

The Relationship Between Emotional Intelligence and Prosocial Behavior Among Migrant Papuan Ethnic Students at Satya Wacana Christian University

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ABSTRACT

This study aims to determine the relationship between emotional intelligence and prosocial behavior among migrant Papuan ethnic students studying at Satya Wacana Christian University (UKSW) in Salatiga. This study uses a quantitative method with a correlational design. The research subjects were 70 Papuan ethnic students selected through random sampling. Data collection was conducted using the Emotional Quotient Inventory (EQ-i) and the Prosocial Tendencies Measure (PTM). Data analysis employed Pearson Product Moment correlation techniques. The results of the study indicate a significant positive correlation between emotional intelligence and prosocial behavior, with a correlation coefficient of 0.637 and significance of 0.001 ($p < 0.01$). This means that the higher the emotional intelligence of students, the higher their tendency to exhibit prosocial behavior. These findings emphasize the importance of developing emotional intelligence to support the social adaptation of Papuan ethnic students.

INTRODUCTION

Students are individuals enrolled in higher education institutions (HEIs), both private and public, who actively participate in education. They are mature learners who are sensitive to community life, capable of contributing, and able to contribute to social life. According to the KBBI (Indonesian Dictionary), a student is someone who studies under the guidance of a higher education institution. This definition refers to individuals and personalities seeking knowledge, experience, and skills, working toward a bright future both in this world and the hereafter (Bella and Ratna, 2018).

According to Cahyono's research (2019), students are intellectual individuals and members of society who possess higher values, and as such, are expected to behave professionally and courteously both in social life and in the world of education. The student period generally lasts from 18 to 22 years of age, a period during which abstract, logical, and rational thinking skills develop, supporting them in solving complex problems. Intellectually, most students continue their education from high school to university.

Students are future young intellectuals who undergo a learning process designed by society to help them develop a strong sense of self-control and social awareness in observing what is happening in society. Prosocial behavior, which is the act of helping without expecting anything in return, is very important for students to implement as part of society. Students have advantages in society, such as social sensitivity, intellect, and morality (Masela & Wisnuwardhana, 2019). Prosocial behavior includes mutual cooperation, sharing, sacrifice, and other actions that show concern regardless of the recipient's motives.

Students can be categorized into two groups: local students and migrant students. Migrant students as explained by Sitangga (2023), are individuals who leave their hometowns for a long time with the aim of studying or seeking experience. Migrating involves sacrifices, including separation from family for the sake of education and insight development. Migrant students are required to have moral maturity to avoid negative actions and motivate positive actions such as cooperation, empathy, and prosocial behavior (Husna et al., 2019). Migrant students are required to interact with their surroundings, boarding house neighbors or the surrounding community. Students have certainly experienced a problem where they need the help of others to solve the problem. They are also required to be responsive to social problems as young intellectuals. (Husna et al., 2019).

One such group of migrant students is those from Papua, particularly those pursuing their education at Satya Wacana Christian University (UKSW) in Salatiga, who often face complex challenges during their studies. These include adapting to a new environment, different cultures, and economic difficulties, all of which can pose significant challenges for them. Questions arise about how these migrant Papuan students apply prosocial behavior, given that they have their own needs but also social responsibilities as young intellectuals. Previous research shows that migrant students have a high tendency to help. Manafe and Kristianingsih (2023) revealed that good emotional intelligence in migrant students contributes to positive prosocial attitudes. In addition, Hutabalian and

Kriswibowo (2022) found that Papuan students tend to help each other as a form of prosocial behavior. Research by Yolanda et al. (2020) added that solidarity and a shared sense of security encourage helping behavior among Papuan students, despite adaptation barriers that tend to close themselves off, and negative prejudices that can weaken social relationships.

The research was corroborated by the results of initial interviews with 15 students from Papua at UKSW, showing the phenomenon of varied prosocial behavior. Some showed empathy and active involvement in helping friends and the community, such as providing material assistance, caring for sick friends, participating in social activities, and mediating conflicts. However, more specifically, 7 out of 15 respondents showed a lack of initiative in prosocial behavior, which indicates that there are variations and problems that require further study of the factors that influence prosocial behavior and how these factors can be intervened to increase prosocial behavior among migrants students.

Baron & Byrne (in Arvianna et al., 2021), define prosocial behavior as helping actions that benefit others without direct gain for the perpetrator, and may pose a risk to the person performing the action. Carlo and Randall (in Mutmainnah et al., 2023) state that this behavior aims to benefit others. (Eisenberg 2002; in Kusumawardani, 2022) adds that prosocial behavior functions to change the state of the recipient of help for the better, both materially and psychologically. A person's social interaction is strongly influenced by prosocial behavior (Aisyi & Djamhoer, 2020), which is important for maintaining harmonious relationships between community members (Triantasya et al., 2021).

Prosocial phenomena are driven by internal and external factors, especially empathy and positive emotions or emotional intelligence. Empathy motivates proactive action in helping, while the positive emotions felt when helping strengthen this motivation. Sarwono and Meinarno (in Nurjanah, 2018) assert that situational factors and internal factors influence prosocial behavior. (Masela & Wisnuwardhana, 2019). Emotional intelligence, according to Mayer, Caruso, & Salovey (in Masela & Wisnuwardhana, 2019), is the ability to recognize emotions, access and generate emotions to support thoughts, understand emotions and their meaning, and control deep emotions, resulting in support for emotional and intellectual development.

Sarwono and Meinarno (2018) explain that emotional intelligence increases the ability to express emotions appropriately, making it easier for someone to provide help. Good emotional intelligence among them contributes positively to social adjustment, allowing students to be more sensitive to the needs of their friends. Positive emotions consistently increase willingness to help. Individuals with high emotional intelligence are more sensitive to the needs of others, able to understand situations, and provide appropriate assistance (Nababan & Wibowo, 2022).

Tsani and Suciati's research (2023) shows that supportive communication between Papuan students creates an environment that supports prosocial behavior through emotional support. Therefore, prosocial behavior is very

important for migrant Papuan students to build harmonious relationships and improve the quality of social interactions. Increasing emotional intelligence is considered strategic to facilitate positive emotions that support students' prosocial performance.

Nababan & Wibowo (2022) found that individuals with high emotional intelligence have good prosocial behavior. Similar findings were obtained by Trianatasya, Yudiana, and Afifah (2021) on students of the Medical Study Program at Muhammadiyah University of Palembang, which showed a positive relationship between emotional intelligence and prosocial behavior in facing personal challenges and professional tasks. However, unlike the research Tonga & Kristianingsih (2023), reported that there was no significant relationship between ethnic identity and prosocial behavior in Southeast Sulawesi ethnic migrants at UKSW, with the main cause being a lack of respect and empathy between ethnic groups. This is in line with Romiyati et al. (2023) who asserted that low levels of empathy correlate with low prosocial behavior.

The phenomenon of emotional intelligence combined with prosocial behavior still occurs in some Papuan students who have migrated to Salatiga. Therefore, researchers want to know more about the relationship between emotional intelligence and prosocial behavior in migrant students at Satya Wacana Christian University in Salatiga.

THEORETICAL REVIEW

Prosocial Behavior

Prosocial behavior can be defined as actions that prioritize the needs of others, both when requested and voluntarily, which aim to support the well-being of other individuals (Carlo & Randall, cited in Mutmainnah et al., 2023). More specifically, Baron and Byrne explain that prosocial behavior is an act of helping that benefits others without direct benefit to the perpetrator and can even involve risks for the person performing the action (in Arvianna et al., 2021). Furthermore, William asserts that prosocial behavior is a behavior that contains the intention to change the physical or psychological condition of the recipient of the help for the better (in Sabela, 2020). Thus, prosocial behavior is not only altruistic, but also reflects a motivation that aims to improve the situation of others in real terms.

Emotional Intelligence

Emotional intelligence is a psychological construct that refers to an individual's ability to recognize, understand, and manage emotions, both their own and others'. According to Mayer and Salovey (1997) and Goleman (1995), emotional intelligence includes four main components, namely: (1) the ability to understand and recognize one's own emotions, (2) the ability to understand the emotions of others, (3) the ability to motivate oneself, and (4) the ability to manage emotions in interpersonal relationships effectively (cited in Laelawati, 2025). In addition, Mayer, Salovey, and Caruso (2016) added that emotional intelligence includes the ability to access and associate feelings with the thinking process, understand the causes of emotions, and regulate emotions for psychological growth and well-being. Sarwono and Meinarno (2018) assert

that emotional intelligence has a significant effect on an individual's ability to express emotions appropriately, which in turn makes it easier for individuals to provide social assistance. Moreover, positive emotions consistently increase one's willingness to engage in prosocial behavior.

The Relationship Between Emotional Intelligence and Prosocial Behavior

Based on an understanding of the two variables, previous research indicates a positive relationship between emotional intelligence and prosocial behavior. Individuals with high levels of emotional intelligence tend to be better able to recognize the emotional needs of others, manage emotional responses adaptively, and demonstrate empathy that strengthens the motivation to help. Therefore, the higher a person's level of emotional intelligence, the more likely the individual will show prosocial behavior (Sarwono & Meinarno, 2018). Based on this, this research hypothesis states that there is a significant positive relationship between emotional intelligence and prosocial behavior, especially in Papuan ethnic students, where an increase in emotional intelligence is assumed to be directly proportional to an increase in prosocial behavior.

METHODOLOGY

This study uses a quantitative method with a correlational design. The population in this study is Papuan ethnic students living away from home, while the sample consists of 70 Papuan ethnic students who have been living away from home in Salatiga for approximately one year in accordance with the research qualifications. The sampling technique was carried out using accidental sampling, considering that the number of Papuan ethnic students living away from home is not yet known with certainty. In this technique, the sample used consists of students who are willing to complete the questionnaire, so subjects who meet the criteria are directed to answer the items in the research questionnaire. This study used the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), which was redeveloped by Davies et al. (2010) to measure emotional intelligence, and the Prosocial Tendencies Measure (PTM) scale, developed by Hanana (2019) to measure prosocial behavior. The MSCEIT instrument consists of 10 items with a Cronbach's Alpha reliability test result of 0.900, indicating a very good level of reliability. Meanwhile, the PTM scale consists of 30 items with a Cronbach's Alpha value of 0.811, which also indicates good reliability. The collected data were analyzed using Pearson Product Moment correlation techniques with the assistance of SPSS version 29.0 for Windows.

RESULTS

Descriptive Statistical Results

The results of descriptive statistical tests and categorization of scores for each variable in this study focused on the measurement tools. The measurement tools used in this study were emotional intelligence and prosocial behavior scales.

Table 1. Descriptive Statistics Results

| Descriptive Statistics | | | | | |
|------------------------|----|---------|---------|-------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Emotional Intelligence | 70 | 19 | 50 | 39,80 | 6,473 |
| Prosocial Behavior | 70 | 64 | 109 | 86,80 | 9,063 |
| Valid N (listwise) | 70 | | | | |

Table 1 This study reveals descriptive statistical data from 70 participants showing that the emotional intelligence variable has a minimum score of 19 and a maximum score of 50, with a mean value of 39.80 and a standard deviation of 6.473. Meanwhile, the prosocial behavior variable has a minimum score of 64 and a maximum score of 109, with a mean value of 86.80 and a standard deviation of 9.063.

a. Emotional Intelligence

Table 2. Categorization of Emotional Intelligence

| Category | Interval | Frequency | Percentage |
|----------|---------------------|-----------|------------|
| High | $40 \leq x \leq 50$ | 40 | 57% |
| Medium | $30 \leq x \leq 39$ | 25 | 36% |
| Low | $19 \leq x \leq 29$ | 5 | 7% |
| | Number | 70 | 100% |

Table 2 This study presents a description of the categorization of emotional intelligence among 70 participants who were grouped into three categories: high, medium, and low. The results show that the level of emotional intelligence among Papuan students studying at UKSW was in the high category, with a frequency of 40 people and a percentage of 57%.

b. Prosocial Behavior

Table 3. Categorization of Prosocial Behavior

| Category | Interval | Frequency | Percentage |
|----------|----------------------|-----------|------------|
| High | $95 \leq x \leq 109$ | 13 | 18% |
| Medium | $80 \leq x \leq 94$ | 46 | 66% |
| Low | $64 \leq x \leq 79$ | 11 | 16% |
| | Number | 70 | 100% |

Table 3 This study presents a description of the categorization of prosocial behavior in 70 participants divided into three categories, namely low, moderate, and high. The results show that the level of prosocial behavior of Papuan ethnic students studying at UKSW is in the moderate category, with a frequency of 46 people and a percentage of 66%.

Assumption Test Results

a. Normality test

The researcher obtained the normality test results for this study by looking at the Kolmogorov-Smirnov test results. The test results are presented in Table 6 below.

Table 4. Normality test results

| One-Sample Kolmogorov-Smirnov Test | | Emotional Intelligence | Prosocial Behavior |
|------------------------------------|----------------|------------------------|--------------------|
| N | | 70 | 70 |
| Normal Parameters | Mean | 39.80 | 86.80 |
| | Std. Deviation | 6.473 | 9.063 |
| Most Extreme Differences | Absolute | .108 | .093 |
| | Positive | .058 | .093 |
| | Negative | -.108 | -.090 |
| Test Statistic | | .108 | .093 |
| Asymp. Sig. (2-tailed) | | .042 | .200 |

Table 4 This study presents the results of the normality test, in which emotional intelligence (independent variable) has a significance value of 0.042 ($p < 0.05$) with a Kolmogorov -Smirnov Z score of 0.108, and prosocial behavior (dependent variable) has a significance value of 0.200 ($p > 0.05$) with a Kolmogorov-Smirnov Z score of 0.093. Based on these results, it can be concluded that the Prosocial Behavior variable is normally distributed, while the Emotional Intelligence variable is not normally distributed.

b. Linearity test results

Linearity testing was conducted to explore information related to the presence or absence of a significant linear relationship between emotional intelligence (independent) and prosocial behavior (dependent) variables. The results of the linearity test are presented in Table 7 below.

Table 5. Linearity Test Results Anova Table

| Anova Table | | Sum of Squares | df | Mean Square | F | Sig. |
|-------------------------------|--------------------------|----------------|----|-------------|--------|-------|
| Prosocial Behavior | Between Groups | 3883.267 | 24 | 161,803 | 4,082 | <.001 |
| | Linearity | 2034.309 | 1 | 2034,309 | 51,316 | <.001 |
| | Deviation from Linearity | 1848.957 | 23 | 80,389 | 2,028 | .021 |
| Emotional Intelligence | Within Groups | 1783.933 | 45 | 39,643 | | |
| | Total | 5667.200 | 69 | | | |

Table 5 This study presents the results of the linearity test calculations and obtained a significance of < 0.001 ($p < 0.05$), which indicates that emotional intelligence has a linear relationship with prosocial behavior.

Hypothesis Test Results

Table 6. Results of Spearman's correlation test

| Correlations | | | Emotional Intelligence | Prosocial Behavior |
|----------------|------------------------|-------------------------|------------------------|--------------------|
| Spearman's rho | Emotional Intelligence | Correlation Coefficient | 1.000 | .637 |
| | | Sig. (1-tailed) | | <.001 |
| | | N | 70 | 70 |
| | Prosocial Behavior | Correlation Coefficient | .637 | 1.000 |
| | | Sig. (1-tailed) | <.001 | . |
| | | N | 70 | 70 |

Table 6 This study presents the results of a test of the relationship between emotional intelligence and prosocial behavior among Papuan ethnic students studying away from home at UKSW. Based on the results of the Spearman's rank correlation test on 70 respondents, a correlation coefficient score of 0.637 was obtained with a significance value of < 0.001 ($p < 0.01$). These results indicate a significant positive correlation between emotional intelligence and prosocial behavior, particularly among Papuan ethnic students studying away from home at UKSW.

Based on the results of the analysis, it can be stated that emotional intelligence contributes significantly to prosocial behavior among Papuan ethnic students studying abroad at UKSW. The higher the level of emotional intelligence, the greater the tendency for students to exhibit prosocial behavior in their daily lives while studying abroad.

DISCUSSION

The results of the study indicate a significant positive correlation between emotional intelligence and prosocial behavior among Papuan ethnic students at Satya Wacana Christian University (UKSW), with a correlation coefficient of 0.637 and significance of <0.001 ($p < 0.01$). This finding indicates that the higher the emotional intelligence of the students, the greater their tendency to exhibit prosocial behavior. The results of the hypothesis test show that the proposed hypothesis, namely that the higher the emotional intelligence of students, the higher their prosocial behavior, is accepted. Emotional intelligence in this study is viewed as an independent variable that has a significant influence on prosocial behavior, which is the dependent variable.

With an effectiveness contribution of 40.5%, these results indicate that emotional intelligence has a significant influence on the level of prosocial behavior

among Papuan ethnic students studying at UKSW. As an independent variable, emotional intelligence is a dominant factor in increasing or decreasing prosocial behavior among students. Thus, students with good emotional intelligence tend to be more attuned to the needs and feelings of their peers, which encourages them to engage in prosocial behavior. This finding underscores the importance of emotional intelligence in shaping prosocial behavior.

However, the normality test results show that emotional intelligence data is not normally distributed ($p = 0.042 < 0.05$), while prosocial behavior is normally distributed ($p = 0.200 > 0.05$). This indicates a significant variation in emotional intelligence levels among participants, which may be influenced by other factors such as family background, personal experiences, and social support received. The linearity test showed a linear and significant relationship between the two variables ($p < 0.001$), but there was also a deviation from linearity ($p = 0.021$), indicating the possibility of other factors influencing prosocial behavior besides emotional intelligence.

However, the normality test results show that emotional intelligence data is not normally distributed ($p = 0.042 < 0.05$), while prosocial behavior is normally distributed ($p = 0.200 > 0.05$). This indicates a significant variation in emotional intelligence levels among participants, which may be influenced by other factors such as family background, personal experiences, and social support received. The linearity test showed a linear and significant relationship between the two variables ($p < 0.001$), but there was also a deviation from linearity ($p = 0.021$), indicating the possibility of other factors influencing prosocial behavior besides emotional intelligence.

Empirically, this study provides an important contribution to understanding the factors that influence the prosocial behavior of Papuan migrant students. Emotional intelligence has been proven to play a significant role in increasing the tendency toward prosocial behavior, but individual variations still need to be considered. This study also highlights the need for interventions to enhance students' emotional intelligence, such as through emotional management training and social skills development, to support their adaptation and social integration, thereby improving their prosocial behavior in the campus environment.

These findings indicate that emotional intelligence plays an important role in enhancing individuals' prosocial behavior. This explanation is consistent with relevant theories, such as those expressed by Goleman (in Laelawati, 2025), that emotional intelligence plays an important role in social interactions and individuals' ability to understand and respond to the emotions of others. Individuals with good emotional intelligence tend to be more attuned to the needs and feelings of others, making it easier for them to exhibit prosocial behavior. Previous research also supports this finding, as stated by Manafe and Kristianingsih (2023), Nababan & Wibowo (2022), and Trianatasya et al. (2021), who state that individuals with good emotional intelligence tend to have higher prosocial attitudes and behaviors. Thus, the results of this study strengthen the empirical evidence that emotional intelligence is one of the main predictors of prosocial behavior, especially among migrant students who face social and

emotional adaptation challenges in a new environment. The dynamics of this research context also provide a deeper understanding of the challenges faced by Papuan students who migrate. As individuals from different cultural backgrounds, Papuan students often experience difficulties in adapting to the social norms of the campus environment. In this context, emotional intelligence becomes a key factor in helping them navigate social interactions and build harmonious relationships with their peers. Research by Tsani and Suciati (2023) shows that supportive communication among Papuan students creates a supportive environment, thereby increasing mutual care and cooperation. This indicates that emotional intelligence not only contributes to prosocial behavior but also fosters strong social bonds among students.

The results of this study also show that most participants have high emotional intelligence (57%) and moderate prosocial behavior (66%). Although many students show a tendency to behave prosocially, there are also a number of students who are less involved in such actions. This reflects the variation in the level of prosocial behavior among Papuan migrant students. Research by Tonga and Kristianingsih (2023) found that a lack of empathy and appreciation for ethnicity can hinder prosocial behavior. These findings suggest that while emotional intelligence plays an important role, other factors such as ethnic identity and empathy also need to be considered in understanding students' prosocial behavior.

CONCLUSIONS AND RECOMMENDATIONS

The results of this study indicate that there is a significant positive relationship between emotional intelligence and prosocial behavior among Papuan ethnic students studying at UKSW. Based on the correlation analysis results, it indicates that the higher the level of emotional intelligence experienced by the students, the higher their level of prosocial behavior, with a correlation coefficient of 0.637 and a significance value of 0.001 ($p < 0.01$). Additionally, the results of this study also show that the majority of respondents fall into the high category in terms of emotional intelligence (57%) and the moderate category for prosocial behavior (66%). Furthermore, most of them had been living away from home for less than five years (73%). This finding suggests that the duration of living away from home in a new environment may influence the process of adaptation and social integration, which in turn may impact the relationship between emotional intelligence and prosocial behavior among Papuan ethnic migrant students at UKSW.

1. Future researchers could involve a broader and more varied sample from different universities to obtain more representative results. Researchers could also further explore the types of emotional intelligence accepted by students and other factors that may influence their prosocial behavior.
2. Universities, particularly Satya Wacana Christian University, are expected to provide interventions, such as training with mentoring to improve the emotional intelligence of migrant students through emotional management and social skills training, in order to support social adaptation and integration.

This will increase prosocial behavior, especially for those who migrate from distant areas.

FURTHER STUDY

This study also has several limitations that need to be considered, namely that the sample used was limited to Papuan students at UKSW, so the results may not be generalizable to students from other ethnic groups or other universities. A broader study involving diverse cultural backgrounds and universities could provide a more comprehensive understanding of the relationship between emotional intelligence and prosocial behavior. Additionally, this study did not consider other factors that may influence prosocial behavior, such as social support, economic conditions, and prior life experiences. A more holistic study involving these various factors could provide deeper insights into the dynamics influencing the prosocial behavior of international students. As a suggestion for future research, it is recommended to involve a broader sample and identify other factors that may influence prosocial behavior, such as the type of social support received and other psychological factors. Further research should also explore the interaction between emotional intelligence and prosocial behavior in more complex contexts, such as the long-term influence of emotional intelligence on the development of prosocial behavior among students throughout their studies outside their home regions. Thus, this research can make a more significant contribution to understanding prosocial behavior, especially among out-of-town students, particularly Papuan students who face unique challenges in their adaptation process.

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