



The Influence of Self-Concept on Prosocial Behavior Student at Kupang Public Junior High School No. 10

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Abstract: This study examined the influence of self-concept on prosocial behavior among ninth-grade students at UPTD SMP Negeri 10 Kupang during the 2025/2026 academic year. A quantitative approach with a causal-associative design was employed. The population consisted of 320 students, and 80 students were selected using simple random sampling. Data were collected through self-concept and prosocial behavior questionnaires, each consisting of 40 Likert-type items. The data were analyzed using simple linear regression. The regression model was statistically significant, $F(1, 78) = 7.313$, $p = .008$, with $R = .293$ and $R^2 = .086$. These findings indicate a statistically significant association between self-concept and prosocial behavior, with self-concept accounting for 8.6% of the variance in students' prosocial behavior. The remaining 91.4% was associated with other factors not included in the model. The findings highlight self-concept as one relevant psychological factor to consider in guidance and counseling services aimed at strengthening students' prosocial behavior. Nevertheless, because the study used a cross-sectional design and simple regression, the findings should be interpreted as statistical association/prediction rather than definitive causal evidence.

Keywords: self-concept; prosocial behavior; early adolescence; junior high school students; guidance and counseling

Abstrak: Penelitian ini bertujuan untuk menguji pengaruh konsep diri terhadap perilaku prososial pada siswa kelas IX UPTD SMP Negeri 10 Kupang tahun pelajaran 2025/2026. Penelitian ini menggunakan pendekatan kuantitatif dengan desain asosiatif kausal. Populasi dalam penelitian ini berjumlah 320 siswa, dengan 80 siswa dipilih sebagai sampel menggunakan teknik simple random sampling. Data dikumpulkan melalui angket konsep diri dan perilaku prososial, yang masing-masing terdiri atas 40 butir pernyataan berbentuk skala Likert. Data dianalisis menggunakan regresi linear sederhana. Hasil analisis menunjukkan bahwa model regresi signifikan secara statistik, $F(1, 78) = 7,313$, $p = 0,008$, dengan nilai $R = 0,293$ dan $R^2 = 0,086$. Temuan ini menunjukkan adanya hubungan yang signifikan secara statistik antara konsep diri dan perilaku prososial, dengan konsep diri memberikan kontribusi sebesar 8,6% terhadap variasi perilaku prososial siswa. Sementara itu, sebesar 91,4% berkaitan dengan faktor-faktor lain yang tidak termasuk dalam model penelitian. Temuan ini menunjukkan bahwa konsep diri merupakan salah satu faktor psikologis yang relevan untuk dipertimbangkan dalam pelaksanaan layanan bimbingan dan konseling yang bertujuan untuk memperkuat perilaku prososial siswa. Namun demikian, karena penelitian ini menggunakan desain potong lintang (cross-sectional) dan regresi sederhana, hasil penelitian perlu ditafsirkan sebagai hubungan/prediksi secara statistik, bukan sebagai bukti kausalitas yang definitif.

Kata kunci: konsep diri; perilaku prososial; remaja awal; siswa SMP; bimbingan dan konseling

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Introduction

Schools function not only as spaces for developing academic competencies but also as social environments where students learn to build relationships, understand the perspectives of others, regulate emotions, and contribute to groups. In the context of adolescent development, prosocial behavior is an important indicator of social adjustment because it involves actions that benefit others, such as helping, sharing, cooperating, and providing support. Recent literature indicates that adolescence is an important period for the development of prosocial behavior because socio-cognitive changes and increasing sensitivity to interpersonal contexts enable adolescents to better consider the recipient, purpose, and situation when engaging in prosocial actions (Carlo, 2020; Crone & Achterberg, 2022).

Prosocial behavior is also not a singular construct. Carlo (2020) emphasizes that prosocial behavior should be understood multidimensionally by considering its target, context, motives, and cultural background. Accordingly, helping a friend, sharing resources, cooperating in group tasks, showing concern, or providing emotional support may arise through different mechanisms. This perspective is important in school settings because students' prosocial behavior is influenced not only by individual characteristics but also by the quality of relationships with peers, teachers, and family, as well as group norms and social learning experiences.

During early adolescence, the development of prosocial behavior becomes increasingly relevant as peer relationships assume a more prominent role. A large-scale longitudinal study demonstrated that peer groups and classroom climate can contribute to the development of individuals' prosocial behavior (Busching & Krahé, 2020). Meta-analytic evidence has also shown that the quality of relationships with parents and peers is positively associated with empathy, while more recent research indicates that peer influence on prosocial behavior may operate through empathy (Boele et al., 2019; Li et al., 2024). These findings suggest that prosocial behavior results from the interaction of various psychological and social factors rather than from individual characteristics alone.

One psychological factor that is relevant to examine is self-concept. Self-concept refers to how individuals understand, evaluate, and organize knowledge about themselves. During adolescence, self-concept continues to develop in response to physical changes, academic experiences, social acceptance, and feedback from the environment. A relatively positive self-concept may help adolescents

perceive themselves as valuable individuals who are capable of functioning effectively in social relationships. Conversely, negative self-evaluation may be associated with doubts about competence, feelings of social rejection, and a tendency to withdraw from social interactions.

The relationship between self-concept and prosocial behavior has received support from recent empirical research. Oktaviani dan Yusri (2024) found a significant relationship/effect between self-concept and prosocial behavior among students at MTsN 12 Agam. Research involving adolescents has also demonstrated an association between self-concept and emotional intelligence and prosocial behavior (Prahoro & Masela, 2025). Meanwhile, Li et al. (2025), through a longitudinal study involving 554 early adolescents, found that self-concept at baseline could indirectly predict the development of subjective well-being through gratitude and prosocial behavior. More recently, Teng et al. (2026) found a positive relationship between self-concept and prosocial behavior among adolescents involved in the juvenile justice system and showed that self-control and belief in a just world may serve as mechanisms explaining this relationship. Although the contexts and sample characteristics differed, these findings collectively reinforce the relevance of self-concept in understanding prosocial behavior among adolescents.

In Indonesia, research examining self-concept and prosocial behavior among junior high school students remains relatively limited, and previous findings indicate variations in the magnitude of the contribution. Oktaviani & Yusri, (2024) reported a greater contribution than that found in the present study, whereas Masela (2019) found that self-concept combined with emotional intelligence was associated with prosocial behavior. Such variations may occur due to differences in age, school characteristics, cultural context, instruments, sample size, and other variables that contribute to the development of prosocial behavior. Therefore, research conducted in the local context of SMP Negeri 10 Kupang is important to provide more contextualized empirical evidence for guidance and counseling services.

Based on an initial interview with the guidance and counseling teacher at UPTD SMP Negeri 10 Kupang, several behaviors indicating a low tendency toward prosocial behavior were identified among some students, including reluctance to help friends carry books to the teachers' room and unwillingness to lend stationery to friends in need. These phenomena indicate a need to understand psychological factors that may be associated with students' prosocial behavior. From a guidance and counseling perspective, understanding these factors can serve as a basis for developing more targeted personal-social guidance services.

Based on this background, this study aims to determine whether self-concept has a statistically significant effect on the prosocial behavior of ninth-grade students at UPTD SMP Negeri 10 Kupang during the 2025/2026 academic year. The research hypothesis is that there is a significant effect of self-concept on students' prosocial behavior. Conceptually, this study positions self-concept as the psychological predictor, while prosocial behavior is positioned as the criterion variable.

Method

Research Design and Setting

This study employed a quantitative approach with a causal-associative design. The main analysis used simple linear regression to examine the statistical contribution of self-concept (X) to prosocial behavior (Y). The study was conducted among ninth-grade students at UPTD SMP Negeri 10 Kupang during the 2025/2026 academic year.

Participants, Sample, or Data Sources

The population consisted of all ninth-grade students at UPTD SMP Negeri 10 Kupang during the 2025/2026 academic year, totaling 320 students. A sample of 80 students was selected using simple random sampling. The initial research manuscript determined the sample size as 25% of the total population.

Instruments and Measures

Data were collected using two questionnaires: a self-concept questionnaire and a prosocial behavior questionnaire. Each instrument consisted of 40 items measured using a Likert scale. The instruments were closed-ended questionnaires developed independently based on the respective aspects of self-concept and prosocial behavior.

Instrument testing included validity and reliability tests. Item validity was assessed using the Product-Moment correlation, and all items were declared valid. Reliability was assessed using Cronbach's Alpha, yielding coefficients of 0.901 for the self-concept questionnaire and 0.769 for the prosocial behavior questionnaire. These results indicated that both instruments were reliable.

Procedure and Research Ethics

Data were collected by administering the self-concept and prosocial behavior questionnaires to the selected participants. The questionnaires were completed by the students as research respondents. The available research manuscript did not provide detailed information regarding ethical approval, informed consent or assent procedures, or other specific confidentiality safeguards.

Data Analysis

The data were analyzed using simple linear regression with the assistance of SPSS version 22. The analysis was conducted to determine whether

self-concept was a statistically significant predictor of students' prosocial behavior. The results were reported using the F statistic, significance value, correlation coefficient (R), and coefficient of determination (R^2). Based on the tables available in the source manuscript, the regression model had 1 degree of freedom for regression and 78 degrees of freedom for the residual.

Results and Discussion

Results

Table 1. Results of the Simple Linear Regression Test

Model	SS	df	MS	F	p
Regression	1,709.679	1	1,709.679	7.313	.008
Residual	18,234.708	78	233.778	—	—
Total	19,944.388	79	—	—	—

Note. Dependent variable = prosocial behavior; predictor = self-concept.

The results of the simple linear regression analysis showed that the regression model was statistically significant, $F(1, 78) = 7.313$, $p = .008$. These results indicate that self-concept significantly predicts variations in students' prosocial behavior. Thus, the null hypothesis (H_0), which states that there is no significant effect of self-concept on prosocial behavior, was rejected, while the alternative hypothesis (H_a) was accepted. The calculated F-value of 7.313, which was greater than the critical F-value of 3.96, further supports this decision. This finding indicates that changes in self-concept are significantly associated with variations in students' prosocial behavior within the research model.

An analysis of the coefficient of determination was conducted to determine the percentage of the contribution of the independent variable (self-concept) in explaining or predicting the dependent variable (prosocial behavior). The results of the model summary analysis are presented in Table 2.

Results of the Coefficient of Determination Test

Table 2. Results of the Coefficient of Determination Test

Model	R	R^2	Adjusted R^2	SE Estimate
1	.293	.086	.074	15.290

Note. Predictor = self-concept.

The values of $R = .293$ and $R^2 = .086$ indicate that the model explains 8.6% of the variance in prosocial behavior. In other words, the majority of the variance, approximately 91.4%, is not explained by self-concept in this simple model. The R^2 value indicates that self-concept is one relevant factor associated with students' prosocial behavior, but it is not the only factor related to prosocial behavior.

Discussion

The main findings of the study indicate that self-concept was significantly associated with the prosocial behavior of ninth-grade students at UPTD SMP Negeri 10 Kupang. The regression model yielded $F(1, 78) = 7.313$, $p = .008$, and $R^2 = .086$. These findings support the hypothesis that self-concept makes a statistical contribution to prosocial behavior. Nevertheless, the contribution of 8.6% is relatively small; therefore, the findings should not be interpreted as indicating that self-concept is the primary determinant of prosocial behavior. Prosocial behavior is a multidimensional phenomenon influenced by both individual characteristics and social contexts.

The findings are consistent with those of Oktaviani dan Yusri (2024), who reported a significant relationship between self-concept and prosocial behavior among students at MTsN 12 Agam. The similarity of findings in the context of junior high school/madrasah students suggests that the way students perceive themselves may be associated with their tendency to interact positively and provide benefits to others. These results are also consistent with the study by Prahoro & Masela (2025), which demonstrated that self-concept together with emotional intelligence contributes to explaining prosocial behavior among adolescents.

However, the magnitude of the contribution in the present study was lower than that reported in several previous studies. This difference does not necessarily indicate theoretical inconsistency. Prosocial behavior is influenced by numerous factors, including empathy, social skills, peer support, quality of family relationships, group norms, contextual characteristics, and social goals. Carlo (2020) emphasizes the importance of a multidimensional and multicultural approach to understanding prosocial behavior among adolescents. Busching & Krahé (2020) also demonstrated that peers are important socialization agents in the development of prosocial behavior. Furthermore, Syamsudin dan Hadi (2025) showed that character education, social skills, and the family environment collectively contribute to students' prosocial behavior.

These findings can also be understood in relation to the development of empathy and social sensitivity during adolescence. Crone dan Achterberg (2022) describe adolescence as an important period for prosocial development because socio-cognitive changes enable adolescents to increasingly consider values, perspectives, recipients of actions, and social contexts. Graaff et al. (2018), through a longitudinal study, demonstrated an association between the development of prosocial behavior and perspective taking and empathic concern. Widyastuti dan Savitri (2023) also found that empathy plays a mediating role in the relationship between self-compassion and prosocial behavior among Indonesian adolescents. Thus, self-concept may not operate solely through a direct pathway but may interact with other psychological mechanisms such as empathy, self-regulation, and social goals.

Recent research provides additional support for the possibility of such mechanisms. Li et al. (2025) found that self-concept among early adolescents was associated with the development of subjective well-being through gratitude and prosocial behavior in a longitudinal design. Teng et al. (2026) found that self-concept was positively correlated with prosocial behavior and that belief in a just world and self-control could explain part of this relationship among adolescents involved in the juvenile justice system. Although the context of the study by Teng et al. differs from that of students at SMP Negeri 10 Kupang, the findings are important because they suggest that the relationship between self-concept and prosocial behavior may involve cognitive-regulatory processes rather than merely a direct relationship.

From the perspective of guidance and counseling services, the findings suggest that strengthening prosocial behavior can be pursued alongside the development of a healthy self-concept. Personal-social guidance services can be directed toward activities that help students recognize their strengths and limitations realistically, develop self-acceptance, build positive but balanced self-beliefs, develop empathy, and practice helping behaviors in real-life contexts. Experiential interventions also have empirical support; a meta-analysis by Chan et al. (2021) showed that experiential learning programs can improve prosocial behavior and empathy among adolescents. Therefore, school counselors can combine self-reflection with collaborative activities, service learning, peer helping, role-playing, and social projects that allow students to directly experience the positive consequences of prosocial actions.

Nevertheless, the findings should be interpreted with consideration of the study's limitations. First, the cross-sectional design does not allow the direction of causality to be established. It

is possible that self-concept influences prosocial behavior, but it is also possible that prosocial experiences and social acceptance contribute to the development of self-concept. Second, the model included only one predictor, meaning that 91.4% of the variance in prosocial behavior remained outside the model. Third, all data were obtained through questionnaires; therefore, potential self-report bias and social desirability should be considered. Fourth, the study involved only ninth-grade students from a single school, so generalization to other schools or regions should be made with caution. Future research could employ longitudinal or experimental designs, include empathy, self-esteem, emotional intelligence, social skills, peer support, and family environment as additional variables, and use more diverse data sources such as teacher or peer assessments.

Practically, the findings can serve as a basis for developing personal-social guidance and counseling services at SMP Negeri 10 Kupang. Programs may include self-concept assessments, self-strength reflection activities, perspective-taking and empathy exercises, cooperative group work, peer helping, and social service activities. Counselors should also consider peer and family contexts because prosocial development does not occur solely at the individual level. Academically, this study provides local evidence that self-concept is a variable worthy of consideration in models for developing students' prosocial behavior.

Conclusion

This study showed that self-concept was significantly associated with the prosocial behavior of ninth-grade students at UPTD SMP Negeri 10 Kupang, $F(1, 78) = 7.313$, $p = .008$. The R^2 value of .086 indicates that self-concept explained 8.6% of the variance in prosocial behavior, while the remaining 91.4% was associated with other factors not included in the model. These findings confirm that self-concept is one relevant factor in understanding students' prosocial behavior, but it is not the sole explanatory factor. In the context of guidance and counseling, the development of a healthy self-concept needs to be integrated with the development of empathy, social skills, peer support, and prosocial experiences. Because the study employed a cross-sectional design, causal conclusions should be limited, and longitudinal and experimental research is needed to examine the direction of the relationship more robustly.

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Conflict of Interest

The authors declare no conflict of interest.

Author Contributions (Optional)

The authors contributed to the conceptualization of the study, methodology, data collection, data curation, formal analysis, interpretation of the results, and writing of the original manuscript. All authors reviewed and approved the final version of the manuscript.

Generative AI Disclosure

Generative AI tools were used to assist with language translation, language refinement, and editing during the preparation of this manuscript. The authors remain fully responsible for the accuracy, originality, integrity, and final content of the article.

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