

The Contribution of Empathy to Prosocial Behavior in Student Teaching Volunteers

Khoirunnisa Virgiana Khan¹, Nurul Qomariyah²

Psychology Faculty of Gunadarma University

E-mail: khoirunnisavk@gmail.com¹, nurul_q@staff.gunadarma.ac.id²

Abstract

Students are required to implement their knowledge to the community, one of which is by becoming a teaching volunteer. Teaching activities carried out by students are a form of prosocial behavior. Prosocial behavior can be influenced by internal factors, one of which is empathy. The purpose of this study is to test empirically the contribution of empathy to prosocial behavior in students who become teaching volunteers. The sampling technique used in this study is non-probability sampling with purposive sampling technique. This study was conducted on 108 respondents with certain criteria, that is active students who became teaching volunteers for at least 1 month. Data collected by distributing questionnaires containing the respondents' identities and the research scale. The scale used in this study is a helping attitude scale and an empathy scale. The data analysis technique used to test the hypothesis in this research is a simple linear regression test. Based on the results of data analysis, the F value was 31.114; R square of 0.227 and a significance value of 0.000 ($p < 0.01$). This shows that there is a very significant contribution from empathy to prosocial behavior in students who become teaching volunteers and empathy contributes to prosocial behavior by 22.7%, while the remaining 77.3% is influenced by other factors outside of research.

Keywords | *Prosocial Behavior, Empathy, Students, Teaching Volunteers*

INTRODUCTION

A student is someone who is at the top of the highest level of education and is actively studying at a college for a certain time to achieve his goals (Saifuddin, in Antariksawan, Lutfiana, Krenayana, Keytimu, & Sundayana, 2021). Various views are attached to students, one of which is as an academic who has a responsibility to implement his knowledge to society. Therefore, it is only natural that people expect more from students because students have the opportunity to receive higher education (Rizki, 2018).

The government is also trying to develop student abilities to be implemented for the benefit of the nation, one of which is by creating a program called Kampus Mengajar. According to Aditya (2021), Kampus Mengajar was created by the government as a program for students to serve as educators in all schools in Indonesia. Based on the results of the selection of Kampus Mengajar students, it is known that there were 14,621 and 22,000 students who participated in Kampus Mengajar activities batches 1 and 2 (Larasati 2021; Rouf, 2021). In addition to the Kampus Mengajar program, there are some informal education communities that involve students in their programs, including Kakak Asuh Community and Gerakan Mengajar Desa. Kakak Asuh Community managed to reach more than 13,000 students and 300 students were selected to become volunteers spread across 6 different cities (Kumpanan, 2021). Like the Kakak Asuh community, Gerakan Mengajar Desa has also grown to become one of the largest educational movements in Indonesia with more than 3,000 volunteers from provinces throughout Indonesia (Ipung, 2021).



The large number of students participating in activities that focus on education shows that students have high enthusiasm to participate in devoting their knowledge to the Indonesian people, one of which is by teaching. In this case, students who become teaching volunteers help by sharing their knowledge, both through programs organized by the government and informal communities. The helpful behavior carried out by these students is known as prosocial behavior. According to Batson and Powell (2003), prosocial behavior is behavior that includes a variety of actions intended to benefit one or more people other than oneself such as helping, entertaining, sharing, and collaborating. Prosocial behavior can be influenced by situational factors and internal factors (Sawarno & Meinarno, 2009).

Prosocial behavior can also be motivated by empathy. Baron and Branscombe (2012), argue that some helpful actions are usually motivated only by the desire to help people in need, in other words someone helps others because he feels the unpleasant feelings that person is experiencing and wants to help end his negative feelings. In addition, someone helps others because there is a desire to achieve something, and when doing help, it is a reward for itself. It is generally true that it feels good to have a positive effect on others and that helpers enjoy the positive reactions shown by those who have received their help.

Empathy is the ability to put oneself in another person's shoes in experiencing events and emotions (for example, joy and sadness) as that person experiences (Aranson, Wilson, Fehr, & Akert, 2017). According to Bringham (in Parmana, Asmarany & Saputra, 2019), someone who has high empathy is oriented towards other people who are in trouble without too much consideration regarding the losses that are obtained such as sacrifice of energy, time and costs. This is also supported by previous studies which show that empathy has a significant effect on prosocial behavior (Puspita & Gumelar, 2014; Umayah, Ariyanto, & Yustia, 2017; Wahyu & Dimyati, 2019).

Based on the description above, it can be concluded that students have high enthusiasm to implement their knowledge by becoming teaching volunteers. Helping behavior by student teaching volunteers is a form of prosocial behavior and prosocial behavior can be motivated by empathy. Therefore, researchers are interested in empirically testing the contribution of empathy to prosocial behavior in students who become teaching volunteers.

METHOD

This study was analyzed using a quantitative approach with prosocial behavior as the dependent variable and empathy as the independent variable. The sampling technique used in this study was non-probability sampling with a purposive sampling technique. The sample in this research is students who are teaching volunteers and have been teaching for at least 1 month. Data collection was carried out using a questionnaire in which there were respondents' identities along with prosocial and empathetic behavior scales.

Prosocial behavior was measured using the helping attitudes scale adapted from Nickel (1998). The scale consists of 20 items with a reliability value of 0.86. One example of an item on this scale is "I sometimes try to understand my friends better by imagining how things might look from their perspective." Empathy is measured using a scale adapted and modified from Davis (1980) and consists of some aspects, namely fantasy, perspective

taking, emphatic concern, and personal distress. This scale has 28 items with a reliability value of 0.71. An example of an item on this scale is "I feel proud when I know that my generosity has benefited people in need." Meanwhile, the assessment on the helping attitudes and empathy scale used a Likert scale which consisted of five answer choices. In this study, the data generated was in the form of quantitative data which was statistically analyzed with the help of Statistical Product and Service Solutions (SPSS) version 24. The data analysis technique used to test the hypothesis was a simple linear regression test.

RESULTS AND DISCUSSION

Hypothesis Test

Based on the data that has been collected, it is known that there are 108 student teaching volunteers who became the respondents of this study. The hypothesis is tested with simple linear regression analysis to test the contribution of empathy to prosocial behavior. The results of hypothesis testing can be seen in table 1 below.

Table 1 Hypothesis Test Results

Variable	F	Sig.	R Square
Empathy and Prosocial Behavior	31,114	0,000	0,227

Table 1 shows that the F value was 31.114 with a significance value of 0.000 ($p < 0.01$). This shows that there is a very significant influence of empathy on prosocial behavior in students who become teaching volunteers. This is because in carrying out prosocial behavior there are factors that influence it. One of them is the internal factor that plays a role in it. Someone has the ability to be able to understand feelings and put himself in the position of others which is known as empathy. According to Davis (1980), one aspect of empathy is empathic concern, where there is a tendency for a person to experience feelings of warmth, affection, and concern for others who have negative experiences. When someone understands what other people feel, someone can have a desire to help others. This is also in line with the opinion expressed by Hoffman (in Staub, 1978) which shows that empathy is the basis for helping because affect in the helper is raised not by something that happens directly to them, but by the fate of others.

In addition, an R square value was 0.227 which indicated that the influence of empathy on prosocial behavior was 22.7% with the remaining 77.3% being a factor outside the study. This is because empathy is not the only factor that can influence a person to behave prosocially, but there are several other factors that can also influence a person to behave prosocially. These factors include situational factors and internal factors. Situational factors include *bystander*, attractiveness, there is a model, time pressure, and the nature of the victim's needs. Meanwhile, internal factors include mood, nature, and gender (Saworno & Meinarno, 2009).



Descriptive Analysis

To find out the categorization of variables, a descriptive analysis was carried out based on the Empirical Mean (\bar{X}_E), Hypothetical Mean (\bar{X}_H), and Standard Deviation (SD). Complete data can be seen in Table 2 below.

Table 2 Categorization of Empathy and Prosocial Behavior

Variable	Empirical Mean	Hypothetical Means	Standard Deviation	Category
Empathy	62,1	48	10,6	High
Prosocial Behavior	73,5	51	11,3	High

The results show that empathy for student teaching volunteers in this study is in the high category. This is because students who become teaching volunteers can also feel what others feel. As someone who has the opportunity to study at the highest level, students have a tendency to care about other people's feelings, especially in terms of education. In addition, students care about the problems that occur in education, one of which is the lack of teachers. This is in line with the opinion of Davis (1980), who argue that aspect of empathy is perspective taking, namely the tendency or ability of a person to take another person's perspective or point of view.

Meanwhile, the results of the categorization of prosocial behavior show that prosocial behavior among students who become teaching volunteers is in the high category, it means that student teaching volunteers have a desire to help others, especially in education. Students provide assistance by becoming teaching volunteers because students and teaching and learning activities are an inseparable part of education. Therefore, students feel partly responsible for supporting teaching and learning activities because it is in accordance with their abilities in education. This is in line with the opinion of Saworno and Meinarno (2009), which shows that in general, people will help their group members first (in group), then help other people (out group) because as a group, of course there are similarities within themselves that bind them in a group.

Characteristics of Respondents

In this study, empathy and prosocial behavior can be seen from several characteristics of the respondents, including:

a. Gender

Respondents in this study were male and female. The results of descriptive calculations of respondents based on gender can be seen in Table 3 below.

Table 3 Categorization by Gender

Gender	Total	Percentage	Empathy		Prosocial Behavior	
			\bar{X}_E	Category	\bar{X}_E	Category

Man	22	20,4%	59,73	High	70,09	High
Woman	86	79,6%	62,67	High	74,33	Very high
Total	108	100%				

Based on gender, the respondents in this study dominated by female than male. Both of female and male gender are known to have high levels of empathy. This is because both men and women have a tendency to involve feelings in behaving according to the conditions they are experiencing. It is supported with the opinion by Taufik (2012), that women are known to feel the emotional conditions of other people more easily than men and some research show that the accuracy of women's empathy is better than men, but only under certain conditions. Meanwhile, female respondents have very high prosocial behavior than men respondents who are in the high category. This is because in this study, the form of prosocial behavior is taught. In line with the opinion of Saworno and Meinarno (2009) which stated that men tend to be more willing to be involved in helping activities in emergency and dangerous situations, meanwhile women are more likely to appear to help in situations that are emotional in nature.

b. Age

Respondents in this study had a diverse age range, including 17-19 years, 20-22 years and >22 years. The results of the descriptive calculation of respondents based on age can be seen in Table 4 below.

Table 4 Categorization by Age

Age (years)	Total	Percentage	Empathy		Prosocial Behavior	
			$\bar{X}E$	Category	$\bar{X}E$	Category
17-19	12	11,1%	62,58	High	75,58	Very high
20-22	85	78,7%	61,96	High	73,00	High
>22	11	10,2%	62,36	High	74,73	Very high
Total	108	100%				

Based on age, it is known that most respondents in this study were students aged 20-22 years. The results show that respondents aged 20-22 years have a high level of empathy and prosocial behavior. This happens because it is a development from adolescence to early adulthood, one of which is the development in social life so that a person is more sensitive to the surrounding circumstances and cares about other people. This is in accordance with research conducted by Bailey, Brady, Ebner, and Ruffman (2018), where this research contributes to growing evidence that people become more prosocial as they age.



c. Major Group

Respondents in this study were students with various major groups including the Social and Humanities (Soshum) group and the Science and Technology (Saintek) group. The results of descriptive calculations of respondents based on major groups can be seen in Table 5 below.

Table 5 Categorization Based on Major Groups

Major Group	Total	Percentage	Empathy		Prosocial Behavior	
			$\bar{X}E$	Category	$\bar{X}E$	Category
Soshum	74	68,5%	62,26	High	74,16	Very high
Saintek	34	31,5%	61,68	High	71,94	High
Total	108	100%				

The results show that the majority of respondents in this study were in the Soshum group. Respondents in Soshum group had a high level of empathy and a very high level of prosocial behavior than the Saintek group which was in the high category. This is because in the Soshum group, students study social sciences and humanities which discuss social issues and social interactions in which there is empathy and prosocial behavior. Therefore, students with social and humanities majors are more aware of the social problems that occur and apply the knowledge they have learned by taking prosocial actions. This is in accordance with the opinion of Hoffman (2000), which states that, exercises given to someone can influence empathy by experiencing a number of emotions, helping to think and paying attention to others and can make a person more open to the needs of others. By understanding the needs of others, a person's desire to being prosocially can emerge.

c. Length of Time as Teaching Volunteer

Respondents in this study had various lengths of time as teaching volunteers, including for 1-6 months, 7-12 months, 13-18 months, 19-24 months, and >24 months. The results of descriptive calculations of respondents based on the length of time they have been teaching volunteers can be seen in Table 6 below.

Table 6 Categorization Based on Length of Teaching Volunteer

Length of Teaching Volunteer (months)	Total	Percentage	Empathy		Prosocial Behavior	
			$\bar{X}E$	Category	$\bar{X}E$	Category
1-6	70	64,8%	61,90	High	73,17	High
7-12	16	14,8%	61,63	High	73,94	Very high
13-18	4	3,7%	62,75	High	70,75	High
19-24	10	9,3%	63,20	High	75,00	Very high

Length of Teaching Volunteer (months)	Total	Percentage	Empathy		Prosocial Behavior	
			$\bar{X}E$	Category	$\bar{X}E$	Category
>24	8	7,4%	62,75	High	74,50	Very high
Total	108	100%				

The results show that students with a teaching duration of 7-12 months, 19-24 months, and >24 months have a high level of empathy and a very high level of prosocial behavior. This is because students who become teaching volunteers at that time feel the benefits and have pleasant experiences while being teaching volunteers and feel happy because they can help others. This is in line with the opinion of Baron and Branscombe (2012) which states that a person helps others because of the desire to achieve something, and when doing help, it is a separate reward for that person. Helpers enjoy the positive reactions shown by those who have been helped.

CONCLUSION

Based on the results of the research that has been done, it can be concluded that there is a very significant contribution of empathy to prosocial behavior in students who become teaching volunteers. In this study, empathy influenced prosocial behavior by 22.7%, while the remaining 77.3% was influenced by other factors outside the study. For future researchers who will conduct research on similar topics, it is hoped that they will be able to conduct research with other different variables such as the presence of bystanders, traits, and moods. Future researchers can also conduct research on respondents with different characteristics, use a scale that measures prosocial behavior specifically, ensure that the selection of respondents fits the research criteria and add questions regarding the demographic data of the respondents.

REFERENCES

- Aditya, R. (2021). Program kampus mengajar dibuka untuk mahasiswa akhir, ini keuntungannya. Url: <https://www.suara.com/news/2021/03/15/200950/programkampus-mengajar-dibuka-untuk-mahasiswa-akhir-ini-keuntungannya> (accessed on 03 Desember 2021).
- Antariksawan, I. W., Lutfiana, I., Kresnayana, M. Y., Keytimu, Y. M. H., & Sundayana, I. M. (2021). *Inovasi pembelajaran berbasis blended learning di keperawatan*. Bandung: Media Sains Indonesia.
- Aronson, E., Wilson, T. D., Fehr, B., & Akert, R. M. (2017). *Social psychology sixth Canadian edition*. Canada: Pearson.
- Baron, R. A. & Branscombe, N. A. (2012). *Social psychology thirteenth edition*. New Jersey: Pearson Education, Inc.



- Batson, C. D. & Powell, A. A. (2003). *Altruism and prosocial behavior*. In Weiner, I. B., Millon, T., & Lerner. M. J. (Eds). *Handbook of psychology*, 463-484. New Jersey: John Wiley & Sons, Inc.
- Davis, M. H. (1980). A multidimensional approach to individual. *JSAS Catalog of Selected Documents in Psychology*, 10, 85.
- Ipung. (2021). Gardian Muhammad, mahasiswa vokasi UNDIP pendiri gerakan mengajar desa. Url: <https://vokasi.undip.ac.id/index.php/2021/06/17/gardian-muhammadmahasiswa-vokasi-undip-pendiri-gerakan-mengajar-desa/> (accessed on 04 Desember, 2021).
- Kumparan, T. (2021). Komunitas kakak asuh, kumpulan mahasiswa yang peduli isu pendidikan. Url: <https://kumparan.com/teman-kumparan/komunitas-kakak-asuhkumpulan-mahasiswa-yang-peduli-isu-pendidikan-1tGpSdOE3gW/full?ref=register> (accessed on 04 Desember 2021).
- Larasati, F. (2021). Hasil seleksi kampus mengajar Angkatan 2 tahun 2021. Url: <https://lldikti13.kemdikbud.go.id/2021/08/04/hasil-seleksi-kampus-mengajarangkatan-2-tahun-2021/> (accessed on 04 Desember 2021).
- Nickell, G. (1998). The helping attitudes scale. *Paper Presented at 106th Annual Convention of The American Psychological Associaton at San Fransisco*.
- Parmana, T. L., Asmarany, A. I., & Saputra, M. (2019). Empati dan perilaku pada mahasiswa pengguna kereta rel listrik. *Jurnal Psikologi*, 12(1).
- Rizki, A. M. (2018). *7 jalan mahasiswa*. Sukabumi: Jejak.
- Sarwono, S. W. & Meinarno, E. A. (2009). *Psikologi sosial edisi 2*. Jakarta: Salemba Humanika.
- Staub, E. (1978). *Positive social behavior and morality: Social and personal influences*. San Fransisco: Academic Press.
- Taufik. (2012). *Empati: Pendekatan psikologi sosial*. Jakarta: Rajawali Press.
- Puspita, S. D. & Gumelar, G. (2014). Pengaruh empati terhadap perilaku prososial dalam berbagi ulang informasi atau retweet kegiatan sosial di jejaring sosial twitter. *Jurnal Penelitian dan Pengukuran Psikologi*, 3(1).
- Umayah, A. N., Ariyanto, A., & Yustisia, W. (2017). Pengaruh empati emosional terhadap perilaku prososial yang dimoderasi oleh jenis kelamin pada mahasiswa. *Jurnal Psikologi Sosial*, 15(2), 72-83.
- Wahyuni, R & Dimiyati. (2019). Empathy as a predictor of prosocial behavior of nurses in the Special Region of Yogyakarta. *Advances in Social Sciences, Education and Humanities Research*, 326, 436-440.
- Bailey, P. E., Brady, B., Ebner, N. C., & Ruffman, T. (2018). Effects of age on emotion regulation, emotional empathy, and prosocial behavior. *The Journals of Gerontology Series B Psychological Sciences and Social Sciences*, 75(4).
- Hoffman, M. L. (2000). *Empathy and moral development: Implications for caring and justice*. New York: Cambridge University Press.