



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

Keywords: *emotional regulation, gender, prosocial behaviors*

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INTRODUCTION

The success of adolescent interpersonal relationships is closely related to their emotional and social development. This will make adolescents able to understand well the desires, needs, feelings, and motivations of others around them (Fardia Kurniasari,

2019). Definition of Prosocial, among others are : External influences: bystander, attraction, attribution, modeling, time pressure, nature of victim's need.

While internal influences include: mood, nature, characteristics of a person, gender, place of residence, parenting. Listening to some research states that prosocial behavior in adolescents is weakening, while in different studies there is an increase in prosocial behavior in adolescents. This makes the phenomenon of adolescent prosocial behavior interesting.

According to Abdan Shadiqi (2018), prosocial behavior can be understood as a form of voluntary action to help others so that it provides positive benefits to the recipient of the help and may not provide direct benefits to the giver of the help. Prosocial behavior is behavior that produces a positive impact on the person who receives the treatment, whether it is in the form of objects, physical or psychological effects. However, this behavior does not provide direct tangible benefits for the perpetrator.

When someone is in a happy or joyful mood, they will cheerfully provide the necessary help or assistance. Manesi, Z, et al. (2017) state "Prosocial behavior targets a wide range of behaviors aimed at benefiting others." In the sense that prosocial behavior includes a variety of actions intended to benefit others. Someone who has a high ability to regulate emotions, will have appropriate behavior and benefit himself and also benefit others, such as the ability to cooperate, make close friends, share and the like.

People who are able to regulate their emotions will have confidence in themselves and also confidence in their abilities. Teenagers should have good emotion regulation skills as a provision that will be used to reduce emotions that explode because of the left and right pressures they have to bear. According to Brown (cited in Kurniasih, 2013) that a teenager who is unable to regulate his emotional responses due to pressure in the life process, will be hampered by changes in their social behavior and will also hamper their function in society and their kinship environment. Gross in Meilani, (2018). emphasizes that Emotion Regulation can be explained as "The ability of individuals (including adolescents) to regulate emotions by identifying and modifying emotions that are being felt when in a condition or situation.

Gardner et al. state that (Gardner et al., 2017) Emotion regulation 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. In addition to emotion regulation, another factor that influences adolescent prosocial behavior is gender. There are striking differences in prosocial behavior in gender. This was done in research conducted by Van der Graaff, Susan, Gustavo, Elisabetta and Hans (2018). Males have stable prosocial behavior until the age of 14-17 years and experience a decline thereafter. The level of female prosocial behavior increases until the age of 16 and decreases slightly thereafter.

Based on the gender factor Zahn-Waxler and Smith (Renata & Parmitasari 2016), said that several studies show that girls show more prosocial behavior and empathy towards others than boys. According to him, compared to boys, girls have a greater

orientation towards the needs and welfare of others. Women have the hormone estrogen which affects psychic and feelings so as to cause empathy for something outside of themselves so that empathy can build concern for the surrounding environment (Suhardin, 2016). In this study, it will be measured whether there is a relationship between emotional regulation and social behavior in terms of gender.

RESEARCH METHODOLOGY

This research is quantitative in nature, where the research subjects and the population are students of Surabaya Pharmaceutical Vocational School. The total population was 276 people divided into 246 female students and 30 male students from class XI.

Furthermore, the sample was determined by the Kreycik method, with a 5% chance level, with a population of 276 then according to the determining table, a sample size of 159 was obtained.

Sampling was carried out using proportional methods.

Table 1: Gender of participants

Gender	Total number of participants	Percentages
Female	138	86,3 %
Male	22	13,8 %
Total	160	100 %

Source: Print Out SPSS Series 22.0

Table 2: Age range of participants

Ages	Total number of participants	Percentages
15	1	0,6 %
16	40	25 %
17	119	74,4 %
Total	160	100 %

Source: Print Out SPSS Series 22.0

Table 3. Statement Scores on the Scale

Alternatif Jawaban	Scores	
	Favorabel	Unfavorabel
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

From the table above, it is obtained that this study includes all ages of adolescents, with the majority being 17 years old, the percentage is 74.4%. The total number of participants was 160 people.

The variables involved in the study are:

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 10. 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 12 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 11. Homogeneity Test

Lavene's Test of Equality of Error Variances

Variabel	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 12. Linearity Test Results

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

Source: Print Out SPSS Series 22.0

Table 12 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.

RESULT AND DISCUSSION

Result

Test Correlation of Emotion Regulation with Prosocial Behavior

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 SMK Farmasi 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

T	p	Sig.
-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

By using the Product Moment analysis technique, it is concluded that there is a significant positive correlation between Emotion Regulation and Prosocial Behavior of adolescents at SMK Farmasi Surabaya. It can be said that the higher their ability to regulate their emotions, the higher their level of prosocial behavior. This explains that the proposed hypothesis 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 this study reinforce the results of previous research.

Research by I Made Mahaardhika (2019) there is a relationship between self-concept and prosocial behavior among students of SMA Negeri 4 Denpasar in the 2017/2018 academic year.

Rizky Drupadi and Ulwan Syfrudin (2019), showed in their research that there is a significant positive relationship between emotion regulation and prosocial behavior in early childhood.

The results of research by Siska Friskica, et al (2020) show that there is a positive relationship between emotion regulation and prosocial behavior in SMA Raksana Medan students. which means that someone who has a high level of emotion regulation will have a higher level of prosocial behavior, whereas if a person's level of emotion regulation is low, then the level of prosocial behavior is also low.

Kurniawan and Habibah's research (2015) found that there is a significant relationship between self-concept and the tendency of prosocial behavior.

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 SMK Farmasi 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 of SMK Farmasi Surabaya. The complete calculation results can be seen on the attachment page.

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

The results of this study, which state that there is no significant difference in sharing and helping behavior between women and men, are in line with the results of several previous studies, namely

The results of research conducted at SMK Farmasi Surabaya show no difference in prosocial behavior in male and female adolescents, it is possible that the factor in the learning process is that educators always instill an attitude of responsibility.

CONCLUSION

The proposed hypothesis was tested using Product Moment analysis. The result is a correlation coefficient of 0.472 which is significant at the $p=0.00$ level ($p<0.01$). This figure shows that there is a significant positive relationship between Emotion Regulation and Prosocial Behavior of adolescent students of SMK Farmasi Surabaya. The positive sign on the correlation coefficient indicates that the higher the ability of individual Emotion Regulation, the higher the Prosocial behavior. Thus the hypothesis proposed in this study can be accepted.

The results of the different 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.

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Based on the results of the research obtained, the researcher proposes several suggestions, namely as follows:

1) For Students

It is recommended that students train their ability to regulate good emotions. With this ability, students are expected to be able to control sudden emotions. The many stressful life events often have to be faced by students in adolescence. With the ability to regulate emotions, students can develop social behavior skills and develop their functions in family and society.

2) For parents.

It is recommended that parents can set a good example in educating and caring for children because parents play a big role in providing examples of how to control and regulate their emotions in responding to an event appropriately. for example when parents are angry with their children, happy, sad, etc.

3) For teachers or educators

Teachers as educators at school not only teach lessons, but also educate and provide examples of ethics. Teachers also play a role in creating an educational climate that allows the development of prosocial behavior for their students. This relates to the importance of involvement and solidarity with the lives of others.

4) For further researchers

Further research on the same topic, namely on adolescent prosocial behavior, can be carried out using other variables or using other factors that influence adolescent prosocial behavior, such as situational factors (including the presence of others, environmental factors and time pressure, factors of helper characteristics (including personality, , guilt, self-distress and empathy), factors that need help (including helping people who are liked and helping people who deserve help), self-again factors, personal values and norms factors, and other empathy factors as well as 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.

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