

Determining Factors of Prosocial Behavior in Adolescents in Semarang City

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Abstract. The determinants of adolescents' prosocial behavior prioritize the welfare of others. In this context, cooperation (gotong royong), as a reflection of prosocial behavior, is a core cultural value and part of Indonesian identity. This research aims to examine the role of empathy in mediating the relationship between peer social support and democratic parenting styles with adolescents' prosocial behavior. A quantitative survey was conducted using several instruments, namely Scenario-Based Prosocial Intention Questionnaire (SBPIQ), Empathy Scale, Parental Democratic Parenting Scale, and Peer Social Support Scale. This research included 621 adolescents aged 12–18 years in Semarang, selected through convenience sampling. Data were analyzed using CB-SEM with Mplus software version 8.3. The results showed that democratic parenting styles, peer social support, and empathy significantly influenced prosocial behavior. Furthermore, empathy played a mediating role in the relationship between parenting styles and peer support with adolescents' prosocial behavior.

Keywords: Prosocial Behavior, Parenting, Social Support, Empathy

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Introduction

As social beings, humans require reciprocal interaction, including prosocial conduct, which constitutes moral behavior. This behavior is carried out to produce good and fair outcomes (Schulman, 2002) and show social responsiveness to the needs and interests of others. Prosocial behavior, defined as voluntary actions intended to benefit others, includes acts such as assistance, sharing, cooperation, and providing comfort. During adolescence, the manifestations become increasingly important, influenced by the concurrent development of empathy, social cognition, and evolving group norms. Research results regarding the developmental trajectory of prosocial behavior in adolescence present a strong perspective. Eisenberg et al. (2007) reported a linear increase in prosocial behavior in the period. Conversely, other investigations, including Cirimele et al. (2024), stated that fluctuations often showed an initial increase in early adolescence followed by a subsequent decrease. Gender plays a role in shaping prosocial behavior, with adolescents' females generally reporting higher levels

of both prosocial behavior and empathy compared to the male counterparts (Van der Graaf et al., 2018).

Differences in prosocial behavior between Generation Z adolescents (born approximately 1997–2012) and previous generations (Generation Y/Millennials or Generation X) can be understood through changing social values, technological influences, and cultural dynamics shaping personalities and behaviors. The current adolescents are digital natives who grew up with the internet and social media. Prosocial behaviors online are considered, such as providing emotional support, fundraising, or spreading awareness through digital campaigns. Previous generations tended to engage in prosocial behaviors face-to-face, such as helping others or volunteering in local communities (Amanah, 2024). Generation Z adolescents are more globally minded, with a strong concern for social and environmental justice. However, these individuals tend to channel prosocial behaviors through digital media. Previous generations reported more conventional and relational prosocial behaviors, such as helping others directly in person (Iwasa et al., 2023).

A survey in Semarang City reported a decline in aprosocial behavior in most adolescents. An initial survey of 45 adolescents was carried out by sharing cases, including stories about moral dilemmas, to determine the level of prosocial behavior. The analysis showed that most adolescents' results were still low. A case research described a hypothetical scenario of a traffic accident in route to school before an examination. The accident's victim was identified as a friend of adolescents. The majority did not support the provision of assistance to the victim, selecting instead to proceed to school. These results suggest increased levels of individualism and a deficit in prosocial behavior among cohort.

Several models of prosocial behavior have been reported. According to [de Guzman et al. \(2012\)](#), social support can directly influence altruistic prosocial tendencies, mediated by empathy, perspective-taking, and self-efficacy. The source of social support primarily comes from close family. [Spataro et al. \(2020\)](#) explained that empathy influenced the development of prosocial behavior in children aged 8-12 years. The model developed by [Li et al. \(2022\)](#) showed that empathy moderated the relationship between moral enhancement and prosocial behavior. In this context, moral enhancement positively predicts prosocial behavior among individuals with low empathy. Based on research by [Pang et al. \(2022\)](#), gratitude mediates the relationship between empathy and prosocial behavior among college students in China. The research suggests that empathy can play a direct role as well as a mediator and moderator.

According to [French et al. \(2013\)](#), prosocial behavior model suggests that parental warmth, religiosity, and interactions influence adolescents' behavior. [Cuadrado and Tabernero \(2015\)](#) explained that individuals tended to behave prosaically toward group members when feeling good. A relationship exists between positive affective balance and stronger prosocial behavior in teams, characterized by higher levels of efficacy and increased trust. The relevance of team trust has a stronger influence on behavior than team prosocial efficacy. [Luo et al. \(2023\)](#) indicated that school climate, perceived social support, psychological resilience, and prosocial behavior were all positively correlated. Perceived social support and psychological resilience can independently mediate the relationship between school climate and prosocial behavior. These two mediating variables develop a chain mediation effect to influence the relationship between school climate and prosocial behavior, as supported by [Selomo et al. \(2020\)](#) and [Baron and Byrne \(2005\)](#).

Prosocial behavior develops due to the influence of internal factors, such as empathy, in driving a person's motivation to help. Batson's theory of the Empathy-Altruistic Hypothesis ([Batson et al., 1997](#),

2014) explains that individuals engage in prosocial behavior because of altruistic prosocial motivation to improve the welfare of others. This view is in line with Kohlberg's theory of moral development, where individuals entering the post-conventional moral stage will help due to the importance of the rights and welfare of others. Helping behavior is shown because of personal moral principles about justice and universal compassion. An individual's motivation to offer assistance stems from empathy, rather than desire for social recognition or to circumvent social pressure. Even though empathy is not explicitly addressed in Kohlberg's theory, the variable is regarded as an internal mechanism that facilitates moral development. Hoffman (in [Eisenberg et al., 2007](#)) stated that moral development provided a framework of values used to structure expressions of empathy into real prosocial actions.

Based on the content analysis results in a Systematic Literature Review by [Lasmiyati et al. \(2023\)](#), social influence, cognitive development, moral socialization, empathy, and self-regulation are factors associated with prosocial behavior in adolescents. Empathy plays a crucial role in the relationship between perspective-taking and prosocial behavior. The family environment is also important in shaping adolescents' prosocial behavior. Positive parenting, acceptance, and interactions between parents and children are associated with increased prosocial behavior.

An individual who can understand and feel the circumstances, experiences, and feelings of others has empathy ([Hanurawan, 2018](#)); Staub ([Dayakisini & Hudaniah, 2015](#)) and prosocial behavior ([Eisenberg et al., 2010](#)). Prosocial behavior of adolescents with strong empathy will be better because the variable can move someone to help others ([Baron & Byrne, 2005](#)). Individuals are motivated to help others due to genuine concern and empathy. Empathy, which includes understanding and sharing the emotional experiences of others, plays a major role in the empathy-altruism hypothesis. Individuals with higher levels of empathy do engage in prosocial behavior due to increased emotional responsiveness and concern for others ([Eisenberg et al., 2010](#)). Furthermore, empathy plays an important role as a mediator between parental care and social support from peers on prosocial behavior ([Mufidah et al., 2021](#)).

Prosocial behavior is achieved through socialization, which allows individuals to develop beliefs, values, social norms, and practices ([Göncü and Gauvain in Brittian & Humphries, 2015](#)). Parents are important socialization agents for adolescents in learning to show prosocial behavior ([Carlo et al., 2007](#)). Socialization related to prosocial behavior occurs through parenting practices. Parental

socialization also plays a crucial role in increasing sympathy and indirectly encouraging prosocial behavior. Adolescents' prosocial attitudes need to be optimized by increasing interactions through social processes, specifically with parents.

The family is a place of learning and a reflection of every human life, including adolescents. Adolescents' behavior toward others in social interactions is inseparable from experiences in the family. Adolescents' attitudes toward their social environment reflect their attitudes toward growing up in the family. Parenting styles influence adolescents' personality development and perspectives on life events. The behaviors shown by parents are learned and imitated by children/adolescents (Tridhonanto, 2014).

According to Lestari (2018), family is a place where children grow and develop physically, emotionally, spiritually, and socially. Hasiana (2021) reported that research showed a significant correlation between parenting styles and adolescents' prosocial behavior. Therefore, implementing parenting styles can increase prosocial behavior in adolescents. Parents play a crucial role in shaping children's prosocial behavior. The parenting, guidance, education, supervision, and communication of parents can serve as role models for prosocial behavior of children (Lovedly, 2020). In this context, adolescents' prosocial behavior can develop effectively when parents provide optimal education, care, and guidance. However, this situation remains prevalent in society, allowing adolescents to focus on their lives and enjoy the online world. Prosocial behavior of adolescents is a serious concern that requires intensive parenting.

A parenting style that prioritizes children's rational thinking is democratic (Tridhonanto, 2014). Putri and Rustika (2017) stated that democratic parents strived to establish the quality and standards of children's future behavior. Parents provide opportunities for children to enjoy, take on tasks, have freedom, and assume responsibility, as well as achieve autonomy and discipline. Democratic parenting is expected to correlate with adolescents' positive development and self-evaluation, increased self-esteem, adaptability, and positive social behavior in the community.

Peers represent another social context that plays a role in prosocial behavior (Brittian & Humphries, 2015). Furthermore, peers influence prosocial behavior of adolescents and other friends. This shows that the attitude and behavior of the group significantly influence and impact prosocial behavior. Peer support has both positive and negative effects on prosocial behavior (Wentzel et al., 2007; Mufidah et al., 2021). Adolescents who associate with peers exhibiting positive or negative behavior will influence and develop habits. Understandably, adolescents are more

preoccupied with the internet and the online world because of peers.

Based on these issues, the excessive use of the internet and social media can contribute to increased individualism. Adolescents are more comfortable interacting through media than in person. Individualism can impede adolescents' fulfillment of expected social roles, as reported by a decline in cooperative behavior, which manifests as a reduction in prosocial behavior (Lestari & Partini, 2015). Adolescents are often indifferent to others or reluctant to engage in prosocial behavior. Besides the factors described, prosocial behavior in adolescents is also influenced by emotional intelligence and religiosity (Genisa et al., 2021) as well as self-esteem (Rahmani et al., 2022). Meanwhile, online prosocial behavior is influenced by social media use, moral identity, empathy, and social self-efficacy (Shodiq et al., 2024). Based on several theories and research, factors influencing prosocial behavior include emotional intelligence, religiosity of children and parents, empathy, perspective-taking, self-efficacy, social identity, self-esteem, social support, parenting style, parental warmth, peer influence, and interactions.

Prosocial behavior is crucial for research to understand the impact on individual differences, development, well-being, interpersonal relationships, and group functioning (van Tongeren et al., 2016). A democratic parenting style is characterized by warmth, open communication, and clear boundaries. The process can improve empathy in adolescents since the variable cultivates a sense of being understood while simultaneously comprehending others through the empathetic modeling shown by parents. This parenting style also provides space for children to develop perspective-taking to view events from the point of others. Emotional support from peers improves a sense of security and openness, allowing adolescents to share and understand feelings. Supportive interactions enhance the ability to empathize and engage in mutually supportive relationships.

A democratic parenting style and social support from peers can develop empathy in adolescents. Empathy is consistently connected to increased prosocial behavior, such as helping, sharing, and caring for others. An individual is more internally motivated to act for the good of others when experiencing empathy, despite the close connection to technology in daily life. The research design integrates internal factors, specifically empathy, to mediate the effect of external factors on peer social support and democratic parenting. Therefore, this research is conducted to re-examine the role of empathy in mediating the relationship between peer social support and democratic parenting on prosocial behavior in adolescents. The results are expected to provide

scientific explanations and expand the development of psychology, specifically in the areas of Developmental and Social Psychology, regarding the role of democratic parenting, social support, and empathy on prosocial behavior. The proposed hypothesis is that peer social support and democratic parenting can predict prosocial behavior directly and indirectly through empathy.

Methods

This research used quantitative methods with 621 students aged 12–18 years who attended junior and senior high schools in Semarang City. These students were obtained using convenience sampling, a non-probability method based on the availability of samples in the field (Adnyana, 2021). The age range of 12–18 years was selected based on the understanding that individuals in adolescents' period are predisposed to explore various activities in pursuit of identity formation, as reported by Erikson's psychosocial development stage of Identity vs. Role Confusion (Santrock, 2012). The questionnaire, in the form of a Google Form link, was distributed directly to respondents in class during the Guidance and Counseling subject.

Table 1
Description of Research Respondents

Demography		Frequency N=621	%
Age	12	13	2.09
	13	91	14.65
	14	112	18.04
	15	135	21.74
	16	145	23.35
	17	90	14.49
	18	35	5.64
Gender	Male	331	53.31
	Female	290	46.69

Out of 621 respondents, 53.31% were male and lived in Semarang City, and 23.35% were 16 years old. To measure prosocial behavior, the research used Scenario-Based Prosocial Intention Questionnaire (SBPIQ) (Ampuni & Buwono, 2022). This questionnaire was scenario-based and applied the construct of prosocial behavior used by Jackson and Tisak (in Ampuni & Buwono, 2022). Prosocial behavior was categorized into four forms, namely helping, sharing, entertaining, and cooperating. This questionnaire consisted of 10 scenarios written with the theme of prosocial situations based on observations commonly encountered in the daily lives of children and adolescents. Since the questionnaire was scenario-based, SBPIQ items were embedded in the scenarios.

Each scenario was followed by items representing the four subscales of prosocial behavior, namely helping, sharing, entertaining, and cooperating. Each prosocial scenario starts with a situation, "Scout camp: Your school is holding a scout camp at the campground around Prambanan Temple. This activity is conducted over three days, from Friday to Sunday. At this camp, each team will be assessed and compete to find the best one." The main scenario was followed by sub-scenarios representing prosocial dimension, for example, "The stove belonging to the team camping next to you is broken. They cannot cook food for the judges. Your team happened to bring two stoves. However, you feel it is necessary to have a spare stove in case the other one suddenly breaks. Would you share one stove with the team next to you?". At the end of each sub-scenario, participants were asked to rate the likelihood of engaging in helping, sharing, entertaining, and cooperating behaviors from a four-point scale of no (1), unlikely (2), likely (3), to definitely (4). CFA test results were RMSEA = .069, CFI = .89, TLI = .88, and SRMR = .045, confirming the validity of the items. The Cronbach's Alpha reliability for this scale was .914.

Empathy was measured by the Empathy Scale based on Davis's aspects (Mesurado & Richaud, 2017). This scale consisted of four aspects, namely perspective taking, fantasy, empathic concern, and personal distress, each with eight items. The response scale for favorable items ranged from 1 (Very Inappropriate) to 5 (Very Appropriate). For instance, the item "I can imagine how sad people are affected by floods" would be rated on this scale. Conversely, for unfavorable items, the scale ranges from 1 (Very Appropriate) to 5 (Very Inappropriate). An example of such an item is "Sometimes I have difficulty understanding what others are saying because I have not experienced it". The results of CFA test (RMSEA = .058, CFI = .956, TLI = .939, and SRMR .033) confirmed the validity of the item. The Cronbach's Alpha reliability for this scale was .713.

Peer social support was measured using the Peer Support Scale, based on aspects outlined by Lam (2019). This scale consisted of four emotional supports, namely esteem, network, informational, and tangible, with 12 items. For favorable items, the response scale ranged from 1 (Very Unsuitable) to 5 (Very Suitable). An example of this item is, "When I have problems, my friends give me encouragement." Conversely, for unfavorable items, the scale is reversed, ranging from 1 (Very Suitable) to 5 (Very Unsuitable). An example of this type of item is, "No one wants to invite me to join an activity." The results of CFA test (RMSEA = .078, CFI = .940, TLI = .927, and SRMR .036) confirmed the validity of the item. The Cronbach's Alpha reliability for this scale was .907.

Democratic Parenting was measured using the Democratic Parenting Scale based on the conclusions of aspects from Syamaun (2012) and Tridhonanto (2014). This scale consisted of four characteristics, namely sensitivity and acceptance of children, giving positive appreciation without being artificial, being sincere in facing problems, and being realistic about children's abilities. The answer choices on this scale ranged from 0 (Never) to 4 (Always) for favorable items. For unfavorable items, the response scale ranged from 0 (Always) to 4 (Never). An example of an item on this scale is: "I am involved in making family rules, for example, prohibiting watching TV during study hours." Another example is: "My parents just let me play with my cellphone all day long." The results of CFA test (RMSEA = .075, CFI = .962, TLI = .941, and SRMR .043) confirm the validity of the item. The Cronbach's Alpha reliability for the scale was .859, and the data were analyzed using CB-SEM with Mplus software version 8.3. The model was said to be fit according to the following criteria of CFI > .95, TLI > .90, RMSEA < .06, and SRMR < .08 (Wang & Wang, 2020).

Results and Discussion

Results

Table 2 shows a detailed overview of the descriptive statistics for each variable. The categorization of each variable influencing prosocial behavior of adolescents in Semarang was reported. This categorization calculation was conducted to determine the frequency distribution of students based on the level of each variable.

Table 2
Categorization of Research Variables (N=621)

Category	Variable			
	Prosocial Behavior	Empathy	Peer Social Support	Democratic Parenting
Low	25 (4 %)	1 (0.2%)	22 (3.5%)	89 (13.3%)
Medium	197 (64.3%)	122 (19.6%)	255 (41.1%)	358 (57.6%)
High	399 (3.5%)	498 (80.2%)	344 (55.4%)	174 (28.09%)

For all variables, namely prosocial behavior, empathy, and peer social support, most respondents were in the high category. However, in democratic parenting, most respondents were in the medium category. The observed variations arise from the subjective interpretations adolescents hold regarding parents' democratic parenting practices. These practices include parental sensitivity, acceptance of children, the provision of sincere positive appreciation,

candidness in addressing difficulties, and a realistic assessment of aptitude.

The results of the statistical analysis reported that the theoretical model fit the empirical data (RMSEA = .052, CFI = .851, TLI = .843, and SRMR = .064), as shown in Table 3 and Figure 1. Table 3 reports the standard estimates for direct and indirect effects. The direct effect of empathy ($\beta = .047$, $t\text{-value} = 11.184 > 1.96$, $p < .005$), peer social support ($\beta = .128$, $t\text{-value} = 3.073 > 1.96$, $p < .005$), and democratic parenting ($\beta = .176$, $t\text{-value} = 4.545 > 1.96$, $p < .005$) on prosocial behavior in adolescents was significant. Furthermore, the direct effect of peer social support ($\beta = .359$, $t\text{-value} = 8.428 > 1.96$, $p < .005$) and democratic parenting ($\beta = .193$, $t\text{-value} = 4.320 > 1.96$, $p < .005$) on empathy was significant.

The results of the indirect effect analysis show that empathy plays a role as a mediator between peer social support and prosocial behavior in adolescents. The indirect effect of peer social support on prosocial behavior with empathy as a mediator is significant ($\beta = .168$, $t\text{-value} = 6.482 > 1.96$, $p < .005$). Empathy plays a role as a mediator between democratic parenting and prosocial behavior. The indirect effect of democratic parenting on prosocial behavior with empathy as a mediator is significant ($\beta = .09$, $t\text{-value} = 4.035 > 1.96$, $p < .005$).

Discussion

This research examines the influence of peer social support and democratic parenting on prosocial behavior in adolescents through empathy. The results show that the proposed theoretical model is appropriate to the empirical data. Therefore, empathy can mediate the relationship between peer social support and democratic parenting as well as prosocial behavior in adolescents. The contribution of peer social support and democratic parenting increases when mediated by positive adolescents' development. Additionally, the contribution of peer social support and democratic parenting increases when mediated by empathy. The results show the importance of empathy in developing prosocial behavior in adolescents.

Prosocial behavior in adolescents can develop by increasing the role of parents, specifically in implementing democratic parenting patterns, peer social support, and empathy. The role of democratic parenting and social support from parents and peers has an indirect effect on prosocial behavior through empathy. These variables have a greater effect on adolescents' social behavior when mediated by empathy.

Moral development in adolescents is related to psychosocial development, human personality, and changes in individual interaction with others. Therefore

Table 3
Direct and Indirect Influence

	β	S.E.	t-value	p-value
EM-PSB	.470	.042	11.184	.000
PSS-PSB	.128	.042	3.073	.002
DP-PB	.176	.039	4.545	.000
PSS-EM	.359	.045	8.428	.000
DP-EM	.193	.043	4.320	.000
PSS-EM-PSB	.168	.026	6.482	.000
DP-EM-PSB	.090	.022	4.035	.000

PSS: Peer social support, DP: Democratic parenting, EM: Empathy, and PSB: Prosocial behavior

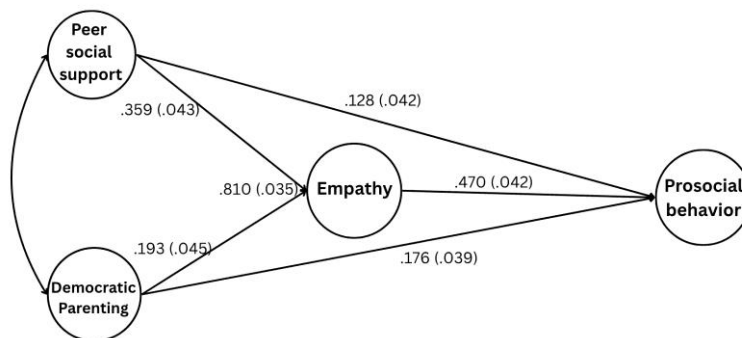


Figure 1. Results of CB-SEM analysis

psychosocial development emphasizes the inseparability of individual and social roles. The variable serves as the development of an individual's ego through social interaction. In this context, ego development is changing depending on the experiences and new information gained while interacting with others.

Prosocial behavior is a form of moral behavior prioritizing the interests of others. This variable includes apathy, a weakening of mutual affection, and a decline in cooperation. As members of society, adolescents are expected to interact effectively with others. Interaction with peers provides opportunities to learn behaviors expected by the group and appropriate to the prevailing societal norms (Wiarto, 2015). Prosocial behavior is carried out in a planned manner to help others without regard for the helper's intentions or motives. Adolescents who engage in selfless helping, sharing, collaborating, and comforting behaviors will not care about the helper's intentions.

The behavior focuses on the interests of others. Adolescents who provide comfort to others and are accustomed to donation can make others happy. Dayakisini and Hudaniah (2015) stated that prosocial behavior could be defined as behavior known to provide benefits to the recipient. Prosocial behavior

carried out by adolescents can encourage the emergence of welfare for others. This variable is considered a positive reaction mode that develops gradually as the self-integrates with the outside world. Instilling prosocial behavior in adolescents is crucial for psychological development. An internal factor influencing the development of prosocial behavior is empathy. Individuals who frequently help others tend to have a higher sense of empathy. According to Cardona-Isaza et al. (2023), the background of empathy and personal stress are the variables with the greatest influence on prosocial behavior when mediated by rational decision-making.

Empathy serves as a mediator between democratic parenting and peer social support in promoting prosocial behavior. This result is supported by research explaining that support from peers is indirectly related to prosocial behavior through perspective-taking skills, empathy, and moral reasoning (Carlo et al., 2018). According to Li et al. (2025), empathy can mediate the relationship between peer influence and prosocial behavior. This condition is a potential process needed to explain the relationship between the variables. Emotional and cognitive processes motivate empathic actions, including prosocial behavior (Brazil et al., 2022). Therefore, peer influence through the provision

of positive and negative social support influence prosocial behavior by enhancing empathy.

According to [Lestari \(2018\)](#), the family is an environment supporting a child's development in physical, emotional, spiritual, and social aspects. Children develop effectively in a supportive environment in the family, particularly influenced by the role of the parents. Positive values can be transmitted to children through the parenting role. [Hasiana \(2021\)](#) stated that parents had a role in raising children. The implementation of parenting styles has positive and negative influences on growth and development. Parents who employ authoritative parenting styles enhance adolescents' abilities in prosocial behavior ([Wong et al., 2021](#)). [Lovedly \(2020\)](#) stated that the role of parents was very important in shaping prosocial behavior. The role of the family, specifically parents, in passing on positive values helps children internalize prosocial behavior.

The behavior exhibited by adolescents is due to learning from parents. Furthermore, parents who demonstrate selfless helpfulness, sharing, cooperation, or donations will be noticed and emulated by children. This is in line with the theory of Bandura (cited in [Ansani & Samsir, 2022](#)), where children can adapt to environment and adopt positive behaviors. Similar constructs, such as parental support, sensitivity, participation, and warmth, continue to have a positive influence on prosocial development in childhood and adolescence. Warm parental support is associated with prosocial behavior in adolescents ([van Meegen et al., 2024](#)). Almost all forms of supportive relationships are associated with prosocial behavior.

This research shows that peer social support can influence adolescents' prosocial behavior. Social support refers to the tangible and intangible resources obtained through social interactions at the individual, group, and organizational levels. The theory emphasizes prosocial aspects of human relationships and the support provided by the social environment, such as family and community. This activity considers alternative policies for building social security. Individuals with greater social capital, which includes the resources and benefits derived from relationships, experiences, and social interactions, may be more likely to show prosocial behavior ([Jenkins & Fredrick, 2017](#)).

Individuals who perceive strong social support tend to report better prosocial behavior ([Gest et al., 2001](#)). Similarly, active social support provides a good environment for the practice and development of prosocial behavior ([de Guzman et al., 2012](#)). Peer support, such as mutual displays of positive emotions with friends and peers, can be connected to prosocial behavior developed from preschool age. In adolescents, discussions about moral issues with peers are

associated with positive emotions and a tendency toward prosocial behavior ([Carlo et al., 2022](#)). The occurrence can be attributed to the influence of peers, who provide real or imagined examples and exert pressure. Consequently, this influence may shape moral and prosocial behavior in a positive or negative direction, depending on the characteristics of the relationship and the peers' actions.

Research shows that positive interpersonal perceptions and concern for the environment enhance a strong sense of belonging and altruistic behavior ([de Guzman et al., 2012](#)). This is further reinforced by peer support and warm, as well as open parental care needed to influence prosocial behavior ([van Meegen et al., 2024](#)). Children who lack social support experience emotional and behavioral challenges. Therefore, this research shows that engaging in prosocial behavior benefits adolescents by contributing to the well-being of others and enhancing a culture of cooperation. Mutual support and warm relationships with friends and parents should be maintained to improve empathy during rapid technological developments. This support enables adolescents to prioritize the interests of others and enhance a spirit of cooperation.

Conclusion

In conclusion, democratic parenting and social support from peers significantly predicted prosocial behavior in adolescents through the development of empathy. The results showed that empathy played a mediating role in the influence of peer social support and democratic parenting on adolescents' prosocial behavior. Meanwhile, social support from peers had a greater direct influence on adolescents' prosocial behavior compared to democratic parenting. Peer social support also had a greater influence than democratic parental care on adolescents' empathy. In this context, democratic parenting and stronger peer social support, facilitated by empathy towards adolescents, served as a mediator to increase adolescents' prosocial behavior.

The result is developed into further research with a more in-depth examination of adolescents' prosocial behavior in the context of cooperation, which is an important Indonesian cultural value. Furthermore, more in-depth research is conducted by including other variables, such as religiosity, self-esteem, and social self-efficacy, while considering the current state of digital technology development. The results are used as a basis for mentoring activities. Adolescents are expected to develop concern and sensitivity to others while actively using gadgets and social media. Input should also be provided for adolescents' character-building programs, such as the Social-Emotional Learning program widely adopted in developed countries, as well as programs for prosocial use of digital platforms.

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