

## RELATIONSHIP BETWEEN PEER SOCIAL SUPPORT AND SELF-ESTEEM WITH PROSOCIAL BEHAVIOR FOR CLASS VIII STUDENTS OF SMP NEGERI 8 CENTRAL JAKARTA

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### ABSTRACT

Humans are basically social creatures who cannot live alone and always need other people. Adolescence is a time when looking for identity and interacting with many people. Adolescents are expected to show concern for others by increasing prosocial behavior. Factors that influence prosocial behavior include social support from peers and self-esteem. The aim of this research was to determine whether there was a relationship between social support from peers and self-esteem with prosocial behavior in class VIII students at SMP Negeri 8 Central Jakarta. Sampling used a proportional random sampling technique of 146 students. This research instrument uses three Likert scales, namely, a prosocial behavior scale consisting of 32 items, a peer social support scale consisting of 29 items, and a self-esteem scale consisting of 19 items. Based on the results of data analysis using SPSS 15.00 for Windows Evaluation Version with the bivariate correlation technique, between peer social support and prosocial behavior, a correlation coefficient ( $r_{xy1}$ ) value of 0.570 was obtained with  $p = 0.000 < 0.05$ . So it is known that there is a significant relationship in the direction of a positive correlation between peer social support and prosocial behavior. To test the hypothesis using the bivariate correlation technique, between self-esteem and prosocial behavior, a correlation coefficient ( $r_{xy2}$ ) value of 0.565 was obtained with  $p = 0.000 < 0.05$ . So it is known that there is a significant relationship in the direction of a positive correlation between self-esteem and prosocial behavior. To test the hypothesis using the multivariate correlation technique, between the variables of peer social support and self-esteem and prosocial behavior, an R value of 0.618 was obtained with  $p = 0.000 < 0.05$ . So it is known that there is a significant relationship between social support from peers and self-esteem with prosocial behavior in class VIII students at SMP Negeri 8 Jakarta. The effective contribution of peer social support and self-esteem to prosocial behavior is 38.2%.

**Keywords:** Prosocial Behavior, Peer Social Support, Self-Esteem.

### INTRODUCTION

Humans are basically social creatures who cannot live alone and always need other people. As social creatures, humans should not prioritize their personal desires but also pay attention to the needs and interests of other people. Humans are also required to have a sense of concern for others. An example is by carrying out mutual aid activities.

Adolescence is a period when individuals understand and develop social life. But on the other hand, adolescence is also a unique and very vulnerable period. Adolescence has an unclear sequence in a person's development process, teenagers are between adults and children. This

period is called a transitional period, where the age ranges from 13 to 16 years or what is usually called the unpleasant teenage years where changes also occur in oneself both physically, psychologically and socially. Hurlock (in Ermi Yantiek 2014:22).

One of the environments that influences the formation of adolescent character is school, where in school adolescents are required to be able to interact and build social relationships with their peers and existing teachers. The transition from elementary school to junior high school has positive aspects. Students will feel more mature, have more subjects to choose from, have more opportunities to spend time with friends and choose suitable friends, and enjoy independence from direct parental supervision. Intellectually, students are also more challenged by academic assignments (Santrock, 2007:105).

From the results of the author's interviews with students at SMP Negeri 8 Jakarta, it shows that some students have good concern for each other. For example, when there is a fight between students, other students will come together with their friends to break it up and report it to the teacher so that the commotion doesn't get bigger. Another example is when a student is sick in class, the class leader will report it to the picket teacher and other students will help take the sick person to the UKS. According to the author's interview with the guidance and counseling teacher, when group work is carried out in class, students tend to be able to work together and help each other.

Prosocial behavior is an act of helping that benefits other people without having to provide a direct benefit to the person doing the action, and may even involve a risk for the person helping (Baron & Byrne 2005:92), Faturochman (2006:74) interprets Prosocial behavior is behavior that has positive consequences for other people. Meanwhile, Watson (in Gusti Yuli & Margaretha, 2010:34) states that prosocial behavior is an action that has positive consequences for other people, an act of helping completely that is motivated by one's own interests without expecting anything for oneself.

One of the factors that influences prosocial behavior is social support from peers. According to Sarafino (in Sofy & Muryantinah, 2014: 131) Social support refers to comfort, care, appreciation, or assistance received by someone from other people or groups. Meanwhile, Sarason (in Fani & Latifah, 2012: 25) says that social support is the presence, willingness, care of people who can be relied on, respect and love us.

Peers have a big role in teenagers' lives. Hurlock (2006:213) states that because teenagers spend more time outside the home with their peers as a group, it is understandable that the influence of peers on attitudes, conversations, interests, appearance and behavior is greater than the influence of family. Santrock (in Sofy & Muryantinah, 2014: 130) states that a child spends a lot of time with his friends at school, so that the role of peers in the child's life can be seen. Peer influence can also be positive or negative. Good friends will provide support to survive stress.

Self-esteem is one of the factors that can influence a person's social behavior. Dusek & McIntyre (in Santrock 2007: 187) state that social contexts such as family, friends and school, have an influence on the development of adolescent self-esteem. Self-esteem is a person's overall self-evaluation (Myers 2012:64). Meanwhile, Santrock (2007: 183) states that self-esteem is a global evaluative dimension regarding the self, also known as self-dignity or self-image. Deaux, et al (in Sarwono & Meinarno, 2009:36) state that this positive or negative assessment or evaluation of oneself is called self-esteem.

Based on the description above, the researcher is interested in conducting research with the title "The relationship between social support from peers and self-esteem with prosocial behavior in class VIII students at SMPN 8 Central Jakarta".

## LITERATURE REVIEW

### Prosocial Behavior

Baron and Byrne (2005:92) say that prosocial behavior is an act of helping that benefits other people without having to provide a direct benefit to the person doing the action, and may even involve a risk for the person helping. Meanwhile, Faturochman (2006:74) defines prosocial behavior as behavior that gives positive consequences to other people. Deaux, et al (in Sarwono & Meinarno, 2009: 123) say that in helping (prosocial) behavior what is prioritized is the interests of others over one's own interests, especially in emergency situations.

Mussen, et al 1989 (in Gusti Yuli and Margaretha, 2010: 34-35) stated that aspects of prosocial behavior include:

- a. Share  
Willingness to share feelings with others in happy and sad situations.
- b. Cooperation  
Willingness to collaborate with others to achieve a goal.
- c. Help  
Willingness to help others who are in trouble.
- d. Act honestly  
Willingness to do things as they are, without cheating.
- e. Donate  
Willingness to voluntarily give some of his belongings to people in need.

### Peer Social Support

According to Cohen & Syme (in Sofia & Siti, 2009: 111) social support is a form of helpful relationship that involves aspects of emotional attention, information, instrumental assistance and assessment. Social support is support that individuals get from other people when they are under pressure. Social support has a significant role in maintaining human health and welfare in general.

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According to Sarafino (in Fani and Latifah 2012:25) social support consists of four types, namely:

- a. Emotional support  
This support involves expressing empathy and concern for the individual, so that the individual feels comfortable, loved and cared for. This support includes behavior such as providing attention and affection and being willing to listen to other people's complaints.
- b. Award support  
This support involves expressions of agreement and positive assessment of other people's ideas, feelings and performance.
- c. Instrumental support

This form of support involves direct assistance, for example in the form of financial assistance or assistance in carrying out certain tasks.

d. Information support

This informational support can take the form of advice, direction and feedback on how to solve problems.

### **Pride**

Self-esteem is a person's overall self-evaluation (Myers 2012:64). Meanwhile, Santrock (2007: 183) states that self-esteem is a global evaluative dimension regarding the self, also known as self-dignity or self-image. Deaux, et al (in Sarwono & Meinarno, 2009:36) state that this positive or negative assessment or evaluation of oneself is called self-esteem.

Components of Self-Esteem Felker (in Yuliasri, et al 2015: 23) suggests that the components of self-esteem consist of:

- a. Feeling of Acceptance (Feeling of Belonging) An individual's feeling that he is part of a group and that he is accepted as appreciated by the members of his group. This group can be a family, a peer group, or any group. Individuals will have a positive assessment of themselves if the individual feels accepted and part of the group. However, individuals will have a negative assessment about themselves if they experience feelings of not being accepted, for example a person's feelings when they are a member of a certain group.
- b. Feeling of Competence: An individual's feelings and beliefs about his own abilities in achieving a desired result, for example a person's feelings when experiencing success or failure.
- c. Feeling of Worth (Feeling of Worth) is a feeling where an individual feels that he or she is valuable or not, where this feeling is heavily influenced by past experiences. The feelings that individuals have are often displayed and come from personal statements such as smart, polite, kind and so on.

### **RESEARCH HYPOTHESIS**

1. There is a relationship between social support from peers and prosocial behavior in class VIII students at SMPN 8 Central Jakarta.
2. There is a relationship between self-esteem and prosocial behavior in class VIII students at SMPN 8 Central Jakarta.
3. There is a relationship between social support from peers and self-esteem with prosocial behavior in class VIII students at SMPN 8 Central Jakarta.

### **RESEARCH METHODOLOGY**

In this study, a sample of 146 class VIII students was taken. The sampling method uses random sampling. This research instrument uses three Likert scales, namely the prosocial behavior scale consisting of 32 items, the peer social support scale consisting of 29 items, and the self-esteem scale consisting of 19 items. Testing in this research was carried out using bivariate correlations and multivariate correlations methods in SPSS version 15.0 for Windows Evaluation Version.

### **RESULTS OF RESEARCH DATA ANALYSIS**

Based on the results of research data analysis on the hypothesis using bivariate correlation between peer social support and prosocial behavior, a correlation coefficient ( $r_{xy1}$ ) of 0.570 and  $p = 0.000 < 0.05$  was obtained, in other words there is a positive relationship between peer social support and prosocial behavior for class VIII students at SMPN 8 Jakarta. Therefore, the higher the social support received from peers, the higher the level of prosocial behavior. Vice

versa, the lower the social support one gets from peers, the lower the level of prosocial behavior.

Meanwhile, the results of research data analysis on the hypothesis using bivariate correlation between self-esteem and prosocial behavior obtained a correlation coefficient ( $r_{xy2}$ ) of 0.565 and  $p = 0.000 < 0.05$ , in other words there is a positive relationship between self-esteem and prosocial behavior in students class VIII at SMPN 8 Jakarta. Therefore, students who have high self-esteem, the higher their level of prosocial behavior. Vice versa, students who have low self-esteem, the lower their level of prosocial behavior.

The results of research data analysis on the hypothesis using a double correlation between peer social support and self-esteem with prosocial behavior obtained an R value of 0.618 and  $p = 0.000 < 0.05$ , in other words there is a significant relationship between peer social support and self-esteem with prosocial behavior in class VIII students at SMPN 8 Jakarta.

Based on the results of regression analysis using the stepwise method, the contribution of peer social support to prosocial behavior was 32.5% with an R Square result of 0.325. Meanwhile, the contribution of self-esteem to prosocial behavior is  $(38.2\% - 32.5\%) = 5.7\%$ . This shows that the effective contribution of peer social support to prosocial behavior is greater than self-esteem to prosocial behavior.

From the results of the normality test carried out on the prosocial behavior scale, a p value of 0.200 ( $p > 0.05$ ) was obtained, as well as the peer support scale was obtained at p of 0.200 ( $p > 0.05$ ) and the self-esteem scale was obtained at p of 0.200 ( $p > 0.05$ ) which means that the research sample on the scale of prosocial behavior, peer social support, and self-esteem is normally distributed.

Based on the results of the categorization of prosocial behavior, social support from peers and self-esteem are at a high level, namely for prosocial behavior with a mean finding of 118.828, social support from peers with a mean finding of 110.890, and self-esteem with a mean finding of 72.952.

## DISCUSSION

From the research results for bivariate hypothesis testing between peer social support and prosocial behavior, a correlation coefficient ( $r_{xy1}$ ) value of 0.570 was obtained with  $p = 0.000 < 0.05$ . So it is known that there is a significant relationship in the direction of a positive correlation between peer social support and prosocial behavior. Correlation results in a positive direction indicate that the higher the social support received from peers, the higher the level of prosocial behavior. Vice versa, the lower the social support received from peers, the lower the level of prosocial behavior. This is in accordance with Hurlock's opinion (in Awaliya Frisnawati, 2012: 49) who says that teenagers generally learn to behave prosocially by copying or imitating their friends. If teenagers are able to behave in a way that pleases other people, they will get a reward for their behavior. This can be done in the form of praise and acceptance from group members for the presence of teenagers.

The results of research for bivariate hypothesis testing between self-esteem and prosocial behavior obtained a correlation coefficient ( $r_{xy2}$ ) of 0.565 with  $p = 0.000 < 0.05$ . So it is known that there is a significant relationship in the direction of a positive correlation between self-esteem and prosocial behavior. The correlation results in a positive direction show that the

higher the level of self-esteem, the higher the level of prosocial behavior. Likewise, the lower the level of self-esteem, the lower the level of prosocial behavior. This is in accordance with research conducted by Staub (1979) and then by Wilson and Petruska (1984) (in Danang Kurniawan, Nur Habibah, 2015: 72) showing that individuals who have a high level of tendency to carry out prosocial actions usually have personality characteristics, namely having high self-esteem, low need for approval from others, low avoidance of responsibility, and an internal locus of control.

The results of research to test the hypothesis of a multivariate correlation between peer social support and self-esteem with prosocial behavior obtained an R value of 0.618 with  $p = 0.000 < 0.05$ . So it is known that there is a significant relationship between social support from peers and self-esteem with prosocial behavior in class VIII students at SMP Negeri 8 Central Jakarta.

## CONCLUSION

Based on the results of the data analysis that has been described, conclusions can be drawn :

1. There is a positive relationship between peer social support and prosocial behavior in class VIII students at SMP Negeri 8 Central Jakarta.
2. There is a positive relationship between self-esteem and prosocial behavior in class VIII students at SMP Negeri 8 Central Jakarta.
3. There is a significant relationship between social support from peers and self-esteem with prosocial behavior in class VIII students at SMP Negeri 8 Central Jakarta.

## SUGGESTION

Based on the results of the research that has been carried out, the author can provide the following suggestions:

### 1. Theoretical Suggestions

For future researchers, this research can be a contribution to psychology, especially in the field of educational psychology, and the results of this research can be a reference for other research. If we see that the contribution of the variables studied is still small, it is necessary to carry out further research on the phenomenon of prosocial behavior by including various psychological attributes which are thought to contribute to this behavior, such as gender, emotional intelligence and level of religiosity.

### 2. Practical Advice

#### a. For student

Students should continue to develop a sense of concern for their peers, supporting activities carried out by their peer groups selectively by taking into account the positive and negative effects of the support they provide. Students are also expected to continue to increase their self-esteem and view themselves as unique and valuable individuals who are different from one another by taking an active role in school activities and increasing their achievements in both academic and non-academic fields.

#### For Schools

Schools can be facilitators for developing all the potential that students have, including for the formation of superior character for the future of the nation. Schools are expected to be able to provide educational programs that prioritize social values so that students are able to interact with their peers and develop every potential that exists within them. Schools are also expected to provide freedom for students to explore the environment

and appreciate all creativity in their work so that self-confidence arises and students feel valuable, loved and accepted in the school environment.

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