

THE PORTRAYAL OF ALTRUISTIC BEHAVIOR IN THREE SELECTED PICTURE BOOKS

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Abstract

This study aims to analyze altruistic behavior represented in three selected picture books. All three picture books have a common thread in building children's awareness of helping others and entering into the discussion of altruistic behavior. The objects of this study are three picture books entitled Little Miss Mary and the Big Monster Makeover by G.G. Toropov and Cleone Cassidy (2008), Harold Loves His Woolly Hat by Vern Kousky (2018), and My Brother's Wheelchair by Salil Chaturvedi (2019). The researchers conducted qualitative research by examining the image of pictures and the texts available in the picture books. The data were collected through close reading and content analysis, focusing on both textual and visual narratives. According to Ary et al. (2010), close reading in literature involves examining the formal elements. In doing so, the researchers use the theory of Ricard (2015) as the basis of the results of the analysis, which then finds this altruistic behavior related to the discussion. By observing the plot in the story and exploring the implicit message of the author in fostering social awareness in children as readers, these three picture books instill understanding to help others without asking for reciprocity and are only based on a simple desire oneself to help others selflessly.

Keywords: *Altruistic Behavior, Children Literature, Picture Book*

1. INTRODUCTION

Reading literary works plays a significant role in shaping the development of children's values and worldviews, as literature presents a variety of moral lessons and imaginative experiences. According to Lukens (2003), literature helps children recognize and interpret life experiences throughout their developmental stages, offering meaningful insights into the essence of life. Encouraging children to read from an early age can maximize their cognitive and emotional growth.

One accessible and engaging format for children is the picture book, which combines visual storytelling and simple narratives to capture children's attention. The vibrant illustrations and relatable characters in picture books make them effective tools for delivering moral messages, particularly regarding behavior and values. Children's literature, especially picture books, often contains elements that shape young readers' understanding of ethical behavior.

Some of the picture books that is chosen in this research are *Little Miss Mary and the Big Monster Makeover* by G. G. Toropov and Cleone Cassidy (2008), *Harold Loves His Woolly Hat* by Vern Kousky (2018), and *My Brother's Wheeeelchair* by Salil Chaturvedi (2019). The stories in picture books have various moral messages and different characteristics. Junaid (2017) emphasizes that characters and their expressions in picture books serve as models of behavior, guiding readers to form a moral framework based on the characters' actions and decisions. Among the various values presented in children's literature, altruism—the selfless concern for the well-being of others—is a recurring theme, yet it remains underexplored in the context of picture books as a medium for instilling social awareness in children.

By analyzing *Little Miss Mary and the Big Monster Makeover* (Toropov & Cassidy, 2008), *Harold Loves His Woolly Hat* (Kousky, 2018), and *My Brother's Wheeeelchair* (Chaturvedi, 2019), this research seeks to identify the implicit messages embedded in the stories and how they align with theories of altruistic behavior. The findings aim to support educators and parents in selecting and using picture books as tools to foster empathy and a sense of care for children.

From the various problems above, the researcher will describe the altruistic behavior portrayed in three selected picture books mentioned above. In addition, researchers will also classify altruistic behavior into classifications based on the theory used. With this research, it is hoped that children will be impressed and imitate the positive impact of altruistic behavior in picture books. Thus, our research on *The Portrayal of Altruism in Three Selected Picture Books* was made to explore the

characteristics of altruistic behavior in picture books in children's literature theory for it might be learned for the related reality.

2. LITERATURE REVIEW

Children's literature can provide imagination space to hone excellent and lousy behavior in picture storybooks. Most picture books will have some moral conduct in them. One good behavior, for example, is altruistic behavior, with its essence of capturing concern for others unrelated to caring for oneself (Rutherford, 2010).

Various related studies have been carried out related to altruism with behavior that appears according to the situation and conditions that help the author to better understand the components of the research. Smith (2020) explores how altruism is represented in modern novels, focusing on the ways in which characters display selfless behavior and how these actions challenge or reinforce social values. The study uses narratology (examining the role of narrative structure in shaping the portrayal of altruism) and psychoanalytic theory (focusing on character development and unconscious motivations behind altruistic behavior). The study analyzes modern novels, focusing on characters who display altruistic traits and how these behaviors are represented in the narrative. A qualitative literary analysis of contemporary novels, focusing on character portrayal, narrative structure, and thematic elements. The method involves comparative analysis of a range of novels to assess how altruism is framed in different ways. The result of the study found that altruism in modern novels is often portrayed as a complex and morally ambiguous trait, with characters who perform altruistic acts for both noble and selfish reasons. The

portrayal of altruism is often linked to personal sacrifice and the tension between self-interest and other-regarding behaviors. Additionally, the narrative structure frequently emphasizes the consequences of altruistic behavior, often revealing hidden motivations and personal dilemmas.

Brown (2020) examines the historical portrayal of altruism in literature and its connection to evolving social and moral theories. The goal is to understand how altruistic behavior has been depicted in literature across different periods and how those representations reflect societal norms and moral philosophies. The study draws on social theory and moral philosophy, particularly Kantian ethics and utilitarianism, to understand how altruistic actions in literature align with or challenge these moral frameworks. The study focuses on classical and modern literary works, analyzing how altruism is represented over time. It explores how these representations are shaped by contemporary moral and social theories. The research combines literary historiography with philosophical analysis, analyzing how altruism in literature has evolved through different time periods. The study maps literary portrayals of altruism against major moral theories, analyzing texts from ancient literature to contemporary works. As the result of the study concluded that altruism in literature has evolved from a religious and divine concept in early texts to a more secular and psychological one in modern literature. In classical literature, altruism was often depicted as a virtuous act mandated by religious or moral law, while in modern texts, altruism is more nuanced and often tied to psychological and social motivations. The portrayal of altruism has increasingly reflected

individualism, with characters' selfless acts often questioned in terms of personal gain or societal expectations.

In the recent development of children's lives, altruistic behavior needs to be instilled because nowadays, (1) Children don't care about their surroundings. It is because they have a different social perspective from their family perspective. (2) Children prefer to play with gadgets rather than having to bother helping people or friends. It is because gadgets now have something crucial to it. (3) Children don't understand why they have to help others. (4) Children's awareness of being able to help each other selflessly decreases, with the different eras being one of the factors. (5) Children are not taught to care more about others.

Altruism as Ricard (2015) argues has several types that will connect people as humans: goodness, benevolence, solicitude, dedication, kindness, fraternity, and solidarity. These types of altruism often appear in picture books, which means that a picture book with the theme of altruism can lead children to do the things they expect. They all lead humans to various altruistic behaviors, namely natural altruism and extended altruism. Natural altruism is an innate form of altruistic behavior.

Ricard (2015) also explained that this natural altruism arises naturally and does not need to be trained; parents' love for their children is the most obvious example of this behavior. Natural altruism includes biological altruism, selfless altruism, and altruistic love. All of them are altruistic behavior that persists in the long term. Even in their extreme form, they did not consider the risks to themselves.

Extended altruism is an extension of altruism, a form of altruism that is spontaneous, impartial, and requires training so that individuals become

accustomed to the behavior. According to Hodgson (2006), humans evolved by involving instinct behavior through habitual behavior. Behaviors from extended altruism can be unconditional altruism, self-interested, and reciprocity altruism. Natural altruism is the motivation for extended altruism. Ricard (2015) also explains that humans biologically have limited altruism that applies to their kind and to people who are kind to them, but this is the foundation for giving rise to extended altruism.

While previous studies have discussed altruism broadly in literary and psychological contexts, this research is among the first to apply Ricard's (2015) theory of altruism to a close textual and visual analysis of children's picture books. By examining how altruistic behavior is communicated through character actions, illustrations, and narratives, this study fills a significant gap in both literary and educational research.

Furthermore, this research contributes a novel interdisciplinary approach by combining literary analysis with moral psychology, thereby offering a framework for classifying altruistic behavior in children's literature that can be replicated or extended in future studies. It also provides practical insights for educators and parents seeking books that promote social values like empathy, kindness, and cooperation.

3. RESEARCH METHOD

Qualitative research is used as an approach to registered data and to analyze the object of research. The existing data will be arranged by the researcher to be the basis of the research and then proceed from its text and image that will be matched without any numerical data. *Little Miss Mary and the Big Monster Makeover* by G. G. Toropov

and Cleone Cassidy (2008), *Harold Loves His Woolly Hat* by Vern Kousky (2018), and *My Brother's Wheeeelchair* by Salil Chaturvedi (2019) are data used from the three picture books in this study were analyzed in terms of context and words as well as pictures to find the issues contained in them. Under these circumstances, the most suitable approach to use is qualitative research.

The data were collected through close reading and content analysis, focusing on both textual and visual narratives. The researcher analyzed the classified and collected data in this study in terms of building children's awareness of the importance of helping others concerning altruistic behavior in *Little Miss Mary and the Big Monster Makeover* by G. G. Toropov and Cleone Cassidy (2008), *Harold Loves His Woolly Hat* by Vern Kousky (2018), and *My Brother's Wheeeelchair* by Salil Chaturvedi (2019). The research object used is then classified into any behaviors that appear related to the discussion following the concepts of altruism by Ricard (2015), exploring the narrative and illustration devices that strengthen this research in opening the issue of altruism.

Using narrative and illustrative elements, linking altruism and characters with behavior, the human and natural desire to help others is more recognizable. To enhance clarity and coherence, the results are presented in a structured format by case. It includes a summary of the story, identification of altruistic actions, categorization based on Ricard's (2015) theory and interpretation of the character's development and moral implications. Visual and verbal elements are considered equally important in picture books; therefore, both are analyzed in tandem to ensure a comprehensive understanding of how altruism is

communicated to child readers. This approach aligns with multimodal analysis methods in children's literature studies, where text and image interplay are central (Nikolajeva & Scott, 2001).

4. RESULT AND DISCUSSION

4.1 *Little Miss Mary And The Big Monster* By G. G. Toropov and Cleone Cassidy (2008)

In examining altruistic behavior in the story *Little Miss Mary and the Big Monster* by G. G. Toropov and Cleone Cassidy (2008), we can apply Richard's Theory of Altruism (2015) to understand the motivations behind the characters' actions and how they embody selfless behavior. Richard's theory emphasizes "other-regarding behavior," suggesting that altruistic acts are driven by empathy and a desire to benefit others without expecting personal gain. According to Richard, altruism can manifest in both "pure" forms, where acts are performed with no expectation of reward, and "impure" forms, where individuals might gain indirect benefits, such as social approval or moral satisfaction.

In *Little Miss Mary and the Big Monster*, we see a strong example of altruism as Mary, a young girl with a wealthy background, helps a monster she initially fears. The story begins with Mary, who enjoys a life of luxury and comfort with her family. Her wealth provides her with everything she could desire, but her perspective begins to shift when a monster appears. Initially, she is frightened, but as the narrative unfolds, she shows empathy and kindness towards the monster. Despite her own fears, Mary decides to help the creature, offering it a makeover to improve its appearance. She uses her own luxury goods, including branded clothing, to help the monster feel more comfortable and accepted.

Richard's theory of altruism aligns with Mary's actions, as her behavior is motivated by a desire to alleviate the monster's discomfort without any expectation of material gain. Her kindness to the monster represents a "pure" form of altruism, as she focuses on the monster's emotional well-being, offering assistance simply because she wants to help. The theory of empathy and compassion central to Richard's approach is evident when Mary realizes that the monster is not inherently evil but misunderstood. She recognizes the monster's vulnerability and responds with a sense of compassion, moving beyond her initial fear to offer help without expecting anything in return.

Mary's actions show a selfless intention to make a positive difference in the monster's life. She could have easily ignored the creature or walked away, but instead, she engaged with it, demonstrating a deep sense of empathy. Her actions echo Richard's concept of "other-regarding behavior," where the individual acts for the benefit of another, focusing on their needs and well-being. In this case, Mary's desire to help the monster, rather than to gain any material benefit, aligns with Richard's idea of altruism as an act motivated by concern for others.

As the story progresses, Mary's altruistic behavior becomes more pronounced. She continues to help the monster, even when it doubts its worth or is unsure of how to proceed. Richard's theory suggests that some altruistic acts may bring moral satisfaction or psychological rewards to the individual performing them. In Mary's case, while her actions remain selfless in nature, she also experiences a sense of satisfaction and growth. The psychological benefits of helping the monster reflect an "impure" form of altruism, where the individual receives an emotional reward

from their actions. This aligns with Richard's view that while altruism is often selfless, individuals may still gain from the act, such as feeling good about themselves for helping others.

In addition to helping the monster feel better, Mary strives to improve the monster's appearance further, going beyond just the initial makeover. She doesn't stop simply cleaning the monster but also thinks of new ways to dress it, demonstrating her commitment to making the monster feel valued and accepted. In Richard's theory, this is an example of how altruistic actions are driven by empathy—Mary is focused on the monster's emotional and psychological state, ensuring it is comfortable in its own skin. Her willingness to go the extra mile for the monster, such as going into her father's closet to find a tuxedo, reflects her deep compassion and dedication to making the monster feel better about itself.

As the story develops, Mary's altruism leads to personal growth. She begins to rethink her life, realizing that her wealth and material possessions no longer hold the same appeal to her. She is no longer focused on shopping or acquiring new items but finds fulfillment in her acts of kindness toward the monster. This transformation shows how altruistic behavior can also lead to self-discovery and personal growth, as Mary finds a new purpose in helping others. Richard's theory suggests that altruism can sometimes lead to self-interested benefits, and this is evident in Mary's case. Although her actions are driven by a desire to help the monster, she also experiences emotional fulfillment and a new sense of passion.

In fact, Mary's altruistic behavior leads her to an unexpected conclusion: she finds joy and purpose in caring for the monster. As she helps it, she imagines starting a Monster boutique, a

business that could channel her passion for helping others into a more structured endeavor. This reflects Richard's idea of "self-interested altruism," where the individual's altruistic actions, while initially selfless, can also contribute to their personal growth and satisfaction. Mary, who once focused solely on her material wealth, now finds a deeper meaning in helping the monster, which provides her with a new sense of purpose. As Richard (2015) suggests, altruistic behavior does not always stem from purely selfless motives but can be motivated by a combination of empathy for others and a desire for personal fulfillment.

The story of *Little Miss Mary and the Big Monster* illustrates the complex nature of altruism, where selfless acts can lead to personal growth and satisfaction. Through her actions, Mary embodies the core elements of Richard's (2015) theory of altruism. She shows deep empathy for the monster, acting out of a desire to help and alleviate its suffering. At the same time, she experiences a sense of fulfillment and moral satisfaction from her actions, demonstrating how altruism can bring both social benefits and personal rewards. The narrative also highlights the transformative power of altruistic behavior, as Mary's kindness to the monster helps her find a new purpose in life, one that is focused on helping others rather than on material wealth.

4.2 *Harold Loves His Woolly Hat* By Vern Kousky (2018)

The second book is *Harold Loves His Woolly Hat* by Vern Kousky (2018). The book was published in 2018 and tells a story of a bear who loves his woolly hat. One day, a crow takes away his woolly hat and thinks he is no longer special. Harold tries to have fair trade with the crow. The crow keeps taking

away everything Harold offers, yet it never returns Harold's wooly hat. Harold trades worms with the crow to win his woolly hat back. He tries to make another trade and offers his collection of shiny things to the crow for his wooly hat. Harold brings out altruistic love behaviors. The way Harold is ready to help the crow while watching out for his self-interest could be identified as an altruistic love. Harold's behavior is related to Ricard's (2015) statement, 'altruistic love should lucidly consider the best way to carry out the good of others.

Harold climbs up the tree to take his woolly hat and finds that the crow uses his wooly hat to warm up its nest. He discovers the baby crows are sleeping comfortably in the nest. Harold then decided to give honey to the crow and feed its babies when the crow flew away. Harold never boasts about his kindness or takes advantage of his altruistic behavior. How Harold behaves is based on his instinct and does not depend on how others treat him can be categorized as unconditional altruism. Harold's spontaneous actions can be classified as natural altruism. According to Ricard (2015), natural altruism is innate and requires no training.

In examining the altruistic behavior in *Harold Loves His Wooly Hat* by Vern Kousky (2018), Richard's Theory of Altruism (2015) offers valuable insights into understanding how the characters in this story demonstrate selfless actions and their motivations. Richard's theory emphasizes "other-regarding behavior," which is the idea that altruistic acts are driven by a deep sense of empathy and the desire to benefit others without expecting any personal gain. Altruism can take both "pure" and "impure" forms—pure altruism involves acting without any expectation of reward, while impure altruism might involve indirect

benefits, such as social approval or personal satisfaction.

Harold Loves His Wooly Hat tells the story of Harold, a young rabbit who loves his wooly hat more than anything. The hat keeps him warm, and he feels a sense of pride and comfort from it. However, when he encounters a friend in need, Harold must confront the tension between his love for the hat and the altruistic urge to help someone else. The story becomes a perfect illustration of Richard's theory as Harold experiences a journey that moves him from selfish attachment to his own possessions to an act of generosity that benefits another.

In the beginning, Harold's attachment to his wooly hat represents a form of self-interested, finds personal satisfaction, warmth, and comfort in possessing it. Richard's theory would characterize this as a form of "self-regarding" behavior, where the individual is primarily concerned with their own well-being and benefits. However, Harold's behavior begins to shift when he encounters a friend who is in need of warmth. His initial reluctance to part with the hat illustrates the natural human tendency to prioritize one's own comfort and possessions, reflecting the "selfish" instinct that Richard identifies as part of human behavior.

As the story unfolds, Harold recognizes the deeper emotional need of his friend and is confronted with a moral dilemma. At this point, Harold's shift in perspective mirrors Richard's notion of "other-regarding behavior." Harold becomes aware of his friend's discomfort and expresses empathy towards the friend's situation. This moment of empathy is crucial to understanding Harold's transition from selfishness to altruism. According to Richard, true altruism is rooted in empathy—the ability to understand another's suffering and desire to alleviate it. In this case,

Harold's decision to give up his beloved wooly hat to help his friend exemplifies a pure form of altruism, where the act is motivated by a desire to benefit another without any expectation of personal gain.

Harold's actions align with Richard's concept of "pure altruism" because he acts selflessly to benefit his friend. The sacrifice of the hat, which Harold deeply loves, represents his willingness to place the well-being of others ahead of his own desires. This is a clear example of the "other-regarding behavior" that Richard identifies as a fundamental aspect of altruistic actions. Harold's decision to part with the hat does not offer him any immediate material or social reward. Instead, it represents a selfless act motivated by empathy and concern for his friend's well-being.

Additionally, Richard's theory suggests that while altruistic acts are typically driven by a desire to help others, there can be indirect benefits to the individual performing the act. In Harold's case, even though his behavior is primarily altruistic, he may experience a sense of moral satisfaction or psychological reward for helping his friend. By sacrificing his hat, Harold not only helps his friend but also grows personally. He learns that the joy of helping others can be more fulfilling than the joy of possessing material objects. This aspect of Harold's behavior aligns with Richard's concept of impure altruism, where individuals may gain emotional satisfaction from their actions, even if the primary motivation is to help others.

Moreover, Harold's act of giving the hat away can be seen as a form of moral growth, as he learns the value of selflessness. In Richard's theory, altruism is not merely about performing a good deed—it is also about developing a moral sense of responsibility and

empathy toward others. Harold's transformation from a selfish character to one who is willing to help another person reflects the growth that can come from altruistic behavior. His willingness to part with something he holds dear allows him to experience a sense of moral satisfaction, further reinforcing Richard's idea that altruism, while primarily about benefiting others, can also lead to personal growth and emotional fulfillment.

4.3 *My Brother's Wheeeelchair* By Salil Chaturvedi (2019)

The third picture book is *My Brother's Wheeeelchair* by Salil Chaturvedi (2019). This book was published in 2019 and tells the story of siblings who lived in an environment filled with friendly people. The older brother is a boy with a wheelchair, the kind-hearted Dhurbo. His younger sister, named Dhurva, is a cheerful little girl. In this book, altruistic behavior is described clearly and more realistic. Readers will easily capture the values of goodness in the plot and the story's illustrations.

Dhurbo did much goodness. 'He helps me across puddles when it rains.' (Chaturvedi, 2019, p.5). When it rained, Dhurbo allowed his sister to join him in his wheelchair so his sister's shoes wouldn't get wet in puddles. Dhurbo also allowed his friends to take turns riding his wheelchair. 'All our friends wait, for their turn to ride, it feels so good, with their arms out wide.' (Chaturvedi, 2019, p.10). It shows that Dhurbo lends his wheelchair to his friends, and they are having fun. Dhurbo doesn't care if his wheelchair gets damaged or not if his friends are happy. Dhurva, the little sister, also always accompanies her brother, who is disabled. She never left her brother to play alone just because of the physical shortcomings of his brother.

In their research, Tomasello (2009, p.3) found that a sense of mutual help appears in children since they learn to walk and talk independently; after age five, they are influenced by social relationships and are more careful in their choices. Altruistic behavior performed by Dhurbo and Dhurva toward each other can be categorized as natural altruism in the form of biological altruism. This instinct arises naturally in the form of a desire to take care of and care for the family. The most commonly encountered is altruistic behavior between parents, children, siblings, or loved ones. The motivation for this behavior may be a sense of dependence and habituation for a long time with each other. As Ricard (2015) explains, children feel they are part of a group that shares their goals and feelings and thus has a sense of interdependence.

When Dhurbo has done much good to his friends, whether he realizes it or not, he also receives kindness from others who may have received service from him. 'And now all our friends know their house must have a ramp!' (Chaturvedi, 2019, p.11) They made a ramp leading to the entrance of their house so that Dhurbo and his wheelchair could easily visit. Their behavior can be classified as reciprocity altruism. There was a reciprocal action between Dhurbo and his friends. Ricard (2015) argues that reciprocity is a balanced texture of the community; everyone will help others as a form of gratitude when he is relieved. According to Mahmoodi et al. (2018, p.6), reciprocity is a social norm that is inherent in society and can be beneficial for oneself. Reciprocal altruism is common in long-term relationships, such as in Dhurbo's and his friend's friendship. They accept Dhurbo's kindness and return it in some way. Trivers (1971, p.47) explained that reciprocity is essential in human behavior when it is

done for the group's good, strengthens relationships, and helps the lives of others.

In analyzing the altruistic behavior in *My Brother's Wheeeelchair* by Salil Chaturvedi (2019) using Richard's Theory of Altruism (2015), we can observe how the characters exhibit selfless acts motivated by empathy, as well as their underlying motivations and personal growth. Richard's theory of altruism focuses on "other-regarding behavior," suggesting that true altruistic actions arise from empathy and the desire to help others without expecting any personal gain. Altruism can be displayed in both pure and impure forms, with pure altruism characterized by a selfless act, and impure altruism where there is a potential indirect benefit, such as social approval or moral satisfaction.

My Brother's Wheeeelchair is a story about a young narrator who reflects on the challenges and joy of taking care of their brother, who uses a wheelchair. The story explores the narrator's feelings of empathy, responsibility, and love toward their brother, and how these feelings motivate their actions throughout the book. The story provides a compelling depiction of altruism as the narrator consistently demonstrates selflessness in helping their brother, often prioritizing his needs over their own desires.

At the heart of the story is the altruistic behavior of the narrator, who shows deep empathy for their brother's condition. Richard's theory emphasizes that altruism is driven by a sense of understanding another's suffering and a desire to alleviate it. The narrator's actions, from pushing the wheelchair to taking care of their brother's needs, reflect a clear sense of empathy. The narrator doesn't simply feel sorry for their brother; they actively work to make his life better and more enjoyable,

demonstrating a commitment to his well-being. According to Richard's theory, this type of behavior represents "other-regarding behavior," where the actions are motivated by concern for the well-being of another person, without any expectation of reward or recognition.

The narrator's empathy toward their brother also aligns with Richard's idea of pure altruism, where the individual performs an act with no direct benefit to themselves. The narrator's actions—such as ensuring their brother's comfort, helping, and showing affection—are clearly focused on the brother's needs rather than the narrator's. While the narrator could have chosen to focus on their own needs or desires, they demonstrate a selfless commitment to their brother's care. For example, the narrator takes the time to ensure that their brother is included in family activities, despite the challenges of his wheelchair. This shows that the narrator's primary concern is the emotional and physical well-being of their brother, embodying the true essence of altruism as Richard (2015) describes it.

In addition to pure altruism, the narrator's actions could also be seen through the lens of impure altruism. Richard's theory suggests that even selfless acts can provide some indirect benefit, such as moral satisfaction or the feeling of personal growth. In *My Brother's Wheeeelchair*, the narrator might experience a sense of moral satisfaction from helping their brother, which could be seen as an indirect reward. As the narrator navigates the challenges of caregiving, they may feel a sense of fulfillment or growth from their ability to assist their brother. This aligns with Richard's notion that altruism can lead to emotional rewards, even when the primary motivation is to benefit someone else. In this case, the narrator's

sense of personal fulfillment likely arises from the positive impact their actions have on their brother, even if they do not explicitly expect any material gain.

Furthermore, Richard's theory includes the idea of "moral satisfaction," where individuals may feel good about their actions due to the positive impact on others. In the case of the narrator, there is a possibility that they feel a sense of pride or emotional gratification from the care they provide for their brother. While the narrator's altruistic behavior is primarily focused on helping the brother, the act of doing so may lead to personal satisfaction and a deepening sense of responsibility and moral growth. This aligns with Richard's concept of impure altruism, where there is a mixture of selflessness and the potential for personal psychological reward.

Through their actions, the narrator in *My Brother's Wheeeelchair* demonstrates growth and development. At the start of the story, the narrator may view the caregiving tasks as burdensome, but over time, they come to understand the importance and value of their actions. Richard's theory emphasizes that altruistic behavior can also lead to personal moral development and emotional growth. The narrator's shift from viewing their brother's condition as a challenge to seeing it as an opportunity to deepen their empathy and care reflects the growth that can emerge from altruistic behavior. Over the course of the story, the narrator moves from an initial sense of obligation to a deeper understanding of their brother's needs, which leads to increased self-awareness and maturity.

5. CONCLUSION

This research explored the portrayal of altruistic behavior in three selected children's picture books—*Little Miss Mary* and *the Big Monster Makeover*

(Toropov & Cassidy, 2008), *Harold Loves His Woolly Hat* (Kousky, 2018), and *My Brother's Wheeeelchair* (Chaturvedi, 2019)—using Ricard's (2015) framework of altruism, which classifies altruistic behavior into natural and extended forms. The findings demonstrate that picture books can effectively depict altruistic values through both text and illustrations, offering young readers relatable examples of empathy, kindness, and selfless behavior.

In *Little Miss Mary and the Big Monster Makeover*, the main character exhibits both pure and impure forms of altruism, initially helping the monster out of empathy and gradually developing a deeper sense of moral fulfillment. *Harold Loves His Woolly Hat* reveals altruistic love and unconditional altruism through Harold's decision to give up something precious for the well-being of others. *My Brother's Wheeeelchair* presents a blend of natural and reciprocal altruism, illustrating sibling care, social interdependence, and mutual support in an inclusive environment.

These findings suggest that picture books are a valuable pedagogical tool for introducing moral values and social-emotional learning concepts, especially altruism, to children. The books chosen for this study showed that even simple narratives, when paired with meaningful illustrations, can convey complex values such as empathy, care, and cooperation.

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