

Research Article

Prosocial Behavior of College Students: A Self-determination Perspective

Hanggara Budi Utomo^{1*}, Ika Andrini Farida¹, Dwi Retnowati², and Clay Alcander Marchelius Teguh¹

¹Department of Psychology, Universitas Negeri Malang, Malang, Indonesia

²Nursing, STIKES Hutama Abdi Husada, Tulungagung, Indonesia

Abstract.

Students' prosocial behavior refers to self-determination motivation with the aim of helping others and a caring attitude. The purpose of this research study is to explore the role of college students' prosocial behavior in terms of self-determination. The age of college students is in the early adulthood category. The research approach in this study is to use a qualitative approach with literature study techniques. The result of this study is that the role of students' prosocial behavior in terms of self-determination is the existence of students' autonomous interest and motivation to behave prosocially in real terms. Autonomous prosocial motivation is manifested as the regulation of prosocial behavior determined by the individual himself, the interest and pleasure to help others without coercion from others. However, individuals who are motivated to be prosocial because they want to avoid guilt and shame may cause individuals to experience more negative emotions. This study implies that the role of autonomous motivation as part of self-determination theory becomes strong evidence in individuals achieving desired goals, and specifically also evidence of individuals performing highly prosocial behavior.

Keywords: college students, prosocial behavior, self-determination

Corresponding Author:

Hanggara Budi Utomo; email:
hanggara.psi@um.ac.id

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1. Introduction

Prosocial behavior is actually the behavior of helping others, the desire to share, and cooperate [1], and being able to reflect care and concern from one individual to another [2]. Problematic prosocial behavior in individuals can result in a low caring attitude towards their peers, which has implications for high egocentricity and does not have an attitude of wanting to help their peers. Whereas individuals must be responsive to the problems faced. Review of survey results shows that 31% of students have never shared with their colleagues both joy and sorrow, 9% of students have an attitude of willingness to cooperate with colleagues or education personnel, 32% of students have never helped voluntarily when their colleagues need help, and 11% of students have never made voluntary donations, and the most dominant is that 49% of students have never behaved honestly and as they are [3]. This is in line with the research results that

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emotionally students still have a high individualistic nature, characterized by not liking learning in groups [4]. On the other hand, the digitalization of social media also affects students' prosocial behavior where there is no positive prosocial behavior [5]. However, previous research has also shown that prosocial behavior has a positive impact on academic performance, parenting, coping strategies, resilience, and well-being [6, 7, 8, 9, 10].

Given the phenomenon of student behavior development that continues to experience psychological dynamics, student prosocial behavior refers to self-determination motivation with the aim of helping others and caring attitudes [11, 12]. This supports previous research that autonomous motivation, as part of an individual's self-determination, aims to help with prosocial intentions and behaviors [13, 14]. Thus in the context of prosocial behavior, self-determination motivation has been shown to influence the consequences of helping others. This is in line with the opinion that this type of linkage between motivation and prosocial behavior affects how often people perform good actions for others [14]. Based on the background described above, through this paper, the author wants to explore the role of student prosocial behavior in terms of self-determination.

2. Literature Review

Prosocial behavior plays an important role in fostering a productive shared life among individuals. In addition, engagement in prosocial behavior has a positive impact on physical, cognitive, and psychological health [15]. In addition, research states that acts of prosocial behavior include sharing, cooperating, and helping each other [16]. Prosocial behavior representative includes voluntary and planned actions that aim to help others without any form of reward.

The concept of self-determination focuses on individual behavior that is active and has a purpose in developing this behavior. The underlying theory is the theory of self-determination developed by Deci dan Ryan [17]. The theory continues to undergo significant improvements oriented towards individual motivation and well-being in various fields, and is supported by diverse research evidence. The dynamics of self-determination theory also understand the motivational basis of personality and social behavior, the relationship between basic psychological needs and well-being, psychological development, and high quality of life [12].

Self-determination and life adjustment in adulthood can be said to be successful when in accordance with three criteria, namely achievement, satisfaction, and personal adjustment reflected in one's personality. The three criteria are so closely interrelated that one criterion alone is not sufficient to assess the adjustment of individual behavior and goals in making choices in life [18].

3. Method

The method used in this study is a literature study, which is a method of collecting data by understanding and studying theories spread in various literatures related to the research. According to Zed as cited by [19] there are stages of literature study in research, namely preparing the necessary equipment, preparing working bibliography, organizing time, and reading or recording a resume of research articles. Data collection is done by searching for sources and constructing from various existing sources such as books, journals, and previous research relevant to the topic. Literature materials obtained from various sources are analyzed critically, deeply, systematically, and continuously in order to be able to support propositions and concept ideas.

4. Result and Discussion

The potential that exists in students experiences continuity of development characterized by involvement in various activities. Involvement in these activities has an impact on students' ability to solve problems [20]. The consequence of students being involved in many activities raises challenges and obstacles in fulfilling academic obligations so that there is a large accumulation of responsibilities and indications of experiencing academic stress. The emergence of academic stress is a dominant factor affecting the mental well-being of students caused by the many academic demands [21]. On the other hand, academic stress can demotivate, hinder academic performance, and increase dropout rates [22]. Factors such as pressure and stress can decrease or increase the quality of an individual's prosocial behavior [23].

A crucial problem faced by students is when faced with challenges in fulfilling academic obligations in learning. These challenges are manifested in a relatively large number of difficult assignments, as well as expectations that must be met, difficulties in managing time effectively, and the accumulation of responsibilities related to the courses they program [20]. The challenges faced by these individuals will require

support and attention from those around them. According to research, helping actions that benefit others without providing direct benefits to the person doing the helping can refer to prosocial behavior [24]. Involvement in prosocial behavior can be interpreted as involving certain risks for the individual offering the help.

The study conducted by [25] shows that adolescents who have dominant autonomous motivation show higher adolescent behavior to donate, and have a desire to volunteer. In line with this, [13] also reported in his research that adolescents in Turkey who have high autonomy show a higher frequency of adolescents in carrying out prosocial behavior, and a willingness to give good deeds in the form of time and money to help others. Based on this study, the role of autonomous motivation as part of self-determination theory is strong evidence in individuals achieving desired goals, and specifically also strong evidence of individuals performing high prosocial behavior [26].

Students' prosocial behavior in terms of self-determination has an understanding that there is an interest and autonomous motivation for students to behave prosocially in real terms. Autonomous prosocial motivation is manifested as regulation of prosocial behavior determined by the individual himself, the interest and pleasure to help others without coercion from others. However, individuals do not always perform prosocial behavior because of their own interests, it is also possible for individuals to carry out activities in helping others because of feelings of guilt, shame, and to avoid punishment [12, 27]. Results showed that higher autonomous prosocial motivation resulted in higher helping instance relevance, more time spent helping each day, and more effort manifested in helping behavior. However, controlled prosocial motivation was not related to the number of helping events, but was related to reporting more help and more effort spent helping others [14]. Other relevant research results are presented by Collie that autonomous motivation related to self-determination is positively associated with prosocial behavior and positive affect, and less strongly negatively associated with behavior problems and negative affect [28]. Furthermore, [27] states that individuals who are motivated to be prosocial because they want to avoid guilt and shame, may actually cause individuals to experience more negative emotions [28]. For example, a college student volunteers at a homeless shelter because the student genuinely cares about helping homeless people in need (autonomous motivation). A college student participates in a community service project simply because it is required for the course (controlled motivation). therefore, in this disruptive era, students need to master the skills to acquire knowledge

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