



## **The Effect of Parenting Patterns and Empathy Behavior on Youth Prosocial**

### **Syahril**

Doctoral student, Department of Educational Psychology and Guidance, Universitas Pendidikan Indonesia / lecturer IAIN Bone, Indonesia, [syahril@iain-bone.ac.id](mailto:syahril@iain-bone.ac.id)

### **Syamsu Yusuf**

Department of Educational Psychology and Guidance, Universitas Pendidikan Indonesia, Indonesia, [syamsu@upi.edu](mailto:syamsu@upi.edu)

### **Ilfiandra**

Department of Educational Psychology and Guidance, Universitas Pendidikan Indonesia, Indonesia, [ilfiandra@upi.edu](mailto:ilfiandra@upi.edu)

### **Sofwan Adiputra**

Department of Guidance and Counseling, Universitas Muhammadiyah Pringsewu, Indonesia, [sofwan@konselor.org](mailto:sofwan@konselor.org)

This study aims to find an effect between parenting and empathy for adolescent prosocial behavior. The type of research used throughout this study is ex post facto, researchers tried to take the effect of the dependent variable and examine it retrospectively to establish causes, relationships, associations, or their meanings. In this study, researchers cannot manipulate variables. Researchers only describe what happens to independent variables and looks for information about causal relationships from events. There were 60 respondents selected from class VII of Junior High School, which consisted of 30 men and 30 women, aged 13-14 years. The technique of collecting data uses a questionnaire developed by researchers. The questionnaire was derived from authoritative parenting questionnaires, empathy questionnaires, and prosocial behavior questionnaires. The technique used in the analysis is multiple regression analysis techniques. The results showed that there was a relationship between authoritative parenting and empathy together towards prosocial behavior of 25.1%, while 74.9% were determined by other variables. Authoritative parenting and four positive correlations with adolescent prosocial behavior because children who get attention, discipline, sincere affection from parents and family will have good social behavior.

Keywords: prosocial, parenting patterns, empathy behavior, youth, adolescent, empathy

**Citation:** Syahril, Yusuf, S., Ilfiandra, & Adiputra, S. (2020). The Effect of Parenting Patterns and Empathy Behavior on Youth Prosocial. *International Journal of Instruction*, 13(3), 223-232. <https://doi.org/10.29333/iji.2020.13315a>

## **INTRODUCTION**

Adolescence is a period of transition from childhood to adulthood. Adolescence is often referred to as the search for identity. One of the important characteristics of adolescence is achieving mature relationships with peers. A mature relationship with peers is very important for adolescents because with peer relationships introducing adolescent behavior sharing, cooperating, helping others who all of them can improve the development of their prosocial behavior (Santrock, 2003).

Prosocial behaviors are an aspect of adolescents' positive development (Brittian & Humphries, 2015) and central to human social functioning (Gupta & Thapliyal, 2015). Prosocial behavior is the social competence that every human being must have, especially teenagers (Wentzel & McNamara, 1999). Prosocial behavior is carried out in forms such as charity, friendship, cooperation, helping, rescue, sacrifice, sharing (Brigham, 1991). This form of prosocial behavior is a behavior that parents really expect from their children because prosocial behavior can be seen as a behavior that is needed in maintaining life.

Various factors that influence the development of adolescent prosocial behavior include parenting (Carlo, Fabes, Laible, & Kupanof, 1999) and adolescent empathy (Barr & Higgins, 2009). Parenting contributes to adolescent prosocial development, including parenting with disciplinary techniques (Padilla-Walker, Carlo, Christensen, Yorgason, & Jeremy, 2012).

Study conducted by Eisenberg & Fabes (1998) about the discipline of parents towards their children. The results showed that the more parental discipline towards children increasingly positively correlated with their prosocial behavior. Discipline practices that involve increasing awareness of children's reasoning will develop their adaptive behavior. When practices of positive discipline 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 out parents' messages (Hoffman, 1970).

Parents who apply authoritative parenting, namely parenting that combines support and control at a high level is closely related to adolescent prosocial behavior (Carlo, McGinley, Hayes, Batenhorst, & Wilkinson, 2007). Enforcement of regulations and being accustomed to discussing other people's feelings in a warm environment will encourage adolescent prosocial behavior (Krevans & Gibbs, 1996). In addition, there is also evidence that shows that authoritative parenting can help children become more empathetic, happy to help and be kind to others (Knafo & Plomin, 2006). In contrast, less prosocial behaviour is found among children whose parents are authoritarian, strict, or punitive (Hastings, Utendale, & Sullivan, 2007).

Empathy is a factor that influences prosocial behavior (Decety, Bartal, Uzefovsky, & Knafo-Noam, 2016). Empathy as the ability to put oneself in the position of others so that other people seem to be a part of themselves. Further explained by Baron & Byrne (2005) which state that empathy is the ability to feel the emotional state of others, feel sympathetic, try to solve problems, and take the perspective of others. Empathy allows a person to understand other people's intentions, and to predict behaviors, as well as

emotional experiences caused by their emotions. This also allows people to interact effectively in the social environment. Empathy can be seen through aspects of thinking, fantasy, empathic attention and personal distress (Davis, 1980). This study aims to find an effect between parenting and empathy for adolescent prosocial behavior.

### **LITERATURE REVIEW**

Prosocial behavior is defined as actions aimed at helping others (Eisenberg, Fabes, & Spinrad, 2006) regardless of the helper's motives (Taylor, Peplau, & Sears, 2009). Prosocial behavior is voluntary action by taking responsibility for the welfare of others (Staub, 1978). Furthermore, Batson (1998) defines prosocial behavior as broader behavior than altruistic actions. Someone helping others selflessly, or just doing good is called an altruistic act. Whereas social behavior can be started with altruistic actions to actions motivated by selfishness or personal interests (Taylor, Peplau, & Sears, 2009).

The development of adolescent prosocial behavior begins to develop when adolescents experience puberty because at that time teenagers will experience rapid physical growth as a result of hormonal changes. Physical growth accompanied by an increase in physical strength will enable adolescents to help others (Carlo, Fabes, Laible, & Kupanof, 1999).

The results of the study prove that high prosocial behavior can be obtained through a caring, democratic, authoritative style, characterized by warm, responsive, supportive and open communication practices (Carlo, White, Streit, Knight, & Zeiders, 2018). Someone who has a high level of prosocial behavior will have positive personal and social characteristics such as having moral reasoning, sympathy, self-regulation, trust, low aggression, and harmonious parent-child relationships (Carlo, 2006).

Besides that the impact of puberty is the emergence of sexual activity. Hormonal changes at puberty increase a teenager's sex drive, and interest in sex, especially in men (Udry & Billy, 1987). Increased interest in teenage romantic and sexual relationships can help their prosocial and moral development. This behavior is in the form of helping, caring for, and sharing behavior with partners. According to Eisenberg & Fabes (1991) feelings of love and sexual interest in adolescents can grow and increase their capacity for sympathy and empathy, both of which are important correlates with the development of prosocial and moral behavior.

Authoritative parents are characterized as parents making reasonable and highly responsive demands. They have the right support and guidance for success and independence accompanied by caring, love, and warmth (Wood & Kennison, 2017). In addition they apply discipline fairly and discuss the reasons behind discipline and how to change behavior in the future (McKinney, Morse, & Pastuszak, 2016).

Parents' treatment of children influences children's behavior, including their prosocial behavior (Eisenberg, Fabes, Shepard, Guthrie, Murphy, & Reiser, 1999). The study conducted by (Rothrauff, Cooney, & An, 2009) showed that parenting acquired by adult individuals when they were children, had a large influence even when they were adults. Parenting styles and parenting practices influence children's social development (Darling & Steinberg, 1993).

Empathy has become the theoretical basis of prosocial behavior (Van der Graaff, Carlo, Crocetti, Koot, & Branje, 2018). Empathy is a skill needed to develop prosocial behavior (Roberts & Strayer, 1996). Empathy is needed as a motivator in helping others (Barr & Higgins, 2009). Individual differences in empathy are related to individual differences in prosocial behavior during adolescence and early adulthood (Bierhoif & Rohmann, 2004). Studies in adolescent's highlight the relationship of empathy in girls is stronger than that of boys (Mesurado & Cristina, 2017). These things indicate that prosocial behavior has an important role in community life because it can bring a positive impact on adolescent self-development. In addition prosocial behavior fosters positive traits that benefit children and society (Gupta & Thapliyal, 2015).

## **METHOD**

### **Study Design**

The type of research used throughout this study is ex-post facto, researchers tried to take the effect of the dependent variable and examine it retrospectively to establish causes, relationships, associations, or their meanings (Cohen, Manion, & Morrison, 2007). In ex-post facto research, researchers cannot manipulate variables. Researchers only describe what happens to independent variables and looks for information about causal relationships from events.

### **Sample**

The research was conducted in one of the junior high schools in the city of Makassar. The populations in this study were 300 students. The research sample was 60 students in grade VII of junior high school, consisting of 30 men and 30 women, with ages 13 to 14 years using the Simple Random Sampling technique. At that age, students are in early adolescence.

### **Instrument**

The instrument used to collect data is a questionnaire. The questionnaire was independently developed by researchers. There were three questionnaires used, the first, Questionnaire authoritative patterns measure several indicators, among others: parents are realistic about the ability of children, giving freedom to children to choose an action, be firm and disciplined, provide an explanation of the impact of good and bad deeds, provide encouragement to express opinions, appreciate the success of children (Darling & Stainberg, 1993). The number of items in this questionnaire is 34 items with a validity score range of 0.470 to 0.709, and the Cronbach Alpha reliability index = 0.870; Second, empathy questionnaires that measure aspects of thinking, fantasy, empathic attention and personal distress (Davis, 1980). The number of items is 25 items with a validity score range of 0.325 to 0.809, and the Cronbach Alpha reliability index = 0.906, and third, prosocial behavior questionnaire, which measures aspects of charity, friendship, cooperation, helping, salvation, sacrifice, and sharing (Brigham, 1991) is 35 items with a validity score range of 0.405 to 0.785, and the Cronbach Alpha reliability index = 0.856.

### **Analysis**

Furthermore, after the data is collected, data analysis is performed using multiple-regression analysis. This analysis is used to determine whether there is a relationship

between two independent variables or more to one dependent variable (Shavelson, 1988).

### FINDINGS

Multiple-regression analysis in this study was carried out with several steps, namely: (1) calculating the linear regression equation and the significance test of the regression equation coefficient, (2) the significance test of multiple regression equations, and (3) testing the significance of multiple correlation coefficients (Shavelson, 1988).

The results of the linear regression equation and the significance test of the regression equation coefficients can be seen in table 1.

Table 1  
Coefficients

| Model                  | Unstandardized Coefficients |            | Standardized Coefficients |       |      |
|------------------------|-----------------------------|------------|---------------------------|-------|------|
|                        | B                           | Std. Error | Beta                      | t     | Sig. |
| 1 (Constant)           | 45.674                      | 14.121     |                           |       | .002 |
| Empathy                | .738                        | .198       | .444                      | 3.738 | .000 |
| 2 (Constant)           | 33.853                      | 14.948     |                           | 2.265 | .027 |
| Authoritative patterns | .127                        | .063       | .234                      | 2.020 | .048 |
| Empathy                | .742                        | .192       | .446                      | 3.857 | .000 |

In column B a constant is obtained  $b_0 = 33,853$ , regression coefficient  $b_1 = 0,127$ , dan  $b_2 = 0,742$ . So that the double linear regression equation is  $Y = 33,853 + 0,127X_1 + 0,742X_2$

Hypothesis:  $H_0 : \beta_1 \leq 0$  vs  $H_a : \beta_1 \geq 0$  and  $H_0 : \beta_2 \leq 0$  vs  $H_a : \beta_2 \geq 0$ . From the results of the analysis in table 1 shows the statistical prices for authoritative parenting variable coefficients namely  $t_{it} = 2,020$  dan  $p\text{-value} = 0,048/2 = 0,024 < 0,05$  atau  $H_0$  rejected, which means that authoritative parenting has a positive correlation with adolescent prosocial behavior. Furthermore, the statistical price for the coefficient of the empathy variable is  $t_{it} = 3,857$  dan  $p\text{-value} = 0,000/2 = 0,000 < 0,05$ , atau  $H_0$  is rejected which means that empathy is positively correlated with adolescent prosocial behavior.

The next step is a test analysis of the significance of multiple regression equations. The results can be seen in table 2.

Table 2  
ANOVA

| Model |            | Sum of Squares | Df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 2348.033       | 1  | 2348.033    | 13.976 | .000 <sup>a</sup> |
|       | Residual   | 9576.543       | 57 | 168.010     |        |                   |
|       | Total      | 11924.576      | 58 |             |        |                   |
| 2     | Regression | 2998.133       | 2  | 1499.066    | 9.404  | .000 <sup>b</sup> |
|       | Residual   | 8926.443       | 56 | 159.401     |        |                   |
|       | Total      | 11924.576      | 58 |             |        |                   |

The results of the analysis in table 2 obtained  $F_{\text{count}} = 9,404$  and  $p\text{-value} = 0,000 < 0,05$  or  $H_0$  rejected. This means that there is a linear correlation between authoritative parenting variables and empathy for adolescent prosocial behavior. This means there is a correlation together (simultaneously) authoritative parenting and empathy for adolescent prosocial behavior.

The significance of the multiple correlations coefficient-test results can be seen in table 3.

Table 3  
Model Summary

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics |          |     |     |               |
|-------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
|       |                   |          |                   |                            | R Square Change   | F Change | df1 | df2 | Sig. F Change |
| 1     | .444 <sup>a</sup> | .197     | .183              | 12.962                     | .197              | 13.976   | 1   | 57  | .000          |
| 2     | .501 <sup>b</sup> | .251     | .225              | 12.625                     | .055              | 4.078    | 1   | 56  | .048          |

From the results of table 3 found  $(R_y) = 0,501$  dan  $F_{\text{count}} = 4,078$ , and  $p\text{-value} 0,048 < 0,05$  or  $H_0$  rejected. Thus, the multiple correlation coefficient between X1 and X2 with Y is significant. While the coefficient of determination is indicated by  $R_{\text{Square}} = 0.251$  which implies that 25.1% of the prosocial behavior variable (Y) can be explained by competence (X1) and (X2), so it can be concluded that there is a relationship between authoritative parenting and empathy together towards Prosocial behavior is 25.1%, while 74.9% is determined by other variables.

## DISCUSSION

The results showed that authoritative parenting behavior correlated with students' prosocial behavior. The results from this study are in accordance to the results of Rothrauff, Cooney, & An (2009) study that parents tend to be warm, and sensitive, and show responses and expectations of children's behavior, which are appropriate for the child's age. Authoritative parenting is the most closely associated parenting behavior of children when compared to authoritarian parenting or neglect parenting (Baumrind, 1991).

Barber, Stolz, & Olsen, (2005) describe two main dimensions of parenting that contribute to adolescent prosocial behavior namely parental warmth and parental control. The warmth of parents can be defined as being positive, responsive, and support in parent-child relationships. Conversely, parental control refers to the level of violence, rules of conduct, and expectations given to children by parents. Warm and supportive parents are seen as important resources associated with positive developmental outcomes, while parents are too controlling for negative developmental outcomes.

Emotional conditions in the family can affect adolescent prosocial behavior. Children and adolescents who get love from parents from childhood will have prosocial behavior and are able to control their emotions compared to children of parents who are less responsive (Hasenfratz & Knafo, 2015). Affection from parents will affect the development of children to adulthood. Popular children and adolescents tend to get full affection from parents compared to unpopular children (Garcia & Gracia, 2009).

Therefore, the importance of parental love for their children because children who are raised with affection tend to be happy people. Happy people will behave prosocially (Walker, 2007).

The results from other studies reveal that empathy is a predictor of prosocial behavior. The findings of this study are in accordance with the study of Davidov, Zahn-Waxler, Roth-Hanania, & Knafo (2013) which revealed that empathy helps someone understand the emotions of others, which in turn understanding will support the formation of social communication, altruism, and prosocial behavior. Empathy will encourage someone to take action to help others, which does not only reduce but eliminate the suffering of others (Hetherington, 1993).

Empathy is not just understanding other people's feelings, but more importantly, conveying those feelings accurately both through oral communication and body language and manifested under the form of prosocial behavior such as sharing, entertaining, and making things comfortable (Cotton, 1992).

The development of adolescent empathy in influencing prosocial behavior can be done by identifying other people's prosocial behavior. Through the identification of other people's behavior will appear the desire of teenagers to help others. Helping others enable teens to be sensitive to the situation around them and to care for those who need it (Worzby, O'Rourke, & Dandeneau, 2003)

The results of this study have provided important information about predictors of adolescent prosocial behavior, but this study has several limitations. First, the research variables consisted of only two independent variables as predictors of early adolescent prosocial behavior. Therefore, in the future, this research can be continued by examining several other variables as predictors that are related to adolescent prosocial behavior, for example, peers, culture, religiosity, media, and so on; Second, the location and sample from the study. This research was conducted in one school with a sample of 60 students. So, for further research, it can be carried out in several schools with more participants so that the results of the study can be broadly generalized.

## **CONCLUSIONS**

Based on the results from the research and the results from previous studies, it can be concluded that there is a relationship between authoritative parenting for adolescent prosocial behavior. This correlation occurs because, in this upbringing, children will get attention, discipline, sincere affection from parents and family. Children who get attention and affection, in general, are happy children and tend to have high prosocial behavior.

Empathy is one of the factors that contribute to adolescent prosocial behavior because empathy is an emotion that encourages someone to help others by understanding the feelings, needs, and suffering of others. With this understanding, teenagers will be moved to help people who experience suffering or difficulties.

The results of this study provide recommendations to parents, teachers and related parties to provide attention and affection to adolescents so that they can improve their prosocial behavior. Teenagers that have high social behavior tend to have positive personal and social characteristics so that moral reasoning, sympathy, self-regulation,

trust in others, and parent-child relationships are at a good level. In this study, researchers cannot manipulate variables. Researchers only describe what happens to independent variables and looks for information about causal relationships from events.

#### **ACKNOWLEDGEMENTS**

The writers would like to express their gratitude to the Indonesian government, especially the MORA Scholarship in funding this research and Indonesia University of Education (UPI) for permitting we to conduct a development research in the education field.

#### **REFERENCES**

- Barber, B. K., Stolz, H. E., Olsen, J. A., Collins, W. A., & Burchinal, M. (2005). Parental support, psychological control, and behavioral control: Assessing relevance across time, culture, and method. *Monographs of the Society for Research in Child Development*, 70(4), 1-147.
- Baron, R. A., & Byrne, D. (2005). *Psikologi sosial*. Jakarta: Erlangga.
- Barr, J. J., & Higgins-D'Alessandro, A. (2009). How adolescent empathy and prosocial behavior change in the context of school culture: a two-year longitudinal study. *Adolescence*, 44(176), 751-772.
- Batson, C. D. (1998). Altruism and prosocial behavior. In D. T. Gilbert, S.T Fiske, & G. Lindzey (Eds.) *Handbook of social psychology and social* (p. 282–316). Boston: McGraw.
- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *The Journal of Early Adolescence*, 11(1), 56-95.
- Bierhoff, H. W., & Rohmann, E. (2004). Altruistic personality in the context of the empathy–altruism hypothesis. *European Journal of Personality*, 18(4), 351-365.
- Brigham, J. C. (1991). *Social psychology*. New York: Harper Collins Publication
- Brittian, A. S., & Humphries, M. L. (2015). Prosocial behavior during adolescence. In J. D. Wright (Ed.), *International encyclopedia of the social & behavioral sciences* (pp.221-227). Oxford: Elsevier.
- Carlo, G. (2006). Care-based and altruistically based morality. In M. Killen, & J. G. Smetana (Eds). *Handbook of moral development* (pp. 551–579). Mahwah, NJ: Lawrence Erlbaum.
- Carlo, G., Fabes, R. A., Laible, D., & Kupanoff, K. (1999). Early adolescence and prosocial/moral behavior II: The role of social and contextual influences. *The Journal of Early Adolescence*, 19(2), 133-147.
- Carlo, G., McGinley, M., Hayes, R., Batenhorst, C., & Wilkinson, J. (2007). Parenting styles or practices? Parenting, sympathy, and prosocial behaviors among adolescents. *The Journal of genetic psychology*, 168(2), 147-176.
- Carlo, G., White, R. M., Streit, C., Knight, G. P., & Zeiders, K. H. (2018). Longitudinal relations among parenting styles, prosocial behaviors, and academic outcomes in US Mexican adolescents. *Child development*, 89(2), 577-592.



- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. New York: Routledge
- Cotton, K. (1992). *Developing empathy in children and youth*. Northwest Regional Educational Laboratory.
- Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological bulletin*, 113(3), 487.
- Davidov, M., Zahn-Waxler, C., Roth-Hanania, R., & Knafo, A. (2013). Concern for others in the first year of life: Theory, evidence, and avenues for research. *Child Development Perspectives*, 7(2), 126-131.
- Davis, M. H. (1980). A multidimensional approach to individual differences in empathy. *JSAS Catalog of Selected Documents in Psychology*, (10), 85-96.
- Decety, J., Bartal, I. B. A., Uzefovsky, F., & Knafo-Noam, A. (2016). Empathy as a driver of prosocial behaviour: Highly conserved neurobehavioural mechanisms across species. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 371(1686), 20150077.
- Eisenberg, N., & Fabes, R. A. (1991). Prosocial behavior and empathy: A multimethod developmental perspective. In M. S. Clark (Ed.), *Review of personality and social psychology*, Vol. 12. Prosocial behavior (pp. 34-61). Thousand Oaks, CA: Sage Pub.
- Eisenberg, N., & Fabes, R. A. (1998). Prosocial development. In W. Damon (Series Ed.) & N. Eisenberg (Vol. Ed.), *Handbook of child psychology*. Vol. 3: Social, emotional, and personality development (pp. 701-778). New York: John Wiley.
- Eisenberg, N., & Fabes, R. A., & Spinrad, T. L. (2006). Prosocial development. In N. Eisenberg & W. Damon (Eds.), *Handbook of child psychology*. Vol. 3. Social, emotional, and personality development (pp. 646-718). New York: Wiley.
- Eisenberg, N., Fabes, R. A., Shepard, S. A., Guthrie, I. K., Murphy, B. C., & Reiser, M. (1999). Parental reactions to children's negative emotions: Longitudinal relations to quality of children's social functioning. *Child development*, 70(2), 513-534.
- Garcia, F., & Gracia, E. (2009). Is always authoritative the optimum parenting style? Evidence from Spanish families. *Adolescence*, 44(173), 101-131.
- Gupta, D., & Thapliyal, G. (2015). A study of prosocial behaviour and self concept of adolescents. *Journal on Educational Psychology*, 9(1), 38-45.
- Hasenfratz, L., & Knafo, A., (2015). Prosocial behavior, effects of parenting and family structure on. *Int Encyclopedia of the Social & Behavioral Sciences*, 19, 244-249.
- Hastings, P. D., Utendale, W. T., & Sullivan, C. (2007). The socialization of prosocial development. In J. E. Grusec, & P. D. Hastings (Eds.), *Handbook of socialization: Theory and research* (pp. 638-664). New York, NY: Guilford Press.
- Hetherington, E. M. (1993). An overview of the Virginia longitudinal study of divorce and remarriage with a focus on early adolescence. *J of family psychology*, 7(1), 39.
- Hoffman, M. L. (1970). Moral development. In P. H. Mussen (Ed.), *Carmichael's manual of child development*. Vol. 2 (pp. 261-359). New York: Wiley.

- Knafo, A., & Plomin, R. (2006). Prosocial behavior from early to middle childhood: genetic and environmental influences on stability and change. *Developmental Psychology, 42*(5), 771.
- Krevans, J., & Gibbs, J. C. (1996). Parents' use of inductive discipline: Relations to children's empathy and prosocial behavior. *Child development, 67*(6), 3263-3277.
- McKinney, C., Morse, M., & Pastuszak, J. (2016). Effective and ineffective parenting: Associations with psychological adjustment in emerging adults. *Journal of Family Issues, 37*(9), 1203-1225.
- Mesurado, B., & Richaud, M. C. (2017). The relationship between parental variables, empathy and prosocial-flow with prosocial behavior toward strangers, friends, and family. *Journal of Happiness Studies, 18*(3), 843-860.
- Padilla-Walker, L. M., Carlo, G., Christensen, K. J., & Yorgason, J. B. (2012). Bidirectional relations between authoritative parenting and adolescents' prosocial behaviors. *Journal of Research on Adolescence, 22*(3), 400-408.
- Roberts, W., & Strayer, J. (1996). Empathy, emotional expressiveness, and prosocial behavior. *Child development, 67*(2), 449-470.
- Rothrauff, T. C., Cooney, T. M., & An, J. S. (2009). Remembered parenting styles and adjustment in middle and late adulthood. *Journals of Gerontology Series B: Psychological Sciences and Social Sciences, 64*(1), 137-146.
- Santrock, J.W. (2003). *Adolescent- Perkembangan Remaja*. Jakarta: Erlangga.
- Shavelson, R. J. (1988). *Statistical reasoning for the behavioral sciences*. Allyn and Bacon.
- Staub, E. (1978). *Positive behavior dan morality: Socialization and development*. New York: Academic Press.
- Taylor, S. E., Peplau, L. A., & Seras, D. O. (2009). *Social psychology*. New Jersey: Pearson Education-Prentice Hall.
- Udry, J. R., & Billy, J. O. (1987). Initiation of coitus in early adolescence. *American Sociological Review, 52*(6), 841-855.
- Van der Graaff, J., Carlo, G., Crocetti, E., Koot, H. M., & Branje, S. (2018). Prosocial behavior in adolescence: gender differences in development and links with empathy. *Journal of youth and adolescence, 47*(5), 1086-1099.
- Walker, M. (2007). Happy-people-pills and prosocial behavior. *Philosophica, 71*, 93-111.
- Wentzel, K. R., & McNamara, C. C. (1999). Interpersonal relationships, emotional distress, and prosocial behavior in middle school. *The Journal of Early Adolescence, 19*(1), 114-125.
- Wood, E. E., & Kennison, S. M. (2017). Young children's risk-taking: Mothers' authoritarian parenting predicts risk-taking by daughters but not sons. *Child Development Research, 2017*, 1-8.
- Worzbyl, J. C., O'Rourke, K., & Dandeneau, C. (2003). *elementary school counseling a commitment to caring and community building*. New York: Brunner-Routledge.