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RESEARCH ARTICLE

THE STATE OF ADOLESCENT PROSOCIAL BEHAVIOR AND ITS IMPACT: A SURVEY IN INDONESIAN SENIOR SECONDARY SCHOOLS

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Abstract

Prosocial behavior is carried out by individuals who care about their environment. Concern for the environment makes individuals easy to move to help others. This study aims to determine the condition of adolescent prosocial behavior and the impact that will be felt by adolescents who are accustomed to prosocial behavior. This study uses a quantitative method with a survey approach in senior high schools in the city of Cirebon, West Java, Indonesia. The study population was Cirebon high school students. The sample consisted of 225 students consisting of 50 male students and 175 female students. The results of the analysis showed that the condition of adolescent prosocial behavior was in the medium category. The latest findings in this study are: the highest aspect that students have in prosocial behavior is the aspect of empathy, the guilt aspect is the medium category aspect, while the responsibility aspect is the lowest aspect. The impact that will be felt by adolescents who are accustomed to prosocial behavior will have happiness so that they can have a meaningful life.

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Introduction:-

Every human being has a desire to be able to live a happy and prosperous life. The desired happiness and well-being is obtained from the life journey that each individual passes to form a mindset that can affect individual behavior. As viewed from the perspective of developmental psychology, adolescence is the period of human development that undergoes the most changes. So do not be surprised if adolescents need social assistance from their environment because they are having a difficult time adapting to new demands at school and in their social life. In adolescence, the demands for them are not only to be able to adapt to the changes that occur. However, adolescents learn to establish social interactions (J & Matulesy, 2012) (Wulandari & Satiningsih, 2018) (Utami, Alfiandra, & Waluyati, 2019). This is in accordance with a new vision in the world of adolescent development since 2014 called Positive Youth Development (PYD) in positive adolescent development, a very important framework is needed, namely the formation of prosocial behavior with the aim of reducing adolescent aggressiveness (Hardy, Bean, & Olsen, 2014) (Caprara, et al., 2014). The main objective of PYD is to increase the prosocial behavior of adolescents so as to reduce aggressiveness among adolescents. Therefore adolescents who have prosocial behavior are adolescents who can care about other people and the environment so that they can become adolescents who develop positively.

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Some experts have explained that the current prosocial condition of the social environment among adolescents has decreased as evidenced by the loss of mutual cooperation, tolerance, aggressive attitudes of adolescents and a lack of sensitivity, among others, are complex social problems for adolescents today (Sabiq & Djalali) . , 2016) (J & Matulessey, 2012). In addition, the impact that occurs as a result, according to him, prosocial behavior in adolescents can cause anxiety, meaningless life, aggressiveness, egoism, indifference and individuality (Mintarsih, 2015).

The phenomenon seen in life today is discovered by adolescents who only care about themselves. Adolescent's indifference to the environment makes adolescents a creature of individuality because the results of research conducted (Cahyaningroom, 2015) show that the problems that arise today are that students only want to help people they know, only work with close friends and are reluctant to share with others who need them. In the same year, research by (Mintarsih, 2015) also explained that not only did they care about peers but students currently pretended not to see their teacher who was having trouble carrying goods, students experienced a moral decline in the teacher and were less able to collaborate between students. One of the factors causing the reduction in social sensitivity is the research conducted by (Wulandari & Satiningsih, 2018) that the loss of prosocial behavior is due to the development of technology that has led adolescents to lead practical lives so that they become individual beings.

Based on previous research, it was found that adolescents have social problems due to a loss of sensitivity to other people and their environment. The development of technology is one of the causes for the reduced social sensitivity of adolescents, because the development of technology, if misused, will make adolescents become individualistic beings. Because teenagers spend more time playing games. This phenomenon is certainly a concern for researchers because if it is left unchecked it will turn the younger generation into individual generations who cannot become fully social creatures.

Observing the map of previous research, there are several gaps that need to be examined, namely whether the current condition of prosocial behavior has increased or decreased. Does the development of technology make adolescent prosocial behavior decrease? This research really needs to be studied because knowing the conditions of prosocial behavior will help educators in high school to pay attention to the prosocial behavior of students at school. The results of this study are expected to contribute to further research that the current level of adolescent prosocial behavior can be re-tested or developed by adding variables that can influence adolescent prosocial behavior.

Based on the background and literature review above, research questions were formulated including; (1) What is the current level of adolescent prosocial behavior? (2) What is the impact if adolescents behave prosocial? This study aims to determine adolescent prosocial behavior.

Method:-

The research was conducted at Cirebon State Senior High School in July-August 2020. The population in the study were Cirebon Public Senior High School students. This study used accidental sampling technique, namely accidental sampling but in accordance with the research criteria, namely the middle adolescence aged 16-18 years (Hurlock, 2011). The sample in this study amounted to 225 students (50 male students and 175 female students). This study uses a quantitative method with a survey approach.

The preparation of measuring instruments is based on theory (Bierhoff, 2002). After the aspects that have been mentioned in the theory, the researchers made a questionnaire design consisting of several statement items. The measuring instrument in this research is a scale of prosocial behavior. The prosocial behavior scale consists of 32 items.

Measuring instruments in research must meet the requirements of validity and reliability selection. The measuring instrument is calculated using the Pearson correlation coefficient. The validity and reliability tests on the prosocial behavior scale ranged from 0.200 to 0.622 with a reliability coefficient of 0.867. Based on the validity and reliability test on the prosocial behavior scale, there are two items that fail so that the prosocial behavior scale has 30 items. The level of reliability on the scale of prosocial behavior in this study shows that the measuring instrument used is trustworthy and reliable. The analysis technique of this research uses statistical analysis with the help of the Statistical Packages for Social Scene (SPSS) program.

Result:-

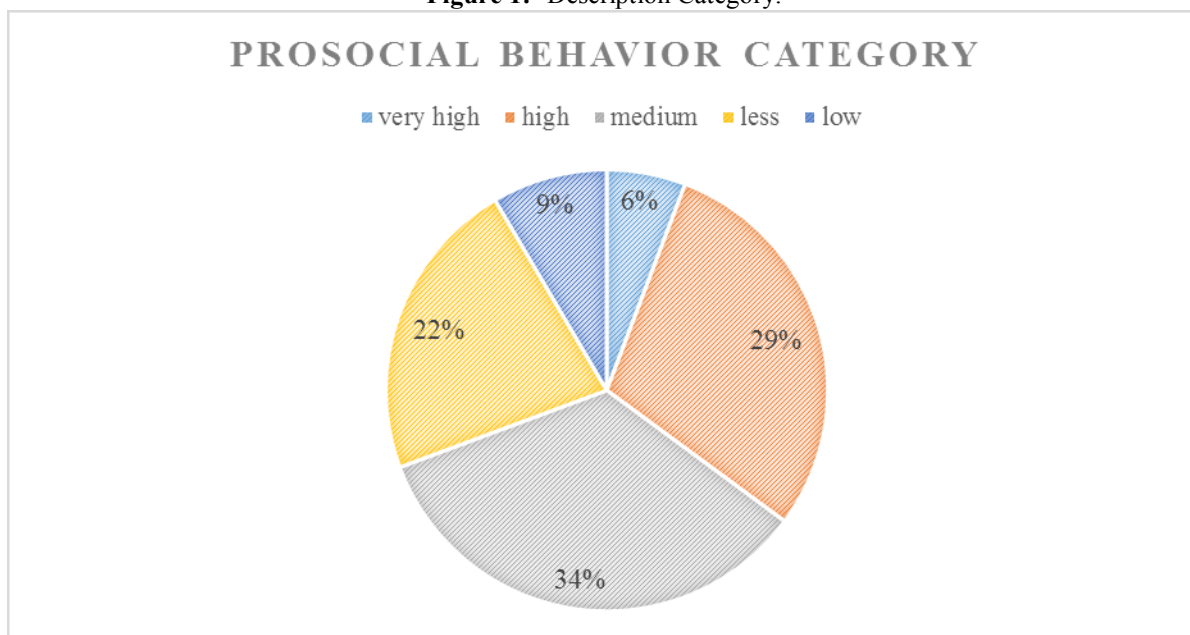
The research data were analyzed using product moment data analysis with the help of the Statistical Packages for Social Scene (SPSS) program. Overall, based on data analysis, the data description includes the average value, standard deviation, highest value and lowest value. The data description can be seen in table 1.

Table 1:- Description of prosocial behavior data.

Mean	92,666
Standard Deviation	10,257
Maximum Score	114
Manimum Score	63

Based on table 1. It can be seen that the average value obtained is 92.666 with a standard deviation of 10.257. As for the highest score on prosocial behavior is 114 and the lowest score is 63.

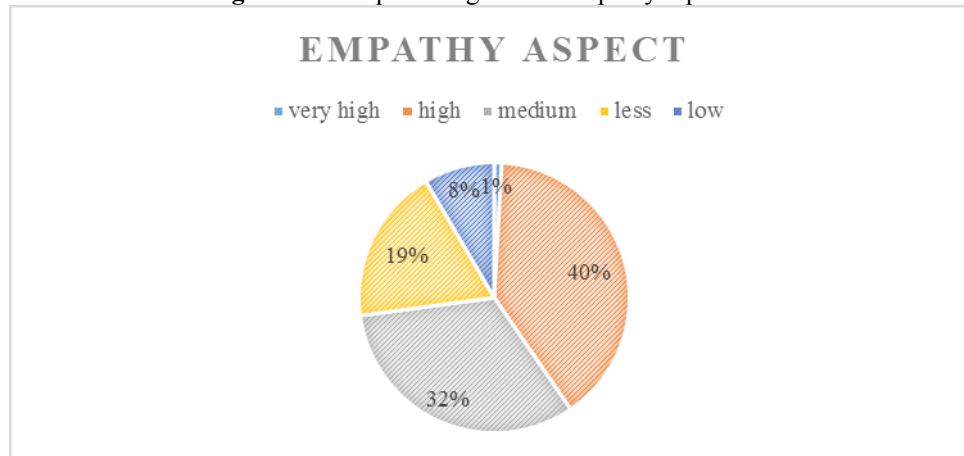
Based on the results of data analysis, it was found that 6% of students had prosocial behavior (13 students) were in the very high category, 29% (66 students) were in the high category, 34% (77 students) had prosocial behavior which was still in the high category. medium category, 22% (50 students) are in the low category and 8% (19 students) are in the very low category. The overall result description category can be seen in Figure 1.

Figure 1:- Description Category.

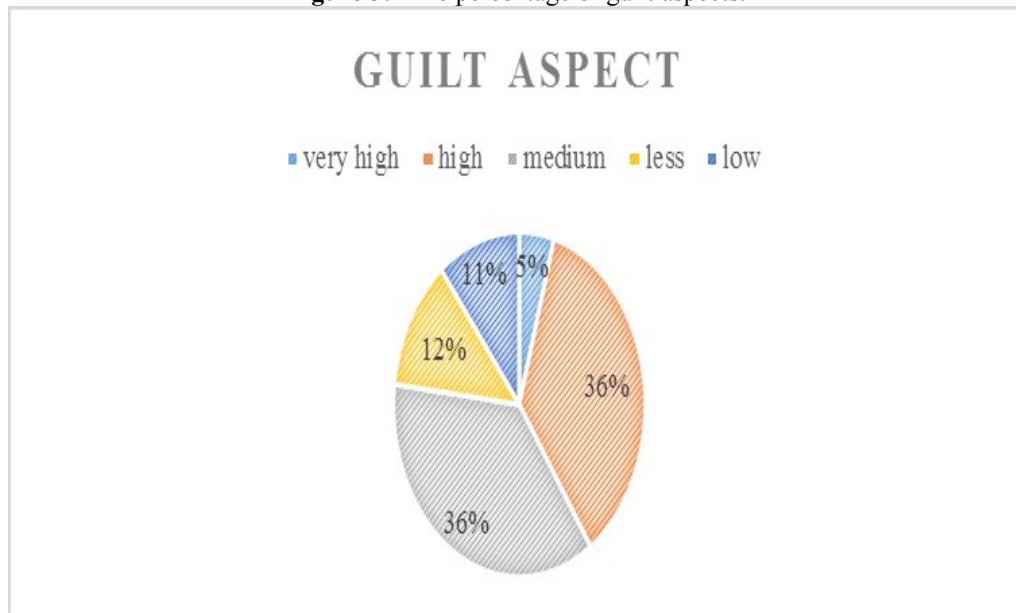
While the results of the analysis of each aspect of prosocial behavior include aspects of empathy, aspects of guilt, and aspects of responsibility that have different levels.

Aspects of empathy:

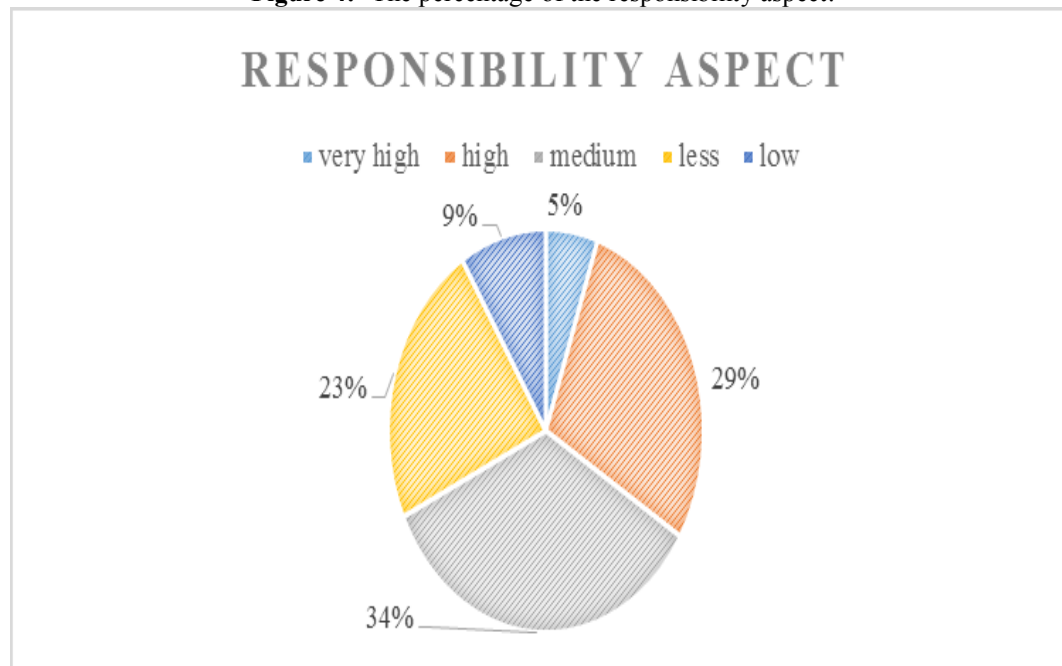
Based on data analysis, it can be described that students who have empathy in the very high category are 1% (2 students), students who have empathy in the high category are 40% (89 students), students who have empathy in the moderate category are 32% (73 students).), students who have empathy in the low category are 19% (42 students), and students who have empathy in the very low category are 8% (19 students). The percentage of the empathy aspect can be seen in Figure 2.

Figure 2:- The percentage of the empathy aspect.**Guilt aspect:**

Based on data analysis it can be described that students who have guilt in the very high category are 4% (10 students), students who have guilt in the high category are 36% (81 students), students who have guilt in the moderate category are 36% (82 students), students who had guilt in the low category were 12% (28 students), and students who had very low guilt were 11% (24 students). The percentage of guilt aspects can be seen in Figure 3.

Figure 3:- The percentage of guilt aspects.**Responsibility aspects:**

Based on data analysis it can be described that students who have responsibility in the very high category are 5% (12 students), students who have responsibility in the high category are 28% (64 students), students who have responsibility in the medium category are 34% (77 students), students who have responsibility in the low category are 23% (52 students), and students who have responsibility in the very low category are 9% (20 students). The percentage of the responsibility aspect can be seen in Figure 4.

Figure 4:- The percentage of the responsibility aspect.**Discussion:-**

Based on the results of the analysis, it can be seen that the most prosocial behavior of adolescents is in the medium category with a frequency of 77 students. Prosocial behavior can make individuals who can help others without any hope of rewarding them. Prosocial behavior is behavior based on volunteerism that exists in individuals with the main objective of benefiting others and can generate self-appreciation for helping (Jenny & Debbie, 2012) (Flouri & Sarmadi, 2016). The prosocial behavior that is carried out will affect the prosocial behavior in the environment. Supported by this statement (Sarwono S., 2003), if the condition of adolescents is in an environment that is not conducive or lacks guidance and education, it will have an impact on the inability of adolescents to adapt which in turn forms a bad social behavior. Because prosocial behavior will emerge with a role model (Umayah, Ariyanto, & Yustisia, 2017). Having adolescent prosocial behavior which is still in the moderate category will be able to influence other students to improve adolescent prosocial behavior with the role model in their environment. Meanwhile, if adolescents do not have prosocial behavior, they will experience negative emotional social consequences such as antisocial behavior and drug use (Rusby, et al., 2019). There are three recent findings in this study, namely findings related to aspects of prosocial behavior. The percentage in each aspect can be seen in table 2.

Table 2:- Percentage of Prosocial Behavior Categories.

Category	Aspect		
	Empathy	Guilt	Responsibility
Very high	1%	4%	5%
High	40%	36%	28%
Medium	32%	36%	34%
Less	19%	12%	23%
Low	8%	11%	9%

Three recent findings in this study, namely: the empathy aspect is the highest aspect (40% of students are in the high category and 1% of students are in the very high category). While the responsibility aspect is the lowest category aspect (23% of students are in the low category and 9% of students are in the very low category). And the guilt aspect is an aspect that is in the medium category (36% of students are in the medium category, and 36% of students are in the high category).

The first finding is that the empathy aspect is the highest aspect. Empathy is the basis for having a social care attitude (Utami, Alfiandra, & Waluyati, 2019). The empathy you have during adolescence will grow into a belief to

be able to help others with the aim of alleviating and reducing the suffering of others. The ability to empathize a person has is related to the ability to share in other people's suffering such as self-suffering (affection) and to be able to think about the suffering of others (cognition) (Husada, 2013). This is in line with Goleman's opinion in (Rudyanto, 2010) that the empathy of individuals in the high category can lead to positive prosocial behavior. The empathy that adolescents have can be obtained through modeling from their surroundings. The closest environment for teenagers is the family environment, one of which is modeling from their parents. Parenting styles that can generate empathy are democratic parenting (Husada, 2013). Democratic parenting gives children the freedom to choose actions and this parenting can bring out the characteristics of children who are independent, can control themselves, and have good relationships with their friends (Baron & Byrne, 2005). The ability of students to empathize can develop with the experiences made by students in an effort to empathize with others, with the experience of individuals being able to move when they see situations that need help (Puspita & Gumelar, 2014). Therefore empathy can provide direction and motion for adolescents in providing assistance to others.

The second finding is that the responsibility aspect is the lowest aspect. Regarding the emergence of prosocial behavior, the aspect of responsibility is an absolute aspect that is needed to help others. As stated, in any situation, responsibility is something that must be accepted as a determining factor to help others, both low and high responsibility conditions (Crisp & Turner, 2007). The existence of demands from social responsibility that arise from social norms makes it one of the motivations for individuals to behave prosocial. In line with this, research conducted by Lam in 2012 found that prosocial behavior is highly influenced by the culture and social context experienced. The culture of mutual cooperation is already owned by the Indonesian people in their daily life. Therefore, the sense of responsibility that adolescents have can move them to help others because of their social awareness.

The third finding relates to the aspect of guilt as an aspect that is in the medium category. Guilt is an individual's ability to correct the mistakes he has done. Individual concern for efforts to improve all attitudes he has done and attitudes that have harmed others by self-evaluation and trying not to make these mistakes in the future. Efforts to correct these mistakes are behaviors that some teenagers do to maintain relationships with other people. This ability provides youthful movement and direction to maintain relationships with others by avoiding mistakes against others and providing assistance to others.

The impact of prosocial behavior for adolescents according to Monk (in Utami, Alfianandra, & Waluyati, 2019) that social attitudes are always related to controlling emotions and expressing emotions in their place. As Supriadi, 1997 in (Helma, Fitri, Ahmad, & Yasrial, 2019) individual abilities in the form of emotional skills and social skills will form characters that can be applied in the school environment and the community environment. Prosocial behavior is associated with increasing positive aspects in adolescents such as emotional intelligence, empathy, self-regulation and will have positive emotions (Carlo, Wolff, & Crockett, 2012) (Brackett, Rivers, & Salovey, 2011). The positive aspects that will be felt by adolescents who have good social interactions will feel happiness in their lives (Asih & Pratiwi, 2010). Happiness is marked by the ability to work together in prosocial behavior (Ramadhan, 2012) (Putri & Rustika, 2017). Such as (Weinstein, 2010) that when someone behaves prosocial it can affect the psychological well-being of that person. So that, indirectly, prosocial behavior can make a person have psychological well-being which can help in fostering positive emotions, life satisfaction and happiness, reducing depression and one's negative behavior (Indrawati, 2017) (Prabowo, 2016). On the other hand, individuals who do not care about their environment will cause anxiety, meaningless life, aggressiveness, egoism, indifference and individuality (Mintarsih, 2015). Therefore, prosocial behavior has a positive impact on adolescents in their social life.

Conclusion:-

Based on the results of the analysis, it can be concluded that the prosocial behavior conditions of adolescents are in the moderate category. The prosocial behavior of adolescents can continue to develop with role models in their environment. The most recent finding in the study is that the aspect of empathy is the highest aspect possessed by adolescents, while the lowest aspect is responsibility and the guilt aspect is an aspect in the medium category. The impact that can be felt by adolescents who have high prosocial behavior will have emotional skills and social skills that will provide happiness in the lives of adolescents in the future. In addition, prosocial behavior can strengthen good relationships with other people and can affect the meaning of one's life.

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