

THERE IS A RELATIONSHIP BETWEEN PARENTAL SOCIAL SUPPORT AND PROSOCIAL BEHAVIOR IN SECOND SEMESTER STUDENTS AT THE STIA YAPPAN JAKARTA FACULTY OF STATE ADMINISTRATION

Lovea Novita

Email: loveanovee30@gmail.com¹

Faculty of Psychology

Program Study Masters of Psychology Profession

Persada Indonesia University Y.A.I. Street Jakarta INDONESIA

ABSTRACT

This research aims to determine the relationship between parental social support and the tendency for prosocial behavior in second semester students of the state administration faculty, STIA YAPPAN Jakarta. The population of this research was 210 students in the second semester of the STIA YAPPAN state administration faculty. Measurements were carried out using a prosocial behavior tendency scale and a scale of parental social support. Test the validity of the instrument using the Product Moment formula from Karl Pearson and test the reliability of the instrument using the Alpha Cronbach formula. The research results showed that there was a relationship between parental social support and prosocial behavior tendencies. The positive direction of the relationship shows that the higher the social support of parents, the higher the tendency for prosocial behavior in students. Suggestions for students are that they can maintain their prosocial behavior by always having a positive view that every human being is part of the family as a whole and be more active in social and humanitarian activities. Parents are expected to maintain the quality of social support by always supporting all positive activities of their children and providing more free time to gather together in order to create better relationships, so that children feel more cared for, loved, appreciated and needed.

Keywords: Parental Social Support, Prosocial Behavior.

INTRODUCTION

All humans as living creatures or biological creatures have basic needs that are present from birth and cannot be avoided, namely getting along with each other. To fulfill all their needs, humans must live together, help each other and cooperate with other humans.

Humans are one of God's creatures who have social instincts and tendencies to always relate to each other. In this relationship between humans there is a reciprocal nature, mutual give and take. Humans are forced or voluntarily need help from other people. This awareness will be ingrained in individuals to make sacrifices and give to others.

The various events that occur all require sensitivity and help and cooperation from other people who have better living conditions. This behavior of helping or assisting and sharing, especially in psychology, is known as prosocial behavior. Prosocial behavior is a helping behavior that benefits other people without having to provide a direct benefit to the person carrying out the behavior, and may even result in a risk for him (Baron & Byrne, 2005). Prosocial behavior is understood as voluntary behavior that is beneficial to others in increasing the quality of interactions between individuals and between groups.

Some people, when they see someone else in trouble, immediately help them, while others may just remain silent even though they are capable of doing so. There are others who want to help but their motives vary. According to Myers (2012), prosocial behavior can also reduce confusion from emergency conditions experienced by individuals, can establish interactions with other people and increase a sense of responsibility, can trigger feelings of guilt or concern about self-image and can increase altruism.

Prosocial behavior has positive consequences because prosocial behavior is behavior that provides welfare and benefits for other people. This is reinforced by the opinion of Eisenberg & Mussen who explain that prosocial behavior is any form of behavior that provides positive consequences for the recipient, whether in material, physical or psychological form but has no clear benefit for the person providing help.

Prosocial behavior is generally acquired through the learning process. Children/adolescents learn this behavior through the norms and values instilled by parents or other adults. As times progress and people's lives become increasingly complex, the spirit of mutual cooperation is starting to erode, for example community service activities have now been replaced with mere money. People increasingly feel burdened by interests that do not benefit themselves.

Entering advanced adolescence, students develop developmental tasks and expectations from society. In order to be accepted by society, in advanced adolescence you must be able to adapt and show positive behavior.

The tendency that exists among the young generation in big cities today is the emergence of behavior patterns that are only oriented towards personal needs and pleasure. Meanwhile, the needs of other people are less of a consideration in behavior. Support from the family, especially from parents, is an important role for students in the development of prosocial behavior. Encouragement and emotional support is one of the roles of parents, no matter how simple, it will actually give rise to moral support for students in carrying out prosocial behavior towards the people around them. Because parental social support also functions to provide reinforcement for children in various ways. Sarafino (2012) defines social support as support received by someone from other people. Individuals with social support will feel confident that they are loved, cared for, appreciated and have meaning and are part of a social network such as a family or community organization. In line with Cobb's opinion (Mintarsih, 2015) social support is defined as comfort, attention, appreciation, or assistance that individuals feel from other people or groups. Meanwhile, Gottlieb explained that social support refers to information assistance, both verbal and non-verbal, real assistance, or actions provided by social familiarity or obtained because of the presence of other people and which have emotional benefits or behavioral effects for the recipient. Social support can take the form of information or advice, real help, and actions of other people that are emotionally beneficial to the individual.

Experts including Weiss (Ezekiel, 2019) have divided the components of social support into six parts, including guidance, reliable relationships, emotional closeness, reinforcement, social integration and opportunities to care.

From the various descriptions above, it can be concluded that social support, especially from parents, will have quite a big influence on students to carry out and increase prosocial behavior towards each other. In carrying out this prosocial behavior, students can feel the presence of parents around them who always provide help, attention, affection, assessment and positive feedback on their behavior.

Considering the importance of parental social support for prosocial behavior in students, the author considers it necessary to conduct research on the relationship between parental social support and prosocial behavior tendencies in students.

RESEARCH METHODS

This research is quantitative research and is included in the type of correlational research, namely research that aims to see the relationship between variables. This study aims to determine the relationship between parental social support and prosocial behavior in second semester students at a private campus. This research uses one independent variable (x), namely parental social support and one dependent variable (y), namely prosocial behavior.

The population in the study was 210 active second semester students with a sample of 136 students. The sampling technique used in this research is random sampling, which is carried out randomly without paying attention to the strata in the population (Sugiyono, 2014).

In this research, data collection was carried out using two scales, namely a scale that revealed prosocial behavior and a scale that revealed parental social support. The type of scale used is a modified Likert scale model and consists of four alternative answers, namely: strongly agree (SS), agree (S), disagree (TS), strongly disagree (STS). Testing the validity of the prosocial behavior scale items and the parental social support scale was carried out using Karl Perason's Product Moment. Apart from the validity test, a reliability test was also carried out. The reliability test in this research used the Cronbach Alpha Formula reliability. In this study, data analysis was used to see the relationship between parental social support using Karl Pearson's Product Moment correlation technique.

RESULTS

Before conducting the research, a trial was first carried out to test the quality of the prosocial behavior scale and the parental social support scale by taking test subjects, namely one class of 30 people. After obtaining the trial data, the author analyzed the data to look for valid items, which will be used for research.

The statistical data analysis technique in this research is Pearson Product Moment correlation analysis.

Table 1: Reliability of the Parental Social Support Scale

Reliability of the Parental Social Support Scale				
***** Method 1 (space saver) will be used for this analysis *****				
-				
R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)				
				N of
Statistics for	Mean	Variance	Std Dev	Variables
SCALE	94.6667	84.2299	9.7177	33
Reliability Coefficients				
N of Cases = 30.0			N of Items = 33	
Alpha = .8345				

Table 2: Reliability of the Prosocial Behavior Scale

Reliability of the Prosocial Behavior Tendency Scale				
***** Method 1 (space saver) will be used for this analysis *****				
-				
R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)				
				N of
Statistics for	Mean	Variance	Std Dev	Variables
SCALE	117.5333	170.9471	13.0747	39
Reliability Coefficients				
N of Cases = 30.0			N of Items = 39	
Alpha = .8992				

At this stage of instrument reliability testing, researchers carried out instrument reliability analysis using the Cronbach's Alpha technique. The results of the reliability test obtained a reliability coefficient of 0.8992 for the prosocial behavior tendency scale and 0.8345 for the parental social support scale. This means that both scales are reliable to be used as measuring tools.

Table 3: Correlation Between Parental Social Support and Prosocial Behavior Tendencies Descriptive Statistics

	Mean	Std. Deviation	N
Parental Social Support	98.63	9.355	136
Prosocial Behavior Tendencies	118.86	10.340	136

Correlations

		Parental Social Support	Prosocial Behavior Tendencies
Parental Social Support	Pearson Correlation	1	.359**
	Sig. (2-tailed)	.	.000
	N	136	136
Prosocial Behavior Tendencies	Pearson Correlation	.359**	1
	Sig. (2-tailed)	.000	.
	N	136	136

** Correlation is significant at the 0.01 level (2-tailed)

From the results of data analysis, a correlation value of 0.359 was obtained with $p: 0.000$ and N of 136 subjects. Because $p: 0.000 < 0.05$, this research shows a positive direction of relationship, meaning that the higher the social support from parents, the higher the tendency for prosocial behavior in students.

Based on the results of the analysis that has been carried out, the hypothesis which states "There is a relationship between parental social support and prosocial behavior in second semester students at the STIA YAPPAN Jakarta Faculty of State Administration" is declared accepted. This shows that there is a significant relationship between parental social support and prosocial behavior in second semester students at the YAPPAN Jakarta State Administration Faculty.

DISCUSSION

Based on the results of the statistical tests above, it proves that the results of the correlation between Parental Social Support and Prosocial Behavior Tendencies in Second Semester Students of the Faculty of State Administration, STIA YAPPAN, using Karl Pearson's Product Moment correlation technique, obtained a correlation of 0.359 with $p: 0.000 < 0.05$. This shows that there is a relationship between parental social support and prosocial behavior tendencies in second semester students at the STIA YAPPAN Faculty of State Administration. Apart from that, this also shows that there is a positive relationship between parental social support and prosocial behavior tendencies.

The positive relationship in question is that if the parental social support received by students is high then the tendency for students' prosocial behavior is also high and vice versa, if the parental social support received by students is low then the tendency for students' prosocial behavior is also low.

Individuals learn prosocial behavior through the norms and values instilled by parents or other adults. However, achieving these abilities is largely determined by the learning process in the family, and parental social support plays a significant role in the learning process. This is in accordance with research conducted by Hoffman & Sears (2003) which states that parental social support is important when children learn moral values and prosocial behavior.

From the description above, it is clear that parental social support plays a role in forming prosocial behavior in students. Because whether or not parents are successful in forming prosocial behavior in children really depends on the social support of the parents themselves and thus, it can be understood that if parents provide high levels of social support in forming prosocial behavior in children, it is estimated that they can optimize this prosocial behavior.

CONCLUSION

Based on the results of the data analysis described in the previous chapter, it can be concluded that there is a relationship between parental social support and prosocial behavior tendencies in second semester students at the Faculty of State Administration, STIA YAPPAN Jakarta. With a positive correlation direction, that is, if parental social support is high, the tendency for prosocial behavior in students is also high, and vice versa, if parental social support is low, the tendency for prosocial behavior in students is also low.

SUGGESTION

For further research that wants to examine prosocial behavior, it is recommended to discuss other factors that can also influence prosocial behavior, such as gender factors, levels of moral reasoning and individual competency factors. Apart from that, it is also hoped that it can use different populations and not only students (adolescents), but also populations at various age levels.

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