



Increasing Prosocial Behavior Through Caring Scout Activities



Dwi Yan Nugraha ^a
Muh. Ihsan Sudirman ^b
Rudianto ^c
Didin Ferdiansyah ^d
Ismail ^e
Ahmad Yani ^f
Citra Utami ^g
Muhammad Khalil Hajid ^h
Muh. Pajrul Syawal ⁱ

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Abstract

Prosocial behavior must always be possessed by every student, especially student scout members. The low prosocial behavior possessed by students of the scout members of SMAN 4 Bone, is very influential in establishing interactions in their environment. This research wants to see an increase in prosocial behavior through caring boy scout activities. The design in this study uses The One Group Pre-Post Test Design. The number of participants in this study were 22 students who were members of the scouts of SMAN 4 Bone using purposive sampling technique. Data were collected using a scale of prosocial behavior consisting of 40 items. The statistical test used is Wilcoxon with RStudio software version 1.2.1335. The results of this study indicate that the pretest score was $M = 108.6$ and the post-test score was $M = 120.4$. The results of testing the hypothesis obtained values $Z (-4.06)$ and $p (.00 < .05)$, so there is an increase in prosocial behavior through scout care activities. The difference in the pretest and posttest scores shows that the scout care activities are activities that can improve the prosocial behavior of students, especially for students who are members of the Boy Scouts of SMAN 4 Bone.

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^a Department of Psychology, Universitas Negeri Makassar, Makassar, Indonesia

^b Department of Psychology, Universitas Negeri Makassar, Makassar, Indonesia

^c Department of Law, Sekolah Tinggi Ilmu Hukum Lamadukelleng, Sengkang, Indonesia

^d Department of Mathematics Education, Universitas Muhammadiyah Makassar, Makassar, Indonesia

^e Department of Psychology, Universitas Negeri Makassar, Makassar, Indonesia

^f Department of Psychology, Universitas Negeri Makassar, Makassar, Indonesia

^g Department of Guidance and Counseling, Universitas Negeri Makassar, Makassar, Indonesia

^h Department of Electronic Engineering Education, Universitas Negeri Makassar, Makassar, Indonesia

ⁱ Department of Psychology, Universitas Negeri Makassar, Makassar, Indonesia

Corresponding author:

Nugraha, D.Y.

Department of Psychology, Universitas Negeri Makassar, Makassar, Indonesia

Email address: dwi_nugraha97@yahoo.com

1 Introduction

The need for education is important for humans in the modernization era. Education will make human life smarter. Education is a demand in one's life. Education can make individuals of high quality and character so that they have a broad view going forward to achieve their life goals with the hope of being able to adapt quickly and precisely in a variety of environments. The importance of education for life so that individuals are willing to spend half of their lives studying, ranging from elementary school education to college. The government has made various breakthroughs in improving the quality of student education, in order to become qualified individuals.

Students are individuals who have potential and can be developed through the educational process, both with class learning activities and extracurricular activities. In the world of education, students can not be separated from the behavior of helping and helping both fellow friends, community environment, and other social organizations. But sometimes students have problems with these behaviors so that it prevents interaction with the surrounding environment. Helping behavior can be interpreted as prosocial behavior. [Feigin et al. \(2014\)](#), suggested that prosocial behavior is intentional or voluntary behavior that contributes to other individuals. Such behavior can be considered as altruistic, if there is a sincere desire to provide benefits to other individuals, without expecting anything in return for oneself. [Carlo, \(2006\)](#), [Turiel, \(2007\)](#) suggested that prosocial behavior refers to individual awareness in providing benefits to society. The behavior of human behavior in their lives is influenced by the environment and the influence of technology ([Aslan, 2017; 2019, Aslan et al., 2019; 2020, Aslan and Hifza, 2020](#)). [Yang J. \(2006\)](#) argues that prosocial behavior depends on individual compliance with social norms. [Lay and Hoppmann \(2015\)](#) suggested that prosocial behavior can come in various forms, both from simple actions, such as letting individuals in a hurry to go to the cashier, or in terms of sustainable actions, such as volunteering for charitable organizations. [Guo \(2017\)](#) argues that prosocial behavior can be influenced by the style of various variables, one of which is the social situation. [Eisenberg and Miller \(1987\)](#) suggested that prosocial behavior is part of a social unifier that enables individuals to live together peacefully and productively. More specifically, prosocial behavior can be interpreted as voluntary behavior that benefits other individuals.

[Guo \(2017\)](#) suggests that prosocial behavior is an important part of creating positive mental qualities. Prosocial behavior in students is not only related to the formation of social responsibility and moral behavior but also the interaction with the community in their environment. Prosocial behavior is an important part of student socialization. [Laible et al. \(2004\)](#), [Eisenberg and Miller \(1987\)](#) suggest that the more often an individual raises prosocial behavior, the higher his well-being, efficacy, and self-esteem. [Aknin et al. \(2013\)](#) found that the results obtained by individuals after prosocial behavior that will increase happiness.

The main problem shown by most students, in general, is the lack of sensitivity to the surrounding environment to individuals who need help. Preliminary data collection results in the field obtained by using a prosocial behavior scale made by [Riry \(2016\)](#) given to 27 students who are members of the scouts of SMAN 4 Bone shows that there are no students in the very high category (0%), seven students in the high category (26%), thirteen students in the moderate category (48%), five students in the low category (19%), and two students in the very low category (27%). Based on the results of the initial study, it can be said that the prosocial behavior of scout members tends to be classified as moderate, so it is necessary to increase prosocial behavior for students. In addition, the results of research conducted by [Baron et al. \(2004\)](#) found that prosocial behavior decreased every day. If the individual has little time and is in a rush, then the individual tends not to help other individuals who are around him, on the grounds of not knowing him. In addition, further findings show that the more individuals who are in the same location, the less likely it is to provide help.

Seeing the results of preliminary studies in the field, it is necessary to do prosocial behavior towards students who are members of Boy Scouts, considering that in the scout honor code there is one point that reflects prosocial behavior itself, namely at the Dasa Dharma Scout point five which reads "Willingly help and steadfast". This code of honor should be owned by every member of the scout, and if it is associated with the science of psychology, this point is related to prosocial behavior. One effort that can be done in improving prosocial behavior is through scout

extracurricular activities specifically in caring scout activities (Johnson, 2012; Akinin *et al.*, 2018; Spinrad & Gal, 2018).

Kwartir Nasional (2007) argues that the activities of scout care is a form of scout care in the face of situations that are unfavorable for some Indonesian people. Furthermore, the activity aims to provide direction to students who scout members to become concerned about the surrounding environment, such as communities that are being hit by disasters and disasters. Boy Scouts of America (1999) explains that taking part in scouting activities can require individuals to be virtuous, for example respecting each other, like to help other individuals, and polite in ethics. In addition, the application of scout activities can foster positive values for students. This assumption is supported by research from Jang *et al.* (2012), who found that scouting activities can foster positive values in individuals who exert influence in behavior, for example, raising prosocial behavior.

Kenanga (2014), Aslan and Wahyudin (2020) stated that scout extracurricular activities can encourage students to behave more prosocially in social activities, for example, social service activities that can reflect prosocial behavior. This activity aims to be able to raise student awareness related to sharing with others. One of the activities that is often carried out in social service activities, such as giving donations to individuals who are more in need. The opinion above is also supported by research from Sauerwein *et al.* (2016) which states that following extracurricular activities such as caring boy scouts can influence to show positive behavior, for example, prosocial behavior. Larson (2000) suggested that extracurricular activities with a caring Boy Scout program can be used as suggestions in building mental resilience in adolescents that support the emergence of prosocial behavior, especially in students.

The results of the description above indicate that the need for caring boy scouts activities so that researchers are interested in researching with the title "Increasing Prosocial Behavior Through Scouting Caring Activities". Researchers in this study wanted to see an increase in prosocial behavior through caring boy scout activities.

2 Materials and Methods

Design

The research design used is The One Group Pre-Post Test Design with the experimental method. The independent variable used in this study is the scout care activities, and the dependent variable is prosocial behavior. Scouting care activities are programs in scouting organizations that give rise to the care of students of scout members to the surrounding environment. Prosocial behavior is behavior that voluntarily provides assistance and benefits for other individuals.

Participants

This research was conducted at SMAN 4 Bone, with 22 participants of SMAN 4 Bone students. Participants in this study were obtained by purposive sampling technique. Arikunto (2010) suggested that purposive sampling is a sampling technique based on certain criteria that have been determined by researchers. The criteria for participants in this study are, 1) students of SMAN 4 Bone, 2) students who are registered as scout members.

Procedure

The procedure in this study consisted of the following 3 stages: 1) Distribution and filling of prosocial behavior scale to participants to find out the level of prosocial behavior before the caring scout activities. 2) Implementation of scout activities caring for participants for 3 days. The stages of the implementation of the scout care activities given are a) Day one: researchers provide material to participants about environmental stewardship. The material was delivered by the scoutmaster at the front group at SMAN 4 Bone, or in other words, they were delivered by their teachers. The material was compiled by researchers together with the scoutmaster at the SMAN 4 Bone school. The researcher gives an estimated time to carry out activities for 1 hour. b) Day two: researchers practice directly related to environmental awareness materials that have been given at previous meetings. The practice is guided by researchers and coaches. This practice is given to students in turn so that all students can practice the material they have at the previous meeting. The researcher gives an estimated time to carry out activities for 1 hour. c) Day three: social service in the school and community environment, with the aim that the results of the material given at the previous meeting be applied in real conditions. Researchers provide estimates of the time of the implementation of activities for 2 hours. 3) Distribution

and filling of the scale of prosocial behavior back to the participants to find out the level of prosocial behavior after the implementation of caring boy scout activities. Then proceed with the provision of manipulation checks to see participants' understanding of the activity material provided. The researcher then ends and closes the research activity.

Measurement

The scale used in this study is the prosocial behavior scale adapted from the scale Riry (2016) consisting of forty items. The scale consists of five aspects proposed by Mussen (1990), namely sharing, cooperation, helping honesty, and generosity. Validity values from the results of the correlation coefficient indicate that moving items begin with a range of .30 to .64, so it can be said that the scale of prosocial behavior has good validity. The reliability coefficient value obtained is .90, which means that the scale is reliable with very good category. Researchers also use manipulation check with the aim to find out participants' understanding of the material given activities. The manipulation check consists of one question item, related to the material provided by the researcher during the activity. The manipulation check item question in this research is "The material given is about ...?" the answer options are a) environmental care, b) scouting history, c) pioneering.

Statistical Analysis

Data analysis techniques used in this study are descriptive and inferential analysis tests. Azwar S. (2018), argues that descriptive analysis is an analytical technique that aims to provide a description of the data from variables obtained from a group of research subjects and not included to do hypothesis testing. The inferential analysis is an analysis technique that aims to conclude hypothesis testing. Azwar S. (2010) suggested that the hypothesis is a temporary answer to the research question. Hypothesis testing used is the Wilcoxon test. Siegel (1997) suggested that the Wilcoxon or Wilcoxon signed-rank test is a non-parametric statistical hypothesis test used to compare the measurement of adventurers in a single sample in assessing whether the sample has a significant difference. Wilcoxon testing in this study is used to test the hypothesis that is to know the difference in the level of prosocial behavior of students scout members before and after the implementation of the scout care activities. The significance level in testing the hypothesis in showing a difference is if the p-value is less than .05. Testing the hypothesis in this study using the help of RStudio software version 1.2.1335.

3 Results and Discussions

Participants in this study were students of Bone 4 SMAN who were registered as scout members as many as 22 students, consisting of 10 men and 12 women. Descriptions of research participants can be seen in the following Table 1:

Table 1
Description of study participants

Participant	Gender	Total	Percentage (%)
Students high school 4 Bone	Male	10	46%
	Female	12	54%
Total		22	100%

Based on the above table it can be seen that there are 10 male participants, and 12 female participants, so it can be said that the participants in this study were dominated by women with a percentage of 54%. Descriptive data of this study is based on answers obtained from participants on the scale of prosocial behavior research that can be seen in Table 2 below.

Table 2
Description of empirical data on prosocial behavior

Variable	Empirical			
	Min	Max	Mean	SD
Prosocial behavior	105	111	108.63	1.52

Based on the table above, it can be seen that the empirical data from prosocial behavior research obtained from participants' answers use a prosocial behavior scale with forty items in a vulnerable score of 1 to 5. The above table shows that the empirical mean is 108.63 with an SD of 1.52. The description of the research data obtained also shows that the lowest score is 105 and the highest is 111. The categorization of variables is based on the prosocial behavior score before the implementation of the scout care activities, which is obtained by using the average value of the research variable. The results of categorizing prosocial behavior variables can be seen in the following Table 3:

Table 3
Categorization of prosocial behavior scores

Formula	Score interval	Categorization	F	(%)
$X < (\mu - 1,0\sigma)$	$X < 108$	Rendah	6	27%
$(\mu - 1,0\sigma) \leq X < (\mu + 1,0\sigma)$	$108 \leq X < 110$	Sedang	14	64%
$(\mu + 1,0\sigma) \leq X$	$110 \leq X$	Tinggi	2	9%
Total			22	100%

Note. X = The total value of the respondent; μ = The average value of the respondent; σ = The standard deviation of the respondent; F = Frequency.

Based on the table above obtained from the categorization of prosocial behavior scores which show that as many as 6 participants (27%) are in a low category, as many as 14 participants (64%) are in the moderate category, and as many as 2 participants (9%) are in the high category, so it can be concluded that the level of prosocial behavior of participants in this study is in the moderate category. The categorization score of prosocial behavior owned by participants before and after the implementation of the activities of scout care can be seen in Table 4 below.

Table 4
Results of categorization of participants' prosocial behavior before and after the implementation of the Boy Scout activities

No	Initials	Before	Category	After	Category
1	AGW	109	Medium	115	High
2	DRN	108	Medium	135	High
3	MJ	109	Medium	120	High
4	IPR	109	Medium	120	High
5	S	109	Medium	127	High
6	N	105	Low	106	Low
7	IPS	107	Low	112	High
8	ANS	107	Low	124	High
9	AA	110	Medium	118	High
10	A	110	Medium	122	High
11	AS	108	Medium	111	High
12	DSD	107	Low	116	High
13	LR	110	Medium	114	High
14	F	107	Low	123	High
15	N	107	Low	120	High
16	MAF	110	Medium	109	Medium
17	MF	111	High	127	High

No	Initials	Before	Category	After	Category
18	IG	109	Medium	118	High
19	NT	110	Medium	132	High
20	SLN	108	Medium	124	High
21	R	109	Medium	131	High
22	N	111	High	125	High

Based on the table above obtained from the categorization of prosocial behavior scores of participants before and after the implementation of the activities of scouting care shows that the conditions before the implementation of scouting activities as many as 6 participants (27%) are in a low category, as many as 14 participants (64%) are in the medium category, and as many as 2 participants (9%) were in the high category. But in the condition after the implementation of the scout care activities, there was a change in the number of each categorization, namely 1 participant (5%) was in a low category, 1 participant (5%) was in the medium category, and as many as 20 participants (90%) were in the category high, so it can be concluded that the level of prosocial behavior of participants before and after the implementation of the activities of scout care increased. The results of the participant manipulation check in this study can be seen in the following Table 5:

Table 5
Participant check manipulation results

No	Initials	Answer Choice			No	Initials	Answer Choice		
		KTL	SK	P			KTL	SK	P
1	AGW	1	0	0	12	DSD	1	0	0
2	DRN	1	0	0	13	LR	1	0	0
3	MJ	1	0	0	14	F	1	0	0
4	IPR	1	0	0	15	N	1	0	0
5	S	1	0	0	16	MAF	1	0	0
6	N	1	0	0	17	MF	1	0	0
7	IPS	1	0	0	18	IG	1	0	0
8	ANS	1	0	0	19	NT	1	0	0
9	AA	1	0	0	20	SLN	1	0	0
10	A	1	0	0	21	R	1	0	0
11	AS	1	0	0	22	N	1	0	0
Total		11 (100%)	0 (0%)	0 (0%)	Total		11 (100%)	0 (0%)	0 (0%)

Note. KTL = Concern for the environment; SK = The history of scouting; P = Pionering.

Based on the above table, the manipulation check results are obtained, as many as 22 (100%) participants choose the choice of answers to care for the environment, and no participant chooses the answer to scouting and pioneering historical answers with a percentage (0%), which means it can be concluded that the participant has understood the contents of the material provided. The results of testing the hypothesis in this study can be seen in Table 6 below.

Table 6
Comparative hypothesis test results before and after the implementation of the scout care activities

Condition	Mean	Z	Explanation
Before	108.6	-4.06*	Significance
After	120.4		

Note. * $p < .05$ (Significance).

Based on the table above from the results of testing the hypothesis shows that the average value obtained before the implementation of the activities of scouting care amounted to 108.6 and the average value after the implementation of scouting care activities amounted to 120.4. The difference from the average scores before and after the implementation of the scout care activities can be interpreted that there is an increase in prosocial behavior in students. Furthermore,

table 6 above also shows that there are significant differences in prosocial behavior before and after the implementation of scout activities concerned with sig values of (.00 < .05), and Z values (-4.06), so it can be concluded that there are significant differences in prosocial behavior Scout member students of SMAN 4 Bone who are influenced by the implementation of caring boy scout activities.

Discussion

This research proves that there is an increase in prosocial behavior through caring boy scout activities. The results of this study were supported by previous researchers namely [Lusiria and Yusra \(2017\)](#) who stated that caring boy scout training was very effective in improving adolescent prosocial behavior. Furthermore, this training was designed using the principle of caring Boy Scouts, for example educating. Furthermore, the effects arising from Boy Scout training care in improving prosocial behavior, due to the active learning process in the training. Participants not only gain knowledge in the form of material but participants also directly practice from each material provided. These practices are applied interchangeably, thus helping participants to understand the concepts explained ([McMahon et al., 2006](#); [Kirschner & Tomasello, 2010](#)).

This study is also in line with research conducted by [Ruiz-Olivares et al. \(2012\)](#) who found that students who participated in scouting activities had better prosocial behavior than those who did not participate in these activities. [Dewi and Saragih \(2014\)](#) suggested that there were differences in prosocial behavior between students who took part in scout activities at school and those who did not, so it can be said that extracurricular scouting contributed to student prosocial behavior. This is in line with previous research conducted by [Ma et al. \(2007\)](#) who found that the scouting movement had a positive effect on adolescent prosocial behavior.

[Aida et al. \(2018\)](#) argued that by participating in scouting activities it could influence prosocial behavior found in individuals. This argument is reinforced by the research found by [Arifah and Haryanto \(2019\)](#) which shows that scout extracurricular can provide an increase in prosocial behavior in adolescents. The results of the above study are also strengthened by research from [Guèvremont et al. \(2014\)](#) which found that students who always participated in scouting activities could influence and improve their prosocial behavior. Other findings obtained from the study of [Kenanga \(2014\)](#) found that prosocial behavior in students who participated in scout extracurricular activities had a higher prosocial behavior value than students who did not participate in the extracurricular activities, so it can be said that scout extracurricular influences student prosocial behavior.

4 Conclusion

Based on research that has been done, it can be concluded that there is an increase in the prosocial behavior of scout member students after participating in caring boy scout activities. The implementation of caring for boy scouts is a program that can improve prosocial behavior, especially for students who are members of scouts. In subsequent studies, researchers are advised to involve students who are not members of scouts, in order to be able to compare the effects arising from the implementation of caring scout activities. Further researchers are also advised to further develop this research by combining one of the programs in scouting activities, such as through a cultural camp program.

Conflict of interest statement

The authors declared that they have no competing interests.

Statement of authorship

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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