



Examining the Impact of School Principals' Leadership and Family–Teacher Synergy on Elementary Students' Prosocial Behavior

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Abstract: This study aims to examine the influence of principal leadership and family–teacher synergy on the prosocial behavior of elementary school students at SD Negeri 05 Pontianak Selatan. A quantitative survey approach was employed, with data collected from 88 students in Grades IV, V, and VI using validated questionnaires. The data were analyzed using descriptive statistics and inferential analysis, including percentage analysis to categorize variables and regression analysis to examine the relationships among variables. The results indicate that students' prosocial behavior was generally at a positive level, with most students categorized as high, although variations were observed across dimensions. Helping and sharing showed the highest levels, while empathy and environmental care still require improvement. Principal leadership demonstrated strong effectiveness, particularly in community empowerment and instructional leadership. Similarly, family–teacher synergy showed high effectiveness, especially in learning support and character-building collaboration, although communication and value consistency remain areas for improvement. The findings suggest that concrete prosocial behaviors are more easily developed through habituation, whereas more complex behaviors require structured and continuous interventions. In conclusion, this study highlights the importance of strengthening transformational leadership and enhancing collaboration between schools and families to create a supportive educational ecosystem. It also underscores the need for differentiated character education programs and more intensive communication strategies to optimize students' prosocial development.

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Introduction

Education is not only aimed at developing intellectual abilities but also at shaping students' character and social sensitivity. This aligns with Law Number 20 of 2003, which emphasizes the development of individuals who are morally, socially, and intellectually competent. One important aspect of this goal is the development of prosocial behavior. Prosocial behavior refers to voluntary actions intended to help others without expecting rewards, such as sharing, cooperation, helping, empathy, and environmental care (Bashori, 2017; Suparmi & Sumijati, 2021). These behaviors reflect students' moral and social development. In the digital era, the development of prosocial behavior has become increasingly important due to rising individualism. This is reinforced by the Strengthening Character Education Program (PPK), which promotes values such as cooperation, empathy, and social responsibility as essential components of students' character.



The development of prosocial behavior in elementary school-aged children is formed through a complex process influenced by various social environmental factors. According to Kohlberg's moral development theory (as cited in Rohman, Salamah, & Yaqin, 2022), elementary school students are in the conventional stage of moral development, in which children's behavior begins to be influenced by social expectations and the desire to gain approval from others. At this stage, children start to understand the importance of social norms and develop the ability to empathize with the feelings of others. Meanwhile, Bronfenbrenner's ecological systems theory (Ady Dharma, 2023) explains that children's development is influenced by interconnected environmental systems, ranging from the microsystem, which includes family, school, and peers, to the macrosystem, which consists of culture and policy.

School principals' leadership plays a strategic role in shaping a school culture that supports the development of prosocial behavior. Robbins and Judge (as cited in Shalahuddin, 2016) define leadership as the ability to influence a group toward the achievement of a vision or a set of goals. In the educational context, the school principal, as a leader, has the responsibility to create a learning environment that is conducive to students' character development. Northouse (as cited in Margareth, 2017) emphasizes that leadership is a process through which an individual influences a group of individuals to achieve common goals, including the goal of character formation.

Based on preliminary observations conducted at SD Negeri 05 Pontianak Selatan, several phenomena indicating low levels of prosocial behavior among some students were identified. Quantitative data further support these observational findings. Data from homeroom teachers' case records show that within one semester there were 48 cases of conflicts among students caused by a lack of empathy and tolerance. In addition, administrative data on parental attendance per semester in character education socialization activities indicate a low level of parental participation, with attendance reaching only 37% of a total of 192 parents. On the other hand, positive findings from the preliminary observations related to the principal's leadership role were evident through several habituation programs in the form of direct interactions consistently implemented, such as the "ant operation" (operasi semut) program.

Lestari, Mikarsa, and Afsari (2019) conducted a qualitative study on principals' strategies in improving students' character through child-friendly school programs. The findings revealed that principals employed effective communication, teacher empowerment, and partnerships with parents to create an environment conducive to character development. However, the study did not apply a quantitative approach to measure the effectiveness of these strategies on specific outcomes such as students' prosocial behavior, thus lacking empirical evidence regarding the magnitude of the principal's influence.

Several previous studies on prosocial behavior among elementary school students have highlighted the important roles of teachers and families. Nevertheless, these studies tend to examine the roles of school principals and families separately, without exploring how they are interconnected. This indicates a research gap, as the principal's leadership has not been positioned as a factor that integrates and aligns the contributions of both teachers and parents.

Therefore, this study emphasizes that leadership does not only influence students directly but also acts as a mediator or catalyst in strengthening school-family synergy. The novelty of this research lies in employing a quantitative approach to analyze how principals' leadership contributes to enhancing collaboration between teachers and parents, and how this synergy, in turn, supports the development of students' prosocial behavior.



In general, this study aims to analyze the influence of school principals' leadership and the synergy of family and teacher roles in enhancing students' prosocial behavior at SD Negeri 05 Pontianak Selatan. More specifically, this research seeks to describe the profile of students' prosocial behavior, evaluate the nature and effectiveness of the school principal's leadership, and analyze the level of synergy between families and teachers in supporting the development of students' prosocial behavior.

Research Method

This study employs a quantitative method with a survey approach aimed at examining the causal relationships among the variables under investigation. The quantitative approach was chosen because it allows researchers to obtain measurable and objective data, enabling the results to be statistically analyzed in order to draw valid and generalizable conclusions. Through the survey approach, data were collected directly from respondents using research instruments that had been developed and tested for validity and reliability, thereby representing the empirical conditions in the field.

The characteristics of the respondents in this study were analyzed to provide a general overview of the research subjects. Analyzing respondent characteristics is important to ensure that the sample used proportionally represents the research population. The respondent characteristics examined in this study focused on grade level and gender, which were subsequently presented in the form of frequencies and percentages. The presentation of respondent characteristics is expected to provide preliminary information on the sample composition and to support a more comprehensive interpretation of the research findings.

Based on the results of data processing, the population in this study consisted of all fourth-, fifth-, and sixth-grade students of SD Negeri 05 Pontianak Selatan in the 2024/2025 academic year, totaling 192 students. The determination of the research sample was conducted using the Slovin formula with a 5% margin of error, resulting in 88 students. The sampling technique employed was proportional random sampling, ensuring that each member of the population had an equal opportunity to be selected.

The distribution of the research sample indicates a proportional representation across grade levels and gender. To collect the data, this study used a structured questionnaire with Likert-scale items measuring principal leadership, family-teacher synergy, and students' prosocial behavior. The instrument was tested for validity using product-moment correlation and for reliability using Cronbach's Alpha. Furthermore, the data were analyzed using descriptive statistics to describe each variable and inferential statistics, including regression analysis, to examine the relationships and influence among variables.

Results and Discussion

Statistical Description of the Research Variables

This section presents the statistical description of the three research variables: principal leadership (X1), family-teacher synergy (X2), and students' prosocial behavior (Y). This analysis provides an overview of the data distribution and central tendencies of each variable.

Table 1. Statistical Description of Research Variables

	Principal Leadership	Family-Teacher Synergy	Students' Prosocial Behavior
N (Valid)	88	88	88
Missing	0	0	0
Mean	94.0455	115.7727	77.3523
Median	95.0000	119.0000	78.0000



Std. Deviation	5.05125	9.50345	8.63172
Variance	25.515	90.316	74.507
Minimum	83.00	88.00	63.00
Maximum	104.00	130.00	94.00

The statistical description shows that the Family–Teacher Synergy variable has the highest mean ($M = 115.77$, $SD = 9.50$), followed by Principal Leadership ($M = 94.05$, $SD = 5.05$) and Students’ Prosocial Behavior ($M = 77.35$, $SD = 8.63$). The variability of the Principal Leadership data is the lowest (variance = 25.52), while Family–Teacher Synergy shows the highest variability (variance = 90.32). The small differences between the mean and median across all variables indicate relatively symmetrical data distributions without significant outliers.

Elementary school–aged children are generally at the conventional stage of moral development, in which moral behavior is still strongly influenced by external reinforcement and social approval. Behaviors that receive direct and consistent reinforcement (such as helping and sharing) are more easily internalized than behaviors that require complex moral reasoning or involve indirect consequences.

Students’ Prosocial Behavior

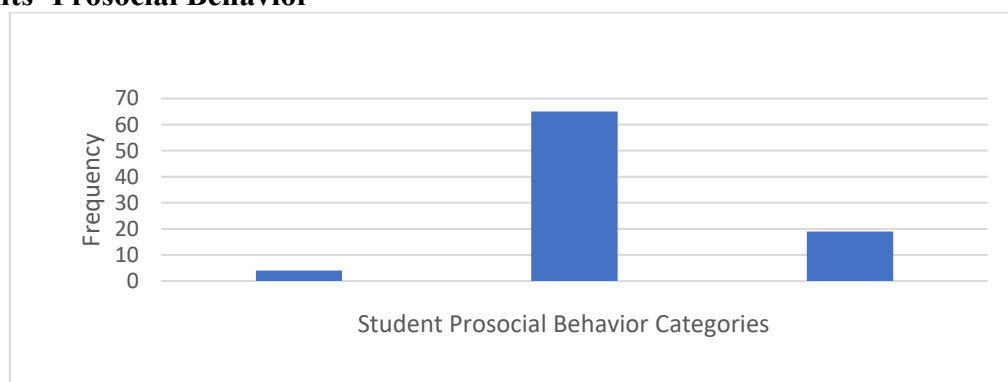


Figure 1. Summary of the Analysis Results of Students’ Prosocial Behavior (Y)

Table 2. Summary of All Behavioral Dimensions

Dimensi	Kategori	Frekuensi	Persentase (%)
Helping Behavior	Fair	4	4.5
	High	66	75.0
	Very High	18	20.5
Sharing Behavior	Fair	4	4.5
	High	57	64.8
	Very High	27	30.7
Cooperation	Fair	11	12.5
	High	58	65.9
	Very High	19	21.6
Empathy	Fair	23	26.1
	High	54	61.4
	Very High	11	12.5
Environmental Care	Fair	26	29.5
	High	56	63.6
	Very High	6	6.8

Based on the summary table of all behavioral dimensions, it can be observed that Helping Behavior is predominantly in the High category at 75.0%, followed by Very High at 20.5% and Fair at 4.5%. This indicates that the majority of respondents demonstrate a high



level of helping behavior. In the Sharing Behavior dimension, most respondents are also in the High category at 64.8%, with a considerable proportion in the Very High category at 30.7%, and Fair at 4.5%, suggesting a strong tendency to share among respondents.

Furthermore, in the Cooperation dimension, the High category dominates at 65.9%, followed by Very High at 21.6% and Fair at 12.5%, reflecting a relatively high level of cooperative ability. In the Empathy dimension, the majority of respondents fall into the High category at 61.4%, while the Fair category is also notable at 26.1%, and Very High at 12.5%, indicating that respondents' empathy levels are generally good but still require improvement. Meanwhile, in the Environmental Care dimension, the High category accounts for 63.6%, followed by Fair at 29.5% and Very High at 6.8%. This finding suggests that environmental care is relatively lower compared to the other dimensions and requires greater attention for future improvement.

Principal Leadership

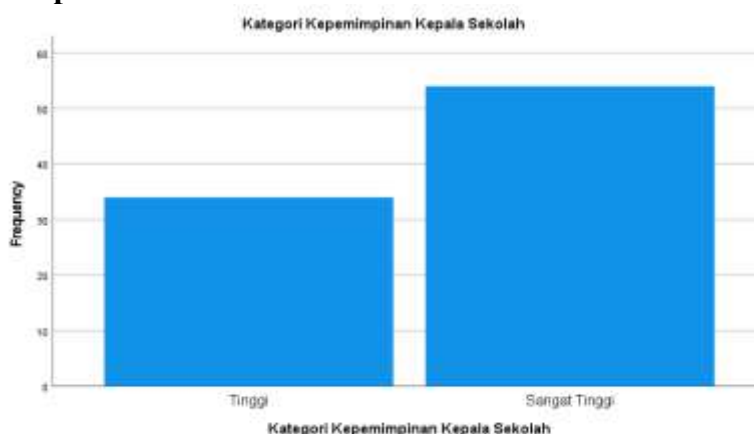


Figure 2. Summary of the Analysis Results of Principal Leadership (X1)

Table 3. Leadership and Related Dimensions

Dimension	Category	Frequency	Percentage (%)
Instructional Leadership	High	17	19.3
	Very High	71	80.7
Transformational Leadership	High	76	86.4
	Very High	12	13.6
	Moderate	2	2.3
Parent Communication	High	73	83.0
	Very High	13	14.8
	Moderate	3	3.4
Decision-Making	High	63	71.6
	Very High	22	25.0
Community Empowerment	High	6	6.8
	Very High	82	93.2

Based on the summary table of leadership and related dimensions, it can be observed that the Instructional Leadership dimension is predominantly in the Very High category at 80.7%, followed by High at 19.3%, indicating that respondents generally demonstrate a very strong level of instructional leadership. In contrast, the Transformational Leadership dimension is largely concentrated in the High category at 86.4%, with Very High at 13.6%, suggesting that while transformational leadership is strong, it is less frequently perceived at the highest level.



Furthermore, in the Parent Communication dimension, the majority of respondents fall into the High category at 83.0%, followed by Very High at 14.8%, and a small proportion in the Moderate category at 2.3%, indicating effective communication between school and families. Similarly, the Decision-Making dimension is dominated by the High category at 71.6%, with a notable proportion in the Very High category at 25.0% and a small percentage in the Moderate category at 3.4%, reflecting generally strong decision-making practices. Meanwhile, the Community Empowerment dimension shows the highest concentration in the Very High category at 93.2%, with only 6.8% in the High category. This suggests that community empowerment is the most prominent dimension among all, indicating a very strong engagement and involvement with the community.

Family–Teacher Synergy



Figure 3. Summary of the Analysis Results of Family–Teacher Synergy (X2)

Table 4. Family and School Partnership Dimensions

Dimension	Category	Frequency	Percentage (%)
Family–School Communication	High	44	50.0
	Very High	44	50.0
Parental Involvement	High	21	23.9
	Very High	67	76.1
	Moderate	1	1.1
Character-Building Cooperation	High	15	17.0
	Very High	72	81.8
	Moderate	1	1.1
Consistency of Values and Norms	High	27	30.7
	Very High	60	68.2
Learning Support	High	15	17.0
	Very High	73	83.0

Based on the summary table of family and school partnership dimensions, it can be observed that the Family–School Communication dimension is evenly distributed between the High and Very High categories, each accounting for 50.0%, indicating a balanced and consistently strong level of communication between families and schools. In the Parental Involvement dimension, the majority of respondents fall into the Very High category at 76.1%, followed by High at 23.9%, suggesting that parental involvement is generally very strong.

Furthermore, the Character-Building Cooperation dimension is dominated by the Very High category at 81.8%, with smaller proportions in the High category at 17.0% and Moderate at 1.1%, indicating a very strong collaboration in fostering character development. Similarly, the Consistency of Values and Norms dimension shows a majority in the Very



High category at 68.2%, followed by High at 30.7% and a minimal percentage in the Moderate category at 1.1%, reflecting a high level of alignment in values and norms.

Meanwhile, the Learning Support dimension is also predominantly in the Very High category at 83.0%, with 17.0% in the High category, indicating that support for learning from both family and school is strongly established. Overall, these findings suggest that family–school partnerships across all dimensions are generally at a high to very high level, with particularly strong performance in parental involvement, character-building cooperation, and learning support.

Discussion

The findings of this study indicate notable variations in the achievement of prosocial behavior across dimensions. The helping and sharing dimensions demonstrate optimal outcomes, with 95.5% of respondents categorized as high to very high. This suggests that school-based habituation programs and the principal’s role modeling have been effective in internalizing altruistic and cooperative values. These forms of behavior are concrete, observable, and immediate, making them more easily reinforced through routine practices and social modeling. This aligns with modern social cognitive theory, which emphasizes that children acquire behaviors and self-efficacy through observation, imitation, and continuous reinforcement within their social environment (Schunk & DiBenedetto, 2020).

In contrast, the empathy and environmental care dimensions show relatively lower achievement, with 26.1% and 29.5% respectively in the moderate category. Empathy involves complex cognitive and emotional processes, such as perspective-taking and emotional regulation, which are still rapidly developing in children aged 6–12. According to contemporary reviews of cognitive development, children at this stage are transitioning from egocentric thinking toward more decentered perspectives but still require structured scaffolding to fully understand others’ viewpoints (Huit & Hummel, 2023). Similarly, environmental care involves abstract and long-term consequences that are less tangible for young learners, thus requiring experiential and contextual learning approaches. These findings are also consistent with updated models of moral development, which posit that children’s moral reasoning evolves through guided social interactions and reflections on real-world dilemmas (Gibbs, 2019).

From a leadership perspective, the strong performance of instructional leadership indicates that character values have been systematically integrated into teaching and learning processes. However, the transformational leadership dimension, which is largely concentrated in the high category rather than very high, highlights an area that requires further strengthening. Transformational leadership plays a crucial role in fostering innovation, inspiring a shared vision, and supporting teacher development. Leithwood et al. (2020) argue that successful school leadership today must move beyond individual motivation to collectively build the instructional capacity of teachers to address complex character education challenges. Strengthening this dimension is essential to support the development of more complex aspects of character, such as empathy and environmental awareness, which require innovative and reflective pedagogical approaches.

Furthermore, the dynamics of family–teacher synergy reveal generally strong collaboration. However, communication patterns that remain one-directional or reactive may limit the effectiveness of this partnership. Ecological systems theory underscores the importance of the mesosystem—the quality of interaction between home and school—in shaping children’s holistic development (Eriksson et al., 2018). Inconsistent values across these contexts may create confusion for children and hinder the internalization of prosocial



norms. Conversely, consistent reinforcement across settings strengthens children's ability to adopt these values as part of their identity.

Regarding data characteristics, the high variability observed in family–teacher synergy suggests heterogeneity in parental involvement, likely influenced by differences in socioeconomic status and occupational demands. Modern parental involvement frameworks highlight that effective school–family partnerships require diverse and flexible strategies that accommodate varying family conditions (Epstein, 2018). On the other hand, the relatively low variability in principal leadership indicates consistent perceptions of leadership quality. Nevertheless, to further enhance students' prosocial behavior, leadership practices must evolve from maintaining existing programs toward actively driving innovation in character education. Overall, this study confirms that principal leadership and family–teacher synergy are the main pillars of a prosocial educational ecosystem. However, more differentiated and targeted approaches are required. Empathy and environmental care, in particular, necessitate structured interventions such as Social-Emotional Learning (SEL) programs, moral reasoning discussions, and experiential learning activities.

Conclusion

This study confirms that school principal leadership and family–teacher synergy significantly contribute to the development of prosocial behavior among students at SD Negeri 05 Pontianak Selatan. Effective principal leadership, particularly in the dimensions of community empowerment and instructional leadership, creates a conducive educational ecosystem for character development. The synergy between families and teachers, established through learning support, collaboration in character formation, and active parental involvement, strengthens the internalization of prosocial values in students. Students' prosocial behavior demonstrates positive achievement, especially in the dimensions of helping and sharing; however, it still requires further reinforcement in the dimensions of empathy and environmental awareness, which demand more complex cognitive–emotional capacities. These findings indicate the importance of synergistic collaboration between school leadership and the family–teacher role as a foundation for the holistic development of student character.

Recommendation

It is recommended that schools implement structured and differentiated character education programs, particularly to strengthen empathy and environmental care through social-emotional learning and experiential activities. Principals should enhance transformational leadership by encouraging instructional innovation and supporting teachers' professional development. Teachers and parents need to build more intensive, two-way communication to ensure consistency of values between home and school. Additionally, future research should explore broader samples, apply experimental or longitudinal designs, and examine other factors influencing students' prosocial behavior to provide deeper and more comprehensive insights.

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