

The Effect of Authoritative Parenting and Self-Esteem on Prosocial Behavior in Adolescents in Palopo City

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ARTICLE INFO	ABSTRACT
<p>Keywords: authoritative parenting, self-esteem, prosocial behavior</p>	<p><i>This research is motivated by the phenomenon of low prosocial behavior among high school teenagers in Palopo City. Authoritative parenting by parents and self-esteem are supporting factors for adolescents to increase prosocial behavior. Therefore, this study aims to prove the influence of authoritative parenting and self-esteem on prosocial behavior in high school teenagers in Palopo City. This research employed quantitative research with an ex-post facto type of research with a sample of 335 teenagers. The data collection technique used an accidental sampling technique with research instruments in the form of psychological scales, namely the prosocial behavior scale, authoritative parenting scale, and self-esteem scale. The validity test used the results of factor loading, and the reliability test used Cronbach's Alpha, with a reliability coefficient value for the prosocial behavior scale = 0.910, the self-esteem parenting scale = 0.885, and the self-esteem scale = 0.890. Data were analyzed using multiple regression analysis techniques. The study's results show that authoritative parenting and self-esteem influence prosocial behavior in adolescents (p=0.000). Therefore, it can be concluded that authoritative research and self-esteem influence prosocial behavior in adolescents. The regression line equation is $14.204 + 0.326 X_1 + 0.539 X_2$. The effective contribution of authoritative parenting and self-esteem to prosocial behavior was 44.8%, consisting of authoritative parenting at 17.2% and self-esteem at 27.6%.</i></p>

INTRODUCTION

Prosocial behavior is characterized by behavior that aims to help, benefit, and contribute to others, a specific group, or as a whole (Trombini et al., 2024). Prosocial behavior is an activity to help others such as sharing, donating, caring, entertaining, and helping (Caprara et al., 2005). Motives for prosocial behavior can vary depending on the recipient's benefits (relative or not), other contexts (relational, familial, cultural, or physical), and goals (oriented towards others or oneself) (Bornstein, 2018). Research shows that engaging in prosocial behavior not only benefits the recipient but can also improve the well-being and mood of the individual who performs the action (Lanser & Eisenberger, 2023).

From children to adults, this prosocial behavior continues to develop. Social maturity and social responsibility are increasingly developing with age (Williamson, n.d.). In adolescence, prosocial behavior begins to develop when adolescents experience puberty where adolescents will experience rapid physical growth as a result of hormonal changes. Physical growth accompanied by increased physical strength will allow adolescents to help others (Sunil & Verma, 2018). In addition, in interacting, adolescents tend to consider the emotions of others and are more sensitive to the treatment and thoughts of others towards them (Van Hoorn et al., 2023). Research shows that adolescents with high prosocial behaviors are proven not to fall into negative and deviant behavior (Jung & Schröder-Abé, 2019).

Several studies show that by engaging in prosocial activities such as helping others and volunteering, adolescents can know, learn, and demonstrate their social values (Seff & Fitriah, 2019). In addition, adolescents can understand their surroundings, and develop relationships related to social competence, as well as strengthen relationships. (Eisenberg et al., 2010) also explained that prosocial behavior is important for the social development of adolescents because it can prevent antisocial behavior in adolescents and also helps improve relationships with community members. Adolescents need interaction with others in their involvement so that they can be accepted as adults socially (Nugeraha, 2020). Therefore, adolescents need to develop their prosocial behavior in order to become better individuals. Seeing the importance of the role of prosocial behavior in adolescents, it encourages many researchers to be motivated to research this in Indonesia. There is a lot of evidence to show that prosocial attitudes among adolescents tend to fade. Based on research conducted by (Lupitasari & Fauziah, 2018), it was found that adolescents who only think about their own lives without wanting to feel what others feel which indicates that adolescents have low prosocial behavior. The case is due to the development of an individualist mentality and also a hedonistic lifestyle in adolescents. This attitude is based on the fact that adolescents experience significant neurobiological development (Crone & Fuligni, 2020). In addition, there is a need to adjust to mental and physical development, personality search and how to establish relationships with others that require adolescents to socialize (Williamson, n.d.). Furthermore, not a few teenagers tend to be aggressive, such as being involved in cases of juvenile delinquency and bullying (Ding et al., 2018). This is something that is not uncommon to find, especially among students.

Based on a preliminary study conducted by researchers on high school teenagers in Palopo City by distributing a questionnaire in the form of a *google form* in October 2023, it shows that the prosocial behavior of students tends to be moderate. Of the 67 students who filled out the questionnaire, it was found that only about 30 percent were in the high category and the rest were in the medium to low category, which means that adolescents with low prosocial behavior are still found. It is necessary to be concerned about the circumstances of others, attentive, and also empathetic, and useful for people in need when interacting. In addition, according to one of the teachers from one of the schools in Palopo City in an interview on July 22, 2023, some of his students felt a lack of confidence, which was marked by the number of students who withdrew and felt unsure of their abilities.

In addition, based on data obtained from the Palopo City Police in July 2023, cases of brawls between students are cases that often occur in Palopo City. This case is a common occurrence among students with different schools that occur in the school environment and not in the school environment, causing a lot of damage to school infrastructure. The reality of this brawl is a case that shows that there is still a lack of prosocial behavior in adolescents. One of the factors that affect the formation of mindsets in adolescents is how the environmental conditions of the adolescents, especially the interactions that occur in the family such as encouragement, parental attitudes/mindsets, parenting, and how parents play a role in overcoming disputes that occur in the family (Hussain et al., 2023). Support from parents will reflect on how the child's self-esteem is and how he is accepted by others around him. In (Eisenberg et al., 2013) research on parental discipline towards their children, it shows that the more discipline parents have towards children, the more positively correlated they are with their prosocial behavior. Discipline practices that involve increasing awareness of children's reasoning will develop their adaptive behavior (Arifiyanti, 2019). When positive disciplinary practices such as reasoning are used (for example, when parents tell children what the consequences of their behavior are), children pay more attention to the messages conveyed by parents, empathize with people in need, and actively carry the parent's message.

Positive discipline practices that children need are support and control from parents. In the research of (Wong et al., 2021), it was stated that parenting that combines support and control at a high level is authoritative parenting and is closely related to prosocial behavior. Authoritative parents are characterized as parents who make reasonable demands and are highly responsive. Children receive the right support and guidance for success and independence accompanied by care, love, and warmth. Having rules and getting used to discussing the feelings of others in a warm family will encourage prosocial behavior in adolescents (Wood & Kennison, 2017). In addition, there is other evidence that authoritative parenting can help children become

more empathetic, helpful, and kind to others (Knafo & Plomin, 2006). Given that children who have a good attachment to their parents will tend to show more prosocial behavior, this sense of security will be formed when their parents are not only responsive and sensitive, but also encourage exploration so that it can be said that authoritative parenting tends to foster prosocial behavior (Wong et al., 2021).

Another factor that affects prosocial behavior is self-esteem (Brittian & Humphries, 2015). The aspect of personality that plays a big role and has an influence on individual behavior and attitudes is self-esteem (Orth et al., 2018). How an individual interacts, the extent to which he or she is valued by others, the acceptance of the environment, and the understanding of others towards the individual all contribute to the development of an individual's self-esteem. If a person judges himself negatively either in himself or in his abilities, then his confidence is low. People with high self-esteem will be able to love and accept themselves, respect themselves, and have a future and develop their potential (Liu et al., 2021). People who have high self-confidence tend not to be *individualistic*, make more friends, are willing to cooperate and help each other which does not require the approval of others to help people in need so it can be said that people who have prosocial behavior have high self-esteem (Arora & Rastogi, 2018).

This study will look at the influence of authoritative parenting and self-esteem on prosocial behavior in adolescents. Based on previous research conducted by previous researchers in the field on the high rate of violent behavior showing low prosocial behavior among adolescents, it is necessary for educators and parents to help foster prosocial behavior among adolescents by implementing positive parenting strategies and increasing self-esteem, as well as from the role in the social context in adolescent development (Hartati, 2020).

Based on several previous studies on prosocial behavior, the researchers argue that people with low self-esteem are less satisfied with basic psychological needs for competence, autonomy, and connectedness, while satisfaction with these three core psychological needs encourages engagement in prosocial activities. Thus, it is possible that adolescents with higher self-esteem have greater satisfaction with needs that lead to internalization than adolescents with lower self-esteem, and are then able to engage in higher prosocial behaviors (Sholehati et al., 2023). Adolescents who frequently engage in prosocial behavior are more likely to benefit from feeling happy about their involvement in these positive activities so that they can increase their self-esteem (Fu et al., 2017).

In addition to self-esteem, parenting also affects the development of prosocial behavior in adolescents. The research of (Wong et al., 2021) is that authoritative parenting is positively related to prosocial behavior in general emotionally. Furthermore, these findings show that children tend to show more prosocial behavior when parents not only respond to their needs, but also provide appropriate guidance or example. In line with the case reported by detik.com, it is written that the majority of perpetrators of *bullying* cases at school are students. Of the 16 bullying cases during January-July 2023, there were 87 students who were bullies. This is the impact of the lack of attention from both parents which makes the child more aggressive and insensitive to the misfortune of the victim. In the study, (Iqbal et al., 2018) also highlighted *bullying* behavior as the main cause of emotional disorders in children and adolescents, which worsens their physical, psychological, and social health. Furthermore, in the study Fataruba (2017) revealed that aggressive or violent behavior is common in schools in Indonesia, but it receives less attention. In fact, it may not be considered something serious. The characteristics of students identified as bullies showed that it was 1.65 times more common in children who came from families with authoritarian parenting compared to children who came from families with authoritative parenting.

Furthermore, to strengthen the above research, in the research (Hasenfratz & Knafo, 2015) stated that children will learn the best socially appropriate behavior from adults who are considered role models. Authoritative parenting styles have been shown to make children more receptive to efforts to foster concern for others as well as being identified as the best way to encourage prosocial behavior. Parents of prosocial children exemplify prosocial behavior, encourage such behavior and provide explanations for the expected behavior (Hasenfratz & Knafo, 2015).

Based on the background that has been described earlier, that there are many delinquencies in adolescents that disturb society due to lack of attention from parents, as well as low self-esteem in adolescents

that cause low prosocial behavior in adolescents. In this regard, there are several reasons why researchers develop prosocial behaviors in adolescents, such as developing cognitive abilities (moral reasoning, decision-making, and social conflict resolution) and physical changes due to puberty, including strength, that allow for a wide range of prosocial behaviors (Brittian & Humphries, 2015).

The importance of conducting research on prosocial behavior in adolescents is so that adolescents understand the importance of behaving positively according to the values that apply in their environment to distance themselves from negative behaviors that can harm themselves (Seff & Fitriah, 2019). Then adolescents can also improve their social skills ideally so that they can live an optimal life so that it will allow them to be able to live a better life process and affect life satisfaction in adulthood later (Caprara et al., 2005).

METHOD

This study was conducted at several high schools in Bara District, Palopo City, namely MAN Palopo, SMAN 2 Palopo, and SMAN 4 Palopo. The population of this study consists of 2,619 high school students in Bara District, Palopo City. The sample was determined using the Kreji and Morgan Table with a confidence level of 95%, resulting in a sample of 335 students. The sample was selected using an axial sampling technique, where samples were determined based on availability.

In this study, scales containing statement formats were used to measure prosocial behavior, authoritative parenting, and self-esteem. The prosocial behavior scale consisted of 16 positive statements. The authoritative parenting scale also consisted of positive statements. For self-esteem, a scale consisting of 44 items, including both positive and negative statements, was used.

The analysis techniques used in this study included descriptive statistical analysis, prerequisite tests (normality test, multicollinearity, and determination coefficient), and multiple regression analysis. Descriptive statistical analysis provided an overall picture of the characteristics of the subjects based on age, gender, and variable categories. Multiple regression analysis was conducted to determine the influence of the independent variables (authoritative parenting and self-esteem) on the dependent variable (prosocial behavior).

RESULTS AND DISCUSSION

Descriptive Static Analysis

1. Descriptive Results of Data Variables

The data of this study was obtained from the results of the prosocial behavior scale, authoritative parenting, and self-esteem in the study respondents. The research population includes 3 SMAN/MAN in Bara District, precisely in Palopo City with a sample of 335 students. The following is a sample demographic data in table 1.

Table 1. Sample Demographics by Gender

Gender	Frequency	Percentage
Man	135	40,3%
Woman	200	59,7%
Sum	335	100%

Based on table 1, it is known that the number of male samples is 135 students (40.3%) and the female sample dominates with a sample of 200 students (59.7%). Furthermore, the age of the sample is shown in table 2.

Table 2. Sample Demographics By Age

Age	Frequency	Percentage
15	59	17,6%
16	91	27,2%
17	119	35,5%
18	66	19,7%
Sum	335	100%

Based on table 2, it is known that the age range of the research sample ranges from 15 years to 18 years old. A total of 59 teenagers aged 15 years, 91 teenagers aged 16 years, 199 teenagers aged 17, and 66 teenagers aged 18.

2. Descriptive Results of Data Categories

a. Prosocial Behavior

This scale consists of 16 statement items with a sample of 335 students. Based on the results of the data processing, a minimum score of 16, a maximum score of 80, an ideal mean of 48, and an ideal *standard of deviation* of 11 were obtained.

The basis of the categorization used is high, medium, and low. Prosocial behavior consists of three categories that can be seen in the following table.

Table 3. Distribution of Prosocial Behavior Categories

Score Range	Category	Frequency	Percentage
$X > 59$	Tall	298	89%
$37 \leq X < 59$	Keep	37	11%
$X < 37$	Low	-	-
Total		335	100%

Based on the table above, there are 298 adolescents or 89% with high prosocial behavior scores and 37 adolescents or 11% of adolescents are classified as moderate, so it can be concluded that most adolescents have high prosocial behavior.

b. Authoritative Parenting

This scale consists of 10 statement items with a sample of 335 students. Based on the results of the data processing, a minimum score of 10, a maximum score of 50, an ideal mean of 30, and an ideal *standard of deviation* of 7 were obtained.

Authoritative parenting consists of three categories that can be seen in the following table.

Table 4. Distribution of Authoritative Parenting Categories

Score Range	Category	Frequency	Percentage
$X > 37$	Tall	184	54,9%
$23 \leq X < 37$	Keep	148	44,2%,
$X < 23$	Low	3	0,9%
Total		335	100%

Based on the table above, there were 185 adolescents or 54.9% with a high authoritative parenting score, 148 adolescents or 44.2% adolescents were classified as moderate, and 3 adolescents or 0.9% with authoritative parenting that was classified as low. So it can be concluded that most adolescents are raised with a high authoritative parenting style.

a. Self-esteem

This scale totals 44 statement items with a sample of 335 students. Based on the results of the data processing, a minimum score of 44, a maximum score of 176, an ideal mean of 110, and an ideal *standard of deviation* of 22 were obtained. Self-esteem variables consist of three categories that can be seen in the following table.

Table 5. Self-esteem category distribution

Score Range	Category	Frequency	Percentage
$X > 132$	Tall	144	43%
$88 \leq X < 132$	Keep	191	57%,
$X < 88$	Low	-	-

Total	335	100%
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Based on the table above, there are 144 adolescents or 43% with high self-esteem scores and as many as 191 adolescents or 57% are classified as moderate. So it can be concluded that most teenagers have moderate self-esteem.

Prerequisite and Multiple Regression Test Results

1. Analysis Prerequisite Test

a. Normality Test

The normality test is used to find out whether the research data is normally distributed or not. Based on *the Kolmogorov-Smirnov analysis*, the following results were obtained.

Table 6. Normality Test Results

	Kolmogorov-Smirnov
	Sig.
Prosocial Behavior of Authoritative Parenting Self-esteem	.200*

In table 6, the number sig. (p) = 0.200, which means that the variables of authoritative parenting, self-esteem and prosocial behavior are normally distributed.

b. Multicollinearity Test

This test was used to see whether or not there was a linear relationship between the free variables in the regression model determined by the *tolerance number* > 0.10 and the value of *the Variance Inflation Factor (VIF)* <10. The results of the multicollinearity test with the SPSS program can be seen in the table below.

Table 7. Multicollinearity Test Results

Variable	Tolerance	VIF	Information
Authoritative Parenting	0,640	1,563	Does not happen Multicollinearity
Self-esteem	0,640	1,668	No multicollinearity occurs

From the table above, the VIF number is 1.563 and the *tolerance number* is 0.640. This means that the VIF number of 1.563 is less than 10, and the *tolerance number* of 0.640 is greater than 0.10, so it is concluded that there is no multicollinearity.

2. Uji Hipotesis

a. There is an influence of authoritative parenting and self-esteem on prosocial behavior in adolescents

To answer the existing hypothesis, a multiple regression test analysis was carried out to see if there was an influence of authoritative parenting and self-esteem on adolescent prosocial behavior which obtained the following results

Table 8. Multiple Regression Test Results

Based on the obtained F, the calculation is 135,394 and the number sig. (p) = 0.000, because $p < 0.05$ so it can be concluded that the authoritative parenting variable and the self-esteem variable can simultaneously estimate how much prosocial behavior in adolescents is.

a. Double Regression Line Equation

Table 9, shows if the regression line equation of authoritative parenting and self-esteem to prosocial behavior is as follows:

Table 9. Correlation Coefficient

Type	F	Sig.	
Regression	135.394	0.000	
Variable	Constant	Coefficient X1	Coefficient X2
Authoritative Parenting (X1)			
Self-esteem (x2)	14.204	0.326	0.539
Prosocial Behavior (Y)			

Based on table 14, the results of data analysis obtained a constant value = 14.204, regression coefficient from authoritative parenting = 0.326 and self-esteem regression coefficient = 0.539

. The regression equation formula is $Y = a + b_1X_1 + b_2X_2$, the regression equation of authoritative parenting variables and self-esteem to prosocial behavior is obtained which is $Y = 14.204 + 0.326X_1 + 0.539X_2$.

Furthermore, a T test analysis was carried out to determine whether the independent variable (X) individually had an influence on the bound variable (Y) which can be seen in table 10.

Table 10. Multiple Linear Regression T Test

Variable	T	Sig.
Authoritative Parenting	4.950	0.000
Self-esteem	8.975	0.0

The T test aims to determine the significance value of the analysis results. If a significance value of less than 0.05 (sig. < 0.05) is obtained, then the bound variable has an influence on the independent variable. In table 15, the authoritative parenting variable obtained a value of sig. 0.000 (sig. < 0.05), so that the second hypothesis is accepted, namely that the authoritative parenting variable has a positive influence on the prosocial behavior variable. Furthermore, the self-esteem variable has a sig. 0.000 (sig. < 0.05), so that the third hypothesis is accepted, namely that the self-esteem variable has a positive influence on the prosocial behavior variable.

DISCUSSION

1. Authoritative Parenting and Self-Esteem Affect Prosocial Behavior

Looking at several studies that have been conducted previously on the influence between authoritative parenting and self-esteem on prosocial behavior, this study proves that authoritative parenting and self-esteem can simultaneously influence prosocial behavior in adolescents. These findings prove that the hypothesis of authoritative parenting and self-esteem has an effect on prosocial behavior in adolescents is proven. The results of this study are in line with research that proves the influence of authoritative parenting and self-esteem on prosocial behavior (Arora & Rastogi, 2018)(Wang et al., 2019). Authoritative parenting positively influences children's prosocial behavior by fostering self-esteem. This parenting style involves warmth, support, and reasonable discipline, enhancing children's social development.

Supported by research, Maria Rosario de Guzman et al. revealed that authoritative parenting from parents will encourage adolescents to ease the burden of others with confidence (2019). While self-confidence is a form of high self-esteem in a person, where people with high self-esteem will feel able to help. Likewise, those who are helped will provide expressions of gratitude or appreciation that indirectly encourage individuals to be moved to carry out prosocial activities (Pimentel et al., 2018). Thus, it is explained that authoritative parenting and self-esteem have a role in giving rise to adolescents' desire to behave prosocially.

In addition, in research by (Sugiarti et al., 2022) revealed that authoritative parenting can encourage adolescent self-esteem. Supported by Sajjad (2023) research Higher levels of engagement, the independence provided, and the structure provided by parents to their adolescent children will result in more favorable assessments of their overall behavior, psychosocial progress, and psychological well-being. This highlights the important role that parental involvement plays in shaping different aspects of adolescent development. Authoritative parents tend to exhibit values such as empathy, cooperation, and caring, which inspire adolescents to imitate and internalize these behaviors.

Adolescents who grow up in an authoritative parenting environment and have strong self-esteem tend to engage in prosocial behavior not only because of external impulses (e.g. praise or appreciation), but also because of intrinsic motivation to help and support others. Additionally, authoritative parenting helps build independence and resilience in adolescents. They learn to overcome obstacles and conflicts positively, while positive self-esteem gives them the confidence to stick to prosocial values even in challenging situations. Overall, the combination of authoritative parenting and positive self-esteem provides a strong foundation for adolescents to engage in prosocial behavior. Parents and caregivers can play a big role in shaping these two aspects by providing support, setting an example, and shaping an environment that encourages positive growth and development in adolescents.

2. Authoritative Parenting Affects Prosocial Behavior

Based on the results of the study, authoritative parenting patterns by parents have a significant effect on prosocial behavior in adolescents. In line with Jing's (2023) research, it was found that parenting patterns are one of the factors that affect prosocial behavior. Good parenting is very important because children will have affectionate relationships from the beginning of their lives to adulthood, so that when they grow up they can behave well and be accepted by others (Bhawini, 2022).

Adolescence is a stage where they expand relationships with others or commonly called social independence, so it is important to strengthen prosocial behavior in adolescents (Hummel et al., 2018, Vasudeva, 2022,). Adolescents may be given many opportunities to be involved in prosocial activities in their school environment, such as peer guidance programs, religious activities, social service activities, and so on (Van Hoorn et al., 2023).

Furthermore, this finding is also in line with the research of (Krasanaki et al., 2022) which revealed that in daily parenting and education, parents inherit social values, behavior patterns, attitude systems, and socio-moral norms to children through different behaviors and attitudes. This is because parents are the first models by children how to behave. Children's socialization is the result of internalizing prosocial values exemplified to children by parents. Supported by (Lubis, 2021) research, authoritative parenting typically reflects positively and passionately their children's attitudes, demands, desires, and behaviors, consciously respects their children's opinions and opinions, and encourages them to express their ideas and participate in discussions.

3. Self-esteem Affects Prosocial Behavior

Based on the results of the analysis of research data, it was found that self-esteem had a significant effect on prosocial behavior. The findings of this study are in line with a study conducted by Huinan (2021) in his research "*The development of prosocial behavior among adolescents: A positive psychology perspective*" which shows that self-esteem can positively affect prosocial behavior in adolescents. High self-esteem in adolescents can affect their tendency towards altruism and empathy. Self-esteem acts as a motivating factor for adolescents to participate in prosocial behavior because it increases their sense of self-worth and confidence in their ability to positively impact others. Zhang's (2022) research also supports the results of this study where self-esteem moderates the relationship between a sense of meaning in life and prosocial behavior in adolescents, with high self-esteem increasing the positive effect of meaning in life on prosocial behavior. Furthermore, in the research of (Arora & Rastogi, 2018) in line with the results of this study which showed that people who have high self-esteem show a higher attitude of helping, that is, they are more likely to engage in prosocial behavior and vice versa.

Self-esteem plays an important role in influencing an individual's desire to behave prosocially. Some studies suggest that self-esteem is positively associated with prosocial behavior, with high self-esteem acting as a protective factor against engaging in risky behaviors during adolescence. In addition, self-esteem interacts with other factors such as gratitude, a sense of meaning in life, and social support to influence prosocial behavior. For example, self-esteem moderated the relationship between a sense of meaning in life and prosocial behavior, with adolescents who had high self-esteem experiencing a stronger positive effect of a sense of meaning in life on their prosocial behavior. In addition, self-esteem is linked to empathy, altruism, and moral behavior, all of which are key components of prosocial behavior in youth

CONCLUSION

Based on the results of the research, authoritative parenting and self-esteem together have a significant effect on prosocial behavior in adolescents. This means that authoritative parenting and self-esteem are able to predict prosocial behavior in adolescents. Looking at several studies that have been conducted previously on the influence between authoritative parenting and self-esteem on prosocial behavior, this study proves that authoritative parenting and self-esteem can simultaneously influence prosocial behavior in adolescents. Authoritative parenting positively influences children's prosocial behavior by fostering self-esteem. This parenting style involves warmth, support, and reasonable discipline, enhancing children's social development.

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