Storytelling for Prosocial Behavior in Young Children: Scoping Review

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Abstract. Prosocial behavior is an important thing that must be developed as early as possible in order to create positive developments during adulthood. For one decade, data is obtained if digital storytelling is one method that can help children improve their prosocial behaviour. This research aims to explore forms of digital storytelling that can increase the behaviour of prosocial children at an early age. This article reviews a scoping approach taken from different national journal sites. The articles prioritized in the search are published in the last ten years, 2013-2023. There were 517 articles, which are included qualitative and quantitative journals. Findings were identified in various forms to develop children's prosocial behavior. The analysis shows that digital storytelling can be used as an intervention to improve children's prosocial behaviour at early age, even though they need assistance from their parents.

Keywords: Prosocial behaviour, digital storytelling, children, scoping review.

1   Introduction

According to Baron and Byrne[1], helping others generates indirect benefits for the person helping to allow for an impact on the helper. Meanwhile, according to Dunfiel [2], prosocial behaviour is beneficial and directly benefits helping others. However, this behaviour does not harm the person providing help and can even pose a risk. Bierhoff [3]also explained that prosocial behaviour is a collection of voluntary behaviours that can benefit others. Prosocial behaviour is very important for children because it is one of the behaviours that can show social-emotional intelligence [4]. Parents and teachers can take at school to develop these social-emotional skills to train the skills that children have from an early age [5]

According to *the National Association for the Education of Young Children* (NAEYC), early childhood is a child aged 0-8 years. Experts view early childhood as the most fundamental period to enter the next stage of development; this period is called the golden age [6]. Pulkkinen also describes the *golden period age* as a sensitive period, a period of initiative and initiative, and a period of self-development so that meaningful stimulation is needed to optimize children's development. This development is also

interpreted as a period of exploration for children, a period of identification/imitation, a period of play and a period of early development [7].

In their research, Liszkowski et al. [8] state that prosocial behaviour can be started before the child reaches the age of two; at this time, the child has started to entertain other people who look difficult. Meanwhile, according to Beaty [9], children aged 2 to 6 have started to show their reactions to the distress of other people around them. Between the ages of 4 to 12 years, the behaviour of sharing with others has increased dramatically. This idea aligns with Hurlock's [10] that prosocial behaviour in children will appear in the age range of 2 to 6 years. Furthermore, the prosocial behaviour displayed will increase in children entering the age of 3 or 4 years because children have started to interact in groups. Prosocial in children will be more visible in early childhood as their social experience increases [11].

Early childhood prosocial behaviour predicts future prosocial behaviour [12]. Children who, from an early age, have been able to show sympathy for others by sharing will show prosocial understanding and empathy until seventeen years later [13]. The development of social behaviour is very important because it can form positive social relationships in the next life [12]

Children who have low prosocial behaviour can result in aggressive behaviour at school [14]. At the same time, children who have high prosocial behaviour from an early age can impact their social-emotional development, such as making good friends, achieving good academic achievements, and not feeling lonely [15]. Baillargeon et al. [16], in their study of 2,940, found a lack of prosocial behaviour in early childhood. Some of these children do not want to help their other friends because they get no guidance or instructions they get. This can be seen from the children's unwillingness to lend stationery to their friends, their unwillingness to help their friends when they fall, and their unwillingness to share the food they have, and they even often fight with each other [16].

Prosocial behavior in early childhood can be improved through role-playing methods [17], constructive role-playing methods using Lego [18], and storytelling methods [19]. Berkowitz & Beer [20] said that examples of behaviour (*modelling)* are an effective way to instil character education in children. Models or examples that children receive can be through parents, teachers, and peers, and can also be given through fairy tales [21]. Fairy tales can increase prosocial behaviour and reduce aggressive behaviour in kindergarten children [22]. This research is in line with research conducted by Aisha et al [23]; one of the benefits of storytelling is increasing children's prosocial behavior.

Bunanta [24] explained that fairy tales can subtly convey values and ethics to children. Children will have a mental attitude that is responsible through the fairy tales they

have heard. The moral messages and teachings of characters in these fairy tales can serve as examples to create even better behaviour. Storytelling is not only retelling but can also express feelings and thoughts verbally [23]. However, this storytelling requires a relatively long time for its application in the classroom. The teacher's ability to tell stories is very important so that the messages from the presented stories can be conveyed properly [25]. Seeing the development of the times and the limitations of the storytelling method that has been applied, researchers are trying to utilize digital media in storytelling, or it can be called *digital storytelling*. Researchers use *digital storytelling* because of the increasing use of gadgets that children can access. The displayed features are very interesting, and easy for children to become familiar with these digital objects. *Storytelling,* which can be accessed through gadgets as learning media, can help children understand prosocial behaviour.

Digital storytelling combines digital media, including text, images, audio, music and video [26]. *The digital storytelling* method is considered imperative to increase empathy in early childhood, especially in social behavior [27]. Other experimental studies have also proven that children aged six years who attend kindergarten tend to engage in prosocial behaviour after they see a model also perform the same prosocial behaviour [12]. This storytelling activity must become a unique and interesting experience for kindergarten children, which can thrill their feelings and motivate them to follow the story to the end [28].

Storytelling activities certainly have many benefits in the primary education of children. Using the *storytelling method,* Children are presented with a conceptual framework to be able to think, which causes children to shape experiences into a whole that they can understand [5]. The main strength of the use of media *storytelling* is to relate stimuli through character portrayal, which is *storytelling* can strengthen the imagination possessed by children,

2   METHOD

2.1   Design Of Reviews

This article uses a scoping approach review to map review forms *of digital storytelling* for children's prosocial behaviour. This study applies five stages of scoping review described by Arskey and O'Malley [29]. Scoping analysis The review in this article also follows the rules written in the PRISMA Extension for Scoping Reviews (PRISMA - ScR): Checklist and explanation [30] to ensure quality in reporting.

The criteria review is inclusion and exclusion in the following list:
Inclusion Review Criteria

1.   Research on digital storytelling and behaviour prosocial, article, proceedings
2.   Handling early childhood (3-7 years) or preschool, 1 SD, teachers, or parents
3.   Published original research articles and literature reviews

Exclusion Review criteria

Exclusion criteria are factors that prevent the article from being used as a review. The criteria include several things, including: humanize individuals and increase empathy and understanding, strengthen values and ethics and stimulate critical/creative thought processes (Sanchez, in [31].

If the child already has an imagination and image of a social relationship, then that is what the child uses as a guide for dealing with real social life. Seeing many benefits of storytelling in supporting prosocial behaviour in this era of rapid technological development, researchers are interested in conducting scoping review research to study digital storytelling for children's prosocial behaviour in the following criteria:

1.   Do not use digital storytelling and prosocial behavior in the following ways:
     1.   age participants over seven years
     2.   opinions, letters, and other works that are not original research
     3.   unpublished literature such as theses and working papers.
     4.   handling dyslexia, children with difficulties reading, animals, deaf students, risk children, impaired children, intellectual disability

2.2   Search Method

The researchers searched the database and studied the scoping approach reviews. Article searching using scientific research is carried out through national journal sites, namely Publish and Perish 8 (harzing.com), Garuda Portal (garuda.kemdikbud.go.id), and Google Scholar (scholar.google.com). The search was carried out using the keywords ' digital storytelling', 'behaviour', and 'prosocial' reference lists searched to find more relevant articles.

2.3   Study Selection

The first search was carried out from January 2023 to June 2023. From all searches, 517 articles were obtained from national journals. After analyzing various articles, 20 study articles that meet the requirements were included in this review.

Charting Data

Table 1. Charting Data

No	Title	Subject	Form	Approach	Limitation
1	Multisensory methods for early literacy learning [32]	-	Read labels on food and toy packaging	Literature Reviews	The recommendation is made that teachers and parents use multisensory strategies to help scaffold early literacy learning. However, further carefully controlled studies are critical to determine the benefits of multisensory processes and instructions in early literacy learning. Literature the review does not use prisms and is still traditional.
2	A multisensory approach to stimulating Child Early Literacy Ability [33]	-	Reciting book stories and play using the card alphabet	Literature study	For an educator, managing the class well can foster children's early reading and writing skills because learning is well-packaged, fun, and based on honour, love, and nurture. Literacy activities can also be carried out at home. Parents can provide literacy activities at home by preparing media such as books, cartoons, magazines, or reading stories/fairy tales to children. Early literacy for children will be easier to remember if educators and parents at home often do treatment for pre-reading and writing activities. Do not use PRISMA.
3	The effect of paired kinesthetic movements on literacy skills acquisition with preschoolers [34]	preschool children	Tactile: Write the word with the index finger on the flannel/cloth	Quantitative experiment	Future research on evaluated mnemonics in isolation and varying combinations at the individual level is needed to identify effective procedures for students and teachers.

4	**The effects of a parent-child environmental print program on emergent literacy** [35]	32 mother-children (age mean child = 3.63)	Child environmental print	Quantitative

Anecdotal feedback received during the sessions from parents revealed that parents liked using the four steps (point, say, move and trace) at home to assist their child in identifying letters and words they saw every day (e.g., B in BATMAN, C on Cheezles and Cheerios box, letters M and F on car number plates). However, further empirical investment - the environmental print program in the home settings would provide the ecological validity lacking in present studies. Another major limitation of the study is the small participant sizes of middle-SES families from one Australian community. If the parent–child intervention was replicated in families from disadvantaged backgrounds, then larger effects may have been found from the environmental print program. In order to ascertain the generalizability of the findings, the next step would be to investigate the program's effects in a larger group of families from a wider range of diverse communities, such as families from non-English-speaking backgrounds or low-SES communities. In addition, as the majority of the parents who participated were mothers, future research should provide opportunities for fathers and other family members to participate in the program. Finally, the promotions of parent–child shared stories book programs have been well-voiced by policymakers. Parent–child shared stories book reading is related to developing oral language, vocabulary and comprehension skills rather than code-based skills.

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5	*The effect of dialogic reading paired with multisensory learning of Chinese characters and morphological awareness skills for L2 Chinese young learners at Hong Kong kindergartens* [36]	118 3-4 years old kindergarteners	Read and write Chinese characters and letters	Quantitative	As a constraint, because these limited children's proficiency in language, the homophone tasks yielded varied results among the different groups. This task meant the children needed to comprehend each task before selecting an option from four choices. Successful completion of the tasks relied on a substantial vocabulary, which most of these children need vocabulary. Subsequent research endeavours should devise more dependable tasks to assess the metalinguistic awareness (MA) skills of Chinese-speaking children learning a second language (L2). However, it is important to note that this study accounted for the children's literacy backgrounds at home and closely monitored both the training process and the children's well-being during the learning process across all groups.
6	The Effects of a Suggested Multisensory Phonics Program on developing Kindergarten Pre-Service Teachers' EFL Reading accuracy and Phonemic Awareness [37]	40 kindergarten teachers	Learn letter sounds, letter formations, combine sounds for reading, identify sounds for writing, and spell difficult words.	Quantitative	1) Multisensory approach should be emphasized in teaching and learning different English language features. It includes using various activities directed to the students' senses (gates of knowledge). It makes it easy for them to absorb knowledge and develop skills. 2) Future research is needed to determine if other programs are as effective as the Multisensory Phonics program in helping kindergarten pre-service teachers acquire some of the key foundation skills necessary for their reading success. 3) Multisensory Phonics programs must be used with preparation and secondary-stage teachers.
7	Multisensory letters integration and implicit learning of reading with 5-year-old children [38]	48 children from 62 to 72 months old	Explore letter shapes	Quantitative	Consequently, the class support may include only relevant features to optimize the pupils' learning. Further studies are required to better understand the interactions between environment and knowledge in memory and the relationships between implicit and explicit learning during development.

#	Title	Sample	Activities	Method	Findings
8	Methods for sight word recognition in kindergarten: traditional flashcard method vs multisensory method [39]	11 women and ten children man	Sight words _ Dolch	Quantitative	The limitations of this research were small sample size, generalization, and time limits. The small sample sizes of participants were due to the nature of the research being a quasi-experimental action research. The participants came from a greater population of kindergarten students, but there was no selection process for participants. Participants participated in this research with parent consent and student assent within the teacher-researcher's classroom. The teacher-researchers classroom was generated according to heterogeneous grouping by administrators without any considerations or research, student ability, sex, special education, English language learners, or ethnicity.
9	Multisensory Models: Literacy Stimulation Solutions for Pre-school Children [40]	Questionnaire on 75 mothers who have a child aged 3-5 years, FGD on 26 mothers	Invite speaking children, writing recognition, reading story books, storytelling, playing with letters, drawing, colouring, writing	Research and development	Stimulation with multisensory optimizes all children's sensory and literacy activities while playing into strengths and strengths to attract children's interest. Therefore, further research to test the effectiveness of the multisensory model in developing preschool children's literacy skills is important.
10	The Effects of Multisensory Method on Children Language Development [41]	40 kindergarten pupils 5-6 years old	Says known letters and syllables	Quantitative	For granting preferential treatment, the multisensory method is given uniformly to all subjects. The implementation of the principle of this method should include the four sessions of visual excitation – auditory, tactile, kinesthetic excitement, and recall to overcome the difference in capturing children's abilities of learning stimuli. It is expected for kindergarten teachers to take advantage of this method to the maximum so that the children can maximize their literacy skills, in particular, which becomes the provision of secondary education.

11	Multisensory Model for Home Early Literacy Stimulation: The Implementation Process [42]	56 mothers who have children 3-5 years old	Provide *activities book,* read story books, and play using alphabet cards	Qualitative	Therefore, applying a multisensory model in the larger community is necessary. However, it is necessary to improve the commitment of the mothers, the motive for help and sharing of literacy ambassadors, and to write the stories for the next implementation.
12	Application of the Multisensory Method to Improve Beginning Reading and Writing Ability of Grade 1 Elementary School Students [43]	1st-grade elementary school students with a total of 35 people	Read the word or sentence correctly.	Classroom action research	not stated in the study, research procedures have not been explained, not according to CONSORT
13	Multisensory Model: Implementation and Contribution of Home Early Literacy Stimulation [44]	56 mothers who have children 3-5 years	Drawing, *stories telling,* reading books, playing letter cards	Quantitative and qualitative	Mothers need to receive training on early literacy stimulation in multisensory models. The systematic action or movement must be done by optimizing parents' training in community-based informal education. Moreover, more suitable training must be designed to increase parents' knowledge about early literacy stimulation. Multisensory models contributed to creating a storybook reading routine and playing hand puppets, letters cards, and activity books. This contribution was important because it significantly increased the literacy activity and developed children's literacy skills
14	The effectiveness of jolly phonics and multisensory learning methods in improving preschoolers pre-reading Skills [45]	Children aged 6-7 years	Play with alphabet cards	Experimental	so that teachers can use both as methods to stimulate the pre-reading of preschoolers. You can go to the teacher for further research. Weaknesses are not explained how many times it is given and what activities are like in the giving procedure (not using CONSORT)
15	The effectiveness of the Multisensory method on Early Reading Ability in 6-7 Years Old Children [46]	68 1st grade elementary school children aged 6-7 years	Test your alphabet knowledge, no word concepts, spell letters and interpret difficult words	Quantitative	The use of multisensory reading methods can be a choice of reading by teachers to enhance the early reading abilities of students who can go to the teacher for further research. Weaknesses are not explained how many times it is given and what activities are in the giving procedure (not using CONSORT)

16	Facilitating effects of Multisensory letters Encoding on Reading and Spelling in 5-Year-Old Children [47]	50 children 59-71 months old)	Handwriting instructions on spelling, writing, and reading in primary grade	Quantitative	Several studies indicate the positive effect of multisensory training on reading (e.g., Bara et al., 2007) and letter writing (e.g., Labat et al., 2014) in children at risk of future reading difficulties. Among the educational implications, touching and highlighting the shape and presenting visual information might improve learning the alphabetic code. Therefore, educational and ecological applications might be developed in order to help young children acquire the alphabetic code.
17	Digital storytelling intervention on prosocial behaviour improvements among early childhood [23]	11 Kindergarten children with a range 5-7 years old	Watch digital storytelling before entering the class Power prepared _ teacher for five days	randomized experiments research design	The short duration of the intervention can be a limitation in this study, and the results cannot be generalized as a result of the population under study for a long time. Based on research conducted by Bratitsis and Ziannas (2015), the short duration of research can be a limitation, because the results cannot be generalized as a result of the population studied for a long time period.
18	Teacher's Experiences of Using Digital Storytelling in Early Childhood Education in Indonesia: A Phenomenological Study [48]	22 Individuals participating in phenomenological studies must have substantial experience with the investigated phenomenon.	Participants in this study created their first digital stories during a workshop on digital storytelling. They collaborated with students to create another digital story in class. This digital storytelling activity took place in Indonesia.	phenomenological methodology	The subject given to the phenomenological method needs to be more detailed than the literature review as proof of digital storytelling effectiveness for early childhood teachers, and the limited access to early childhood education is very general.

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19	Digital Stories Telling Based on Multimodal Elements on EFL Learners' Speaking Performance [49]	Two customized classes from the Teacher Education of Early Childhood Education Faculty used a non-random sampling technique. Each class consists of 20	The control group studied storytelling based on conventional videos. The instrument used is the Cambridge English rubric Qualification, Likert-Scale questionnaire, and interview.	quasi-experimental	The study's constraints stem from the execution of the educational process via online mediums. Students needed more direct peer-to-peer engagement assessment, as it was absent from the learning environment. The instructor single-handedly conducted evaluations and provided feedback, omitting the utilization of an exit survey during the digital storytelling phases. Furthermore, the study's sample sizes could have been more extensive, impeding the generalizability of the data sources. This research could incorporate peers' assessments alongside exit surveys to achieve a holistic evaluation and expand the participants' pool to enhance the overall applicability of the data sources.
20	From Early Childhood to Specials Education: Interactive Digital Storytelling as a Coaching approach for Fostering social Empathy [50]	25 children from the 6th PAUD department centre safe-keeping son of the City of Kavala, in Greece.	An interactive digital story titled "The Sad Little Chicken" was designed and implemented through the Scratch programming platforms.	Case study	The limitations of this research are that period results are rather limited for generalization, at least for the study population. Long-term intervention includes multiple interactive digital stories related to more aspects of emotional intelligence. The results obtained will be further enhanced. As more time becomes available, so does the time difference between them. Phases B and C allow observations that explore everyday empathic behaviour within longer time frames. This observation also allows us to draw more informed conclusions. In comparisons between similar interventions, the use of interactive digital stories and the adoption of more forward-thinking educational approaches could further strengthen the following claims of this study.
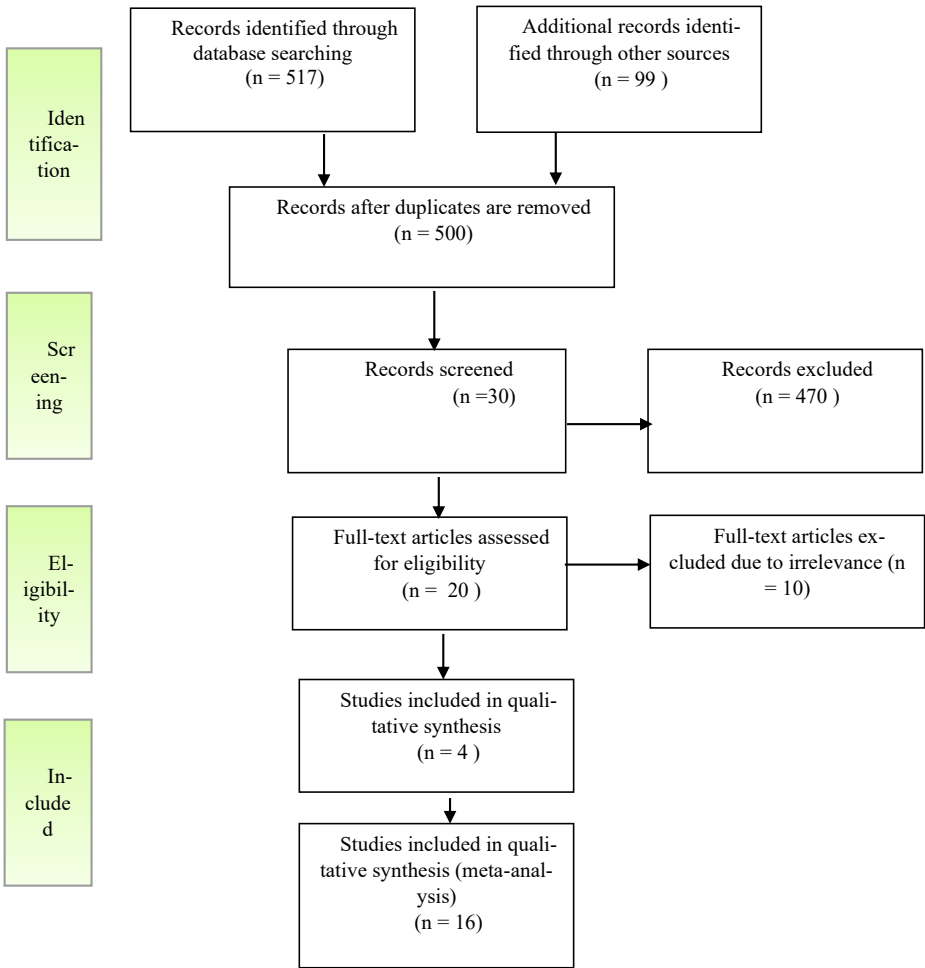
Fig. 1. Study Selection Process Flowchart

3   FINDINGS

This research identifies various forms of digital storytelling in developing prosocial behaviour in children age early. The method used involves several approaches, including:

1. Initial Introduction Through Digital Stories: Before entering the main class prepared for five days, participants study introduced especially first with digital stories. It aims to awaken interest and engagement before their learning process starts.
2. Participation in Digital Storytelling Workshop: First, the subjects' study of digital stories creates digital storytelling during a workshop. Children may create and collaborate in creating their digital stories.
3. Collaboration on Digital Story Creation: Participants collaborate with their classmates to create another digital story. This collaboration does develop cooperation skills but also delivers the opportunity to share ideas and angles from diverse views.
4. Use of the Scratch Programming Platform: An interactive digital story entitled "Sad Little Chicken" was designed and implemented through the Scratch programming platform. This approach combines element learning technology with the development behaviour.
5. Control Group Using Conventional Methods: In comparison, the control group learned storytelling through conventional videos. It helps identify the effectiveness of the digital storytelling approach in developing behaviour prosocial.
6. Instrument Comprehensive Measurement: To collect various data, instruments were used, including Cambridge English Qualification rubrics to measure children's language reading skills, a questionnaire with a Likert scale to measure subjects' responses to digital stories and interviews to earn more understanding.

The findings in the journal show that the most common and effective form of digital storytelling in developing prosocial behaviour in children age early is the use of learning videos. The video helps children understand the story with attractive visuals, improves their mindfulness to get them into moral or social messages in a story they were watching, and encourages them to respond to messages in the way of emotional intelligence and critical thinking on situations reflected in the story.

However, resource and contextual use of technology may play roles in various forms of digital storytelling. Although the learning videos are used effectively, this research proves added values and benefits from various other forms of digital storytelling, which thriven to behaviour prosocial in children at an early age.

4   DISCUSSION

Moeslichatoen [28] explained that *storytelling* is a fun learning medium for children. *Storytelling* activities can instil honesty, courage, loyalty, friendliness sincerity and other positive attitudes. Learning media by utilizing *storytelling* can train children to want to listen. Listening to it, various values, attitudes and knowledge information are easily applied in everyday life [4].

Bunanta [24]argues that fairy tales are useful for transferring values and ethics subtly to children. Through fairy tales that are listened to by children, a responsible mental attitude will be instilled in children's morality. Moral messages and teachings of characters in fairy tales will become role models for better behaviour. Children's social and emotional abilities can be increased through storytelling activities [51]. Through *storytelling,* children become aware of the differences in their thoughts and views on other people and can bring up a sense of empathy [52].

Anggraini [53], in her research, found that the *storytelling method* has an influential increase in children's prosocial behaviour. Prosocial behaviour benefits children, one of which is that children become accustomed to helping, assisting, working together and telling the truth to others. Aisah [54], in her research, also explained that early childhood with an age range of 3-6 years showed an impact on children's prosocial behaviour of the storytelling method as such that children understand and get used to helping others. Children like to share with their friends who need it, like learning conditions and playing together and are honest in saying and behaving.

Hidayat [55] states that fairy tales for childhood create a conceptual thinking framework for children. In their childhood, imagination might experience an extraordinary development so that with the existence of fairy tales, it can become the basic essence of children's thinking skills. This essence then determines the children's personality in dealing with their problems which can be encountered in the future.

In line with Lanti's opinion[56] , the contents of a fairy tale story will be stored in the memory of the children's brain, which can be retrieved at any time when needed. They will translate their memory of the story in their brain in the form of behaviour based on the message of the fairy tale that they can convey.

5   CONCLUSION

This research reveals various forms of digital storytelling in early developing of prosocial behaviour in children. The methodology includes approaches like introduction to digital stories, digital storytelling workshops, collaborations in the work of digital

stories, using the Scratch programming platform, and designing a control group with conventional methods. Findings show that the use of learning videos in digital story-telling is the most effective form in the evolvement of prosocial behaviour for children. Videos help children understand stories with attractive visual supports, improve their understanding of moral or social messages, and stimulate emotional responses and critical thinking to any situation within story timelines.

However, it is important to note that the selection form of digital storytelling must consider resources and adaptive technology. This research also shows that another form of digital stories has added value in increasing social behaviour. This finding aligns with the confirmed expert that storytelling is important in positively shaping behaviour and values and increasing social, emotional, and empathetic skills.

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