

Emotion Regulation in Relation to Adolescent Prosocial Behavior in Terms of Gender

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ABSTRACT

There are several stories in the media, reported a decline in prosocial behavior and a tendency for people to behave impatiently. The aims of this research was to determined the correlations between Emotion Regulation and Prosocial Behavior concerning the students of Vocational High School (SMK), in terms of gender. Research was conducted by asking questions to students, with a number of statements that had been prepared. Subjects were students at the Surabaya Pharmacy Vocational School. The number of samples pick up with simple random sampling technique/questionnaires about the Emotion Regulation Scale, and the Prosocial Behaviors Scale. Meanwhile with the Spearman correlation method, it was found that "There is a significant correlation between Emotion Regulation and Prosocial Behaviors". Furthermore, it can be concluded that Emotion Regulation makes an effective contribution to Prosocial behavior. There is no significant difference between Prosocial Behaviors of male and female student.

INTRODUCTION

The growth and development of a child, at its time will reach the stage of adolescence which is often not passed smoothly. Although not a few adolescents are able to pass their developmental stages smoothly, there are also many adolescents whose developmental stages are passed by being trapped in a situation of self-discovery as an outlet for unstable emotional turmoil. Adolescence, which is a period of developmental transition between childhood and adulthood, experiences biological changes, new experiences, and new developmental tasks, as well as new developmental tasks, so that it often leads to rebellion and defiance. Even Hall (in Santrock, 2012) calls this adolescence the period of storm and stress to describe the situation faced by adolescents who are full of conflict and mood swings.

The age transition period experienced by adolescents on the one hand is not yet able to hold the responsibilities of an adult even though parents or the environment demand so, so it often presents turmoil in adolescents related to their understanding of old values and adolescents' efforts to acquire new values in the stage of reaching adulthood. On the other hand, the emotional and social development of adolescents is very closely interrelated and determines the success of adolescent interpersonal relationships so that adolescents are able to better understand the desires, needs, feelings, and motivations of others around them (Fardia Kurniasari, *development-and-growth-in- adolescence*, 2019).

Adolescent social development, which goes hand in hand with their emotional development, leads adolescents to have social competence that can help them play a role in determining the status of their peers (Rahajeng & Wigati, 2018). Rahajeng & Wigati (2018) stated that one of the social competencies of adolescents can be identified from the emergence of adolescent prosocial behavior.

Prosocial behavior is also part of the task of adolescent social development which is evidence of achieving maturity in social relationships and is a process of learning to adjust to group norms, morals and traditions, thus merging adolescents with their environment and making adolescents learn to communicate and cooperate with peers or others (Afrianti & Anggraeni, 2016). Afrianti & Anggraeni (2016) mentioned that adolescents who are not prosocial will tend to be rejected in the social environment. It was also stated by Afrianti & Anggraeni who cited Kagan & Moss's longitudinal research that adolescents who experience inability to interact socially and do not get help, will experience social problems until adulthood.

Prosocial behavior itself is generally defined as a behavior that brings benefits to others or a group of people and leads to normative and acceptable behavior in the environment (Rahajeng & Wigati, 2018). Rahajeng & Wigati (2018) mentioned that forms of prosocial behavior include sharing, helping, acting voluntarily, and altruism, so that the emergence of this behavior actually indicates individual motives to build social relationships and to maintain social relationships. Quoting Crick & Grotpeter, Rahajeng & Wigati also stated that prosocial behavior in adolescents is often shown through behaviors that directly pay attention to others, for example by helping or pleasing their friends.

The ability of adolescents to develop prosocial behavior, in many studies, tends to be seen from the negative side, such as the results of Siti's research (in Arianti & Anggraeni, 2016) which states that adolescents tend to be weak in the ability to respect friends and cooperate with their peers, care less about peers, and do not have the ability to compete with peers sportively and lack loyalty. Another study cited by Afrianti & Anggraeni (2016) is research conducted by the National Commission for Adolescent Protection supported by the United Nations (UN) Agency for Adolescent Issues (Unicef) in 2007. The study states that more than 90% of adolescents have been teased at school and there are still many adolescents in Indonesia who get bad treatment from their own friends. An interview and observation conducted by Lupitasari & Fauziah (2017) at an orphanage in Semarang, also supports the information about the weak prosocial behavior of adolescents. Lupitasari & Fauziah's research (2017) states that the orphanage adolescents studied tend to be less responsive and do not provide assistance when they see other friends having difficulty carrying a lot of goods, lacking the initiative to help when other friends picket doing homework.

The above facts contradict the opinion of Santrock (1997) who states that although adolescents are often stated as egocentric and self-centered, adolescents also display many altruistic actions. Santrock (2007) also added that in everyday life, there are many prosocial behaviors of adolescents, including teenagers who work hard but are willing to set aside money in the church donation box every week, do charity activities such as car washes, toast sales, and teen-sponsored concert events with the aim of raising funds for the poor and helping children who are mentally retarded.

The thing mentioned by Santrock (1997) above, in fact, was also found by researchers from several different reference sources. One of them is vocational high school students in Demak Regency, Central Java, who are willing to distribute masks of their own making to residents around the school to help overcome the spread of the Covid 19 virus (results-study-at-home-students-smk-demak-donating-masks-of-their-own-making, March 28, 2020). An online media source Jawapos.com cited by Yusuf & Kristianan (2017) states that teenagers from SMA Muhammadiyah 8 Gresik who are members of the Generasi Muda Pecinta Alam extracurricular program broke through the flood to distribute food to residents who were still occupying their homes because they had not been evacuated, in addition to setting up emergency tents around the flood area which functioned as a public kitchen, health post, and evacuation site for residents. (2020) reported that a number of vocational high schools (SMK) under the auspices of the Riau Islands Education Office produced hand sanitizers and masks to help the medical equipment needs of doctors and paramedics at RSUD Raja Ahmad Tabib (RAT) Tanjungpinang. The news also mentioned that 2000 pieces of cloth masks produced by SMKN 2 Tanjungpinang, 300 bottles of hand sanitizer and 150 bottles of hand washing soap produced by SMKN 4 were handed over by the Riau Islands Education Office to the RAT Hospital.

The fact that today's teenagers are also prosocial was recorded from the results of the researcher's interview with the Principal of a Pharmacy Vocational School in Surabaya on April 6, 2020. The Principal, in the interview, stated that

students of Vocational High School pharmacy Surabaya have been participating in helping earthquake victims in Mataram, Palu, and Madura throughout 2019. The Principal of the Vocational School of Pharmacy in Surabaya revealed that the students raised funds, clothes, and instant noodles to help ease the burden of earthquake victims. The Principal also explained that recently the Vocational High School pharmacy students also helped to make 1000 bottles of hand sanitizer with a size of 60 ml to be distributed to Surabaya residents in order to help the community to maintain hand hygiene to avoid the corona virus pandemic. Listening to the fact above that some studies mention the weakness of prosocial in adolescents while in different studies and the results of the researcher's own observations show the high prosocial of adolescents, making the phenomenon of adolescent prosocial interesting. Prosocial behavior, which according to Dayaksini & Hudaniah (2009) is behavior that provides positive consequences for the recipient, either in material, physical, or psychological form but has no clear advantage for the owner, is influenced by external factors and internal factors. For example, the presence of others, the sacrifice that must be made, the clarity of the stimulus, the existence of social norms, the relationship between the potential helper and the helped, and the mood. Dayaksini & Hudaniah (2009) stated that when individuals are experiencing a happy mood, they will be more happy to help than when individuals are in a sad mood so they tend not to care about others and do not provide help to others.

Efforts to build a good mood in adolescents are closely related to the ability of adolescents to manage their emotions. The ability of individuals (including adolescents) to regulate emotions by identifying and modifying the emotions that are being felt when in a condition or situation is what is called emotion regulation (Meilani, 2018).

Emotion regulation according to Gardner, Betts, Stiller, & Coates (2017) is a complex process responsible for initiating, inhibiting, or modulating one's emotions in response to certain situations. Through emotion regulation, a person's emotions are formed and expressed. Gross (2014) emphasizes that emotion regulation is related to how emotions themselves are regulated, not how emotions regulate something, which implies that individuals who have high emotion regulation will be able to behave correctly and benefit themselves and others, such as cooperation, helping, friendship, sharing and so on. Gross (2014) also states that it is certainly different from individuals who have low emotion regulation, which will have a negative impact on the inability to control emotions due to a lack of understanding of the emotions felt and understanding the events that he experienced, causing difficulties in modifying emotions in solving the problems faced. Robertson, Daffern, & Bucks (2012) mentioned this condition as the process of modulating positive and negative emotional experiences.

Gottman (in Widuri, 2012) states that emotion regulation can be applied in life and has a good positive impact, which for example causes physical health, academic success, ease in building relationships with others and increasing resilience. The ability to regulate emotions causes individuals to have confidence in themselves and their abilities or in other words the ability to depend on themselves and realize their strengths and limitations. Adolescents are required

to have emotion regulation skills as one of the strategies that can be used to reduce the explosive emotions of adolescents due to the many pressures faced. Thus, Brown (in Kurniasih, 2013) emphasizes that an adolescent's inability to regulate their emotional responses to stressful life events will result in inhibition of the development of their social behavior and their functioning in the family and society.

In addition to emotion regulation, another factor that affects adolescent prosocial behavior is gender (Davies, 1999). Davies (1999) also said that some women show more prosocial behavior and empathy towards others than men. This is confirmed by Tambunan (2007) in his research that women have a greater orientation towards the needs and welfare of others, thus allowing a decrease in their risk of developing disruptive behavior. Heranari's (1999) research also mentions the same thing that prosocial behavior is also influenced by a number of factors characteristic of individual differences between men and women both in terms of biological, psychological and sociological. Dagon (1992) revealed that psychologically women and men are different, where men are more rational, more active, more aggressive but on the contrary women are more emotional, more passive, more submissive in meeting their needs.

Sociologically, according to Peck (1991), differences in male and female characteristics are related to gender roles which are traits, behaviors, temperaments, emotions, intellectuals, which in certain cultures are identified as feminine and masculine. Peck (1991) states that male and female traits are usually determined by culture regarding behaviors that are considered appropriate for men and women, cultural knowledge strongly influences specific roles based on gender. Men are more aggressive, independent, and competitive in fulfilling their needs, while women are more passive, depending on compromise in fulfilling their

LITERATURE REVIEW

Prosocial Behavior

there are elements of togetherness, cooperation, cooperation, and altruism. Even Sears (1991) provides a fundamental understanding that each individual is not merely a single being who is able to live alone, but as a social being who is very dependent on other individuals, individuals cannot enjoy a natural and happy life without a social environment. This means that someone is said to behave prosaically if the individual helps another individual regardless of the motives of the helper, arising because of the suffering experienced by others which includes mutual assistance, mutual comfort, friendship, rescue, sacrifice, generosity, and sharing (Maghfiroh & Suwanda, 2017). It was also stated by Maghfiroh and Suwanda (2017) that concretely, the definition of prosocial behavior includes sharing. Cooperation, helping, honesty, generosity, and considering the rights and welfare of others. Prosocial behavior can be defined as a behavior that brings benefits to another person or group of people (Penner, Dovidio, Piliavin, & Schroeder, 2005) and leads to normative and acceptable behavior in the environment (Juntilla, Voeten, Kaukiainen, & Vauras, 2006). Examples of prosocial behavior are sharing, helping, volunteering, and altruism. Social relationships, the emergence of this behavior indicates individual

motives to build social relationships and to maintain social relationships (Greener, 2000).

Emotion Regulation

Averill (2004), an expert who conducted a comprehensive analysis of emotion regulation, defines emotion regulation as a process in individuals related to the emotions they have, when they have them and how to experience and express these emotions. According to Kostiuk (2002), emotion regulation ability is one of the important aspects of a person's emotional development. Emotion regulation is the ability to respond to the ongoing demands of experience with a level of emotion in a tolerable manner and sufficient flexibility to carry out spontaneous reactions as needed. The inability to regulate emotions causes a person to be unable to make reasonable evaluations, not creative in regulating emotions and also the inability to make decisions in various contexts (Kostiuk, 2002). Gross & John (2003) revealed that emotion regulation is a process of recognizing, maintaining and regulating positive and negative emotions, whether automatically or controlled, visible or hidden, conscious or unconscious. Gross & Thompson (2007) emotion regulation is a series of emotional processes regulated in accordance with individual goals, either by automatic or controlled, conscious or unconscious means and involves many components that work continuously over time. Emotion regulation involves changes in the dynamics of emotions or the timing of emergence, magnitude, duration and compensating behavioral, experiential or physiological responses. Emotion regulation can affect, amplify or maintain emotions, depending on the individual's goals. Reivich & Shatte (2002), define emotion regulation as the ability to be calm under pressure. Furthermore, Reivich & Shatte (2002) suggest two important things related to emotion regulation, namely calming and focusing, individuals who are able to manage these two skills can help relieve existing emotions, focus distracting thoughts and reduce stress. According to Gottman & Katz (in Wilson, 1999) emotion regulation refers to the ability to inhibit inappropriate behavior due to the strong intensity of positive or negative emotions felt, can calm down from the psychological effects that arise due to the strong intensity of emotions, can refocus attention and organize themselves to regulate appropriate behavior to achieve a goal. Walden and Smith (in Eisenberg, Fabes, Reiser & Guthrie 2000) explain that emotion regulation is the process of accepting, maintaining and controlling an event, the intensity and duration of emotions felt, physiological processes associated with emotions, facial expressions and observable behavior. H1: There is a relationship between emotion regulation and social behavior in terms of gender in adolescents.

Gender

According to Baron and Byrne (2003) gender is the attributes, behaviors, personality characteristics, and expectations associated with a person's biological sex in the prevailing culture. Taylor, (2009) states that gender is one of the most basic categories in social life. The process of categorizing people and things into masculine or feminine is called gender typing. This process is usually automatic, without much deep thought. Clues about gender can be easily recognized from

physical characteristics such as facial hair, chest or clothing style. According to Fakh (2001) gender is built based on human social and cultural construction. Gender differences are socialized and reinforced through environmental learning. This learning is formed, reinforced, socialized and even socially or culturally constructed through religious teachings and the state. The essence of social learning is to place men and women in different areas, so that they are imaged in different appearances. Men are portrayed in masculine traits while women in feminine appearances. This social learning is a social construct that continuously occurs over a very long period of time and occurs in all areas of life. Sex is defined as a biological term based on anatomical and physical differences between men and women. Gender refers to everything related to an individual's sex, including roles, behaviors, tendencies, and other attributes that define what it means to be a man or a woman within a given culture. Barbara Mackoff states "the biggest difference between women and men is how we treat them". All other attributes may be based on biological determinants (such as the presence or absence of a moustache). Everyone has a gender identity, which is a key part of the self-concept in being labeled as "male" or "female". In most people, biological sex and gender identity correspond, although in a small proportion of the population, their gender identity is different from their sex. Although it has long been believed that the most obvious differences between men and women are biological, various studies have shown conclusively that many typical masculine and feminine characteristics are learned. Gender schema theory states that children have a general readiness to organize information about the self on the basis of cultural definitions of appropriate male and female attributes (Baron & Bryne, 2003).

H2: There are differences in prosocial behavior in terms of gender in adolescents

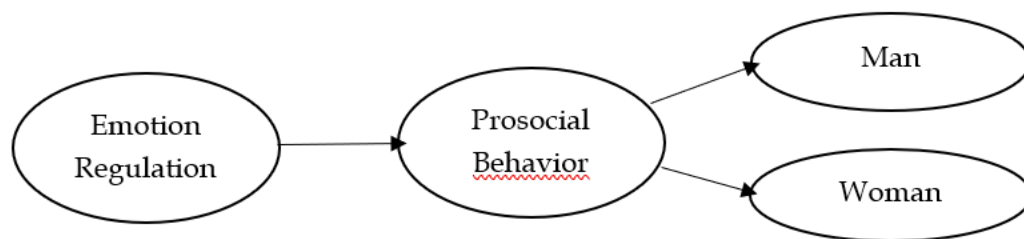


Figure 1. Conceptual Framework

METODOLOGY

The research approach used in this study is a quantitative approach. According to Sugiyono (2010) quantitative methods are used to research on certain populations or samples, data collection using research instruments, data analysis is quantitative / statistical, with the aim of testing predetermined hypotheses. The population in this study were students of Vocational High School pharmacy which is located at Jl. Kapasari 3 - 5 Surabaya. The reason for selecting this population is based on the consideration that the subjects needed are in accordance with the conditions specified in this study. The total population in this study was 276 people divided into 246 female students and 30 male

students from class XI. The sampling method applied in this study using the Krejci table (Sugiono, 2003) with a chance level equal to 5%, if the population is 276 then according to the table determining the sample is equal to 159. SPSS statistical software was used to analyze the collected data. Multiple linear regression was used to test the hypothesis, validity and reliability tests were used to ensure the validity and consistency of the questionnaire instrument, and descriptive analysis was used to characterize the characteristics of the sample.

Validity of Measurement Tools

The validity of the research study was proven in 2 ways. The first is proven by content validation (based on content test), and the second by construct validity (based on internal consistency).

Evidence of the content validity of the study was obtained from the validity of the scale by 6 expert judgment from personnel who have competence in the field of psychology and language, The six expert judgment assessed the scale based on the relevance of each scale item to the variable indicators being measured. The results of the study include the level of assessment from less relevant with a value of 1, to very relevant rated 3. Furthermore, the results of the assessment to get the CVI score on the item based on the Aiken formula. The ratio/average of CVI is denoted as CVR.

The complete results are as follows:

Table 1. Summary of Content Validity Test Results with Index items

Scale	CVI	CVR	Table Sig. Aiken
Emotion Regulation	0,583 s/d 1	0,933	Lower 0,74 Upper 0,98
Prosocial Behavior	0,583 s/d 1	0,839	Lower 0,80 Upper 0,99

Source: Output Excel Programs by Windows

The limit of the differentiation or discrimination of the items used is 0.3, so that the index corrected total correlation <0.3 is considered a low discrimination item. These items are deleted or revised to be retested.

This study used a limit of 0.3 to remove items that had low discrimination. The results are summarized in table 6 for the prosocial behavior scale and table 7 for the prosocial behavior scale. In terms of reliability, this study uses reliability that calculates Cronbach's alpha reliability coefficient.

Testing the reliability of the measuring results of this research instrument was carried out with the help of SPSS 22.0 for windows. The following are the results of testing the reliability of the prosocial behavior instrument.

Table 2. The results of the Prosocial Behavior variable reliability test

Cronbach's Alpha	N	Σ Subject
0,880	25	30

Table 3. Reliability test results of Emotion Regulation variables

Cronbach's Alpha	N	Σ Subject
0,726	20	30

Source: Print Out SPSS Series 22.0

on the emotion regulation instrument found a reliability value of 0, 727 which means reliable because $0.726 > 0.60$

Table 4. Normality Test

	<i>Kolmogorov-Smirnov</i>		
	Statistic	Df	P
Emotion Regulation	0,055	160	0,200
Prosocial Behavior	0,087	160	

Source: Print Out SPSS Series 22.0

From the Normality Test in Table 3 above, the $P=0.200$ $p > 0.05$ value is obtained, this shows that the regulation variable and the prosocial behavior variable are normally distributed.

Table 5. Homogeneity Test Lavene's Test of Equality of Error Variances

Variable	F	P
Male female differences in prosocial behavior	0.001	0.976

Source: Print Out SPSS Series 22.0

Based on the table above, it shows the $F=0.001$ value of prosocial behavior with $p=0.976$ $p > 0.05$ so it can be concluded that all data are homogeneous.

Table 6. Linearity Test Results

Variable	F	Sig.
Emotion Regulation	1,789	0,010
Prosocial Behavior	1,176	0,255

Source: Print Out SPSS Series 22.0

Table 5 shows that the significance value on the linearity line is 0.255 ($p < 0.05$). This means that the relationship between emotion regulation variables and prosocial behavior variables is linear.

RESEARCH RESULTS

Validity of Measurement Tools

The validity of the research study was proven in 2 ways. The first is proven by content validation (based on content test), and the second by construct validity (based on internal consistency).

Evidence of the content validity of the study was obtained from the validity of the scale by 6 expert judgment from personnel who have competence in the field of psychology and language, The six expert judgment assessed the scale

based on the relevance of each scale item to the variable indicators being measured. The results of the study include the level of assessment from less relevant with a value of 1, to very relevant rated 3. Furthermore, the results of the assessment to get the CVI score on the item based on the Aiken formula. The ratio/average of CVI is denoted as CVR.

The complete results are as follows:

Table 7. Summary of Contant Validity Test Results with Index items

Scale	CVI	CVR	Table Sig. Aiken
Emotion Regulation	0,583 s/d 1	0,933	Lower 0,74 Upper 0,98
Prosocial Behavior	0,583 s/d 1	0,839	Lower 0,80 Upper 0,99

Source : Output Excel Programs by Windows

The limit of the differentiation or discrimination of the items used is 0.3, so that the index corrected total correlation <0.3 is considered a low discrimination item. These items are deleted or revised to be retested.

This study used a limit of 0.3 to remove items that had low discrimination. The results are summarized in table 6 for the prosocial behavior scale and table 7 for the prosocial behavior scale. In terms of reliability, this study uses reliability that calculates Cronbach's alpha reliability coefficient.

Testing the reliability of the measuring results of this research instrument was carried out with the help of SPSS 22.0 for windows. The following are the results of testing the reliability of the prosocial behavior instrument.

Table 8. The results of the Prosocial Behavior variable reliability test

Cronbach's Alpha	N	Σ Subject
0,880	25	30

Table 9. Reliability test results of Emotion Regulation variables

Cronbach's Alpha	N	Σ Subject
0,726	20	30

Source: Print Out SPSS Series 22.0

on the emotion regulation instrument found a reliability value of 0, 727 which means reliable because $0.726 > 0.60$

Normality Test

Table 10. Normality Test

	Kolmogorov-Smirnov		
	Statistic	Df	P
Emotion Regulation	0,055	160	0,200
Prosocial Behavior	0,087	160	

Source: Print Out SPSS Series 22.0

From the Normality Test in Table 9 above, the $P=0.200$ $p>0.05$ value is obtained, this shows that the regulation variable and the prosocial behavior variable are normally distributed.

Homogeneity Test

Table 11. Lavene's Test of Equality of Error Variances

Variable	F	P
Male female differences in prosocial behavior	0.001	0.976

Source: Print Out SPSS Series 22.0

Based on the table above, it shows the $F=0.001$ value of prosocial behavior with $p=0.976$ $p>0.05$ so it can be concluded that all data are homogeneous.

Linearity Test Results

Table 12. Linearity Test Results

Variable	F	Sig.
Emotion Regulation	1,789	0,010
Prosocial Behavior	1,176	0,255

Source: Print Out SPSS Series 22.0

Table 11 shows that the significance value on the linearity line is 0.255 ($p < 0.05$). This means that the relationship between emotion regulation variables and prosocial behavior variables is linear.

Product Moment Correlation Test Results

Table 13. Product Moment Correlation Test Results

Variable	r_{xy}	P
Prosocial Behavior- Emotion Regulation	0,472	0,000

Source: Print Out SPSS Series 22.0

Table 13 shows that the product moment correlation (r) between emotion regulation and prosocial behavior (r) is 0.472 with $p = 0.000$ ($p < 0.05$). The value of R squared is 0.000. This means that there is a significant relationship between emotion regulation and prosocial behavior in students of Vocational High School pharmacy Surabaya. Based on the analysis above, it shows that there is a significant positive relationship between emotion regulation and prosocial behavior in Surabaya Pharmacy Vocational School students. The meaning of the statement above is that the higher the regulation

Differential Test of Prosocial Behavior by Gender

This t-test aims to determine the level of difference in prosocial behavior between men and women. The calculation results are as follows

Table 14. Independent Samples t - Test Results of Prosocial Behavior

<i>T</i>	<i>p</i>	<i>Sig.</i>
-1,221	0,224	0,001

Source: Print Out SPSS Series 22.0

The difference test using the independent samples t-test technique obtained a t value of -1.221 with a p value of 0.224. Because the p value > 0.001, it can be concluded that there is no real difference in prosocial behavior between men and women.

DISCUSSION

The results of hypothesis testing using product moment correlation analysis techniques show that there is a significant positive relationship between emotion regulation and prosocial behavior of adolescents at Vocational High School pharmacy Surabaya. The positive value on the correlation coefficient shows that the higher the ability of emotion regulation, the higher the level of prosocial behavior. Conversely, the lower the ability of emotion regulation, the lower the prosocial behavior, this proves that the hypothesis proposed by the researcher, namely that there is a positive correlation between emotion regulation and adolescent prosocial behavior, can be accepted.

The acceptance of this research hypothesis shows that the results of previous studies which state that emotion regulation correlates with prosocial behavior, such as Kurniawan and Habibah's research (2015) found that there is a significant relationship between self-concept and the tendency of prosocial behavior. Putri's research (2013), found a significant positive relationship between emotion regulation and prosocial behavior in nurses at Grhasia Mental Hospital Yogyakarta.

According to Gross and John (in Syahadat, 2013) in determining the right attitude and behavior, the assessment of individual emotions is needed to achieve emotional balance. Emotional assessment is one of the important efforts so that individuals are able to distinguish the emotions they feel and identify the stimulus that gives rise to these emotions so that the behavior that arises as a stimulus reaction is not negative or detrimental.

According to research conducted by Morris (in Fitriani & Alsa, 2015) emotion regulation is the center of the correlation between behavior and emotions among adolescents. Adolescents who have low emotion regulation have a tendency to experience various forms of adolescent psychopathology, both internal and external, while applying emotion regulation skills in everyday life will have a positive impact on themselves such as academic success and ease of establishing relationships with others (Gottman, in Widuri, 2012).

According to Anggraini (2015) emotion modification has similarities as a cognitive strategy for handling stress that individuals use in dealing with problems and trying to solve them as an example of motivating people who are affected by disasters, and showing caring and empathy. Empathy is one of the factors that makes a person perform prosocial behavior where a person will feel

the feelings or experiences of others (Staub, in Dayaksini & Hudaniah, 2009). The results of this study are in line with previous research.

Benita, Levkovitz, & Roth (2016) revealed that adaptive emotion regulation is recognized as important in social functioning and psychological well-being especially in children and adolescents, moreover the ability of emotion regulation has an effect on morale, empathy, and prosocial behavior.

Hetherington & Parke (in Faridh, 2008) revealed that individuals who are able to regulate themselves, then the individual will be able to understand and know what kind of behavior can be accepted by parents and the environment, for example things that can be accepted by the environment is to behave prosocially such as helping, cooperating, sharing, honesty. One of the strategies in emotion regulation according to Gross (2014) is the change or modification of emotions (situation modification) where this is the formation of a desired situation in order to change the emotional impact of an individual. Goleman (in Putri, 2013) argues that the ability to regulate emotions will make individuals avoid things that might get the individual in trouble if they cannot manage their emotions because of the negative impact of behavior that arises from the inability to control emotional impulses. In other words, if individuals have good emotion regulation skills, these individuals are able to behave in accordance with the expectations of their environment.

In this study, the coefficient of determination was found to be 12.7%, this shows that there is an effective contribution of the emotion regulation variable to the prosocial behavior variable in adolescents at Vocational High School pharmacy Subaya. This means that the independent variable, namely emotion regulation, plays a role of 12.7% on the dependent variable of prosocial behavior towards adolescents at Vocational High School pharmacy Surabaya. The complete calculation results can be seen on the attachment page.

The results of the calculation of the difference test using the independent samples t-test test technique show that there is no real difference in prosocial behavior between men and women. The hypothesis proposed by the researcher, namely that there are differences in prosocial behavior between male and female students, is rejected.

The absence of significant differences in sharing and helping behavior between women and men is in accordance with the results of several previous studies, namely research conducted by Retnaningsih (2005) entitled "The Role of Attachment Quality, Age and Gender on Prosocial Behavior". The results showed that there was no significant difference in sharing and helping behavior between women and men.

According to a meta-analysis of a number of studies conducted, gender differences in prosocial behavior are highly dependent on the form of prosocial behavior to be seen. And there are significant differences in cooperation between men and women tend to be higher than men, possibly due to the strong demands of gender roles that exist in society on women and men.

The results of research conducted at Vocational High School pharmacy Surabaya showed no difference in prosocial behavior between male and female adolescents, it is possible that in the learning process the educators always instill

an attitude of responsibility for the safety and health of others and the behavior not to discriminate in serving or carrying out their duties later when working as health technical personnel.

Some of the weaknesses of this study are the lack of maximum researchers in collecting data due to the conditions of the co-19 pandemic so that researchers cannot conduct in-depth observations or interviews with respondents.

CONCLUSIONS AND RECOMMENDATIONS

The results of hypothesis testing using product moment correlation analysis techniques showed a correlation coefficient of 0.472 with a significance (p) of .00 ($p < .01$). The correlation coefficient shows a significant positive relationship between emotion regulation and prosocial behavior of adolescents at Vocational High School pharmacy Surabaya. The positive value in the correlation coefficient indicates that the higher the ability of emotion regulation, the higher the level of prosocial behavior. Conversely, the lower the ability of emotion regulation, the lower the prosocial behavior, this proves that the hypothesis proposed by the researcher, namely that there is a positive correlation between emotion regulation and adolescent prosocial behavior, can be accepted.

The results of the t-test calculation using the independent samples T-Test test technique obtained a t value of -1.221 with a value of 0.224. Because the p value obtained <0.05 , it can be concluded that there is no real difference in prosocial behavior between men and women. This proves that the hypothesis proposed by the researcher, namely that there are differences in prosocial behavior in adolescent boys and girls, is rejected.

ADVANCED RESEARCH

For future researchers who are interested in conducting research on the same topic, namely on adolescent prosocial behavior, using other variables or using other factors that influence adolescent prosocial behavior, including situational factors (including the presence of others, environmental conditions and time pressure), factors of helper characteristics (including personality, guilt, self-distress and empathy), factors that require help (including helping people who are liked and helping people who deserve help), self-again factors, personal values and norms factors, and empathy factors.

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