
INTERACTION RELATIONSHIP OF EMOTIONAL INTELLIGENCE - PROSOCIAL BEHAVIOR ADOLESCENT IN SENIOR HIGH SCHOOL: WHEN BASED ON GENDER

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ABSTRACT

Emotional intelligence arises as an impulse in adolescents prosocial behavior. Emotional intelligence consists of four aspects, namely self awareness, self management, social awareness and relationship management. While prosocial behavior consists of aspects of empathy, guilt, and responsibility. In this study, emotional intelligence acts as an internal factor in self that can influence prosocial behavior. The purpose of this study was to examine the relationship and influence of emotional intelligence on prosocial behavior in terms of gender. The sample in this study was 135 high school students aged 16-18 that consists of (25 males and 110 women). The survey results revealed through the correlation test that the influence of emotional intelligence on prosocial behavior amounted to 15,8 % and there is no influence of gender on prosocial behavior. The findings in this study showed that the relationship aspect of relationship management to guilt is an aspect with a very significant relationship for adolescent boys, while aspects of social awareness and responsibility are aspects with a significant relationship for adolescent girls. The present study contributes to an understanding of the relationship of emotional intelligence on prosocial behavior in terms of gender and contributing towards understanding the aspect that have relationship in adolescent that are very important to understand for themselves and those around them.

Key Words: Emotional Intelligence, Prosocial Behavior, Adolescent, Gender.

1. INTRODUCTION

Based on the perspective of developmental psychology, adolescence is a period of human development that has experienced the most change. Adolescent development is carried out in stages based on its developmental tasks. Developmental tasks related to attitudes, knowledge and skills that are adapted to the development phase [1]. Teenagers who have good social interaction will feel happiness in their lives [2].

Teenagers who can understand other people and build relationships with others will become individuals who have positive emotions [3]. While adolescents who do not care about the environment will feel anxious, meaninglessness of life, aggressive, selfishness, ignorance and individuality [4]. Since 2014, a new vision has developed in the world of adolescent development called positive youth development (PYD). In the development of positive adolescents, a very important framework is needed namely the formation of prosocial behavior

with the aim of reducing adolescent aggressiveness [5], [6]. Therefore adolescents who have prosocial behavior are adolescents who can care about other people and their environment so that they can become positively developed adolescents.

Phenomena that can be seen in today's life are often found by teenagers who are only selfish. The loss of prosocial attitudes such as mutual cooperation, tolerance, the aggressive attitude of adolescents and the lack of sensitivity among people are complex social problems for adolescents today [7], [8]. Indifference of adolescents to the surrounding environment makes them to be the creatures of individuality. In previous study, it described that the loss of prosocial behavior evidenced by the behavior of the students just to help people they knew, only in cooperation with a close friend and reluctant to share with others in need [9]. One of the factors causing a reduction in social sensitivity as research has been conducted by [10] that the loss of prosocial behavior is caused by the development of technology that has led adolescents to lead practical life to become individual creatures.

Several previous studies have examined the relationship of emotional intelligence with prosocial behavior. As research has been conducted by [11]-[13] that emotional intelligence can influence adolescent prosocial behavior, the greatest influence based on the research reached 61.0%. Then it can be concluded that prosocial behavior can be improved through emotional intelligence [14], [8], [11],[15], [12], [13]. In 2005, Stephan Meier conducted research on the urge to help others (altruistic) towards men and women. The result is men are more likely to give first aid than women. However, in the same year research was conducted by Zahn Waxler and Smith. The results show the opposite, that women have higher levels of altruism than men [16]. This difference is certainly influenced by several differences such as physical and emotional differences. Therefore, this study measures prosocial behavior that is influenced by emotional intelligence in terms of gender. Based on previous research, it found that adolescents today have social problems due to reduced sensitivity to others and their environment. The development of technology is one of the causes of reduced social sensitivity of adolescents, because the development of technology if it is abused by adolescents can make adolescents be an individualistic creature without direct communication between people when gathering. This phenomenon is certainly a concern for researchers because if left unchecked will turn young people into individual generations who cannot be fully social beings, as stated that students will help when asked for help means students do not have high social sensitivity because they act when asked for help.

Look at the map of previous research that some variables can be used as a reference or encouragement to improve adolescent prosocial behavior such as social awareness, empathy and emotional intelligence. If we look at the variables used by previous researchers, there are aspects contained in emotional intelligence such as social awareness and empathy. Research on the influence and relationship of emotional intelligence on prosocial behavior of adolescents is not a new study. But if examined there are several conditions that have not been studied by previous researchers such as the influence of emotional intelligence on prosocial behavior in terms of gender, economic conditions of students, and education parents who can be identified have an influence on both of these variables. This research will focus on the relationship of emotional intelligence to prosocial behavior in terms of gender.

This study is necessary to evaluate, because the known relationship of emotional intelligence to prosocial behavior will help educators upper secondary schools in order to be able to pay

attention to the emotional intelligence of the students in the school. The results of this study are expected to contribute to further research that there is an influence of emotional intelligence on prosocial behavior so that it can be re-tested or developed by adding variables that can influence prosocial behavior of adolescents.

Based on the background and literature review above, the formulation of this study as follows; 1) how the level of adolescents emotional intelligence, 2) how the behavioral level of prosocial adolescents, 3) whether there is a relationship of emotional intelligence on the behavior of prosocial adolescents, 4) whether there is an influence of adolescents emotional intelligence to the prosocial behavior in terms of gender. This study aims to determine the effect of emotional intelligence on adolescent prosocial behaviour.

How Emotional Intelligence is Related to Prosocial Behavior

Adolescent (in Latin) means to grow toward maturity (Muss, 1968 in Sarwono, 2011). In the task of adolescent development, it can be characterized by achieving a more mature pattern of relationships with peers in accordance with the values and moral ethics prevailing in society, achieving roles in accordance with gender, accepting and achieving responsible social behavior and obtaining a set of values and ethical systems as a guide to behave for the needs of his life (Hurlock, 1990 in Herlina, 2013). One of adolescent development is social development which is closely related to emotional development (Oswalt, 2012).

What is Prosocial Behavior (PB)?

The development phase is a stage that is marked by psychological characteristics in the social period that is the age of 14-21 years (Kohnstamm in Desmita, 2017). So, the adolescents are at the stage of establishing the individual learning social interaction (J & Matulesy, 2012; Wulandari & Satiningsih, 2018; Utami, Alfiandra, & Waluyati, 2019).

Prosocial behavior is voluntary behavior whose main purpose is to benefit others and can generate self-esteem for helping (Jenny & Debbie, 2012; Flouri & Sarmadi, 2016). As according to (Feldman, 2012) states that prosocial behavior is positive behavior because it is based on the love, attention, and selflessness of a person so that it can help others. In line with this opinion, according to prosocial behavior as an act of helping others with the aim of alleviating the physical and psychological burden that is done voluntarily (Hidayat & Bashori, 2016). Based on some of the opinions above, it can be concluded that prosocial behavior is an act of helping others in the form of concrete actions aimed at alleviating the physical and psychological burdens of others and done voluntarily.

There are two categories in prosocial behavior namely helping behavior that gives benefits in improving the welfare of people who provide help and the second category is altruism, which is behavior of giving help without expecting benefits for their behavior [17]. As explained, the prosocial behavior is influenced by positive emotions in individuals that can encourage individuals to feel like, feel obligated, have strings attached or empathize with others [18]- [24]. Adolescents who have relationships in peers will have a high impact on self-confidence, have no difficulty managing their emotions and have higher levels of prosocial behavior [25]. Adolescents who have prosocial behavior will build positive relationships with others as components of achieving psychological well-being [21], [26]-[28]. So, it can be concluded that the prosocial behavior of adolescents can have a positive impact on themselves so that they can

have happiness. Adolescents who have prosocial behavior have several characteristics namely empathy, guilt and responsibility [29]:

a. Empathy (EMP). Individuals who have empathy identified that they have the ability to respond to what other people feel or experience other people through thoughts, feelings and actions. Empathy in prosocial behavior is not only the ability to respond to others through thought or speech but is proven through an action.

b. Guilt (GUI). It is the ability of individuals to correct mistakes that they have done. Individual care for efforts to improve all the attitudes he has done and attitudes that have harmed others by evaluating them and trying not to make these mistakes in the future.

c. Responsibility (RES). Individuals who have prosocial behavior are characterized by having responsibility that is a sense of responsibility towards others. The responsibility that an individual has for others and the environment is based on the social values possessed by each individual and is based on the norms prevailing in society. Individual characteristics that have been described above are used as indicators in measuring the prosocial behavior of adolescents so that it will be known the level of adolescent prosocial behavior.

What is Emotional Intelligence (EI)?

Emotional intelligence is a subset of social intelligence used to understand the other of social feelings and to guide thoughts and actions (Salovey & Mayer)[30]. Meanwhile, according [31] to emotional intelligence is the ability to control themselves, perseverance and the ability to motivate themselves as a series of actions. As according [30] to emotional intelligence is the ability to emotional sensitivity that includes the ability to motivate themselves or others, control and be able to understand the feelings of others and be able to manage emotions to guide decision making. Researchers used the theory of Goleman that emotional intelligence includes personal and social intelligence. Second, this intelligence is an implication of individuals in everyday life and as an encouragement to achieve academic success and success in relation to others. Emotional intelligence is able to shape individuals to be able to have a caring attitude towards others [32]. Individuals who have emotional intelligence according to are as follows:

a. Self awareness (SE-A). Individuals who have self-awareness can be characterized by emotional awareness, that is individuals are able to recognize their emotions and trigger emotions. Accurate evaluation is when an individual able to understand the shortcomings and advantages in itself. While the characteristic of individuals having self-awareness is self-confidence so that individuals are able to do something and have self-respect.

b. Self management (SE-M). In this aspect, the individual is characterized by having his own emotional self control (ESC), transparency, adaptation, appreciation, initiative, and optimism. ESC is that individuals can maintain emotions and implants that interfere with themselves. Transparency is characterized by maintaining integrity, behave in accordance with the values of truth. Adaptation, this behavior is characterized by being able to accept change and adapt to those changes. Appreciation, individuals is characterized by trying to improve themselves and meet established standards themselves. Initiative, individuals are trying to prepare themselves to take the opportunities that exist. And the last is optimism, marked by individuals having the perseverance to pursue the goals they set.

c. Social awareness (SO-A). Indicators of individuals who have social awareness can be characterized by having empathy. Empathy is an action done by individuals on the basis of feeling what is felt by others by paying attention to the problems being experienced by others. The second characteristic is organizational awareness, individuals are able to read the flow of emotions and utilize the power of group relationships to help others by having the same vision and mission. The last characteristic is service orientation (SO), which prioritizes services with the aim of recognizing and meeting the needs of others.

d. Relationship management (RE-M). This aspect is an individual's skill in responding to responses given by others. Characteristics of individuals who have these skills are having leadership, being able to influence, conflict management, cooperation, catalysts and being able to develop the abilities of others.

Characteristics of Male and Female?

Gender plays a significant role in adolescent emotions [33]. Characteristics of the difference between women and men are divided into three namely biological, psychological and sociological aspects. Biological differences between men and women are shown by differences in genitals between men and women, besides the difference in physical strength of women is weaker than men [34]. In psychology, the difference between men and women is that men are more rational and more aggressive while women are more emotional in meeting their needs. Situationally, women provide assistance in a relational manner that is providing comfort to others, while men provide more instrumental assistance such as helping one's homework [35].

Figure 1 explains the frame of mind in this study related to aspects possessed in each research variable. Aspects of emotional intelligence related to aspects of prosocial behavior.

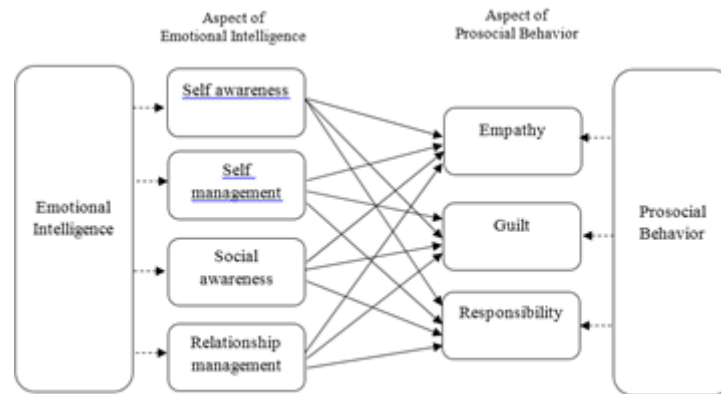


Figure 1. Research Framework

2. METHODS

The research was conducted in SMA and SMK Negeri Cirebon, Indonesia. The study was conducted in March-April 2020. The population in this study were high school students in Cirebon. This study used an accidental sampling technique by the research criteria of adolescents aged 16-18 years. The research sample consisted of 135 students consisting of (25 men and 110 women). This research used a quantitative approach with a simple type of correlation method using regression analysis.

Data collection in the study used two scales namely the emotional intelligence scale and prosocial behavior scale. Gender data collection used identity data contained in a scale. The emotional intelligence scale consisted of 26 items while the prosocial behavior scale consisted of 32 items so that the total statement items in this study were 58 items. Measuring instruments are calculated using Pearson correlation coefficient. On the emotional intelligence scale the validity ranged from 0.129 to 0.515 with a reliability coefficient of 0,781. Based on the results of the test, there are 4 items that are invalid so that the number of emotional intelligence scale items was 22 items. While the validity and reliability on a scale of prosocial behavior ranged between 0.181-0.615 with reliability coefficient of 0.867. Based on test validity, there were 4 items that failed so prosocial behavior scale has 28 items. The level of reliability on both scales is high because the coefficients of both scales are greater than 0.60. So, both scales in this study show in the measuring instruments used can be trusted and relied upon.

The analysis technique used is simple correlation and regression analysis using the Statistical Packages for Social Scene (SPSS) program. Data analysis starts from categorizing the scores of each variable in order to describe the results of each variable. Then do the test requirements in this study, namely the normality test and linearity test. Normality test aims to determine whether the data are normally distributed with a significance value of $p > 0.05$. Linearity test used to find out the linear relationship between the independent and bound variables if the significance value is $p < 0.05$. As for testing the hypothesis, it used simple linear regression.

Data is categorized into three categories namely high, medium and low categories. Overall students who had a high EI totaled 31 (23 %), students who had an EI in the medium category numbered 81 students (60 %) while students who had a low EI totaled 23 students (17 %). The next higher category on PB amounted to 27 (20 %), the medium category on PB totaling 87 students (64.4 %) while the lower category on PB numbered 21 students (15.6%). The categorization of emotional intelligence scores and prosocial behavior scores can be illustrated in figure 2.

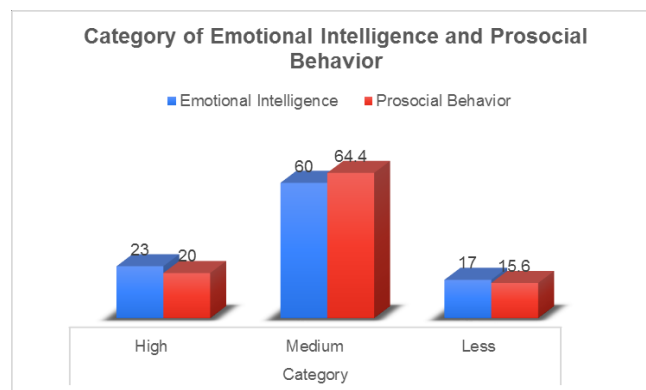


Figure 2. Categorization of Emotional Intelligence Scale Scores and Prosocial Behavior

Categories by gender can be seen that on the male emotional intelligence scale there are 5 students (20%) who are in the high category, while students who have medium emotional intelligence are 15 students (60%), and students who have low emotional intelligence 5 students (20%). On the scale of prosocial behavior in men, it can be seen that students who have high prosocial behavior are 2 students (8%), students who have medium prosocial behavior are 18 students (72%), and students who have low prosocial behavior are 5 students (20%). While the scale of emotional intelligence in women as many as 26 students (23.6%) have high emotional intelligence, students who have medium emotional intelligence are 66 students (60%), and students in the low category are 18 students (16.4%). While prosocial behavior in women can be known by students who have high prosocial behavior by 25 students (22.7%), students who have medium prosocial as many as 69 students (62.7%) and students who are in low prosocial behavior by 16 students (14.5%). The percentages on each scale based on gender can be seen in figure 3 and figure 4.

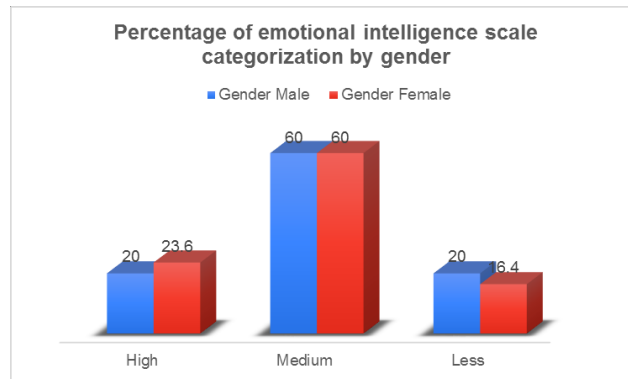


Figure 3. Percentage of emotional intelligence scale categorization by gender.

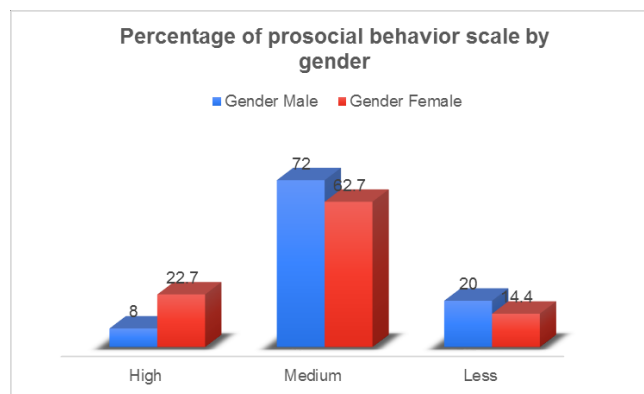


Figure 4. Percentage of prosocial behavior scale categorization by gender.

Analysis of emotional intelligence in every aspect can be known that in the aspect of self awareness there are students who have a high category of 45 students (33.3 %), a medium category of 68 students (50.4 %), a low category of 22 students (16, 3%). While the aspect of self-management, it can be seen that the high category amounted 47 students (34.8 %), the medium category 68 students (50.4 %), lower category of 20 students (14.8%). Furthermore, in the aspect of social awareness there are 33 students (24.4 %) in the high category, 77 students in the medium category (57.0 %), and 25 students in the low category (18.5%). And finally the aspect of relationship management in the high category numbered 56 students (41.5 %), in the medium category 53 students (39.3 %), and the low category numbered 26 students (19.3%). The description can be seen in table 1.

Table 1. Percentages score analysis of aspects of emotional intelligence

Aspect of Emotional Intelligence	Category		
	High	Medium	Less
SE-A	33,3	50.4	16.3
SE-M	34.8	50.4	14.8
SO-A	24.4	57.0	18.5
RE-M	41.5	39.3	19.3

Prosocial analysis on every aspect of it can be seen that this aspect of empathy there are students who have high category amounted to 33 students (24.4 %), the category was 78 students (57.8 %), lower class consists of 24 students (17.8). While in the guilt aspect, it can be seen that the high category numbered 40 students (29.6 %), in the medium category 71 students (52.6 %), the low category numbered 24 students (17.8%). Furthermore, in the aspect of responsibility, there were students in the high category totaling 43 students (31.9 %), the medium category 62 students (45.9 %), and the low category totaling 30 students (22.2%) . It can be seen in table 2.

Table 2. Percentages score analysis of prosocial behavior aspects

Aspect of Prosocial Behavior	Category		
	High	Medium	Less
EMP	24.4	57.8	17.8
GUI	29.6	52,6	17.8
RES	31.9	45.9	22.2

Categorization of each aspect of emotional intelligence and aspects of prosocial behavior by gender can be illustrated in table 3 about the categorization of aspects of emotional intelligence and aspects of prosocial behavior by gender.

Table 3. Categorization of emotional intelligence aspects and prosocial behavior aspects by gender

Gender	N	Aspect	High		Medium		Less	
			<i>f</i>	%	<i>f</i>	%	<i>F</i>	%
Male	25	SE-A	5	20	16	64	4	16
		SE-M	10	40	9	36	6	24
		SO-A	9	36	11	44	5	20
		RE-M	12	48	9	36	4	16
		EMP	3	12	17	68	5	20
		GUI	3	12	16	64	6	24
		RES	6	24	12	48	7	28
Female	110	SE-A	40	36	52	47	18	16
		SE-M	37	34	59	54	14	13
		SO-A	24	22	66	60	20	18
		RE-M	44	40	44	40	22	20
		EMP	30	27	61	55	19	17
		GUI	37	34	55	50	18	16
		RES	37	34	50	45	23	21
Total	135							

Hypothesis testing used a product data analysis technique from Pearson. Based on the results of the correlation of emotional intelligence on prosocial behavior, the correlation coefficient $r = 0.397$ with a significance of

$0.000 < 0.05$. In calculations using SPSS, it is not necessary to compare with t table 5% because the SPSS analysis has issued a significance error. Then, it can be concluded that there is a relationship between emotional intelligence and prosocial behavior. Then a regression test was performed to determine the direction of the regression on the emotional intelligence and prosocial behavior variables. Significance in regression can be known by the t value of 4.991 with a significance value of $0.000 < 0.05$ which can be interpreted that there is a significant influence of emotional intelligence on prosocial behavior in adolescents.

While testing the hypothesis on gender and prosocial behavior can be seen the value of $r = 0.161$ with t count = 1.885 with a significance value of $0.062 > 0.05$ which means that there is no effect based on gender on prosocial behavior. While correlations on each aspect of emotional intelligence and prosocial behavior aspects based on gender can be explained in table 4.

Table 4. Correlations on each aspect of emotional intelligence and aspects of prosocial behavior by gender.

Aspect	Gender			
	Male		Female	
	R count	Sig.	R count	Sig.
SE-A ↔ EMP	0.301	.144	.258	0.007
SE-M ↔ EMP	0.092	.661	.298	0.002
SO-A ↔ EMP	0.264	.203	.247	0.009
RE-M ↔ EMP	0.332	.104	.293	0.002
SE-A ↔ GUI	.366	0.072	.132	0.170
SE-M ↔ GUI	0.496	0.012	.192	0.045
SO-A ↔ GUI	.483	0.015	.284	0.003
RE-M ↔ GUI	0.578	0.002	0.112	0.245
SE-A ↔ RES	0.096	.648	0.233	0.014
SE-M ↔ RES	0.336	.100	.189	0.048
SO-A ↔ RES	.367	0.071	.337	0,000
RE-M ↔ RES	.206	0.324	0.268	0.005

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Correlation on interrelated aspects between aspects of emotional intelligence on prosocial behavior aspects reviewed from gender. Interpretation of correlation results can be identified through the significance value found in each aspect. If the significance value <0.05 then there is a significant relationship, but if the significance value > 0.05 then there is no relationship between these aspects.

3. RESULTS

The results obtained in this study can be described in four findings as a whole as the following that are the first findings, emotional intelligence relates significantly to the prosocial behavior and have a significant influence amounted to 15,8 %. The relationship of emotional intelligence and prosocial behavior is in line with Monk's [13] opinion that social attitudes are always associated with controlling emotions and expressing emotions in their place. Emotional intelligence and prosocial behavior need to be a common concern with the aim of forming a nation generation that has character. As [36] the ability of individuals in the form of emotional and social skills will shape character. Prosocial behavior is associated with increasing positive aspects in adolescents such as emotional intelligence, empathy and self-regulation [37]. The second finding, that there is no effect of gender on prosocial behavior. These results are the same as previous research Asih and Pratiwi (2010) which states that there is no influence of prosocial behavior of men and women. However, there are differences in

research at the age of the respondent in this study was given to adolescents while the study was given to teachers. The respondent's age factor can influence someone in social actions [38]. The absence of the influence of gender on prosocial behavior provides an illustration of the increasingly fading gender roles held in traditional values [32]. The existence of gender equality results in freedom of behavior between men and women including social behavior by women. Stereotypes that assume that women are less physically strong but on the other hand women are considered more attentive, the assumption begins to fade so that there are no differences between men and women in terms of social behavior [18].

The third finding about the relationship aspects of management and gender relations possessed by adolescent boys is an aspect with a close relationship of $r = 0.578$ sig. $0.002 < 0.05$. Aspects of self-management and empathy in young men do not have a significant correlation. The findings of the four aspects of social awareness and responsibility is a significant aspect of the relationship of $r = 0.337$ sig. $0,000 < 0.05$ for adolescent girls. Aspects of relationship management and guilt do not have a significant relationship for adolescent girls.

4. DISCUSSION

Discussion of the relationship aspects of management relationship and gender possessed by adolescent boys. Starting from the individual's skills in responding to responses given by others as a form of relationship management they have. Helping acts are motivated to achieve the satisfaction of helping others and giving positive influence to establish relationships with others [39]. At this time, adolescents prefer friendships, form groups and tend to group with friends who have the same nature as themselves so that positive relationships with other people become important for adolescents [40]. One of the selfish motives in prosocial behavior is related to kinship which is included in the theory of ERG motivation (Existence, Relatedness, and Growth), kinship motivation that gives individuals encouragement to socialize [41]. Establish relationships with others can be done with individual care towards improving all attitude that has hurt others by evaluating themselves and attempt not make mistakes in the future. This shows that the effort to correct mistakes as called guilt in prosocial behavior is a behavior done by some teenage boys to maintain relationships with others. Relationship management is related to skills in communicating clearly and effectively in order to overcome conflicts with others so that individuals have the skills to help develop others, can influence, have conflict management, can be leaders, can work together and build bonds [31]. The ability provides motion and direction of students to be able to help others. It is evidenced by social activities carried out by a group of adolescent boys who use social networks to conduct social activities by sharing information, establishing relationships with others or establishing friendships, collaborating with spreading information, helping others independently or in groups both morally and materially so that it can benefit others and the environment [42]. Motivated to take on the role of men by providing physical assistance or being in the public aspect such as volunteering can provide experience and strengthen positive relationships which if not done will provide guilt for individuals [43]-[44]. In other words, the Relationship Management ability possessed by each student can form a social care character so that positive solidarity will be formed.

Discussion about aspects of social awareness and responsibility is an aspect with a very significant relationship for adolescent girls. Social awareness is characterized by having

empathy, organizational awareness and service orientation that is prioritizing services with the aim of recognizing and meeting other needs, because social awareness also has an empathy relationship which is one aspect of prosocial behavior. While the responsibility is the responsibility of the individual towards others and the environment based on social values for each individual and based on the norms prevailing in society. The discussion on the relationship of social awareness to responsibility starts with the empathy of young women that this finding supports the previous idea that there is an empathetic relationship to prosocial behavior for women compared to men [45]. Furthermore, in prosocial behavior, there are social norms that need to be understood by adolescents as an effort to develop adolescents in a sense of responsibility and altruistic [29]. Norms as a form of social responsibility show that individuals must help others as a form of social awareness [46]. This finding is reinforced by the fact that women tend to have a perspective of caring and a sense of responsibility towards prosocial actions that will enhance social harmony [47]. The prevailing social norms are used as a basis for women in prosocial behavior [48].

Discussion about aspects of self management do not have a relationship with aspects of empathy in prosocial behavior for adolescent boys. There are several indicators in the aspect of self management, namely emotional self control, transparency, adaptation, appreciation, initiative, and optimism. Emotional self control of an adolescent can be said to be in emotional turmoil that is not yet orderly. The emotional upheavals of adolescents are influenced by neighborhoods, family and peers [7]. In line with the statement Sarwono (2003) if the condition of adolescents is in an environment that is less conducive or lacking in guidance and education will have an impact on the inability of adolescents to adapt which ultimately forms poor social behavior. Their low self-management aspects can be observed at the phenomenon in late twentieth century that adolescents get pressure from social change so quickly that the environment wants adult roles before they are ready psychologically. These pressures are expressed by adolescents with overflowing emotions in response to social situations such as causing problems in prosocial behavior, namely brawl, ditching, or bullying friends [11]. That optimism attitude that is not possessed by adolescents will have an impact on the subjective well-being of individuals [49]. It can be said that aspects of self management in individuals can be influenced by the regulation of emotions that exist in individuals [50]. Individuals who are able to regulate emotions in themselves will be able to orient towards others and try to foster compassion, but the nature of wanting to be appreciated will make individuals oriented only to themselves [51]. Empathy is a form of responding to other people's feelings which are then expressed in the form of behavior. Therefore, emotional upheaval that is not yet stable makes adolescent boys tend not to understand the feelings of others.

The discussion on aspects of relationship management and guilt does not have a significant relationship for adolescent girls. In contrast to men, aspects of relationship management and guilt in adolescent girls do not have a relationship. This is because the problems in friendship between behavior and criticism, satire and differences of opinion [52]. Guilt on adolescent girls make individuals are rarely to interact so that less time share between them clicking a result unresolved conflicts between them which later will affect the relationship that has existed previously [53]. The inability of individuals to maintain relationships is because individuals are unable to manage emotions and cannot maintain social relations.

5. CONCLUSION

Emotional intelligence is the one that influence adolescent prosocial behavior. There are four aspects that can encourage adolescents to have prosocial behavior, namely, self awareness , self management , social awareness and relationship management. The relationship between emotional intelligence on prosocial behavior amounted to $r = 0.397$ with a significance of $0,000 < 0.05$. The influence of emotional intelligence on prosocial behavior is known to the t value of 4.991 with a significance value of $0.000 < 0.05$ which can be interpreted that there is a significant effect of emotional intelligence on prosocial behavior in adolescents. While testing hypotheses on gender and prosocial behavior can be known the value of $r = 0.161$ with t count = 1.885 with a significance value of $0.062 > 0.05$ which means that there is no effect based on gender on prosocial behavior. There are four findings in the research that there is a relationship and influence between emotional intelligence and prosocial behavior, there is no influence of gender on adolescent prosocial behavior, aspects of relationship management and guilt aspects are aspects that have the most significant relationship for adolescent boys, and aspects of social awareness and the aspect of responsibility is an aspect with a very significant relationship for adolescent girls.

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