2632.394	1	2632.394	51.279	0.000	0.501
Galat (Error)	2618.079	51	51.335			
Corrected Total	11435.481	53				

a. R Squared = 0,771 (Adjusted R Squared = 0,762)

The test results to determine the difference in prosocial behaviour between students in the experimental group and students in the control group using analysis of covariance obtained an Fcount value of 51,279 at a significance level of 0.000. The resulting significance level is greater than ($p < 0.01$), so a conclusion can be drawn that service-learning given to the experimental group is proven to be able to increase the prosocial behaviour of students through an effective contribution of 50.1 per cent. For this reason, the research hypothesis which states that there is a positive effect of service learning on the Prosocial Behavior of boarding school students can be accepted.

Discussion

The research was conducted on students of Pondok Pesantren Sabilul Ihsan Pamekasan with the characteristics of Sabilul Ihsan boarding students and following the study of Bidayatul Hidayah book material. Settled santri are used in this study to minimize external factors that influence the prosocial behaviour of santri. Meanwhile, the book of Bidayatul Hidayah is used as part of academic learning, because the contents in the book of Bidayatul Hidayah are by the variables of prosocial behavior to be studied. This book discusses morals and ethics. In addition, the book of Bidayatul Hidayah also reviews education related to one's attitude and behaviour in the practice of daily life, which can be used as a guide in human relations.

Based on the existing criteria, the population in this study amounted to 54 students consisting of 26 male students and 28 female students. In this study, researchers used the entire population as a sample also commonly referred to as a total sample (total sampling). This was done because the population was small. So the entire population is used as a research sample with a total of 54 people. The technique of dividing the sample into control groups and experimental groups using random techniques. The number of students who joined the experimental group amounted to 27 people while the students who joined the control group amounted to 27 people so the total number of students who participated in this study amounted to 54 people.

The control group and the experimental group were then given a prosocial behaviour scale as a pretest which resulted in an experimental group pretest average score of 174.11 a minimum score of 143 a maximum score of 202 and a standard deviation of 15.72. While the average score of the control group pretest was 174.48 the minimum score was 147 the maximum score was 200 and the standard deviation was 15.43. This proves that before being given the service learning treatment, the level of prosocial behaviour of students who are members of the experimental group and control group is almost the same or can be categorized as balanced based on the average score of the experimental group and control group which is almost the same.

After the students in the experimental group were given the service learning treatment and the students in the control group used the *bandongan* method, then the students were again given the prosocial behaviour scale as a posttest. From the posttest given, the average posttest score in the experimental group was 193.37 with the lowest score of 161 and the highest score of 214 and a standard deviation of 12.16. The average posttest score in the control group was

179.66 with the lowest score of 157 and the highest score of 204 and a standard deviation of 13.93.

4. Conclusion and Suggestions

Based on the research findings and discussion that have been stated, several research conclusions are formulated, among others. First, there is a difference in the prosocial behaviour of boarding school students before and after the application of the service learning method in the experimental class. The difference in prosocial behaviour before and after the application of the service learning method in the experimental class appears in the results of descriptive analysis which shows that the post-test value of the experimental class is significantly higher than the pre-test value. Second, the application of the service learning method is more effective than the bandongan method to improve students' prosocial behaviour. Descriptive data analysis shows that prosocial behaviour is higher in the group whose learning applies the service learning method compared to prosocial behaviour in the group that applies the bandongan method (does not apply service learning). It can be concluded that service learning has a greater effect on the prosocial behaviour of boarding school students who are members of the experimental group compared to students who are members of the control group. The application of service learning in the experimental group was able to increase the students' prosocial behaviour with an effective contribution of 50.1 per cent.

The findings obtained in this study provide useful implications for increasing the prosocial behaviour of boarding school students. The findings in this study provide evidence that service learning can improve students' prosocial behaviour. The difference in students' prosocial behaviour after service learning was applied to the experimental group and showed a significant effect. These results indicate that service learning can be an alternative learning method that can be given to students to improve prosocial behaviour.

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