



## The Effect of Peer and Empathetic Social Support Together and Individually on Prosocial Behavior in Adolescents

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### **Abstract**

Prosocial behavior is a behavior which always develops from childhood to adulthood so that it has positive consequences on social maturity and social responsibility. This behavior is important for adolescents because it can increase positive behavior in others. This study aims to determine the effect of peer and empathetic social support together and individually on prosocial behavior in adolescents. This research used quantitative methods through ex-post facto research types. Sample of this research was obtained through multistage random sampling of 285 young people at the Middle School level in Danurejan District, Yogyakarta. They filled in 3 peer support research questionnaires, empathy questionnaire and prosocial behavior questionnaire. The questionnaires were declared valid by psychological measurement experts (content validity) and reliable with the Alpha Cronbah coefficient of the peer social support variable of 0.907, an empathy questionnaire of 0.890 and a prosocial behavior questionnaire of 0.895. Data were analyzed using multiple regression analysis with a significance level of 0.05. Results showed that there was an influence of peer social support and empathy together and individually on prosocial behavior in adolescents.

**Keywords:** *Peer Social Support; Empathy; Prosocial Behavior; Adolescents*

### **Introduction**

Prosocial behavior is behavior that arises in social interactions. This behavior develops from children to adults. As one gets older, social maturity and social responsibility develop. In adolescence, individuals are able to develop their personal according to ethical and moral values that can be demonstrated in form of helping, cooperating, contributing, and sharing, which come from a variety of motivations (Liben, Müller, & Lerner, 2015; Spinrad, & Eisenberg, 2017).

The importance of prosocial behavior in adolescents is also implicit in national education goals. Based on Law No. 20 concerning the National Education System, the basis, functions, and objectives of education are to develop capabilities and shape the character and civilization of a dignified nation in the context of intellectual life of the nation. Another important goal is to develop the potential of students to become human beings who believe and devote to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

What has been explained previously is strengthened by Minister of Education and Culture Regulation No. 58 of 2014 concerning the 2013 Junior High School/Madrasah Tsanawiyah Curriculum which is set out to be the core competency that students need to achieve. This independence includes spiritual attitudes, social attitudes, knowledge, and skills, where prosocial behavior skills are included in social competence.

Strengthening the rules related to government policies, the attachment to the Minister of Education and Culture Regulation No.21 of 2016 concerning Basic and Secondary Education Content Standards states that the attitude competency that must be achieved for junior high school or adolescent children is to respect and appreciate some of the mainly important behaviors. Those behaviors include honest, disciplined, polite, confident, caring, and responsible in interacting effectively in accordance with the development of children in the environment, family, school, community and the surrounding natural environment, nation, country, and regional areas.

Based on the attitude competencies that need to be achieved by adolescents and related to the chosen research subject, researcher needs to look at the stages of adolescent development according to Steinberg (2011). The stages of adolescence are divided into three age categories, namely adolescents beginning aged 10-13 years, middle adolescents aged 14-17 years, and late adolescents aged 18-21 years. These stages of adolescent development are characterized by increasing cognitive and social emotional maturity. At this stage, adolescents are wiser and are able to make decisions for themselves, independent, start thinking about the future, and pay more attention to themselves.

Santrock (2011) said that children's development is always influenced by social motivation and reflects a desire to connect with others. To reach psychosocial personality maturity, children must go through several stages, namely: the stage of trust and unbelief (1-3 years), the stage of independence versus shyness (2-4 years), the stage of initiative versus guilt (3-6 years), the skillful versus inferior stage (6-12 years), the identity stage versus the role confusion (12-18 years).

At the stage of identity versus confusion, adolescents at the age of 12-18 years often experience conflicts in themselves. They will explore the environment. If they get positive support from their environment then they will tend to get a picture of defining good behavior which is the basis of prosocial behavior that will continue into adulthood (Berk, 2010).

Prosocial behavior ideally develops in line with the development of adolescents. However, in reality, the current condition of adolescents in Indonesia is quite alarming. According to data from the Indonesian National Commission for Child Protection (KPAI), in the period 2011 to September 2017 there were 26,000 cases of children with 34% being cases of children in conflict with the law (KPAI, 2017). In addition, complaints were also found related to violence in schools during this period (KPAI, 2014), and several students had become perpetrators of violence in schools and brawls (KPAI, 2016). These cases and incidents indicate that adolescents are still vulnerable to deviant behavior which also shows a high risk of non-prosocial behavior.

According to Retno Listiyarti, KPAI Education Commissioner, the number of brawl cases was only 12.9% in 2017, but in 2018 it increased to 14% involving junior high school and vocational school children (KPAI data, 2018). Based on data from the National Violence Monitoring System (SNPK), there were student brawls which were rife in the SNPK monitoring area during January-April 2013. This student violence occurred most frequently in Jabodetabek area (58%), which during that period recorded 28 incidents which caused two killed and 30 injuries. Student violence most often occurs in the form of brawl of 64%. Seeing the still rampant student violence, it should be noted the effectiveness of the handling that has been carried out by the government, particularly the Ministry of Education and Culture and the local Education Office (Peace Studies and Policy the Habibie Center, edition 04 / August 2013).

Based on DIY Regional Police data, there are at least 79 student gangs in DIY. The large number of student gangs in Yogyakarta shows that student gangs are still loved by students, both senior, junior, and alumni. Of the number of gangs detected, two of them were inactive. The mostly found group is in the city of Yogyakarta. The reality of fighting cannot be separated from student membership in the gang (gang membership). In a report, it was mentioned that Yogyakarta was named a student gang city (Sindo, 23 January 2013).

Based on the data in the field related to the rampant violence in adolescents and the low level of prosocial behavior in adolescents, it is necessary for families and the education world to help improve prosocial behavior in Adolescents through peer support and emotional empathy to be able to foster adolescent prosocial behavior. In its development, adolescents experience several developmental processes. One of them is the development of socio emotional processes where adolescent prosocial behavior is formed. This socio-emotional process involves changes in individual relationships with other people, in emotions, in personalities, and in the role of social contexts in adolescent development (Santrock, 2011).

At the age of adolescents who experience the process of self-discovery, adolescents will build relationships and find out how things work so that as adolescents, individuals should need good social skills. Prosocial behavior is also very important to build friendships in adolescents who tend to spend time with the environment and peers. This is because in adolescence a friendly relationship is very important in meeting social needs (Santrock, 2011).

Wentzel (Santrock, 2011) wrote several strategies for building good relationships with the environment. A good relationship does not arise from individualistic behavior but rather arises by building prosocial behavior, being honest and trustworthy, generous, willing to share, working together, and easy to help. At the age of adolescence, prosocial behavior is strongly influenced by family and social environment. The experience of being loved in the environment will shape a person who cares for others, not only when he is a child but continues throughout his life (Cobb, 2010).

Another opinion explaining about a number of practices that can influence prosocial behavior is parenting and empathy. Specifically, the findings generally show that prosocial behavior is enhanced by the warmth and support of parents and by children's connections to others, as well as positive socialization practices that foster emotional competence such as the behavior of parents who teach children about emotions or emotional regulation (Spinrad & Gal, 2018).

Prosocial behavior can be interpreted as intrinsically motivated voluntary behavior intended to provide other benefits and act motivated by caring for others or by internalizing values, goals, and self-esteem, rather than with the expectation of concrete or social rewards or avoidance of punishment (Eisenberg, Spinrad, & Noam, 2015).

It is important for adolescents to develop prosocial behavior because adolescence is a transition from childhood to adulthood that makes individuals experience biological, cognitive, and social changes, especially in the initial phase of transition that begins at around the age of 10-13 years (Santrock, 2011).

Prosocial behavior is also influenced by family outreach, parenting style and practice, parental warmth and quality of parent-child relationships, induction and teaching, strength-assertiveness techniques, punishment from discipline, parental control over inappropriate matters, parents' emphasis on prosocial values, modeling, advice, direction and reinforcement for prosocial behavior, learning by doing, emotional socialization and prosocial tendencies, siblings, peers, as well as teachers and the school environment (Eisenberg, Spinrad, & Noam, 2015).

Associated with the emergence of prosocial behavior in children and Adolescents, Spinrad (2017) states that prosocial behavior in children is shown by the emergence of empathy in advance which is shown by helping others, which even children have done when they were very young. Empathy and prosocial behavior that are fostered from an early age, which focuses on several ways in socializing can influence the growth of prosocial actions from children to adults.

Prosocial behavior in children can be developed through the help of parents, by encouraging perspective taking and arousing empathy responses to the pressures of others, and tends to encourage the internalization of prosocial values in their children. Empathy responses for peers provide opportunities for children to learn and practice prosocial skills more clearly, because collaborative interactions with peers are also believed to motivate the development of cognitive skills that support forms of prosocial behavior (Wentzel, 2016).

Based on several studies, prosocial behavior that has been done by someone will have a positive impact on the perpetrators of prosocial behavior itself. Teens who exhibit more prosocial behavior are more likely to avoid friends who have risky behavior problems and juvenile delinquency. They do not want to be involved with actions that can harm themselves and hurt others, for example, taking aggressive actions against their friends. (Carlo, Mestre, Mc Ginley, Porcar, Samper & Opal, 2014; De Caroli & Sagone, 2014).

This research is important because prosocial behavior is a positive behavior which gives a big impact for adolescents themselves. Involvement in prosocial behavior carried out continuously by adolescents is able to influence the welfare and satisfaction of life in later adulthood (Caprara & Steca, 2005). When social behavior is low, adolescents become vulnerable to engaging in antisocial behavior both as perpetrators and victims of violence (Mc Mahon, Todd, Martinez, Coker, Sheu, Washburn, & Shah (2013). Adolescents who often experience violence exhibit low prosocial behavior Low prosocial behavior also indicates that Adolescents are easily involved with a variety of juvenile delinquency activities, such as involving to gangs that tend to be more aggressive (Carlo et al, 2014).

Based on several things that influence previous prosocial behavior, this study focuses on the influence of peer social support and empathy on adolescent prosocial behavior. Peer social support for adolescents is needed. In this case, Serafino & Smith (2012) say that social support is a sense of comfort because of the attention, appreciation, or assistance from an individual or group received by an individual. Social support emphasizes interpersonal relationships that are able to minimize the negative consequences and stress of an event.

Social support is needed by adolescents because this support can reduce the bad consequences of perceived stress, reduce the sensation of pressure or tension, and increase their ability to adapt to stress (Beehr, Bowling, & Bennett, 2010). This support also gives rise to new perspectives or discover the meaning of experience positively and get enlightened (Silva, Crespo, & Canavarro, 2012). This is because adolescents need great social support from the surrounding environment (Cullum, Howland, & Instone, 2016).

Many previous studies have shown that peers are the most influential factors in social adjustment and social functioning of adolescents. A friend's prosocial behavior is associated with the pursuit of adolescent prosocial goals in grades 9 and 10. When children (average age 10 years) are involved in the context of prosocial groups, they are more likely to be accepted by peers and are more likely to consider themselves socially competent compared to aggressive group contexts (Barry & Wentzel, 2006).

In addition to social support, empathy also influences adolescent prosocial behavior. The ability of children and adolescents to show empathy for others plays an important role in their social functioning

and social competence. This attitude is necessary for successful interpersonal relationships and social adjustment throughout their lives (Sallquist et al. 2009; Soenens et al. 2007).

Other research explains that empathy is an effective response that comes from fear or understanding of another person's emotional state or condition, and which are identical or very similar to people's feelings and feelings. Empathy is often distinguished from the representative emotional responses that accompany it, including sympathy and personal pressure (Eisenberg, Spinrad, Noam, Lamb, & Lerner, 2015). Strengthened by Goleman, empathy is the ability to understand the feelings and problems of others, think in their perspective, and appreciate the differences in other people's feelings about various things (Goleman, 2016).

Other experts argue that empathy is an emotional reaction in certain situations. It was also emphasized that empathy is a trait or more stable personality characteristics. Furthermore, empathy is a reaction that occurs in individuals when observing other individuals (Felt, 2011). Empathy is the ability to understand other people's thoughts, feel emotions outside of our own, and respond with attention, kindness, and care for the suffering of others. This is a relational construct. The experience of 'feeling' oneself with 'other things' that allows the bond to be woven from the pain at the same time. It was also stated that if someone loses empathy then his behavior becomes uncontrolled and experiences strange congenital conditions (Krina, Zaki, & Dweck, 2014).

Empathy is one's capacity to understand the perspectives of others and to experience affective responses to other people's emotional states or conditions (Eisenberg et al. 2006). Furthermore, empathy-related characteristics in a person will foster and facilitate prosocial behavior that benefits others. This behavior can reduce aggression and antisocial behavior (Eisenberg et al. 2006; Hoffman 2000). This may occur because empathy for someone will play a role in directing their attention to the feelings and needs of others and motivating them to actively help others (Batson 1991; Eisenberg 1986; Hoffman 2000).

Based on the description above, it is shown that there are many incidences of violence in adolescents as well as gang behavior in adolescents who are troubling society due to the low prosocial behavior of adolescents. In this regard, researchers have noted many reasons why prosocial behavior can increase in frequency in adolescence, including ongoing growth in the cognitive realm (for example, moral reasoning, perspective taking, social problem solving) and physical changes associated with puberty, including strength, which allows a wider range of prosocial behavior (Carlo, Crockett, Randall, & Roesch, 2007; Fabes, Carlo, Kupanoff, & Laible, 1999).

In addition, it is important for adolescents to be given greater opportunities to engage in prosocial activities compared to younger children through school-based activities (for example, peer assistance programs, required service experience), faith-based activities (for example on a mission trip and humanitarian activities), and other organizational activities (Carlo, Hausmann, Christiansen, & Randall, 2003).

Important teens have more freedom to socialize with their chosen peers. Peer social support will be able to contribute to the increase or decrease in prosocial behavior of young people their age. In addition, freedom of autonomy and adolescent decision making can provide space for adolescents to choose, accept, or reject values and prioritize their parents' opinions in activities relevant to prosocial behavior (Eisenberg, Eggum, & Spinrad, 2015). Therefore, researchers are interested in re-examining whether there is an influence of peer and empathetic social support together and individually on prosocial behavior in Adolescents.

## **Method**

### **A. Type, location, and time of research**

This study used a quantitative approach that is ex-post facto research (Creswell, 2012). This research was conducted in Danurejan Subdistrict, Yogyakarta, Indonesia because there were at least 79 student gangs in DIY suspected of fighting among students. In the place used as research there is a gang group between students.

### **B. Research Population and Samples**

The technique of sample collection is multistage random sampling on the grounds that the researcher conducted clusters in advance from one district and randomly determined the place of research in schools in the Danurejan District. The research sample was 285 students aged 11-15 of 1,065 in total. The determination of this sample refers to the Morgan and Krejcie tables.

### **C. Data Collection Techniques and Instruments**

Data collection in this study was carried out using 3 questionnaires namely prosocial behavior questionnaire, peer support questionnaire and empathy questionnaire. The research questionnaire is described as follows. The prosocial behavior questionnaire consisted of 28 statements that referred to aspects of Eisenberg and Mussen (1989). The aspects include (1) sharing, (2) cooperation, (3) honesty, (4) donating, (5) helping, and (6) generosity. The questionnaire was declared valid with content validity using the assessment of 2 psychological measurement experts using Gregory's formula with a very high validity category of 1 with Cronbach's alpha of 0.895.

The peer support questionnaire consisted of 24 statements that referred to Serafino and Smith (2012), namely (1) emotional support, (2) appreciation for support, (3) instrumental support, and (4) information support. The questionnaire was declared valid with content validity using the assessment of 2 psychological measurement experts using Gregory's formula with a very high validity category of 1 with Cronbach's Alpha of 0.907.

The empathy questionnaire consisted of 31 statements referring to Vorkapić Ružić (2013), namely (1) fantasy, (2) perspective taking, (3) empathic concern and (4) personal distress. The questionnaire was declared valid with content validity using the assessment of 2 psychological measurement experts who then used the Gregory formula with a very high validity category of 1 with Cronbach's alpha of 0.890.

### **D. Instrument Validity and Reliability**

The questionnaire was declared valid with content validity using the assessment of 2 psychological measurement experts who then used the Gregory formula and by looking at the *Cronbach Alpha* coefficient using the SPSS program.

### **E. Data Analysis Technique**

The results of the average statistical analysis (Mean Ideal), the standard deviation of the maximum and maximum. In addition, to test the hypothesis the method used is the normality test, and the multicollinearity test and multiple regression analysis method.

## Results and Discussion

### A. Research Results

#### 1. Descriptive Statistics

Table 1 shows the results of the average statistical analysis (Mean Ideal), the standard deviation of the maximum and maximum. This table also shows the mean value of prosocial behavior variables (minimum = 28, maximum = 140, ideal mean = 82, and ideal standard of deviation = 18.7), peer social support variables (minimum = 24, maximum = 120, ideal mean = 72, and standard of ideal deviation = 16), and empathy variables (minimum = 31, maximum = 155, ideal mean = 93, and ideal standard of deviation = 20.7). The results of data analysis can be seen in table 1 as follows.

**Table 1. Results of data description**

Statistic	Prosocial Behavior	Peer Social Support	Empathy
Mean Ideal	82	72	93
Std. Deviation Ideal	18,7	16	20,7
Minimum	28	24	31
Maximum	140	120	155

### B. Results of Pre-Requisite Testing

After conducting a descriptive statistical assessment, the tests that will be carried out next are the normality test, and the multicollinearity test.

#### a. Normality Testing

Table 2 shows the results of the normality test of the three variables which showed the results of a significant value ( $p = 0.200$ ). The results of the normality test showed that the social support variables of peers, empathy and prosocial behavior had a normal distribution of  $p > 0.05$  (significance value greater than 0.05, ie  $0.200 > 0.05$ ) so that the three variables were normally distributed because of significant values each variable  $> 0.05$ .

**Table 2. Normality Test Results**

	Kolmogorov-Smirnov <sup>a</sup>		
	Statistic	df	Sig.
Unstandardized Residual	.046	285	.200*
*. This is a lower bound of the true significance.			
a. Lilliefors Significance Correction			

#### b. Multicollinearity Testing

Table 3 shows the results of the VIF value of 1.373 and the tolerance value of 0.728. This means that the VIF value is 1.373, less than the value of 10. Meanwhile, the tolerance value of 0.728 is greater than the value of 0.10. This means that there is no multicollinearity.

**Table 3. Multicollinearity Testing Results**

Coefficients <sup>a</sup>			
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Peer Social Support	0.728	1.373
	Empathy	0.728	1.373
a. Dependent Variable: Prosocial Behavior			

### C. Hypothesis Testing Results

Table 4 is the result of the analysis of the social support variables of peers which have a p value = 0.000 which is smaller than the alpha value (0.05) and a p value of the empathy variable of 0.000 which is smaller than the alpha value (0.05). This means that peer social support and empathy individually can also predict prosocial behavior in Adolescents.

The results of data analysis in table 4 show the regression line equations obtained in this study, where  $Y = 54.180 + 0.360 X_1 + 0.402 X_2$  with constant values = 29.931, peer social support = 0.360 and empathy = 0.402. This means that (1) a constant of 29.931 means that if  $X_1$  and  $X_2$  value is 0, then the value of  $Y$  is 29.931. (2) Regression coefficient  $X_1$  of 0.360 means that if other independent variables have a fixed value and  $X_1$  has increased 1% then  $Y$  will have an increase of 0.402. (3) Regression coefficient  $X_2$  of 0.402 means that if other independent variables have a fixed value and  $X_2$  has increased 1% then  $Y$  will have an increase of 0.360.

**Table 4. Results of Regression Analysis**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients	Standardized Coefficients		t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.931	5.321		5.625	0.000
	Peer Social Support	0.36	0.045	0.393	7.951	0.000
	Empathy	0.402	0.048	0.416	8.423	0.000
a. Dependent Variable: Prosocial Behavior						

### E. Determination coefficient ( $R^2$ )

Table 5 shows the R Square value of 0.498 which means that the influence of peer social support and empathy has an effective contribution of 49.8% on the process, while the remaining 50.2% is other related factors (factors not examined). Calculation results show that peer social support contributes effectively to prosocial behavior by 24% while empathy contributes effectively to prosocial behavior by 25.8%.



**Table 5. The coefficient of determination**

No	Variabel	R Square
1	X <sub>1</sub> ,X <sub>2</sub> .Y	0,498
2	X <sub>1</sub> .Y	0,240
3	X <sub>2</sub> .Y	0,258

### **Discussion**

The results of this research indicate that empathy affects prosocial behavior in adolescents. This is in line with research conducted by Kau (2010) which shows that prosocial behavior can be influenced by empathy. The low prosocial behavior in adolescents can be seen from the lack of sharing behavior, please help and work together between friends and people around both family and community.

Research conducted by Guevara, Cabrera, Gonzalez, & Devis, (2015) shows that adolescents with higher levels of empathy can exhibit altruistic prosocial behavior while adolescents with lower levels of empathy prove to be more aggressive. Adolescent girls have higher empathy than boys, where empathy can develop prosocial behavior in adolescents.

Empathy and sympathy can influence prosocial behavior (Preston, 2013). Empathy is characterized as individuals who possess traits that can distance a person from violent behavior and guide them towards peace and altruism that leads to prosocial behavior (Pinker, 2011).

The results of this study indicate that empathy contributes effectively to prosocial behavior by 25.8% and the effect of empathy on prosocial behavior is positive. This means that if empathy in adolescents is high then prosocial behavior is also high. Conversely, if empathy is low then prosocial behavior will also be low. A study showed that feelings of empathy are associated with emotions and prosocial behavior where individuals who have empathic feelings tend to have feelings of guilt (Roberts, Strayer, & Denham, 2014). Empathy is an experience in which one understands and feels the emotions of others and is closely related to the tendency to guilt and prosocial behavior (Estrada-Hollenbeck & Heatherton, 1998; Larsen, Buss, & Wismeijer, 2013).

Research conducted by Nook, Ong, Morelli, Mitchell, & Zaki, (2016) shows that empathy can affect prosocial behavior of individuals who experience difficulties. Individuals who have empathy feelings can shape a person's prosocial behavior by providing emotional support to others who need help or help when experiencing difficulties. The feeling of empathy in someone will cause feelings of sharing, understanding, and caring about the internal conditions of others (Batson, 2011; Zaki & Ochsner, 2012, 2016).

As ones get older, individuals can act prosocially with empathy. This research shows that feelings of caring for people around who need help such as early childhood to school age can show feelings of empathy when seeing people around experiencing difficulties, and accompanied by encouragement to help others (Taylor, Eisenberg, Spinrad, Eggum, & Sulik, 2013).

Prosocial behavior is an interpersonal act, one of which is behavior that is manifested in a generous attitude so that people feel the benefits of the behavior. The second understanding is that the behavior given may not be inherent but it can be universally considered prosocial (or antisocial in this case). For example, taking something from a store without paying when there is an accident or disaster, is usually considered an antisocial action. However, many people will see this behavior as needed immediately in medical actions or actions that are emergency and look heroic (Dovidio, Piliavin, Schroeder, & Penner, 2017).

Prosocial behavior of many adolescents is influenced by environmental factors where the adolescent is socializing. In the research of Sahdra, Ciarrochi, Parker, Marshall & Heaven (2015), adolescents with nonattachment have a positive construction so as to imply high cognitive and mental flexibility to be more connected with others and have sensitivity for others in need. The study also tested whether empathy and non-engagement could independently predict prosocial behavior as assessed by peer support. In this study, it was explained that the influence of the peer environment was more significant in supporting prosocial behavior than the empathy that emerged from each individual study.

The presence of others will encourage individuals to better comply with social norms that are motivated by hopes of being rewarded. Meanwhile, the award itself is one form of social support in the form of emotional support, where when someone gets an award, he will feel received a special award from others. Likewise, empathy gives a large contribution to individuals to be more motivated to behave in a more prosocial way. Thus, it is explained that empathy and social support have a significant contribution to the emergence of adolescent prosocial behavior in junior high school adolescents (Purnamasari, Suharso, & Sunawan, 2018).

Social support from various parties, especially peers, can provide the resources needed to enable the prevention of potential danger or negative behavior by strengthening the ability to prevent certain cases that have higher pressure (Park, Kitayama, Karasawa, Curhan, Markus, Kawakami, & Ryff, 2013). Karatas (2012) provides an example in her research, that female students need a higher level of social support from teachers and friends. Meanwhile, in a study related to social support, Zhang, Yan, Zhao, & Yuan (2015) showed that the importance of social support resources from family, friends and other support for young men in overcoming stressful situations for them in social situations.

One important factor that influences social behavior is social support from the surrounding environment such as peers. This includes subjective support and objective support. Objective social support in the form of material support and interpersonal communication. Subjective support in the form of emotional experiences and happiness of each member who is in a social environment that can cause feelings of respect, support and have an understanding of how to communicate with everyone. However, subjective and objective social support, can give attention to each individual, can improve the ability to understand the surrounding environment, and the ability to always be there if needed (Guo, 2017).

### ***Research Limitation***

The weakness of this research is that the researcher is not able to fully control the research subject, so what the respondent answers may not match what the researcher expects.

### ***Conclusion***

This study shows that peer social support and empathy can influence prosocial behavior in adolescents. This research can provide a picture or contribution to various parties, both families, schools, education practitioners, and psychologists to provide appropriate stimulation and intervention in order to improve prosocial behavior in adolescents given the importance of this behavior to be developed among adolescents.

Families where Adolescents live are expected to spend more time with their children through joint activities, giving examples of prosocial behavior so as to create a feeling of being supported from the immediate environment, namely parents, and children imitating good behavior from both parents. Considering that prosocial behavior is positive behavior that can support the better character of adolescents, the support of various parties is needed to provide guidance and create an atmosphere that

can support adolescent prosocial behavior. To the next researcher who wants to examine prosocial behavior, the researcher can use qualitative methods. This is to further enrich the study of prosocial behavior, the extent to which prosocial behavior of adolescents can support other positive behaviors and can reduce various problems of adolescent behavior that are less positive.

### **Implication**

The implications in this research are expected to be able to provide an overview or contribution to various parties, both families, schools, education practitioners, and psychologists to provide appropriate stimulation and intervention to improve prosocial behavior in adolescents, bearing in mind the importance of this behavior being developed among adolescents.

Also besides, by knowing the importance of adolescents having prosocial behavior in themselves, various parties can provide support or facilitate activities related to many people so that teens get a support system from others around and existing educational activities can encourage adolescents to have positive prosocial behavior in their daily lives, both in friendship with peers and in the environment in which the adolescent interacts.

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