

# Bystander Effect and Prosocial Behavior on Psychology Faculty Students in Medan City

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**Abstract**— Students of the Faculty of Psychology are one of the communities in society that are highlighted for their prosocial behavior. One of the factors that influence prosocial behavior is the bystander effect. Using a correlational quantitative type, this study aims to determine the relationship between the bystander effect and prosocial behavior in students of the Faculty of Psychology in the city of Medan. This study involved 218 students of the Faculty of Psychology at one of the universities in the city of Medan who were in the same batch and were taken using a total sampling technique. The data collection used two psychological scales, namely the bystander effect scale and the prosocial behavior scale. The results of the Pearson product moment correlation technique analysis test showed  $r_{xy} = 0.786$  with  $P = 0.000 < 0.05$ . Prosocial behavior in psychology faculty students is classified as moderate with a hypothetical mean of  $72.5 >$  empirical mean  $59.49$  where the difference between the two means exceeds the number  $SD 13.029$ , the bystander effect is also classified as moderate with a hypothetical mean of  $75 >$  empirical mean  $63.49$  where the difference between the two means exceeds the number  $SD 13,590$ . The coefficient of determination is  $r^2 = 0.610$ , the bystander effect provides an effective contribution to prosocial behavior of  $61\%$ . 49 where the difference between the two means exceeds the number  $SD 13,590$ . The coefficient of determination is  $r^2 = 0.610$ , the bystander effect provides an effective contribution to prosocial behavior of  $61\%$ . 49 where the difference between the two means exceeds the number  $SD 13,590$ . The coefficient of determination is  $r^2 = 0.610$ , the bystander effect provides an effective contribution to prosocial behavior of  $61\%$ .

**Keywords**— Bystander effect, students, prosocial behavior.

## I. INTRODUCTION

Humans are social creatures who live in society. Therefore, humans always live side by side, helping each other and giving each other help. The emergence of modernization and globalization today has a major impact on human life, resulting in a shift in the pattern of interaction between individuals and other individuals, and changes in values in social life. The interaction between individuals is reduced and the social contacts that occur are of lower quality and quantity. One form of shift in the pattern of relationships between individuals and other individuals in the surrounding environment is the depletion of prosocial behaviour in society.

According to Baron & Byrne (in Muryadi & Matulesy, 2012) prosocial behaviour is voluntary behaviour to help others without wanting to get rewarded and those who provide help feel satisfied after helping. Prosocial behaviour has a special characteristic that puts the interests of others above personal interests. Welfare and benefit of people or groups is the goal of prosocial behaviour. Eisenberg (in Muryadi & Matulesy, 2012) says that prosocial behaviour includes three

aspects, namely actions that are carried out voluntarily, actions taken are shown for the benefit of other people or a group of other people, and the action is a goal not as a tool to satisfy personal motives. .

Prosocial behavior should also be carried out by students as part of the community. Not only that, students must also play an active role in the community or in their environment. From this identity, students have a role in society, be it social responsibility, intellectual responsibility and moral responsibility in their environment. Students as young intellectual candidates who are undergoing a learning process are required by the community to have a responsibility in behaving according to what is prevailing in society such as helping each other, sharing, and working together. However, there are still students who are not aware of the importance of prosocial behavior in society.

Students of the Faculty of Psychology are one of the communities in society that are highlighted for their prosocial behaviour. This is because most of the people's views of those whose education is required to be sympathetic, empathetic, more understanding and sensitive to other people and the environment around them. In the words of some students, it was found that when they saw other people who needed help, they did not immediately help. They will see situations such as whether there are many people there, and when they are in a hurry, they do not immediately help because they think there must be someone else to help. Likewise when in front of them there was an accident.

Common reasons for not coming to the aid of a victim include fearing that the risk of personal harm is too great and feeling that he or she does not have the strength or other qualities needed to be able to help assuming that others are more qualified than him and that the situation is not as serious as previously thought because he is The surroundings or people present in the accident did not appear worried for fear of being the target of aggression or intimidation. Staub (in Muryadi & Matulesy, 2012) says that what underlies a person to act prosaically, one of which is the existence of values and norms that are internalized by individuals during socialization.

The lack of prosocial behaviour can occur due to several factors, one of which is the bystander effect, where the bystander effect or the presence of other people has the perception that someone else has acted to help, so that he himself does nothing to help. If in an emergency the individual responds more quickly when he is alone, than if they have the assumption that other people also know the situation (Widiyastuti, 2014). When the situation at the scene is filled with many people, individual helping behaviour tends to be

less. This is supported by the bystander effect theory which states that the possibility of someone to help will be smaller when that person is with other people.

## II. LITERATURE REVIEW

### A. Student

According to Siswoyo (in Papilaya & Huliselan, 2016) students are individuals who are studying at the tertiary level, both public and private or other institutions at the level of universities. A student is someone who is in the process of gaining knowledge or studying and is registered to be undergoing education at one of the universities such as academics, polytechnics, high schools, institutes, and universities (Hataji, 2012). A student is categorized as a developmental stage whose age is 18-25 years. This stage can be classified from late adolescence to early adulthood and in terms of development, the task of development at this student age is to strengthen the establishment of life (Yusuf, 2012) and also to contribute to the social environment.

### B. Prosocial Behaviour

Prosocial behavior is an act of helping others without seeing the benefits, both from those who are helped and those who provide help and may result in a risk for those who help (Baron & Byrne, 2005). Eisenberg and Musen (in Matondang, 2016) define that prosocial behavior is a voluntary action intended to help or benefit a group of other people or a group of individuals. This prosocial behavior can be seen in various forms, from emotional to physical help.

Sarwono (2009) states that there are two factors that influence prosocial behavior, namely situational factors; bystander, attractiveness, victim attribution, there is a model, time pressure, the nature of the victim's needs, and factors in mood, nature, gender, place of residence, and upbringing. Specific factors that influence prosocial behavior include the characteristics of the situation, the characteristics of the helper, and the characteristics of the person who needs help (Sears, et al., 1985). There are three indicators that become prosocial actions, namely the action ends on him and does not demand profit on the part of the perpetrator, the action is born voluntarily, and the action produces goodness (Staub, in Dayaksini & Hudaniah, 2009).

Mussen & et al. (in Nashori, 2008) reveal that aspects of prosocial behavior include:

1. Helping, namely helping others by lightening the physical or psychological burden of the person.
2. Sharing feelings or empathy, namely the willingness to share what other people feel.
3. Cooperation, namely doing work or activities together based on an agreement to achieve common goals
4. To donate is to be kind to others.
5. Paying attention to the welfare of others, namely caring about other people's problems

Research conducted by McGuire (in Rahman, 2013) succeeded in identifying 72 types of helping behavior in students. After analyzing, McGuire distinguishes prosocial behavior into 4 types, namely:

#### 1. Causal help

Give small assistance with casual introductions, such as sharing a meal, giving directions to new people.

#### 2. Substantial personal help

Providing assistance with tangible benefits provided by friends, providing personalized service, and giving or lending valuables, such as lending a cell phone.

#### 3. Emotional help

Offering help or support for personal problems, such as providing a sense of security by being around friends, providing moral support when friends are in trouble, and listening to friends' problems.

#### 4. Emergency help

Assistance given in dangerous situations or uncontrolled situations, such as helping victims of accidents and fires.

### C. Bystander Effect

Literally, bystander is a psychological term which means an audience in a condition. Cherry (2007) states that the bystander effect is a decrease in the intensity of helping behavior in situations that require help because there are many other individuals in the situation. Furthermore, the bystander effect is defined as a person in a situation who only chooses to be an observer, witnessing the danger that occurs, but does nothing to help or stop the incident (Latane and Darley in Sears, Freedman & et al., 1985).

Latane & Darly (in Hortensius & Gelder, 2018) describe five processes for the occurrence of the bystander effect, namely emergencies, capturing individual attention, evaluating emergencies, deciding responsibility and trust in competence, and finally making a decision to help or not. However, this calculation in the decision-making process does not have to occur at the reflective, cognitive level and can also reflect the results of the reflexive.

There are several factors that influence a person in determining the decision to do the bystander effect, namely the spread of responsibility, the effect of ambiguity, fear of being judged, environmental conditions, and time pressure (Sears, Freedman & et al., 1985). According to Latané & Nida (in Urschler, Fischer et al, 2015) the factors that influence the bystander effect are the number of observers, the level of danger in an emergency, membership in social categories. According to Davidson (2012) aspects of the bystander effect are:

1. Potential to intervene
2. Prevent violence
3. Opportunity to provide assistance

According to Sarwono (in Asiah, 2017) indicators in the bystander effect include:

1. Social influence, namely the influence of other people who are used as a benchmark in interpreting the situation and making decisions to interfere, someone will interfere if other people also interfere
2. Bystander barriers, namely feeling themselves judged by others and the risk of embarrassing themselves because their actions to interfere inappropriately will prevent others from interfering.
3. The spread of responsibility makes the responsibility for interfering divided due to the presence of other people

Latane & Darley (in Fahmi, 2017) say the process that hinders giving help is

1. *Evaluation apprehension*, namely the fear of being judged by others when acting in public. A person is worried about making a mistake or acting inappropriately when he is being watched by others and is therefore reluctant to give help.
2. *Pluralistic ignorance*, namely a person's tendency to rely on obvious reactions when faced with ambiguous situations. People don't give help because everyone believes that no one perceives that the situation is serious.
3. Knowing how to help in helping, once the previous sequences are met, other conditions must also be met so they have to decide what kind of help is to be done.
4. Deciding on the implementation to help even though the individual knows what help is appropriate to give, there are still reasons why the individual decides to help. For one thing, the individual may not be competent enough to provide proper assistance. Even when the individual knows what help is needed, the individual must consider the risks if the individual provides help

D. *The Relationship Between Bystander Effect And Prosocial Behavior*

It has been described previously that there are various factors that influence a person's decision to help or not. One of the factors is the presence of a bystander when an emergency event that makes someone need help occurs. Prosocial behavior includes all forms of action to help others, whether planned or not, regardless of the motives that provide help (Nashori, 2008). Prosocial behavior can be caused by the presence of other people or the bystander effect.

Darley and Latane (in Mercer & Clayton 2012) also conducted an experiment on the presence of a bystander that affects a person's prosocial behavior, which involved male students who were faced with a situation where there were students (as experimental assistants) who experienced convulsions and shortness of breath. The results of the experiment conducted by Darley and Latane show that the number of sanctions affects the provision of help, because students who hear about an emergency are more likely to react when they are alone than in a crowded situation. The more bystanders on the scene, the longer it will take to respond and the less likely the individual will act.

This is also shown by research by Halimah, et al. (2015) that the role of the bystander on the intensity of bullying in junior high school students shows that there is a positive influence on the perception of the bystander on the intensity of bullying. In this study, researchers used the bystander effect as the basic concept. The results of this study indicate that the coefficient of the influence of bystander attendance is low in this study, but this plays a role in strengthening or triggering the recurrence of bullying behavior in schools. The bystander who is silent or does not care about the bullying by his friend makes the perpetrator feel supported and considers it normal, but when the bystander's reaction moves to help the victim, the perpetrator will feel like a failure because no one accepts his behavior. Bullying against the presence of a bystander can explain the cause of the recurrence of bullying behavior in

schools. The recurrence of bullying behavior in schools is due to the lack of moral concern from the bystander to help victims.

III. METHODOLOGY

This study uses a correlational quantitative research type involving 218 students of the Faculty of Psychology who study in Medan. Data was collected using two psychological scales, namely the prosocial behavior scale and the bystander effect scale. The social behavior scale is based on aspects according to Mussen et al. (in Nashori, 2008) including aspects of helping, sharing feelings or empathy, cooperation, contributing, and paying attention to the welfare of others. Meanwhile, the bystander effect scale is based on aspects according to Davidson (2012), including aspects of potential interference, preventing violence and providing assistance. The two scales were arranged using the Likert scale method consisting of favorable and unfavorable items with each item score moving from numbers 1 to 4.

IV. RESULT

1. *Assumption Test*

The distribution normality test was analyzed using the normality test for the distribution of research data using the Kolmogorov-Smirnov Goodness of Fit Test technique. Based on this analysis, it is known that prosocial behavior and bystander effect follow a normal distribution which is distributed according to the normal curve principle with  $p > 0.05$ . The results of the normality test of the scale of the relationship between the bystander effect and prosocial behavior can be seen in the following table.

TABLE 1. Calculation Results of Distribution Normality Test

Variable	Average	SD	KS	P	Information
Bystander effect	63.49	13.590	0.956	0.320	Normal
Prosocial behavior	59.55	13.029	0.803	0.540	Normal

Information:

- Average : Average score
- KS : Coefficient Kolmogorov-Smirnov
- Elementary school : Standard Deviation
- P : Chance of error

Furthermore, based on the linearity test, it can be seen that the bystander effect has a linear relationship with prosocial behavior with  $p > 0.05$ . The relationship can be seen in the following table.

TABLE 2. Calculation Results of Relationship Linearity Test

Correlation	F	P	Information
X -Y	7,841	0.736	Linear

Information:

- X : Bystander effect
- Y : Prosocial behavior
- F : Coefficient of linearity
- P : Probability of error

2. *Calculation Results of Pearson Product Moment Data Analysis*

Based on the results of the analysis using the r Product Moment correlation analysis method, it is known that  $r_{xy} = 0.781$  with a significant  $p = 0.000 < 0.050$ . The determinant coefficient ( $r^2$ ) of the relationship between the independent variable X and the dependent variable Y is  $r^2 = 0.610$ . This indicates that the bystander effect contributes to prosocial behavior by 61%, and there are 39% of other factors not examined in this study.

TABLE 3. Calculation of r Product Moment Analysis

Statistics	Coefficient (r <sub>xy</sub> )	Determinant Coefficient (r <sup>2</sup> )	p	BE%	Information
XY	0.781	0.610	0.000	61.0%	Significant

Information:

- X : Bystander effect
- Y : Prosocial behavior
- $r^{xy}$  : Coefficient of relationship X and Y
- $r^2$  : The coefficient of determinant X and Y
- p : Probability of error
- BE% : Weight of X's effective contribution against Y in percent
- Note : Significance

#### 4. Hypothetical and Empirical Mean Calculation Results

##### a. Hypothetical Mean

For the bystander effect variable, the number of valid items is 31 items formatted with a Likert scale in 4 answer choices, then the hypothetical mean is  $\{(31 \times 1) + (31 \times 4)\} : 2 = 75$ . Then for the prosocial behavior variable, the number of valid items is 31 items formatted with a Likert scale in 4 answer choices, then the hypothetical mean is  $\{(31 \times 1) + (31 \times 4)\} : 2 = 72.5$ .

##### b. Empirical Mean

Based on data analysis, the empirical mean of the bystander effect variable the empirical mean is 63.49 while for the prosocial behavior variable it is 59.55.

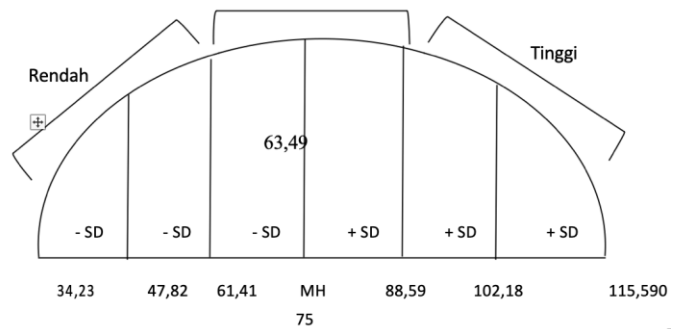
##### c. Criteria

Hypothetical mean < empirical mean, where the hypothetical mean is added or subtracted by SD and the empirical mean is in between, the bystander effect is classified as moderate and tends to be negative. The result of the empirical mean is higher than the result of the difference between the hypothetical mean and the standard deviation. The result of the hypothetical mean (90) > the empirical mean (63.49) where the result of the hypothetical mean (90) - SD (13.590) is 88.59 so that the empirical mean is moderate. Hypothetical mean < empirical mean, where the hypothetical mean is added or subtracted by SD and the empirical mean is in between, prosocial behavior is classified as moderate and tends to be negative. From the picture above, it has information that the empirical mean is higher than the result of the difference between the hypothetical mean and the standard deviation. Hypothetical mean (90) > empirical mean (59, 55) where the result of the hypothetical mean (90) - SD (13.590) is 59,471 so that the empirical mean is moderate.

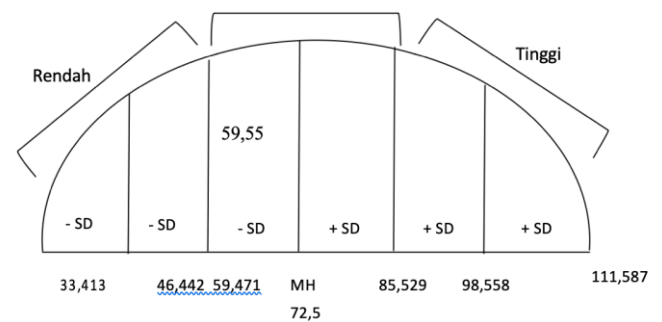
TABLE 4. Calculation of Hypothetical Mean and Empirical Mean

Variable	SD	Mean		Information
		Hypothetical	Empirical	
Bystander effect	13,590	75	63.49	Currently
Prosocial behavior	13.029	72.5	59.55	Currently

Curve 1. Bystander Effect Normal Curve Sedang



Curve II. Normal Curve of Prosocial Behavior Sedang



## V. DISCUSSION

From the results of the calculation of the Pearson product moment correlation analysis, it shows that the research hypothesis is rejected, namely there is a negative relationship between the bystander effect and prosocial behavior in the students of the Faculty of Psychology, where  $r_{xy} = 0.781$  with a significant  $p = 0.000 < 0.050$ . The reason is due to several things, namely the theory used cannot be applied in real life in prosocial behavior in Indonesia, especially the city of Medan. Indonesian culture is very different from foreign cultures, so the theory put forward by researchers cannot be implemented in Indonesia. Not only that, the characteristics and culture of the Indonesian people are very different from those of foreign cultures, because Indonesian people in general have friendly and helpful characteristics.

The Indonesian government has also made a law on helping accident victims, namely Article 531 of the Criminal Code (KUHP) which states the obligation to help people who need help. This article indicates that if someone wants to provide help, it is better for the individual to realize that the action does not endanger himself, for example the individual cannot help with his own strength, he can ask for help from other people who are considered able to help, such as calling the medical officer or the police.

Based on the results of this study, it also shows that the bystander effect does not always lead to negative things but can also lead to positive things. The results of this study are

supported by the results of research by Fischer et al. (in Fahmi, 2017). He corrected the results of classic research on the bystander effect which views that the presence of other people is considered as something negative. It turns out that the bystander effect is not always negative as described in the theory used by researchers. From the research results of Fischer et al (in Fahmi, 2017) can support the results of this study that there is no bystander effect when someone with other people is in a dangerous condition. In a state of danger, a person perceives others as a positive source for himself in providing assistance.

According to Fischer et al (in Fahmi, 2017) there are three reasons why the bystander effect weakens in a state of danger, namely (1) There is increased arousal in a person when facing a dangerous situation. This arousal situation can be reduced by providing assistance to the victim. This explanation is in line with the arousal view: the cost-reward model assumes that unambiguous and highly dangerous circumstances can increase the experience of arousal, whereas this increased arousal can be reduced by helping the victim; (2) The presence of others can provide physical support especially in situations of danger where a person is concerned about the social and physical consequences of providing assistance, for example being attacked by a criminal; (3) The existence of a rational inference process that a dangerous situation can be overcome by cooperating and coordinating between himself and others. The state of danger raises the expectation that others will help too (because the situation is very dangerous), which in turn increases the likelihood that someone will help.

The reason individuals do not help at the time of an incident is due to the lack of helping behavior that is cultured by the environment so that it can be a stimulus to others. Prosocial behavior in psychology students at this time is moderate, because the culture of psychology students is different from what it used to be, in fact today's students will help if someone helps, ideally prosocial behavior is done voluntarily without looking at the motives of giving help. This bystander effect affects the behavior of some students resulting in students lacking initiative.

The theory used by researchers has changed, this is supported by Fahmi's research (2017) which shows that there are several things in the bystander effect, namely the implicit bystander effect, public self-awareness and the similarity of social identity. The implicit bystander effect is that simply imagining the presence of a group in one situation can influence helping behavior in another situation. According to Garcia, et al. (in Fahmi, 2017), the implicit bystander effect has a limit (boundary condition), namely that the situation that occurs is a situation that provokes the attention of the general public, for example tripping or falling. In this case, when people are asked to be in a situation that attracts the attention of the general public, people will tend to help in that situation. Therefore,

The second is that public self-awareness is that people have a desire to be seen as good by others. Helping behavior is a means for a person to build his reputation in front of others. In this case, helping behavior can be used as a means for someone to build an impression when dealing with other

people.

The third is the similarity of social identity, namely in everyday life, individuals cannot be separated from social identity. As in general, women tend to help women and vice versa due to binding religious laws, as well as the norms that apply in society regarding the ethics of politeness of the opposite sex. When individuals interact with other people, of course, it can affect their behavior where in an environment of course there are individuals who join a community they tend to influence the behavior of fellow people who are the same as their community.

Based on this research, it can be concluded that the more bystanders, the higher the prosocial behavior of the students of the Faculty of Psychology. The contribution given by the bystander effect variable on prosocial behavior is 61%, meaning that there are still 39% more from other factors, namely the attractiveness factor, attribution to the victim, there is a model, time pressure, the nature of the victim's needs, mood, nature, gender, place of residence. and parenting.

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