

THE INFLUENCE OF RELIGIOUS AND EMPATHY ON ALTRUISTICS IN PRIVATE ISLAMIC HIGH SCHOOL STUDENTS, UISU SIANTAR PROJECT

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Abstract

This research method uses quantitative methods. The aim of this research is to determine the influence of religiosity on altruistic behavior, to determine the influence of empathy on altruistic behavior, and to determine the influence of religiosity and empathy on altruistic behavior. The population was 115 and the sample was 115 students with a total sampling technique. Based on the results of the multiple regression test, there is a significant influence between religiosity and altruism as seen from the value of the determinant coefficient (R²) which has a value of 0.178, meaning that religiosity at the school contributes 17.8% to the altruism of students at UISU Siantar High School, then there is an influence. The significant difference between empathy and altruism can be seen from the determinant coefficient (R²) which has a value of 0.168, meaning that the empathy of students at this school contributes 16.8% to the altruism of UISU Siantar High School students. Based on the results of the multiple regression analysis test, there are results that there is a significant influence between religiosity and empathy on altruism as seen from the value of the determinant coefficient (R²) which has a value of 0.505, meaning that the student's religiosity and empathy contribute 50.5% to the altruism of high school students. UISU Siantar.

Keywords: *Religiosity, Empathy, Altruistic*

INTRODUCTION

Humans are creatures that interact with each other, in any condition humans always need the help of other people, both those they know and strangers they don't know at all. (Royani & Suhana, 2018). In other words, there will always be interaction between humans to fulfill life's needs. This interaction is often referred to as helping (altruistic) behavior. However, along with the rapid development of globalization, humans have lost their essence as social creatures. A life full of activities results in a lack of awareness of each other's existence. Human egoism dominates because humans in the modern world tend to live in a world that they themselves create (Taufik, 2012).

Modern education today has been faced with a very substantial educational dilemma, namely that education only focuses on the transmission of science and ignores character education. In fact, science education that is not accompanied by character development will bring a process of dehumanization to national development which can cause weakness and even loss of patriotism values. (Koesoema, 2009). Ideal education does not limit intellectual aspects alone, but also requires holistic learning aspects touched. Therefore, students really need to be trained to learn "to think" (learning to think), learn to "do things for the sake of other people inside and outside their community" (learning to work altruistically), the capacity to live their lives as individuals as they are. he wants to be (learning to be self), and one thing that should not be ignored is learning "how to learn both independently and involving other people to support his sociability" (learning to 'learn in self-sustainability') (Nature, 2015).

In the study of social psychology, helping behavior is called altruistic behavior. Altruistic (Altruistic) is a voluntary act of helping others without any strings attached, or just

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wanting to do good deeds.(Sears, 2009). Another opinion is that altruism is defined as the desire to help others without prioritizing one's own interests(Myers, 2012). Altruistic behavior is a form of caring behavior for other people. A person does something out of a desire to help, not because they feel obligated to go out of duty, loyalty, or religious reasons. This includes acting out of concern for the welfare of others(Cherry, 2022). In some cases, these altruistic acts cause people to harm themselves to help others. Such actions are often performed selflessly, without expecting anything in return.

Mc. Guire & Neisz(Leontopoulou, 2010), mentions the characteristics of altruistic behavior, including: will prefer to give help, be more generous, easy to socialize, able to interact with various people's characters, more popular among friends and realize that they need each other. Altruism can build relationships between people, reduce stress and bring benefits to life, including: it can build a person's emotional well-being, measurable by increasing peace of mind. Through this altruistic behavior, you can also increase social support in society, increase your sense of gratitude (get a positive perspective), and altruism can build a better society.(Scott, 2021).

A reflection of altruistic behavior is reflected in UISU Pematangsiantar high school students. However, there are also some students who don't care and avoid interaction with other students they don't know, students will not offer help when they get benefits, and some students don't care about the environment around them, and this is a reflection weak altruistic behavior in students.

Several of these phenomena made researchers interested in conducting direct interviews with several students regarding their altruistic behavior. Some students think that altruistic behavior is the same as cooperative behavior, this is done to achieve a common goal. However, in class picket activities, there are still many students who, when they receive the picket schedule, do not want to participate in cleaning the classroom before starting lessons.

In general, the aim of this research is to explain the variables previously formulated, but specifically the aim of this research, based on this, is to find out:

1. To determine the influence of religiosity on altruistic behavior among UISU high school students in Pematangsiantar City?
2. To determine the effect of empathy on altruistic behavior in UISU High School students in Pematangsiantar City?
3. To determine the influence of religiosity and empathy on altruistic behavior among UISU high school students in Pematangsiantar City?

METHOD

This type of research uses a survey approach, identification of research variables consisting of vThe dependent variable is Altruistic (Y) while the independent variables are Religiosity (X1) and Empathy (X2). operational definitions of research variables, research subjects, data collection methods, validity and reliability of measuring instruments, and data analysis methods. Population is the total number consisting of objects or subjects that have certain characteristics and qualities determined by researchers to be studied and then conclusions drawn (Sugiyono, 2017). In this study, 153 samples were taken based on the total sampling technique. The data collection method is obtained through scale instruments. According to Azwar (2015) a psychological scale is a measuring tool that measures aspects or attributes of psychological samples through behavioral indicators which are translated into question items or statements. The data required in this research was obtained through three types of scale instruments, namely the Altruistic, Religiosity and Empathy scales.

Basic Assumption Test Results

Normality Test

The purpose of this distribution normality test is to prove the distribution of research data which is the center of attention after distributing it based on the normal curve principle. The distribution normality test was analyzed using the research data distribution normality test using the Kolmogorov-Smirnov Goodness of Fit Test technique. Based on this analysis, it is known that religiosity, empathy and altruism follow a normal distribution which is distributed according to the principle of a normal curve. As a criterion, if $p > 0.05$ the distribution is declared normal, conversely if $p < 0.05$ the distribution is declared abnormal (Sujarweni, 2014).

Summary Table of Normality Test Calculation Results

Variable	Average	elementary school	K.S	P	Note.
Religiosity	35.43	8,235	0.111	0.111	Normal
Empathy	30.06	6,266	0.111	0.071	Normal
Altruistic	40.46	5,046	0.119	0.097	Normal

Information :

K.S = Kolmogorov-Smirnov coefficient

p = Significance

4.6.2 Linearity Test

The linearity test is intended to determine the degree of linearity of the independent variable to the dependent variable, meaning whether religiosity and empathy can explain the emergence of altruism, which means increasing or decreasing the values of the X1 and X2 axes (Religiosity and Empathy) along with increasing or decreasing values of the Y axis (Altruistic) . Based on the linearity test, it can be seen whether the independent variable and dependent variable can or cannot be analyzed by regression. The results of the analysis show that the independent variables X1 and X2 (religiosity and empathy) have a linear relationship with the dependent variable (altruistic). As a criterion, if $p < 0.05$ then it is stated to have a degree of linear relationship (Riadi, 2016). This relationship can be seen in the following table,

Table 9. Summary of Linearity Test Calculation Results

Statistics	P	Information
X1 – Y	0,000	Linear
X2 – Y	0,000	Linear

Information:

X1 = Religiosity.

X2 = Empathy.

Y = Altruistic.

F count = Data output value.

p = Significance.

4.7 Hypothesis Test Results

Based on the results of the analysis, it is known that there is a significant influence between religiosity and altruism as seen from the coefficient value (R^2) = 0.178 with $p = 0.000 < 0.050$, meaning that there is an influence between religiosity and altruism. The more positive the religiosity, the higher the altruism of high school students. Based on the results of the analysis, it is known that there is a significant influence between empathy and altruism as seen from the coefficient value (R^2) = 0.168 with $p = 0.000 < 0.050$, meaning that there is

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an influence of empathy on altruism, the more positive the religiosity, the higher the altruism of high school students.

From the results of the analysis using the multiple regression analysis method, it is known that there is a significant influence between religiosity and empathy and altruism seen from the coefficient value (R^2) = 0.505 with $p = 0.000 < 0.050$, meaning that there is an influence of religiosity and empathy on altruism, the more positive the religiosity and empathy, the higher the altruism of high school students. Below is a summary of the results of the Hypothesis Test calculations.

Table 10. Summary of Hypothesis Test Calculations

Statistics	r	R ²	P	BE%	Ket
X1 – Y	0.422	0.178	0,000	17.8 %	Sig
X2 – Y	0.410	0.168	0,000	16.8 %	Sig
X1.X2 – Y	0.710	0.505	0,000	50.5 %	Sig

RESULTS AND DISCUSSION

Hypothesis 1: There is a relationship between religiosity and altruism

Based on the results of research analysis at UISU Siantar High School, it is known that there is a significant influence between religiosity and altruism seen from the value of the terminant coefficient (R^2) which has a value of 0.178, meaning that religiosity at the school contributes 17.8% to student altruism in UISU Siantar High School. Based on research Setyawati & Kustanti (2021) It was found that there was a positive and significant relationship between religiosity and altruism in students, meaning that the higher the religiosity, the higher the altruism. Vice versa, the lower the religiosity, the lower the altruism. Furthermore, research conducted by Musaddas (2020) among students, and it was found that there was a relationship between religiosity and altruistic behavior for 3rd semester students at STIK Bina Husada Palembang in 2019.

There are also demanding analysis results Effendi & Nurpratiwi (2021), it was found that there is a positive and quite significant relationship between religiousness and altruistic behavior. Based on research Setyawati & Kustanti (2021) It was found that there was a positive and significant relationship between religiosity and altruism in students, meaning that the higher the religiosity, the higher the altruism. Vice versa, the lower the religiosity, the lower the altruism. Furthermore, research conducted by Musaddas (2020) among students, and it was found that there was a relationship between religiosity and altruistic behavior for 3rd semester students at STIK Bina Husada Palembang in 2019. There were also analysis results that confirmed Effendi & Nurpratiwi (2021), it was found that there is a positive and quite significant relationship between religiousness and altruistic behavior.

Myers (2012) defines altruism as the motive to improve the welfare of others without thinking about one's own interests. Altruism is the opposite of egoism. People who are altruists care about and are willing to help others even if there is no benefit offered or no expectation of reward. This is reinforced by a statement from Einsberg (in Santrock, 2003) who said that altruism appears more often in adolescence than in childhood. Adolescents are expected to grow and develop into individuals whose behavior is in accordance with society's values, ethics and morals. Demonstrates concern for other individuals in need. Behavior that develops based on the value of solidarity. A value that underlies a person's actions regardless of the consequences that may arise for himself, whether in the form of luck or misfortune (Ali & Asrori, 2009).

Every individual certainly has mandatory duties related to morals in social life, especially for the benefit of other people. In forming good morals and behavior, religiosity is needed in humans. With good religiosity in individuals, it will contribute well in generating altruistic behavior (Ni'mah, 2018). Myers (2012) suggests that religiosity or religion is one of the factors of altruism which is combined with personal factors. According to research conducted by researchers Pelham and Crabtree (in Myers, 2012) on 2000 or more people living on four continents, it was found that religious people tend to engage in altruistic behavior compared to people who are not religious. However, if you look at the standard deviation of religiosity of 8.235 and the hypothetical mean of 47.5, the empirical mean value of 34.43 shows that religiosity is in the low category, meaning that the religiosity of UISU Siantar High School students is low.

Hypothesis 2: There is a relationship between empathy and altruism

Furthermore, it is known that there is a significant influence between empathy and altruism as seen from the value of the determinant coefficient (R^2) which has a value of 0.168, meaning that the empathy of students at this school contributes 16.8% to the altruism of UISU Siantar High School students. These results show that the value of the contribution of empathy to student altruism is slightly lower than the contribution of religiosity to student altruism. This value is close to the contribution value of religiosity to altruism, meaning that the contribution of empathy is almost as high for students to create altruism.

The results of the research above are supported by research conducted by Manurung, et al (2017) students found that there was a significant relationship between empathy and altruistic behavior. Researchers argue that altruistic behavior is driven by a person's empathetic response, as according to Manurung, et al (2017) argue that altruistic behavior is driven by a person's empathetic response. Students who have empathy will feel sorry for other people's difficulties and will try to provide assistance to that person. Backed by research Aswin (2019) which shows that there is a positive relationship between empathy and altruism in members of the Samarinda City Scout Movement.

Carr (Hadori, 2014) emphasized that altruism is a response that creates positive feelings in individuals that encourage them to always help others. Batson, et al (1981) in a study found that altruism can be developed by having empathy in each individual. Empathy is an attitude inherent in every individual whose existence requires no conditions. Prasetyo (Hadori, 2014) emphasized that altruism is concern for the interests, welfare and safety of other people without paying attention to oneself. Altruism focuses on the motivation to help others and the desire to do good without regard for reward.

According to research Rosyadi, et al (2019) that altruistic behavior is driven by a person's empathetic response. Someone who has empathy will feel sorry for other people's difficulties and will try to provide assistance to that person. On the other hand, if you don't have empathy, you won't have compassion and won't want to help even though you are able to provide help. Empathy is an important basis for providing help to others. Like according to Rosyadi, et al (2019) that empathy is an important factor that encourages someone to carry out altruistic behavior.

Empathy is part of social abilities and is one of the elements of social intelligence (Pcika, 2008). Someone who is empathetic is described as someone who is tolerant and self-controlled, friendly, has influence, and is humanistic. Empathy will encourage someone to help even though he knows that no one will know that he has helped (David, 2012). When someone empathizes, a desire will arise to help ease the burden that person is facing. Empathy itself will occur if there is communication between two or more individuals directly or indirectly using language that can be both understood, so that there are no misunderstandings when conveying the message. It is hoped that correct communication will encourage someone to be empathetic to others regarding the problems or difficulties they face (Manurung, et. al, 2017).

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Feelings of pity for others can increase the willingness to cooperate and share in making meaningful contributions to others. Stephan and Stephan in Asih (2010) state that people who have empathy will try to help other people who need help and feel sorry for that person's suffering. However, if you look at the empathy standard deviation of 6.266 and the hypothetical mean of 37.5, the empirical mean value of 30.06 shows that empathy is in the low category, meaning that UISU Siantar High School students' empathy is low.

Hypothesis 3: There is a relationship between religiosity and empathy and altruism

From the results of the analysis using the multiple regression analysis method, it is known that there is a significant influence between religiosity and empathy on altruism seen from the value of the terminant coefficient (R²) which has a value of 0.505, meaning that student religiosity and student empathy contribute 50.5% to altruistic UISU Siantar High School students.

Altruism behavior is the behavior of helping willingly without considering rewards from other people. As according to Myers (2012), altruism is defined as the desire to help others without thinking about one's own interests. According to Sears (2009), altruism is a voluntary action carried out by a person or group of people to help other people without expecting anything in return, except for providing something good. Myers (2012) explains that one of the things that influences altruism is religiosity. Jalaluddin (2010) states that religiosity is the consistency between belief in religion as a conative element, feelings towards religion as an affective element and religious behavior as a cognitive element. Religiosity is not only related to activities that are visible and visible to the eye, but also activities that are invisible and occur in a person's heart (Ancok & Suroso, 1994). If a person's level of altruistic behavior is high, then a person's tendency to exercise religiosity will also be high (Nuridin, 1999).

Powered by Musaddas (2020) in students, and it was found that there was a relationship between religiosity and altruistic behavior. Apart from religiosity, another factor that can influence someone to carry out altruistic behavior is empathy, as according to Faturachman (2006) who stated that altruism is closely related to empathy. Cotton (Garton & Gringart, 2005) empathy is usually defined as the affective ability to share in the feelings of others and the cognitive ability to understand the feelings of others in perspective and the ability to communicate one's empathy as well as feelings and understanding of others in verbal and nonverbal ways. Goleman (2003) defines empathy as feeling what other people feel, being able to understand their perspective, cultivating a relationship of mutual trust and aligning oneself with other individuals.

In line with Batson's (2008) research, it is stated that empathy can encourage someone to carry out altruistic behavior. Research results from Agustin (2008) show that empathy contributes to altruism. Stephan (Gusti & Margaretha 2010) shows that people who have empathy will try to help other people who need help and feel pity or compassion for other people's suffering. In line with research Aswin (2019) which shows that there is a positive relationship between empathy and altruism in members of the Samarinda City Scout Movement. The results of research conducted by Stephan & Stephan (Gusti & Margaretha, 2010) show that people who have empathy will try to help other people who need help and feel pity or compassion for that person's suffering. Batson (Taufik, 2012) added that empathy can create an urge to help, and the purpose of helping is to provide welfare for the target of empathy.

According to Hidayat & Bashori (2016), the empathy that a person feels for the suffering of others will produce motivation for the individual to reduce that person's suffering. This statement is in line with the opinion expressed by Fultz, et al (in Dayakisni & Hudaniah, 2015) which states that helping actions are solely motivated by concern for the welfare of other people (the victim). Batson, et al (in Hadori, 2014) in a study stated that altruism can be developed by having empathy for each individual. Batson (in Howe, 2015)

found that when the level of feelings of empathy is very high, people will tend to carry out acts of altruism, even in situations where it is relatively easy not to get involved or not respond at all. Empathic concern arises when someone realizes that other people need help, so they are motivated to do something to help without considering the benefits.

Research limitations

This research was carried out using standard scientific procedures, then received guidance from experts who were considered competent. However, in its implementation, researchers realized that this research was not free from limitations. The following are some research limitations that the researcher will describe:

1. The variables studied in this research as independent variables are only two variables, of course there are many other variables that can be studied that are related to teacher performance so that by examining several variables that have not been studied in this research, practitioners' understanding in the field of education can be further strengthened.
2. This research was only conducted in one school, of course it cannot guarantee altruism on a national scale, because each district certainly has a different culture, empathy or school climate and school religiosity. Therefore, it is necessary to carry out more in-depth research with a wider reach.
3. The researcher's experience, which is still relatively minimal, certainly does not escape various mistakes both in terms of data collection, data analysis, discussion and drawing conclusions for this research.

CONCLUSION

Based on the results of data analysis using the multiple regression analysis method, the researchers can conclude the following:

- 1) There is a significant influence between religiosity and altruism as seen from the determinant coefficient (R^2) which has a value of 0.178, meaning that religiosity at the school contributes 17.8% to the altruism of students at UISU Siantar High School.
- 2) There is a significant influence between empathy and altruism as seen from the value of the determinant coefficient (R^2) which has a value of 0.168, meaning that the empathy of students at this school contributes 16.8% to the altruism of UISU Siantar High School students.
- 3) There is a significant influence between religiosity and empathy on altruism as seen from the value of the determinant coefficient (R^2) which has a value of 0.505, meaning that student religiosity and student empathy contribute 50.5% to the altruism of UISU Siantar High School students.

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