

Driven to Help: The Dynamics of Learning Motivation and Prosocial Behavior in Young Volunteers

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ABSTRACT

Volunteers in early adulthood are generally in the process of development, where they begin to learn to be independent, seek new experiences, and strengthen the social values they hold. During this period, the enthusiasm for learning and the interest in taking actions that benefit others tend to increase, along with a growing sense of responsibility toward society. Therefore, this study was conducted to determine the relationship between learning motivation and prosocial behavior in early adults who volunteer for social community activities at KL Lazismu Unisa Yogyakarta. The population in this study consisted of 150 individuals, with a sample of 108 students selected through purposive sampling techniques. The data collection instruments used in this study were Hardiyani's (2005) learning motivation scale and Mussen's (2002) prosocial behavior scale. Data analysis was conducted using the Kolmogorov-Smirnov normality test, linearity test, and Pearson correlation test Product moment using SPSS 21. The results of the study indicate that there is a positive and significant relationship between learning motivation and prosocial behavior ($r = 0.842$; $p = 0.000$). The higher the learning motivation an individual has, the more positive they will be in displaying prosocial behavior.

Keywords: Learning Motivation, Community, Prosocial Behavior.

I. Introduction

Prosocial behavior is an important form of social behavior in maintaining the sustainability of social community activities, especially in volunteer groups. Volunteers act not only as implementers of activities, but also as social agents who voluntarily give their time, energy, and attention to help other individuals or groups. However, in practice, volunteer involvement—especially in early adulthood—often shows diverse dynamics. Some volunteers are able to maintain consistent prosocial involvement, while others experience a decline in participation over time. Early adulthood is a stage of development that is full of challenges and demands for self-adjustment. At this stage, individuals begin to seek various needs that are considered important to support their personal development, one of which is the need to build self-motivation, including in the learning process, and to develop healthy social relationships. According to Hurlock (2004), early adulthood spans the ages of 18 to 40, which is marked by various physical and psychological changes, including increased reproductive capacity (Tiara, 2021). Healthy social relationships are characterized by



communication between individuals through cooperation and mutual assistance. Although early adults strive to be independent, in certain situations they still need the help of others, which is often manifested through prosocial behavior (Mahmudah, 2012). Prosocial behavior is defined as behavior that a person shows to another individual with the aim of providing benefits, both physically and psychologically (Mussen et al. in Cholidah, 1996). Social interactions such as helping others are certainly inseparable from certain motivations or motives. The motives for prosocial behavior do not only originate from within the individual, but are also influenced by external factors. Prosocial behavior prioritizes the interests of others over one's own interests, so it is often accompanied by a willingness to make sacrifices (Handoko, 2017). Baron and Byrne (2005) state that prosocial behavior is a voluntary act of helping others without external coercion and without expecting anything in return. Prosocial behavior is influenced by various factors, including the characteristics of the helper's personality and situational factors, such as the relationship between the helper and the individual in need of assistance and the presence of other people (Dayakisni & Hudaniah, 2002; Sears, 1994).

Based on the results of research conducted by Wildatul Husna (2013) on 30 respondents in early adulthood, it was found that more than 60% of respondents stated that they did not care and did not want to get involved in other people's problems. Meanwhile, Istiana's (2016) study with a population of 117 people, 60 of whom were in early adulthood, showed that only 10.8% of respondents had empathy for prosocial behavior. Approximately 89.2% of the other respondents exhibited prosocial behavior influenced by situational factors, one of which was time pressure. However, these studies generally still focus on the description of the level of prosocial behavior and the influence of situational factors, and have not discussed much the role of the internal psychological processes of early adults in encouraging prosocial involvement, especially in the context of volunteer activities. Thus, individuals are more often positioned as parties who respond to certain conditions, rather than as subjects who actively construct meaning and develop themselves through social involvement. In essence, individuals who have prosocial capacities and are able to apply them in social life tend to be more easily accepted by their environment. This is in line with the opinion of Ratna et al. (2020), who state that individuals with high levels of prosocial behavior will be more easily accepted and supported in social and friendship environments, be more adaptable, and be more liked by others. Providing assistance can also be seen as an individual's effort to find purpose in life and meaning in oneself (Seloadji, 1999). In addition, helping behavior can increase feelings of being valued, strengthen self-esteem, and expand social relationships, which have a positive impact on an individual's psychological condition. One psychological aspect that is relatively rarely studied in relation to the prosocial behavior of volunteers is learning motivation. Learning motivation is not only related to the academic context, but also reflects an individual's drive to gain new understanding, develop themselves, and reflect on their experiences.

Learning motivation has the potential to help individuals improve their prosocial behavior (Hatmiah et al., 2022; Ratna et al., 2023). This is in line with Islamic values that emphasize the importance of mutual assistance, as stated in QS. Al-Maidah verse 5, which commands humans to help one another in goodness and piety. In the context of volunteering, learning motivation can serve as an internal orientation that encourages individuals to interpret social involvement as a learning process, not merely as a social obligation. Therefore, the relationship between learning motivation and prosocial behavior is important, both theoretically and practically. The lack of studies integrating learning motivation and prosocial behavior indicates a research gap that needs to be addressed. In particular, research examining how learning motivation relates to variations in prosocial behavior among early adult volunteers is still very limited. Understanding the relationship between these two variables is important for enriching social and developmental psychology studies, as well as supporting more sustainable volunteer management. The results of interviews with three subjects reinforce this statement. Although one subject stated that they felt happy and enjoyed their involvement as a volunteer, the other two subjects expressed fatigue after each activity and did not feel that they benefited from the community they were involved in. These conditions caused the subjects to lose their mood and even their interest in further involvement in volunteer activities. A lack of learning motivation makes individuals more vulnerable in maintaining prosocial behavior. Conversely, when learning motivation is high, individuals' interest in prosocial behavior also tends to increase (My et al., 2024).



Hardiyani (2005) states that learning motivation covers several aspects, including preparing oneself before participating in activities, taking notes, consolidating learning outcomes, completing tasks, and adhering to the schedule that has been made. Conceptually, prosocial behavior is understood as voluntary actions aimed at benefiting others without expecting direct benefits for oneself, such as helping, sharing, and cooperating. Meanwhile, learning motivation is seen as an internal drive that directs individuals to actively engage in the process of acquiring new knowledge, skills, and understanding. In the context of volunteering, these two concepts do not stand alone, but intersect through the process of interpreting social experiences and self-development. The relationship between learning motivation and prosocial behavior can be explained through Kartono's (2003) view, which states that prosocial behavior is an action that has positive consequences for others and is done voluntarily. Mussen (2002) argues that prosocial behavior encompasses several aspects, namely helping, donating, cooperating, honesty, and sharing. Although a number of studies have discussed prosocial behavior and learning motivation separately, studies that explicitly link these two variables in the context of early adult volunteers are still limited. Most previous studies have placed learning motivation in the academic realm, while prosocial behavior is more often studied from the perspective of empathy or social norms. This condition indicates a research gap regarding the psychological mechanisms that connect individual learning orientation with the sustainability of prosocial behavior in volunteer activities. Based on this description, it can be concluded that individuals who perform prosocial actions do not necessarily have high learning motivation. Prosocial actions can be carried out solely because of empathy and humanity, not because of a desire to learn or develop oneself through social experiences. Therefore, this study does not focus on measuring low levels of prosocial behavior or learning motivation separately, but rather on the limited understanding of the psychological factors that explain the variation in prosocial behavior among early adult volunteers.

II. Research Method

This study employed a quantitative method with a correlational approach to examine the relationship between the independent variable, learning motivation, and the dependent variable, prosocial behavior, among students who volunteered at KL Lazismu Universitas Aisyiyah Yogyakarta. The population of this study consisted of 150 individuals, with a sample of 108 respondents determined based on the Krejcie and Morgan table. The sampling technique used was purposive sampling based on specific criteria: (1) students of Universitas Aisyiyah Yogyakarta who participated as volunteers or members of the KL Lazismu Unisa community, and (2) individuals aged 18–25 years. The data collection instruments consisted of a learning motivation scale adapted from Hardiyani (2005), containing 34 items with a reliability coefficient of 0.919, and a prosocial behavior scale adapted from Mussen (2002), consisting of 32 items with a reliability coefficient of 0.866. Both instruments employed a four-point Likert scale. Data were collected online through a questionnaire distributed via Google Forms. The collected data were subsequently coded, edited, and tabulated to facilitate analysis. The validity test results indicated that the learning motivation scale had item validity coefficients ranging from 0.314 to 0.535, resulting in 13 valid items with a Cronbach's alpha reliability coefficient of 0.827. Meanwhile, the prosocial behavior scale showed item validity coefficients ranging from 0.238 to 0.679, resulting in 30 valid items with a Cronbach's alpha reliability coefficient of 0.920. Data analysis was conducted using the Kolmogorov–Smirnov normality test, linearity test, and Pearson Product Moment correlation test with the assistance of SPSS version 21 to determine the relationship and strength between the variables. In addition, this study carefully considered research ethics by implementing informed consent, anonymity, confidentiality, and voluntary participation without any pressure or coercion during the questionnaire completion process.



III. Result and Discussion

3.1. Analysis Result

Table 1. Demographic Data of Participants

Variable	Frequency	Percentage (%)
Gender		
Male	59	39.1%
Female	92	60.9%
Age		
18	5	3.3%
19	18	11.9%
20	39	25.8%
21	26	17.2%
22	31	20.5%
23	13	8.6%
24	13	8.6%
25	6	4.0%
Total	151	100%

Based on Table 1, this study involved 151 early adult participants who volunteered in the KL Lazismu community at Universitas Aisyiyah Yogyakarta, aged between 18 and 25 years. The majority of participants were female (60.9%), while male participants accounted for 39.1% of the sample. Based on the age distribution, the largest proportion of participants were aged 20 years (25.8%), followed by 22 years (20.5%) and 21 years (17.2%). In addition, 18 participants were aged 19 years (11.9%), 13 participants were aged 23 years (8.6%), 13 participants were aged 24 years (8.6%), 6 participants were aged 25 years (4.0%), and 5 participants were aged 18 years (3.3%).

Table 2. Descriptive Statistical Test Results

Variable	N	Min	Max	Mean	SD
X	151	46	118	101.08	11.236
Y	151	58	122	106.99	11.002

The results presented in Table 2 indicate that the dependent variable, prosocial behavior, had a mean score of 101.08 with a standard deviation of 11.236. Meanwhile, the independent variable, learning motivation, had a mean score of 106.99 with a standard deviation of 11.002.

Table 3. Categorization of Prosocial Behavior Variable

Category	Score Range	Frequency	Percentage
High	$X > 112$	10	6.62%
Moderate	$79 \leq X < 112$	116	76.82%
Low	$X < 90$	25	16.56%
Total		151	100%

Table 4. Categorization of Learning Motivation Variable

Category	Score Range	Frequency	Percentage
High	$X > 117$	10	6.62%
Moderate	$79 \leq X < 117$	115	76.16%



Low	X < 95	26	17.22%
Total		151	100%

Based on Table 4, it can be seen that, for the prosocial behavior variable, out of 151 respondents, 116 respondents were categorized as moderate (76.82%), 25 respondents were categorized as low (16.56%), and 10 respondents were categorized as high (6.62%). Meanwhile, for the learning motivation variable, 115 respondents were categorized as moderate (76.16%), 26 respondents were categorized as low (17.22%), and 10 respondents were categorized as high (6.62%).

Table 5. Results of the Normality Test Between Prosocial Behavior and Learning Motivation

Variable	Normality Index	Sig. (p)	Description
Residual Data	0.054	0.212	Normally Distributed

Based on the normality test results presented in Table 5, the variables of prosocial behavior (X) and learning motivation (Y) showed a significance value greater than 0.05, namely 0.212. This result indicates that the data for both variables are normally distributed and therefore meet the normality assumption.

Table 6. Results of the Linearity Test Between Prosocial Behavior and Learning Motivation

Variable	Linearity		Deviation from Linearity		Description
	F	Sig (p)	F	Sig (p)	
Prosocial Behavior * Learning Motivation	412.785	0.000	1.615	0.33	Linear

Based on the linearity test results shown in Table 6, the significance value for deviation from linearity between variables X and Y was 0.33 ($p > 0.05$). This finding indicates that the relationship between prosocial behavior and learning motivation is linear.

Table 7. Results of the Correlation Test Between Prosocial Behavior and Learning Motivation

Variables	Correlation Coefficient (r)	Sig (p)	Description
Prosocial Behavior * Learning Motivation	0.842	0.000	Significant

Based on the correlation test results presented in Table 7, there is a positive relationship between prosocial behavior and learning motivation among the respondents ($r = 0.842$; $p = 0.000$). The significance value ($p < 0.01$) indicates that the relationship between the two variables is statistically significant at the 99% confidence level. Therefore, the higher an individual's learning motivation, the higher their tendency to exhibit prosocial behavior.

3.2. Discussion

The results of the Pearson correlation test indicate that the correlation coefficient between learning motivation and prosocial behavior reached $r = 0.842$ with a significance value of $p = 0.000$. This correlation coefficient is categorized as very strong and positive. In other words, volunteers at KL Lazismu UNISA Yogyakarta who possess higher learning motivation tend to demonstrate better prosocial behavior. Furthermore, the significance value, which is far below 0.05, indicates that the relationship is statistically significant and not merely due to chance, thereby supporting the research hypothesis. These findings can be explained through the theory of learning motivation. According to Schunk, Pintrich, and Meece (2010), learning motivation not only encourages individuals to perform better academically but also contributes to the development of mindset, self-regulation, and social skills. Similarly, Winkel (2005) stated that learning



motivation serves as a psychological drive that fosters an individual's interest in learning. Individuals with high learning motivation are generally more capable of self-regulation, understanding moral values, and appreciating the perspectives of others. These abilities form an important foundation for the emergence of prosocial behavior. In the context of KL Lazismu UNISA Yogyakarta volunteers, learning motivation can be reflected in their willingness to participate in training programs, seek new experiences, and improve their abilities before engaging in field activities. Volunteering activities, which involve extensive social interaction and dynamic situations, require empathy, social sensitivity, and a strong sense of responsibility.

Eisenberg and Mussen (2006) also emphasized that prosocial behavior is influenced by an individual's emotional and cognitive abilities in interpreting social situations. When learning motivation is high, these aspects tend to develop more effectively, enabling individuals to demonstrate prosocial actions such as helping, cooperating, and responding to the needs of others. The results of this study are also consistent with previous findings. Wentzel (2000) found that individuals with high academic motivation tend to exhibit more positive social behaviors. They are generally more interactive and possess a stronger sense of responsibility toward others around them. This finding is relevant to the characteristics of Lazismu volunteers, who are actively involved in social and humanitarian activities on a regular basis. Overall, this study demonstrates that learning motivation not only influences academic outcomes but is also closely related to the quality of social interactions. In the context of KL Lazismu UNISA Yogyakarta volunteers, learning motivation may serve as an important factor in encouraging volunteers to provide assistance more effectively and actively participate in social activities. Therefore, programs aimed at enhancing volunteers' motivation and enthusiasm for learning should continue to be developed in order to further strengthen their prosocial behavior.

IV. Conclusion

The results of this study indicate a positive and significant relationship between learning motivation and prosocial behavior among young adults who volunteered in the KL Lazismu UNISA Yogyakarta social community ($r = 0.842$; $p = 0.000$). The findings demonstrate that higher levels of learning motivation are associated with a greater tendency to engage in prosocial behavior, particularly within volunteer and community activities. These results suggest that learning motivation plays an important role in fostering empathy and encouraging individuals to perform positive actions, such as helping others without expecting rewards or personal benefits in return.

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