



## **SURAT TUGAS**

NOMOR : 514/F.03.04/2025

Pimpinan Fakultas Psikologi Universitas Muhammadiyah Prof. DR. HAMKA memberi tugas kepada :

Nama : 1. Subhan El Hafiz, S.Psi., M.Si  
2. Dr. Ilham Mundzir, M.Ag.  
3. Puti Archianti, M.Psi., Psikolog.  
4. Dr. Yulmaida Amir, MA.  
5. Dr. Yulistin Tresnawaty, S.Psi., M.Si.  
6. Dewi Trihandayani, M.Psi., Psikolog.

Tugas : Pembimbing dan Penguji Sidang Publikasi Artikel Ilmiah Fakultas Psikologi UHAMKA semester Genap Tahun Akademik 2024/2025

Hari, Tanggal : Rabu, 21 Mei 2025

Tempat : Ruang Kelas Lantai IV Fakultas Psikologi UHAMKA

Demikian surat tugas ini diberikan agar dilaksanakan dengan sebaik-baiknya sebagai amanah dan ibadah kepada Allah Subhanahu wata'ala.



Jakarta, 17 Zulkaidah 1446 H  
15 Mei 2025 M

**Subhan El Hafiz, S.Psi., M.Si.**

**Tembusan Yth :**

1. Wakil Dekan
  2. Ketua Program Studi
  3. Kepala Laboratorium
  4. KTU dan Kasubag
  5. Arsip
- Fakultas Psikologi UHAMKA

I	II



**Jadwal Sidang Publikasi Artikel Ilmiah Fakultas Psikologi UHAMKA**  
**T.A Genap 2024-2025**

**Rabu, 21 Mei 2025**

Pukul	Ruang	NM	Nama Lengkap	Sidang	Judul Publikasi Artikel Ilmiah	Pembimbing	Penguji
08.00-09.00	401	2108015025	Erina Nur Faridha	Artikel	Overseas Student Experience of Homesickness	Puti Archianti, MPsi, Psikolog	1 Subhan B Hafiz, SPsi, MSI
							2 Dr. Yulistin Tresnawaty, MSI.
09.00-10.00	401	2108015312	Belina Amelia Paga	Artikel	The Effects of Self-Compassion and Social Responsibility on Promoting Prosocial Behavior Among University Students	Dr. Yulmaida Amir, MA	1 Subhan B Hafiz, SPsi, MSI
							2 Dr. Yulistin Tresnawaty, MSI.
10.00-11.00	401	2108015128	Najwa Salma Aqilah	Artikel	The Toxicity of Beauty Standards: Body Image Perception Among Women Acne Fighters	Dewi Trihandayani, MPsi, Psikolog	1 Subhan B Hafiz, SPsi, MSI
							2 Dr. Yulmaida Amir, MA
	402	2108015142	Puput Winarsih	Artikel	Mengeksplorasi Self-Esteem pada Anak Adopsi: Implikasi Temuan Literature Review	Dr. IlhamMundzir, MAG.	1 Dr. Yulistin Tresnawaty, MSI.
							2 Puti Archianti, MPsi, Psikolog
11.00 - 12.00	401	2108015071	Muhammad Fixi Nurcahyadi	Artikel	Eksplorasi Ketangguhan Mental dan Kecemasan Kompetitif pada Atlet Arung Jeram di Jakarta	Dewi Trihandayani, MPsi, Psikolog	1 Subhan B Hafiz, SPsi, MSI
							2 Dr. Yulistin Tresnawaty, MSI.
	402	2108015132	Mashita Firdaus Susanto	Artikel	Entrepreneurial Challenges and Opportunities for Generation Z: A Qualitative Analysis	Puti Archianti, MPsi, Psikolog	1 Dr. Yulmaida Amir, MA
							2 Dr. IlhamMundzir, MAG.

Jakarta, 15 Mei 2025

Ketua Program Studi



*Puti Archianti*  
Puti Archianti W MPsi., Psikolog



**FORMULIR**  
**PENDAFTARAN SIDANG SKRIPSI**  
**FAKULTAS PSIKOLOGI**  
**PROGRAM STUDI PSIKOLOGI**  
**UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA**

Nama Lengkap : Belina Amelia Paga  
NIM : 2108015312  
Tempat & Tanggal Lahir : Bogor, 07 Juli 2002  
Alamat : Jalan Raya Tajur No.16, RT.03/RW.06, Pakuan,  
Bogor Selatan, 16134  
Telepon : 087747652052  
Judul Artikel : Efek *Self-Compassion* dan Tanggung Jawab Sosial  
Dalam Mendorong Perilaku Prososial Pada Mahasiswa

Menyetujui,  
Dosen Pembimbing

**Dr. Yulmaida Amir, MA**  
NIDN : 0018076006

Jakarta, 13 Mei 2025

**Belina Amelia Paga**  
NIM: 2108015312

# The Effects of Self-Compassion and Social Responsibility on Promoting Prosocial Behavior Among University Students

Belina Amelia Paga<sup>a</sup>, Yulmaida Amir<sup>b</sup>

<sup>a,b</sup> *Department of Psychology, Universitas Muhammadiyah Prof. Dr. Hamka Corresponding Author:  
yulmaida\_amir@uhamka.ac.id*

## ABSTRACT

Prosocial behavior, which aims to benefit others, has become part of Indonesian culture. This study aims to analyze the effects of self-compassion and social responsibility on this prosocial behavior in university students. The study participants totaled 119 students, using a simple random sampling technique. The research data were analyzed with multiple linear regression tests. The results of data analysis showed a p-value = 0.000 ( $p < 0.05$ ), which means a significant relationship exists between self-compassion, social responsibility, and prosocial behavior.

**Keywords :** Self-compassion, Social Responsibility, Prosocial Behavior, University Students.

## INTRODUCTION

Indonesian society is known as a nation with high social values and concerns. The culture of gotong royong, caring for others, and helping each other are part of the collective cultural identity of Indonesian (Pambudi & Utami, 2020). Friendly, generous, and helpful attitudes are reflected in everyday life and have been recognized globally. As quoted on *kompas.com*, based on the 2024 World Giving Index (WGI) report by the Charities Aid Foundation (CAF), Indonesia consistently ranks highest as the most generous country in the world with a WGI score of 74 points, surpassing Kenya (63 points) and Singapore (61 points). This shows that Indonesians have a high level of social care, which is reflected in their prosocial behavior.

Prosocial behavior acts as a "social binder" that helps individuals from different age groups to interact harmoniously and productively (Lay & Hoppmann, 2015). Prosocial behavior encompasses a wide range of actions taken voluntarily to benefit others, social groups or communities, such as fulfilling social norms, such as providing assistance (Penner et al., 2005). Individuals from various backgrounds, including university students, can show prosocial behavior. Students continue their education to a higher level and prepare to enter early adulthood. At this stage, social interactions, participation in organizations, and academic challenges influence students' character development. In general, students are individuals with various needs that differ from one another. However, students still need the presence of others to support their daily activities (Rianto, 2023). As intellectuals, students are expected to be able to interact socially and show good attitudes, including helping behavior, when they see and meet other people who need help. Therefore, students need to be able to interact and behave well towards fellow students and other people in society.

Several factors can encourage someone to help others, namely a sense of empathy (Permana et al., 2019) and self-compassion, known as self-compassion (Yang et al., 2021). Empathy is essential in building harmonious communication and social relationships in a group. Empathy allows a person to respond to their environment according to existing needs and expectations, thus encouraging the person to behave prosocially (Anjani & Izzati, 2018). Meanwhile, self-compassion helps a person develop a more positive and adaptive attitude towards oneself when feeling difficulties, such as facing various challenges and suffering (Yang et al., 2019).

According to (Puspasari & Nabila, 2019), self-compassion in a person can lead to compassion for others. This can happen because someone with self-compassion can empathize with the difficulties faced by others. Self-compassion is important in helping people face various challenges, including negative emotions, such as stress, criticism, and interpersonal relationships.

Although self-compassion conceptually has the potential to encourage prosocial behavior, the results of empirical research on these two variables have not shown a consistent relationship. The findings of (Yang et al., 2021) show that self-compassion and prosocial behavior have a positive relationship based on a longitudinal study of adolescents in China. This study also found that temporary changes in self-compassion positively impact the development of prosocial behavior. Individuals who have care and confidence in themselves tend to encourage others positively. Different results were shown by (Marshall et al., 2020) that the relationship between self-compassion and prosocial behavior is minimal. This means self-compassion does not always encourage a person's willingness to help others. Meanwhile, research (Hasna, 2022) found that when self-compassion is analyzed separately without considering other variables about prosocial behavior, the results are not significant. However, when self-compassion is analyzed with the gratitude variable, its relationship becomes significant with prosocial behavior. Thus, the role of other variables must be considered when looking at the relationship between self-compassion and prosocial behavior.

Therefore, this study identified another variable that can be examined simultaneously with self-compassion to encourage prosocial behavior: social responsibility. Social responsibility is a person's belief and commitment to behave according to values that aim to contribute positively to the community and society, including helping others (Wray-Lake et al., 2016). Research conducted (Nakamura and Watanabe-Muraoka, 2006) found that adolescents who frequently discuss social issues with their families tend to have higher levels of social responsibility. This suggests that such values or commitments are formed through social teaching, where understanding and experience with social situations can stimulate an individual's sense of social responsibility towards their environment. In essence, social responsibility can be defined as a concern, commitment, and tendency to behave or have the skills to contribute to improving welfare in the social sphere.

Concern for others can be realized in various forms, such as working together, cooperating, sharing, and helping each other. Helping others is prosocial behavior (Tartila & Aulia, 2021). Prosocial behavior is defined as a person's actions that aim to provide benefits to others without directly providing facilities such as accommodation for individuals who perform these (Bashori, 2017). This voluntary action can arise from the impulse of individual concern for others and the values embedded in themselves, which are based on personal goals. This can be reflected in a person's desire to contribute socially, for example, by volunteering, helping friends who are experiencing difficulties, or participating in charitable activities. In addition, this voluntary action can also be driven by a sense of self-esteem, such as feeling satisfied and proud when assisting without expecting social recognition or as an effort to avoid punishment (Pitaloka & Ediati, 2015)

According to Menurut (Espinosa et al., 2022) an action that aims to improve the well-being of others positively impacts the recipient of the help but also provides benefits for the individual who does it, especially in terms of increased satisfaction. In addition, individuals who engage in altruistic behaviors, such as volunteering, benefit from their actions, including increased financial well-being and happiness, which can ultimately strengthen their tendency to help others (Lawton et al., 2021). Prosocial behavior grows and develops through a learning process, where individuals are reinforced and imitate the behavior of others (Renata & Parmitasari, 2016). According to (Penner et al., 2005), helping behavior is generally classified into three main mechanisms: learning, social and personal norms, and

arousal and influence. The learning mechanism is based on operant conditioning and social learning theories that assist individuals in developing skills and understanding the reasons for using them for the benefit of others (Penner et al., 2005). The social and personal norms approach focuses on societal norms, such as social responsibility and the principle of reciprocity in interactions. Meanwhile, arousal and affect mechanisms emphasize the importance of emotions in encouraging people to behave prosocially.

Favorable emotional conditions and self-compassion can encourage a person's prosocial behavior (Hasna, 2022). Self-compassion is a feeling of compassion that focuses on oneself as the object of attention and care when one experiences difficulties and suffering (Neff & Dahm, 2015). When an individual has a high level of self-compassion, they can recognize and understand their suffering without getting caught up in feelings of guilt or self-blame. This allows the individual to show more prosocial behavior because individuals who accept themselves well tend to be more open in assisting others.

Self-compassion benefits the self and improves interpersonal relationships, making individuals more caring towards others (Germer & Neff, 2013). The research also found that self-compassion can improve one's mental health, including self-esteem and overall well-being. Self-compassion plays a role in moderating responses to negative or difficult situations, helping individuals stay balanced when facing significant challenges related to themselves, others, or the difficulties accompanying their experiences (Allen et al., 2012). In other words, this attitude helps individuals facing adversity to see challenges as a regular part of life, making them more prepared and able to overcome them.

Individuals who have self-compassion not only care about their well-being but also care about the well-being of others (Neff & Pommier, 2013). Individuals who are concerned for the welfare of others tend to be more socially oriented in society, where if the social orientation is high, the individual will more easily assist others, especially if they have strong social responsibility as well (Alfita, 2010). (Rahayu et al., 2019) found that self-compassion in their participants encouraged them to help others sincerely and without coercion because they believed that the actions of others were also their responsibility. Concern for others and readiness to help people in need are examples of values related to social responsibility (Rahayu et al., 2019). This reflects a personal orientation that encourages individuals to engage in prosocial behavior, such as providing support or assistance to others. Ultimately, this behavior can improve individual well-being (Bartolo et al., 2023).

This research contributes to expanding the understanding of the factors that can encourage a person to engage in prosocial behavior. It can add new insights in the field of positive and social psychology regarding how individuals who have self-compassion and a sense of social responsibility are more likely to exhibit prosocial behavior. In addition, the results of this study can be used by educational institutions in designing programs that can encourage students to contribute socially, collaborate, and increase concern for others in society.

More specifically, this research was conducted on student subjects, which aims to determine the extent of: 1) the effect of self-compassion on prosocial behavior, b) the effect of social responsibility on prosocial behavior, and 3) the effect of self-compassion and social responsibility together on prosocial behavior. The hypotheses proposed in this study are H1: Self-compassion can increase prosocial behavior, H2: Social responsibility can increase prosocial behavior, and H3: Self-compassion and social responsibility can increase prosocial behavior.

## **METHOD**

### **Data Collection**

This research uses a quantitative approach, and data collection is carried out using an online questionnaire with a simple random sampling method so that each member of the population



has the same chance of being selected. This study will use the population in the JaBoDeTaBek area, especially active students at public and private universities. The research participants were 119 students from 9 different universities, 71.4% from UHAMKA, 4.1% from Gunadarma University, 4.1% from Pakuan University, 2.5% from IPB, 5.9% from UIN Syarif Hidayatullah Jakarta, 2.5% from Jakarta State University, 3.7% from Djuanda University, 1.7% from Trisakti University, and 4.1% from BSI Bekasi University. They consisted of 75.6% women and 24.4% men. The criteria for participants are as follows: 18-25 years old, male and female, active students of public and private universities.

### **Research Instruments**

**Self-compassion.** This variable is measured using Neff's SCS or Self-Compassion scale, which has been adapted into Indonesian. Based on the results of the validity test, 1 item was obtained that did not meet the validity criteria, so it was declared canceled. Furthermore, the reliability test results using Cronbach's Alpha obtained a value of 0.894, which indicates that the self-compassion scale has a high level of reliability. This scale consists of 25 valid statement items categorized into three main aspects, namely self-kindness versus self-judgment, common humanity versus isolation, and mindfulness versus over-identification. One example of a statement item in this scale is "I try to consider that my failures are part of the human condition." The SCS uses a Likert scale with a range of 1-5. 1= never, 2= rarely, 3= sometimes, 4= often, 5= always.

### **Social Responsibility.**

This variable is measured using the MSRS scale or Multidimensional Social Responsibility Scale developed by Chendana et al. (2024). Based on the results of the validity test, 1 item was declared invalid. Furthermore, the reliability test results using Cronbach's Alpha obtained a value of 0.892, which means that the social responsibility scale has a high level of reliability. This scale consists of 40 items that are declared valid, which are categorized into four main dimensions, namely: (a) interpersonal, (b) community/organization, (c) country, and (d) environment. The MSRS uses a Likert scale with a range of 1-5. On a scale of 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree. One of the items reads, "I offer myself as a committee in an activity." In addition, items 6, 7, 8, 11, 12, and 13 use a Likert scale with a scale range of 1-5. On a scale of 1= Never, 2= Rarely, 3= Sometimes, 4= Often, and 5= Always. One example of an item reads, "I ... encourage others".

### **Prosocial Behavior.**

This variable is measured using the PTM-R scale or revised prosocial tendencies measure developed by (Carlo et al., 2003) and has been adapted into Indonesian by, (Mutmainnah, Musawwir, and Zubair 2023). The validity test results showed that 1 item did not meet the validity criteria, so it was declared canceled. Furthermore, the reliability test results with Cronbach's Alpha obtained a value of 0.770. This scale consists of 20 valid items which are divided into 5 main aspects, namely anonymous, altruistic, compliant, dire and emotional. The public dimension was not used in this study because it was considered less relevant to the characteristics of the respondents. One example of a statement item is "I never hesitate to help people who ask me for help." The PTM-R scale items have a reliability of  $\alpha=0.770$ . The PTM-R uses a Likert scale with a range of 1-5, where 1= does not describe me very much, 2= does not describe me, 3= describes me quite a bit, 4= describes me, and 5= describes me very much.

### Data Analysis Technique

This study's data analysis was carried out using SPSS with multiple linear regression analysis tests. The selection of multiple linear regression aims to simultaneously and partially determine self-compassion and social responsibility in encouraging prosocial behavior and to test the hypotheses and assumptions set out in this study.

## RESULTS

### Overview of research statistical data

Table 1 shows the results of calculating the mean value and standard deviation for each variable.

**Table 1. Mean and Standard Deviation of Variables**

	Min	Max	Mean	Std. Deviation
<i>Self-Compassion</i>	45	114	82,53	14,627
Prosocial Behavior	51	98	75,29	8,798
<i>Social Responsibility</i>	113	192	153,67	16,625

Source: Primary Research Data 2025

The self compassion variable has a value ( $M = 82.53$ ;  $SD = 14.627$ ), the prosocial behavior variable has a value ( $M = 75.29$ ;  $SD = 8.798$ ), and the social responsibility variable has a value ( $M = 153.67$ ;  $SD = 16.625$ ),

**Table 2. Gambaran Self Compassion**

Category	Frequency	Percentage (%)
Low	0	0%
Medium	72	60,5%
High	47	39,5%
Total	119	100%

Source: Primary Research Data 2025

Based on table 2 of the frequency distribution of Self-Compassion in students, 72 people with a percentage of 60.5% of students have moderate Self-Compassion and 39.5% have high Self-Compassion.

**Table 3. Social Responsibility Overview**

Category	Frequency	Percentage (%)
Low	0	0%
Medium	14	11,8%
High	105	88,2%
Total	119	100%

Source: Primary Research Data 2025

Based on table 3, the frequency distribution of social responsibility in students, 14 people with a percentage of 11.8% of students have moderate social responsibility and 88.2% have high social responsibility.

**Table 4. Overview of prosocial behavior**

Category	Frequency	Percentage (%)
Low	0	0%
Medium	23	19,3%



High	96	80,7%
Total	119	100%

Source: Primary Research Data 2025

Based on table 4 the distribution of prosocial behavior in students, 23 people with a percentage of 19.3% of students have moderate category social responsibility and 80.7% have high category prosocial behavior.

### Proof of Classical Assumptions

Before conducting multiple linear analysis tests, assumption tests are first carried out, in the form of normality, multicollinearity, heteroscedasticity, and autocorrelation tests. The results obtained are as follows:

**Table 4. Normality Test.**

	Self Compassion	Perilaku Prosocial	Tanggung jawab sosial
Kolmogorov-Smirnov Z	.919	.717	.545
Asymp.Sig. (2-tailed)	.367	.682	.928

The results of the normality test using the One-Sample Kolmogorov-Smirnov Test show that each variable, namely self compassion, prosocial behavior and social responsibility has a normal distribution. The K-S value obtained for self compassion is 0.919; P=0.367, for prosocial behavior is 0.717; P=0.628, and for social responsibility is 0.545; P=0.928. Because the Asymp.Sg. (2-tailed) value of the three variables is greater than 0.05. So it can be concluded that the data is normally distributed.

**Table 5. Multicollinearity Test Results**

	Colinearity Statistic	
	Tolerance	VIF
Constant		
<i>Self Compassion</i> (SC)	.783	1.277
Social Responsibility (TJS)	.805	1.242
SC*TJS	.970	1.031

The results of the Tolerance (TOL) and Variance Inflation Factor (VIF) analysis after mean centering show that all independent variables in the regression model on prosocial behavior do not experience multicollinearity problems. The Self-Compassion variable has a TOL=0.806 and VIF=1.241, while Social Responsibility has a TOL=0.806 and VIF=1.241. The TOL value > 0.1 and VIF < 10, it can be concluded that there are no symptoms of multicollinearity.

**Table 6. Heteroscedasticity Test Results**

	Sig.
(Constant)	0,412
Self Compassion	0,893
Social Responsibility	0,520

The heteroscedasticity test results show that the significance values for self compassion and social responsibility are greater than 0.05. This indicates that the regression model does not experience heteroscedasticity problems.

**Table 7. Autocorrelation Test Results**

Ajusted R Square	Std. Error of the Estimate	Durbin-Watson
.223	7.756	2.118

The last assumption tested is the existence of a relationship between variable residuals. Autocorrelation is assessed based on the Durbin-Watson value, with the criteria “ $dU < DW < 4 - dU$ ”. The analysis results show that  $1.6669 < 2.118 < 2.2648$ , so it can be concluded that this model is free from autocorrelation.

With the fulfillment of all assumption tests, the data in this study can be declared suitable for further analysis.

### Hypothesis Test

**Table 8. F test**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2156,650	2	1078,325	17,927	0,000
Residual	6977,636	116	60,152		
Total	9134,286	118			

Dependent Variable: Prosocial Behavior

Predictors : (Constant), Social Responsibility, Self Compassion

Based on the ANOVA table, the calculated f value =  $17.927 > f$  table (3.07) with p value =  $0.000 < 0.05$ , which means that Self-Compassion and social responsibility together have a relationship with prosocial behavior.

**Table 9. T Test**

Model	Unstandardized Coefficients		Coefficients ts	t	Sig.
	B	Std. Error			
(constant)	35,526	6,754		5,260	0,000
Self Compassion	0,012	0,054	0,019	0,214	0,831
Social Responsibility	0,252	0,048	0,477	5,277	0,000

Dependents Variable : Prosocial Behavior

The data shows that the Self-Compassion variable does not have a significant relationship to prosocial behavior. This is indicated by the t value =  $0.214 < t$  table (1.980) and the p value =  $0.831 > 0.05$ . Then, the social responsibility variable has a significant relationship to prosocial behavior with a t value =  $5.277 > t$  table (1.980) and a p value =  $0.000 < 0.05$ .

**Table 10. Coefficient of Determination**

R	R Square	Adjusted R Square	Std. Error of The Estimate
0,486 <sup>a</sup>	0,236	0,223	7,756

a. Predictors (Constant), Social Responsibility, Self Compassion

From the table above, it can be seen that the value of  $R^2 = 0.236$ , which means that self compassion and social responsibility have a contribution of 23.6% in influencing prosocial behavior.

**Table 11. Multiple regression results**

	Prosocial Behavior		
	Beta	Sig.	$R^2$
<i>Self-compassion</i>	.019	.831	.236
Social	.477	.000	
Responsibility			

Sumber: Data Primer Penelitian 2025

The self-compassion variable has a value of  $B=0.019$  with  $p=0.831$ , ( $p > 0.05$ ), indicating that self-compassion has no relationship with prosocial behavior. Then social responsibility has a value of  $B=0.477$  with  $p=0.000$ , ( $p < 0.05$ ) which means there is a relationship between social responsibility and prosocial behavior. In addition, self-compassion and social responsibility variables, together have a significant relationship with prosocial behavior with a value of  $p=0.000$  ( $p < 0.05$ ).

## DISCUSSION

The results of the frequency distribution show that 60.5% of students have a level of self-compassion in the moderate category. This indicates that students tend to be able to show compassion towards themselves when facing difficulties. Then, as many as 88.2% of students have an awareness of social responsibility, meaning that the majority of students in this study have a high level of awareness of social responsibility, which shows that they understand the importance of contributing to society and the surrounding environment. In addition, as many as 80.7% of students show high prosocial behavior, which means that students are active in providing assistance to others and are involved in actions that benefit others.

Based on the results of the analysis, researchers found that self-compassion does not have a significant relationship with prosocial behavior when standing alone, meaning that the first hypothesis is rejected. This is in line with research conducted by (Hasna, 2022), which found that self-compassion is not related to prosocial behavior in the absence of gratitude. However, when combined with gratitude, the results are significant (Hasna, 2022). Similarly, the results of this study show that when self-compassion is accompanied by social responsibility, results are significant with prosocial behavior. In (Marshall et al., 2020) found that self-compassion does not seem to directly encourage prosocial behavior, especially in adolescents, because adolescents who are able to accept their shortcomings with warmth and compassion do not necessarily extend this attitude to others.

In addition, the results of this study indicate a significant positive relationship between the variables of social responsibility and prosocial behavior, which means that the second hypothesis is accepted. This indicates that the higher the social responsibility a person has, the greater their tendency to behave prosocially. In line with research conducted by (Jiang et al., 2021), social responsibility is proven to be a positive predictor of prosocial behavior. The study also revealed that social responsibility acts as a partial mediator in the relationship between empathy and prosocial behavior in college students. Then, research by Alfirević et al., (2023) also showed a positive relationship between social responsibility and prosocial behavior, with young adults' civic and political engagement as a mediator in the relationship. Furthermore, the results also show that Self-Compassion and social responsibility have a significant relationship to prosocial behavior, which means that the third hypothesis is

accepted. This indicates that the higher the self-compassion and also has an awareness of social responsibility, the more it will encourage someone to behave prosocially. As in the research of (Rahayu et al., 2019) found that participants who have high self-compassion and have an awareness of social responsibility will tend to help others sincerely and without coercion, because they believe that other people's behavior is also part of their responsibility. The high awareness of social responsibility and prosocial behavior indicates that students have a strong involvement in positive social interactions. This attitude can be reflected in various forms, such as concern for others, involvement in social activities, and sensitivity to the needs of others, especially friends and family (Pfатtheicher et al., 2022). This awareness also contributes to the formation of a more inclusive and supportive social environment, where individuals feel they have a role to play in creating positive change in their surroundings.

Prosocial behavior refers to voluntary actions that aim to help others, such as helping, sharing, and providing emotional support. The findings showed that the factors that contribute to prosocial behavior are self-compassion and social responsibility. Self-compassion refers to a person's ability to be compassionate and warm towards oneself, especially in the face of failure or difficulty (Neff, 2023). Individuals with high self-compassion tend to show empathy and concern for others because individuals understand that everyone experiences challenges in life (Hasna, 2022). Awareness of social responsibility makes it easy for individuals to provide assistance to others. When someone realizes that their actions can have an impact on others, the individual is more motivated to behave prosocially. Research shows that individuals with high social responsibility have high prosocial behavior.

## **CONCLUSION**

This study found that the majority of students have a moderate level of self-compassion, a high awareness of social responsibility, and a high tendency toward prosocial behavior. Regression analysis showed that self-compassion had no significant relationship with prosocial behavior when standing alone, so the first hypothesis was rejected. However, there was a significant positive relationship between social responsibility and prosocial behavior, which supported the second hypothesis. In addition, the interaction of self-compassion and social responsibility also showed a significant relationship with prosocial behavior, supporting the third hypothesis. These findings confirm that awareness of social responsibility has an important role in promoting prosocial behavior.

## **Implications**

The results of this study can be a reference for educational institutions, especially universities and student organizations, to be able to design character development programs that not only foster self-compassion but also increase social awareness and student involvement in social activities. Leadership training, community service activities, and also organizational coaching can be optimized to foster a sense of social responsibility in an effort to encourage prosocial behavior in students.

## **SUGGESTION**

Suggestions for future research, collect data directly or offline, and ensure a more balanced number of male and female respondents so that the results are more representative. In addition, it is necessary to further explore other factors outside of self compassion and social responsibility that may affect student prosocial behavior.

## LIMITATION

The researcher realizes that this study is still imperfect and has limitations. First, the majority of respondents involved were women, so the findings obtained tend to reflect the characteristics of the female mindset more than men. This is relevant, given that previous research shows that the level of self-compassion in women is lower than that of men (Yarnell et al., 2015).


## REFERENCES

- Alfirević, N., Arslanagić-Kalajdžić, M., & Lep, Ž. (2023). The role of higher education and civic involvement in converting young adults' social responsibility to prosocial behavior. *Scientific Reports*, 13(1), 2559. <https://doi.org/10.1038/s41598-023-29562-4>
- Alfita, L. (2010). *Hubungan Antara Kematangan Emosi Dengan Perilaku Prosocial*.
- Allen, A. B., Goldwasser, E. R., & Leary, M. R. (2012). Self-compassion and Well-being among Older Adults. *Self and Identity*, 11(4), 428–453. <https://doi.org/10.1080/15298868.2011.595082>
- Anjani, K. Y., & Izzati, U. A. (2018). Hubungan antara empati dengan perilaku prososial pada siswa SMK Swasta X di Surabaya. *Character Jurnal Penelitian Psikologi*, 5(2). <https://doi.org/https://doi.org/10.26740/cjpp.v5i2.24742>
- Bartolo, M. G., Palermi, A. L., Servidio, R., & Costabile, A. (2023). "I Feel Good, I Am a Part of the Community": Social Responsibility Values and Prosocial Behaviors during Adolescence, and Their Effects on Well-Being. *Sustainability*, 15(23), 16207. <https://doi.org/10.3390/su152316207>
- Bashori, K. (2017). Menyemai perilaku prososial di sekolah. *Sukma: Jurnal Pendidikan*, 1(1), 57–92. <https://doi.org/https://doi.org/10.32533/01103.2017>
- Carlo, G., Hausmann, A., Christiansen, S., & Randall, B. A. (2003). Sociocognitive and Behavioral Correlates of a Measure of Prosocial Tendencies for Adolescents. *The Journal of Early Adolescence*, 23(1), 107–134. <https://doi.org/10.1177/0272431602239132>
- Chendana, L. E., Michelle, G., Susanto, J. J., Gabriela, A., Gloria, M., & Suyasa, P. T. (2024). Pengembangan Alat Ukur Tanggung Jawab Sosial Multidimensional: Usaha Mengantisipasi Agresivitas pada Dewasa Muda. *Jurnal Manajemen Pendidikan Dan Ilmu Sosial (JMPIS)*, 5(6). <https://doi.org/https://doi.org/10.38035/jmpis.v5i5>
- Espinosa, J. C., Antón, C., & Grueso Hinstroza, M. P. (2022). Helping Others Helps Me: Prosocial Behavior and Satisfaction With Life During the COVID-19 Pandemic. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.762445>
- Germer, C. K., & Neff, K. D. (2013). Self-Compassion in Clinical Practice. *Journal of Clinical Psychology*, 69(8), 856–867. <https://doi.org/10.1002/jclp.22021>
- Hasna, H. A. (2022). Hubungan antara Syukur dan Self-Compassion dengan Perilaku Prosocial pada Mahasiswa Universitas Sebelas Maret. Candradiwa,. *Jurnal Ilmiah Psikologi*, 7(2), 109–122.
- Jiang, Y., Yao, Y., Zhu, X., & Wang, S. (2021). The Influence of College Students' Empathy on Prosocial Behavior in the COVID-19 Pandemic: The Mediating Role of Social Responsibility. *Frontiers in Psychiatry*, 12(12). <https://doi.org/10.3389/fpsyg.2021.782246>
- Lawton, R. N., Gramatki, I., Watt, W., & Fujiwara, D. (2021). Does volunteering make us happier, or are happier people more likely to volunteer? Addressing the problem of reverse causality when estimating the wellbeing impacts of volunteering. *Journal of Happiness Studies*, 22(2), 599–624.
- Lay, J., & Hoppmann, C. (2015). Altruism and prosocial behavior. In I. P. N. (ed.) (Ed.), *Encyclopedia of geropsychology* (pp. 1–9). Springer.

- Marshall, S. L., Ciarrochi, J., Parker, P. D., & Sahdra, B. K. (2020). Is self-compassion selfish? The development of self-compassion, empathy, and prosocial behavior in adolescence. *Journal of Research on Adolescence*, 30, 472–484. <https://doi.org/https://doi.org/10.1111/jora.12492>
- Mutmainnah, A., Musawwir, M., & Zubair, A. G. H. (2023). Gambaran Perilaku Prosocial pada Masyarakat di Kota Makassar. *Jurnal Psikologi Karakter*, 3(1), 181–185.
- Nakamura, M., & Watanabe-Muraoka, A. M. (2006). Global Social Responsibility: Developing a Scale for Senior High School Students in Japan. *International Journal for the Advancement of Counselling*, 28(3), 213–226. <https://doi.org/10.1007/s10447-005-9007-9>
- Neff, K. D. (2003). The Development and Validation of a Scale to Measure Self-Compassion. *Self and Identity*, 2(3), 223–250. <https://doi.org/10.1080/15298860309027>
- Neff, K. D. (2023). Self-compassion: Theory, method, research, and intervention. *Annual Review of Psychology*, 74(1), 193–218.
- Neff, K. D., & Dahm, K. A. (2015). Self-Compassion: What It Is, What It Does, and How It Relates to Mindfulness. In *Handbook of Mindfulness and Self-Regulation* (pp. 121–137). Springer New York. [https://doi.org/10.1007/978-1-4939-2263-5\\_10](https://doi.org/10.1007/978-1-4939-2263-5_10)
- Neff, K. D., & Pommier, E. (2013). The relationship between self-compassion and other-focused concern among college undergraduates, community adults, and practicing meditators. *Self and Identity*, 12(2), 160–176. <https://doi.org/https://doi.org/10.1080/15298868.2011.649546>
- Pambudi, K. S., & Utami, D. S. (2020). Menegakkan kembali perilaku gotong-royong sebagai katarsis jati diri bangsa. *CIVICUS: Pendidikan-Penelitian-Pengabdian Pendidikan Pancasila Dan Kewarganegaraan*, 8(2), 12–17.
- Penner, L. A., Dovidio, J. F., Piliavin, J. A., Schroeder., & A., D. (2005). Prosocial Behavior: Multilevel Perspectives. *Annual Review of Psychology*, 56(1), 365–392. <https://doi.org/10.1146/annurev.psych.56.091103.070141>
- Permana, T. L., Asmarany, A. I., & Saputra, M. (2019). EMPATI DAN PERILAKU PROSOSIAL PADA MAHASISWA PENGGUNA KERETA REL LISTRIK. *Jurnal Psikologi*, 12(1), 1–10. <https://doi.org/10.35760/psi.2019.v12i1.1911>
- Pfattheicher, S., Nielsen, Y. A., & Thielmann, I. (2022). Prosocial behavior and altruism: A review of concepts and definitions. *Current Opinion in Psychology*, 44, 124–129. <https://doi.org/10.1016/j.copsyc.2021.08.021>
- Pitaloka, D. A., & Ediati, A. (2015). Rasa syukur dan kecenderungan perilaku prososial pada mahasiswa fakultas psikologi universitas diponegoro. *Jurnal Empati*, 4(2), 43–50.
- Puspasari, K. D., & Nabila, Z. S. (2019). Agreeableness as a Mediator on Correlation between Self-Compassion and Prosocial Behavior in Adolescents. *Proceedings of the 4th ASEAN Conference on Psychology, Counselling, and Humanities (ACPCH 2018)*. <https://doi.org/10.2991/acpch-18.2019.39>
- Rahayu, P., Adelina, F., Kamal, S., Widayanto, W. N., & Hadi, C. (2019). Belas kasih diri (self-compassion) dan pengorbanan (altruism) pada suku Tengger. *Jurnal Fenomena*, 28(1), 30–38.
- Renata, S., & Parmitasari, L. N. (2016). Perilaku prososial pada mahasiswa ditinjau dari jenis kelamin dan tipe kepribadian. *Psikodimensia: Kajian Ilmiah Psikologi*, 15(1), 24–39.
- Rianto, D. Z. (2023). Altruisme pada mahasiswa: Bagaimana peranan Gratitude? *INNER: Journal of Psychological Research*, 2(4), 646–654.
- Tartila, M. F., & Aulia, L. A. A. (2021). Kecerdasan Interpersonal dan Perilaku Prosocial. *Jurnal Psikologi: Jurnal Ilmiah Fakultas Psikologi Universitas Yudharta Pasuruan*, 8(1), 53–66.
- Wray-Lake, L., Syvertsen, A. K., & Flanagan, C. A. (2016). Developmental change in social

- responsibility during adolescence: An ecological perspective. *Developmental Psychology*, 52(1), 130.
- Yang, Y., Guo, Z., Kou, Y., & Liu, B. (2019). Linking self-compassion and prosocial behavior in adolescents: The mediating roles of relatedness and trust. *Child Indicators Research*, 12, 2035–2049.
- Yang, Y., Kong, X., Guo, Z., & Kou, Y. (2021). Can self-compassion promote gratitude and prosocial behavior in adolescents? A 3-year longitudinal study from China. *Mindfulness*, 12, 1377–1386.
- Yarnell, L. M., Stafford, R. E., Neff, K. D., Reilly, E. D., Knox, M. C., & Mullarkey, M. (2015). Meta-Analysis of Gender Differences in Self-Compassion. *Self and Identity*, 14(5), 499–520. <https://doi.org/10.1080/15298868.2015.1029966>

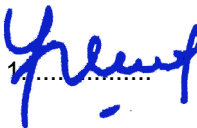
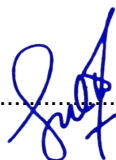
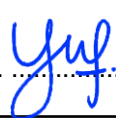


	<p style="text-align: center;">UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA FAKULTAS PSIKOLOGI (FPSi)</p> <p style="text-align: center;"><b>BERITA ACARA SIDANG SKRIPSI</b> Jenjang Pendidikan Strata Satu (S1) Program Studi : Psikologi Semester Genap Tahun Akademik 2024/2025</p>	<p>Tgl Efektif : 1 Februari 2011</p> <p>No. Dokumen : FM-AKM-03-040</p> <p>No Revisi : 00</p>
---	---	---

Berdasarkan Surat Keputusan Dekan Fakultas PSIKOLOGI (FPSi) Universitas Muhammadiyah Prof. DR HAMKA Nomor : 2927/A.32.03/2013, dinyatakan bahwa pada hari ini Rabu, 21 Mei 2025, telah dilaksanakar sidang skripsi jenjang pendidikan Strata Satu (S1) atas :

Nama Mahasiswa : BELINA AMELIA PAGA  
NIM (Nomor Induk Mahasiswa) : 2108015312  
Judul Skripsi : The Effects of Self-Compassion and Social Responsibility on Promoting Prosocial Behavior Among University Students

Dihadapan tim penguji sidang skripsi, yang terdiri dari :

No	Nama Dosen	Penguji / Pembimbing	Tanda Tangan	Nilai
1	YULMAIDA AMIR, Dr., MA.	Pembimbing 1	1. .... 	80
2	SUBHAN EL HAFIZ., S.Psi.,M.Si	Penguji 1	2. .... 	80
3	YULISTIN TRESNAWATY, S.Psi.,M.Psi	Penguji 2	3. .... 	80
Jumlah ....				240
Nilai Akhir ....				80

Dinyatakan : Lulus/Tidak Lulus \*)

Demikian Berita Acara ini dibuat dengan sebenar-benarnya.

Jakarta, Selasa 15 Juli 2025  
Ketua Program Studi



Dr. Psi. Yulistin Tresnawaty, S.Psi.,M.Si