

Developing Students' Prosocial Behavior based on their Value Orientations

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Abstract--The purpose of this study was to develop new guidance model, namely "Prosocial Guidance Model". Developing students' prosocial behavior is a very important program in the living situation that increasingly complicated, individualistic, and hedonistic. In this study, 250 Junior High School students over West Kalimantan were involved as a participant. Inventory of prosocial and inventory of value orientation was used as a research instrument. The distribution of frequency and analysis of variance was used to data analysis. The findings indicate that: (1) The Junior High School students' prosocial behavior was on the "lower level" over all its aspects accept "collaboration" aspect. There was no difference viewed from school differences. (2) The Junior High School students' value orientations were on the "moderate" level. The dominant value was "religious value" and "solidarity value" that they were on the "high level." (3) Based on the Effect Size, the "solidarity value" and "art value" were having a significant effect on the students' prosocial behavior ($ES=.69$ and $.50$).

Keywords—prosocial, altruism, value orientation, individual factors, situational factors, guidance model

I. INTRODUCTION

The current living situation is increasingly complicated. The acceleration of the technology of information-communication has massively brought new values. As a result, established values are challenged and become shaky. According to [1], such a life complexity is predicted to become more and more complicated in the future so that the human beings, including the Junior High School students who are looking for their ego-identity are increasingly led to a very competitive pattern of life. Furthermore, they tend to lead to the individualistic and materialistic pattern of life.

The future complexity challenge leads to the two alternatives: to accept their faith or to get well-prepared. Certainly, the educational missions included the counseling missions, which have future dimensions leads to the second alternative.

One of the educational efforts is the development of their prosocial behavior. It is important because the prosocial behavior is voluntary behavior intended to benefit another, a social behavior that benefits other people or society as a whole such as helping, sharing, donating, cooperating, and volunteering [2]. The purest forms of prosocial behavior are motivated by altruism, an unselfish interest in helping another person. According to [3], these actions may be motivated by

empathy and by concern about the welfare and right other as well as for egoistic or practical concern. Furthermore, [3] said that the circumstances most likely to evoke altruism are empathy for an individual in need or a close relationship between the benefactor and the recipient

Prosocial is defined as actions that benefit other people or society as a whole [4]. In this context [5] emphasizing that prosocial behavior refers to voluntary actions are intended to help or benefit another individual or group of individuals. This definition refers to consequences of a doer's action rather than the motivations behind those actions. It is characterized by helping that does not benefit the helper. In fact, prosocial behavior includes a broad range of activities: sharing, comforting, rescuing, and helping.

Evidence suggests that prosociality is central to the well-being of social groups across a range of scale [6][7]. Empathy is a strong motive in eliciting prosocial behavior and has deep evolutionary roots [8]. Prosocial behavior fosters positive traits that are beneficial for children and society. It may be motivated both by altruism and by self-interest, for reasons of immediate benefit or future reciprocity.

Encouraging prosocial behavior may also require decreasing or eliminating undesirable social behavior [7]. However, many prosocial behaviors that appear altruistic are in fact motivated by the norm of reciprocity, which is the obligation to return a favor with a favor. People feel guilty when they do not reciprocate and they may feel angry when someone else does not reciprocate. According to [9] that altruism may not exist and is completely motivated by reciprocity. In this context, [10] [11] explained that reciprocity or altruism may motivate many important prosocial behaviors such as philanthropist and rescuer.

Prosocial behavior motivated or affected by both individual and situational determinant factors. According to [12] the individual determinant factors that affect the prosocial behavior are age, sex, cognitive development, personality traits, and value orientations. On the other side, the situational determinant factors are socialization through parental caring, parent as a model, effective relationship between child and parent, teaching method of teacher and parent, and structure and family function.

Value orientations the principles of right or wrong that are accepted by an individual or a social group [13]. The value

orientation reveals an individual's worldviews, their assumptions about life and perceptual orientations. In this context, [14] said that value system represents core intelligence and act as a decision-making framework that guides behavior and life choices. Value system thus provides a structure for thinking, act as organizing principles, and guides an individual's mode of adaptation to the world. Furthermore, [15] emphasize that value are like fingerprints. No body's the same, but we leave them all over everything we do.

Values related to the norms of culture but they are more global and abstract than norms. Norms provide rules for behavior in specific situations, while values identify what should be judged as good or evil. Values tend to elicit strong, unconscious emotions.

The individual value standard, social standard and ideal self of individuals are able to motivate many importance prosocial behaviors. In this context, [16] emphasize that social responsibility norms and reciprocity norms are also important factors that strengthen to the prosocial behavior. Value standard that has been a self-norm or moral norm of person is able to strongly motivate much importance prosocial behavior. A research of [17] has proved that moral norm is an important predictor variable for the person to be a philanthropist, rescuer, and other many importance prosocial behavior. Furthermore, [17] described that several studies have indicated a positive relationship between prosocial behavior and religion.

Refer to [12] this research conducted to analyze deeply about the effect of value orientation as an individual factor to students' prosocial behavior. Furthermore, establishing prosocial guidance model.

The value orientation that involved in this research based on the Spranger's theory of value. According to [13] was defined as an order whether religion order, social order, cultural order, or moral order that be the base of individual judgment on his or her behavior decision.

Based on the background of research, there are research questions: (1) how is the profile of students' prosocial behaviors? (2) What is students' dominant value orientation? (3) To what extent is the students' value orientation affect to their prosocial behavior?

The expected result of the research is establishing the prosocial guidance model. Theoretically, this research contributes to developing "science of prevention and development" especially in the counseling discipline. So, the counseling discipline is not only reclusive in the students' problem solving but to be rich of developing students' potential. On the other hand, practically this research contributes the prosocial guidance model as a new alternative to positive behavior modification technique.

II. METHOD

A. Research Variables

There two research variables were involved in this research: (1) value orientation that based on the Spranger's theory [13] which has six sub-variables: theory/scientific value, economic value, social/solidarity value, religious value,

art value, and power value. (2) Prosocial behavior that based on Galen's theory [17] which have five sub-variables: sharing, cooperation, concern for others' rights and welfare, and caring for others.

B. Subject and Location of Research

The research subject is eight grade State Junior High School students in Pontianak and Singkawang district, they are SMP Negeri 3 Pontianak, SMP Negeri 2 Pontianak, SMP Negeri 7 Pontianak, SMP Negeri 1 Singkawang, SMP Negeri 5 Singkawang, and SMP Negeri Sedau. The area proportional random sampling was used [18], so there are 250 students as a participant. The instrument was used in this study are Inventory of Value Orientations and Inventory of Prosocial Behavior summated rating with five answer alternatives. The reliability coefficient of interrater of value orientation inventory is 0.74 and instrument reliability is 0.86. The reliability coefficient of interrater of prosocial behavior inventory is 0.83 and instrument reliability is 0.81.

Data analysis techniques used in this study are the distribution of frequency [19] and analysis of variance and effect size analysis [20]. Normality test was done using Liliefors test and homogeneity test using Barlett's test [21].

III. RESEARCH RESULT AND DISCUSSION

A. Research Result

1) Profile of Students' Prosocial Behavior

Based on the normal curve can be made a category of students' prosocial behavior Table 1.

TABLE I. CATEGORY OF STUDENTS' PROSOCIAL BEHAVIOR

No.	Range of Score	Percentage	Category
1.	00.00 – 39.00	00.00% - 32.50%	Lower
2.	40.00 – 80.00	33.33% - 66.67%	Moderate
3.	81.00 – 120.00	67.50 – 100.00%	High

Refer to the category on Table 1 the profile of students' prosocial behavior as overall and its aspects can be described such as in Table II.

TABLE II. PROFILE OF STUDENTS' PROSOCIAL BEHAVIOR

Variable/ Sub Variable	Ideal Score	Actual Score	Percentage (Category)
Students' prosocial behavior	28920	9254	31.99% (L)
A. Sharing	7230	2169	30.00% (L)
B. Cooperation	7230	2750	38.04% (M)
C. Concern for the others' rights and welfare	7230	2277	31.49% (M)
C. Caring for others	7230	2313	31.99% (M)

L = Lower; M = Moderate; H = High

Table II shows that students' prosocial behaviors tend to the "lower level". If analyzed its aspect shows that only the "cooperation" aspect that tends to the "moderate level." It indicated that students' prosocial behavior must be developed systematically by design because prosocial behavior very importance to face the living situation that increasingly complicated and tend to individualistic, materialistic, and

hedonistic. One of the efforts is conducting systematically guidance and counseling program by "Prosocial Guidance Model."

2) Difference of Students' Prosocial Behavior Interschool

Variance homogeneity testing was carried out before data analysis by analysis of variance such as illustrated in Table 3.

Table III shows that result of variance homogeneity testing of students' prosocial behavior whether overall or each aspect is not significant on $p < 0.05$. It is mean that statistic assumption to analyze the difference of students' prosocial behavior interschool by analysis of variance can be carried out.

TABLE III. VARIANCE HOMOGENEITY TESTING OF STUDENTS' PROSOCIAL BEHAVIOR

Aspect	Levine Statistic	df1	df2	Sig.
1	0.812	6	234	0.562
2	1.074	6	234	0.379
3	1.835	6	234	0.093
4	1.255	6	234	0.279
Overall	1.205	6	234	0.305

To analyze the difference of students' prosocial behavior interschool carried out by analysis of variance. Its result can be viewed in Table IV.

TABLE IV. DIFFERENCE OF STUDENTS' PROSOCIAL BEHAVIOR INTERSCHOOL

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	427.00	6	71.17	1.29	0,26
Within Groups	12936.66	234	55.29		
Total	13363.67	240			

Table IV shows that viewed from interschool is there is no difference students' prosocial behavior between one school and another. It is mean that students' prosocial behavior tends to the lower level all of the schools.

In order to understand specifically each aspect of students' prosocial behavior the analysis of variance of each aspect was also carried out. The result such as illustrated in Table V.

TABLE V. DIFFERENCE OF STUDENTS' PROSOCIAL BEHAVIOR ASPECTS INTERSCHOOL

Aspect		Sum of Squares	df	Mean Square	F	Sig.
1	Between Within Total	49.71 1083.46 1133,17	6 234 240	8.29 4.63	1.79	0.10
2	Between Within Total	25.37 1671.73 1697.10	6 234 240	4.23 7.14	0.59	0.74
3	Between Within Total	71.08 1162.32 1233.40	6 234 240	11.85 4.97	2.39	0.03
4	Between Within Total	51.34 1160.27 1211.61	6 234 240	8.56 4.99	1.73	0.12

Table V shows that also no significant differences aspects of students' prosocial behavior between one school and another. From overall aspects of prosocial behavior is only the aspect of "caring for others' rights and welfare" that have a significant difference. All of the others are no significant differences.

3) Profile of Students' Value Orientations

Based on the normal curve can be made the category of students' value orientations such as Table VI.

TABLE VI. CATEGORY OF STUDENTS' VALUE ORIENTATIONS

No	Range of Score	Percentage	Category
1.	00.00 – 39.00	00.00% - 32.50%	Lower
2.	40.00 – 80.00	33.33% - 66.67%	Moderate
3.	81.00 – 120.00	67.50 – 100.00%	High

Refer to the category on Table 6 the profile of students' value orientations as overall and its aspect can be described in Table VII.

TABLE VII. PROFILE OF STUDENTS' VALUE ORIENTATIONS

Variable/ Sub Variable	Ideal Score	Actual Score	Percentage (Category)
Students' value orientations	29940	11497	38.40% (M)
A. Scientific value	7580	2350	31.00% (L)
B. Economic value	7580	2358	38.04% (M)
C. Solidarity value	7580	5267	69.49% (H)
D. Religious value	7580	5376	70.93% (H)
E. Art value	7580	2282	30.10% (L)
F. Power value	7580	2830	37.34% (M)

L = Lower; M = Moderate; H = High

Table VII shows that overall of students' value orientations tend to "moderate" level. If analyzed specifically to its aspects show that aspects of "solidarity value and religious value" have tended to the "high level" whereas aspects of "scientific value and art value" tend to the "lower level." On the other side, the aspects of "economic value" and "power value" tend to the "moderate level."

4) Difference of Students' Value Orientations

Variance homogeneity testing was carried out before data analysis by analysis of variance such as illustrated in Table VIII.

Table VIII shows that result of variance homogeneity testing of students' value orientations whether overall or each aspect is not significant on $p < 0.05$. It is mean that statistic assumption to analyze the difference of students' value orientations interschool by analysis of variance can be carried out.

TABLE VIII. VARIANCE HOMOGENEITY TESTING OF STUDENTS' VALUE ORIENTATIONS

Aspect	Levine Statistic	df1	df2	Sig.
1	0,815	6	234	0,566
2	1,077	6	234	0,386
3	1,838	6	234	0,099
4	1,759	6	234	0,284
5	1,260	6	234	0,310
6	1,379	6	234	0,353
Overall	1,221	6	234	0,335

To analyze the difference of students' value orientations interschool carried out by analysis of variance. Its result can be viewed in Table IX.

TABLE IX. DIFFERENCE OF STUDENTS' VALUE ORIENTATIONS INTERSCHOOL

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	430.01	6	73.17	1.29	0.27
Within Groups	12939.67	234	57.29		
Total	13369.68	240			

Table IX shows that viewed from interschool there are no difference students' value orientations between one school and another. It is mean that students' value orientations tend to the "moderate level" all of the schools.

In order to understand specifically each aspect of students' value orientations, the analysis of variance of each aspect was also carried out. The result such as illustrated in Table X.

TABLE X. DIFFERENCE OF STUDENTS' VALUE ORIENTATIONS ASPECTS INTERSCHOOL

Aspect		Sum of Squares	Df	Mean Square	F	Sig.
1	Between	23.37	6	3.48	0.56	0.65
	Within	1641.62	234	6.24		
	Total	1664.99	240			
2	Between	49.72	6	8.29	1.79	0.10
	Within	1083.47	234	4.63		
	Total	1133.19	240			
3	Between	71.09	6	11.85	2.39	0.03
	Within	1162.34	234	4.97		
	Total	1233.43	240			
4	Between	71.36	6	8.56	1.73	0.12
	Within	1160.27	234	4.96		
	Total	1231.27	240			
5	Between	25.37	6	4.23	0.59	0.74
	Within	1671.75	234	7.14		
	Total	1697.13	240			
6	Between	48.894	6	7.48	1.67	0.10
	Within	1134.63	234	4.90		
	Total	1183.52	240			

Table X shows that also no significant differences aspects of students' value orientations between one school and another. From overall aspects of value, orientation is only the aspects of "solidarity value and religious value" that have a significant difference. Whereas the other four aspects, they are "scientific value, economic value, art value, and power value" there are no significant differences.

5) Difference of Students' Prosocial Behavior Based on Their Value Orientations

The difference of students' prosocial behavior based on their value orientations is analyzed by effect size technique. The magnitude of effect size indicates the effect of students' value orientation to their prosocial behavior. In this study, the significance of coefficient effect size is 0.50. The result of effect size analysis students' value orientations to their prosocial behavior is illustrated in Table XI.

TABLE XI. EFFECT SIZE STUDENTS' VALUE ORIENTATIONS TO THEIR PROSOCIAL BEHAVIOR

No.	Students' Value Orientations	Sum of Squares	Mean Square	Effect Size
1.	Scientific value	1664.99	3.483	0.37
2.	Economic value	1133.19	8.285	0.46
3.	Solidarity value	1233.43	11.847	0.69
4.	Religious value	1231.27	8.56	0.47
5.	Art value	1697.13	4.23	0.50
6.	Power value	1183.52	7.48	0.39

*Significance of effect size 0.50

Table XI shows that have no significant effect on students' prosocial behavior are "scientific value" ($ES=0.37$) and "power value" ($ES=0.39$). The "economic value" ($ES=0.46$) and "religious value" ($ES=0.47$) are also lack of significance to the students' prosocial behavior. On the other side, that has a significant effect on the prosocial behavior is "solidarity value" ($ES=0.69$) and "art value" ($ES=0.50$).

B. Discussion

It is understood that scientific value and economic value have no significant effect on students' prosocial behavior. The argument is the scientific value tend lead individual to act based on the logical thinking. Furthermore, the economic value tends lead person to act based on the judgment of rate of return. On the other hand, prosocial behavior is voluntary behavior intended to benefit another, a social behavior that benefits other people or society as a whole such as helping, sharing, donating, cooperating, and volunteering [2]. The purest forms of prosocial behavior are motivated by altruism, an unselfish interest in helping another person. Frequently, according to [22], prosocial behavior is not required analytical or logical thinking.

Such was the case, the power value also has no significant effect on students' prosocial behavior. It is reasonable because according to [23] the power value tends to lead an individual to dominate others that cause he or she is not interested in helping or caring others without able to dominate them.

It is very interesting that a finding of this study indicates that religious value is lack of significant effect of students' prosocial behavior. Isn't that every religion teach all person to love others? Isn't that every religion also teach all person to help others? There is a bright argument from [24] that in reciting religious value in context to prosocial behavior must distinguish to "religious affection" and "religious behavior". He emphasizing that religious affection is not always manifest to the religious behavior. The consequence of this point of

view is that individual, including students, with well religious affection, is not automatically manifest to prosocial behavior.

There is a consistency finding that solidarity value has a significant effect on students' prosocial behavior. It is understood because according to [25] explained that one of the essences of prosocial behavior is solidarity. [16] also argue that solidarity that developed in the individual self-tend to lead him or her to increase respect for dignity and valence of others.

Finally, there is interesting finding that art value has a significant effect on students' prosocial behavior. It is consistency to [26] which argue that art value is able to lead an individual to develop sensitivity of feeling, the sensitivity of crisis, and empathy. All of them if developed in the personality of person are able to race their prosocial behavior.

IV. CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the research results and discussion there are importance conclusions: (1) the scientific value and economic value are having no significant effect on students' prosocial behavior. The argument is the scientific value tend lead individual to act based on the logical thinking. (2) The power value also has no significant effect on students' prosocial behavior because according it tends to lead an individual to dominate others. (3) The religious value is lack of significant effect of students' prosocial behavior because of religious affection is not always manifest to the religious behavior. The consequence of this point of view is that individual, including students, with well religious affection, is not automatically manifest to prosocial behavior. (4) The solidarity value has a significant effect on students' prosocial behavior because one of the essences of prosocial behavior is solidarity. (5) The art value has a significant effect on students' prosocial behavior because able to lead an individual to develop sensitivity of feeling, the sensitivity of crisis, and empathy. All of them if developed in the personality of individuals are able to race their prosocial behavior.

B. Recommendation

Based on the conclusion it is recommended that: (1) solidarity value and art value that significantly affect to students' prosocial behavior must develop maximally through various extracurricular activities. (2) The religious value that lack of significant contributes to the students' behavior must develop not only refer to their religious affection but also very important to their religious behaviors. (3) Students' prosocial behavior must develop systematically and well programmed by "Prosocial Guidance Model". Procedures and steps of prosocial guidance model are as illustrated in Table XII. It is can be used not only by counselors but also over the teachers.

TABLE XII. PROSOCIAL GUIDANCE MODEL

Stages of guidance	The objective of guidance	Technique of guidance
A. Setting potential problem and developing successful hope	<p>The students are:</p> <ol style="list-style-type: none"> 1. Have an awareness that he or she is not able to help others is his or her potential problem 2. To increase successful hope that he or she is not able to help others can be solved or minimally be avoided. 	<ol style="list-style-type: none"> 1. Brainstorming 2. Question and answer 3. Sharing information 4. Lecturing
B. Acquainting and minimizing biases of thinking and feeling	<p>The students are:</p> <ol style="list-style-type: none"> 1. Understanding his or her thinking and feeling about inability to help others voluntary 2. Understanding his or her biases of thinking and feeling 3. Minimizing his or her biases of thinking and feeling that are not supporting to their ability on helping others voluntary. 	<ol style="list-style-type: none"> 1. Self-report 2. Probing 3. Comparative analysis 4. Discussion
C. Teaching practice principles of prosocial analysis	<p>The students are:</p> <ol style="list-style-type: none"> 1. Distinguish between thinking and feeling that supporting and not supporting to their ability on helping others voluntary. 2. Concluding that interpretation that ability and inability on helping others voluntary are a source of the next his or her behavior. 3. Having the ability to develop and maintain his or her negative thinking and minimizing them. 4. Having the ability to choose positive thinking and feeling. 	<ol style="list-style-type: none"> 1. Giving information 2. Comparative analysis 3. Synthesis evaluative
D. The solidity of adaptive and positive thinking and feeling.	<p>The students are:</p> <ol style="list-style-type: none"> 1. More firm in maintaining their adaptive and positive thinking and feeling 2. More easily to detached their negative thinking and feeling. 	<ol style="list-style-type: none"> 1. Reinforcement 2. Modeling

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