

Towards an Effective Agentic Group Guidance Model to Improving the Prosocial Behavior of Minangkabau Adolescents

Rezki Hariko*, Fattah Hanurawan, M. Ramli, Afdal Afdal,
Mardi Lestari, Miftahul Fikri, Gusni Dian Suri

Faculty of Education, Universitas Negeri Padang, Jln. Prof. Dr. Hamka, Kota Padang, Sumatera Barat, 27151, Indonesia

Email: hariko.r@fip.unp.ac.id*, Email: fattah.hanurawan.fppsi@um.ac.id, Email: m.ramli.fip@um.ac.id, Email: afdal@fip.unp.ac.id, Email: lestarimardi@untad.ac.id, Email: miftahulfikri@unp.ac.id, Email: gusnidians@fip.unp.ac.id,

Received: 13-April-2023

Revised: 08-May-2023

Accepted: 05-June-2023

Abstract

The adolescent concern of others' difficulties is required in the form of prosocial behavior. Previous research has found that the prosocial behavior of Indonesian adolescents has not been optimally developed. Unfortunately, no research results were found on the development of a model for improving adolescent prosocial behavior through the implementation of group guidance in schools. This study uses development research methods with the aim of producing a model of agentic group guidance to improve a valid and practical adolescent prosocial behavior. The model integrates the principles of behavior development according to the agentic perspective in the implementation of group guidance to improve altruistic, emotional, anonymous and emergency prosocial behavior. The validation test uses the acceptability scale of the agentic group guidance model and the practical test uses the practicality assessment scale of the agentic group guidance model which is based on the Likert scale. The validation and practical test data were analyzed using the Aiken's V formula. The results of the analysis showed that the validity and practicality levels of the model were high with values of 0.86 and 0.87, respectively. In conclusion, the agentic group guidance model to improve students' prosocial behavior is considered valid and practical in use.

Keyword- agentic perspective, psychoeducational group, counselor, student

Reference to this paper should be made as follows: Hariko, R., Hanurawan, F., Ramli, M., Afdal, A., Lestari, M., Fikri, M., & Suri, G. D. (xxxx) 'Towards an effective agentic group guidance model to improving the prosocial behavior of Minangkabau adolescents', xxx, Vol. X, No. Y, pp.xxx-xxx

Biographical notes: Rezki Hariko completed the Doctoral Program of Guidance and Counseling at Universitas Negeri Malang. He is currently a counselor at the Guidance and Counseling Service Unit of Universitas Negeri Padang and teaches at the Guidance and Counseling Study Program, Faculty of Education, Universitas Negeri Padang. He actively teaches Group Guidance and Counseling, Counseling Techniques and Approaches, Statistics, and Social Psychology. His research interests include the groups in guidance and counselling, school counselling, adolescent, educational psychology, and the positive psychology in guidance and counselling.

Fattah Hanurawan completed his Master Program at Social Education Deakin University, Master Program in Social Psychology at Universitas Indonesia and Doctoral Program in Psychology at Universitas Gadjah Mada. He currently teaches at the Department of Psychology, Faculty of Psychology, Universitas Negeri Malang. He actively teaches qualitative research, educational philosophy, and social psychology.

M. Ramli completed his Master's Program in Elementary Education at the University of Iowa, and Doctoral Program in Guidance and Counselling at the Universitas Pendidikan Indonesia. He is currently teaching at the Guidance and Counselling Program, Faculty of Education, Universitas Negeri Malang. He is active in teaching techniques of counselling, counselling psychology and introduction to education.

Afdal completed the Guidance and Counseling Master Program at Universitas Negeri Padang and completed the Guidance and Counseling Doctoral Program at Universitas Pendidikan Indonesia. He is currently a counselor at the Guidance and Counseling Service Unit of Universitas Negeri Padang and teaches at the Guidance and Counseling Study Program, Faculty of Education, Universitas Negeri Padang. He actively teaches Career Guidance and Counseling, Counseling Techniques and Approaches and Research Methodology.

Mardi Lestari completed the Guidance and Counseling Master Program at Universitas Pendidikan Indonesia and completed the Guidance and Counseling Doctoral Program at Universitas Negeri Malang. He currently teaches at the Guidance and Counseling Study Program, Faculty of Teacher Training and Education, Universitas

Tadulako. He actively teaches Multicultural Counseling, Counseling Techniques and Approaches and Research Methodology

Miftahul Fikri completed the Guidance and Counseling Doctoral Program at Universitas Negeri Padang. He currently teaches at the Guidance and Counseling Study Program, Faculty of Education, Universitas Negeri Padang. He actively teaches Career Guidance and Counseling, Counseling Techniques and Approaches and Research Methodology.

Gusni Dian Suri completed the Guidance and Counseling Master Program at Universitas Negeri Padang. She currently teaches at the Guidance and Counseling Study Program, Faculty of Education, Universitas Negeri Padang. She actively teaches Family Counseling, and Counseling Techniques and Approaches.

INTRODUCTION

Indonesia is a country with a very large potential for natural disasters, especially tectonic and hydrometeorological ones. The National Disaster Management Agency (BNPB) reports that from January 1st to October 30th 2021 there have been 2,203 natural disasters that have damaged thousands of homes and public facilities, and millions of people were injured, displaced and died (Qodar, 2021). The socio-economic and socio-psychological difficulties faced by victims require assistance, physical and psychological support from other parties, including adolescents, where this kind of ability is an aspect of prosocial behavior (Brittian & Humphries, 2015; Ormrod, 2008). As a voluntary action aimed at helping and benefiting others (Carlo, 2014; Eisenberg et al., 2015), prosocial behavior is very important for the quality of interaction, an integral aspect of the purpose of action that leads to efforts to support successful adolescent development, indicators psychological adjustment and positive behavior, and important markers of healthy adolescent social functioning (Caprara et al., 2015; Davis & Carlo, 2018; Eisenberg et al., 2015). Ideally, the prosocial behavior of Indonesian teenagers is well developed, because prosocial values have been believed by religious communities as noble characteristics with blessings from God (Carlo, 2014). However, research found that the Indonesian sample displayed less prosocial behavior (Trommsdorff et al., 2007). In line with this, a recent study of junior high school students in Padang City, Indonesia, found that prosocial behavior for the type that is oriented towards caring for others has not been optimally developed (Hariko, 2020; Hariko et al., 2021). Responding to these findings, a systematic effort is needed to develop prosocial behavior through the implementation of various learning models in the process of guidance and counseling services in schools.

According to the situational perspective, students' prosocial behavior is formed through a process of socialization and cultural orientation by prosocial agents in the family, school and community social environment (Brittian & Humphries, 2015). Based on this view, efforts to develop students' prosocial behavior through guidance and counseling services are believed to be effective by counselors through group guidance services. These services, which are more commonly referred to as psychoeducational groups (Brown, 2004; Neukrug, 2011) are believed to be effective for adolescents, because they are very familiar with the activities carried out in group (Gladding, 2003). The group is a microcosm of society's social environment that provides a natural laboratory for students to learn about the reactions of others, and a place to learn and practice new behaviors (Neukrug, 2011). However, the principle that students are part of the social system and that most of the learning process they do is social (Langford, 2004) and should be considered in the guidance and counseling service implementation.

The principle of developing students' prosocial behavior through group guidance is in line with the agentic perspective of social cognitive theory. This theory believes that most individual behavior is obtained from learning outcomes that take place in the social environment through a pattern of reciprocal relationships between personal factors, social environment, and behavior (Bandura, 2012; Rasit et al., 2015; Schunk., 2012). Humans do not operate as autonomous agents independent of the influence of external factors or merely a mechanical introduction that is entirely determined by the influence of external factors (Bandura, 1999b), but the product of the reciprocal interaction between intrapersonal, behavioral and environmental factors that are going on together as dominant factors that interact with each other (Bandura, 2006b). Individuals are agents for themselves (Bandura, 2012) who are able to exercise control over most of the innate factors and personal quality of life (Bandura, 2018). Individuals are both producers and products of the social system. The self-agency mechanism in social cognitive theory adheres to the concept of evoked interactive agency (Bandura, 2018; Schunk., 2012). Although agency has traditionally been conceptualized and focused on privately exercised agency (Bandura, 2000), social cognitive theory extends the lines of agency theory and distinguishes agency mechanisms into

three types of agency which operate in an integrated manner, namely: personal, proxy and collective ones (Bandura, 2018). The three types of self-agency operate hierarchically through three main characteristics, namely: anticipatory thoughts, self-reactivity and self-reflection (Bandura, 2012, 2018; Cauce & Gordon, 2012). Agency systems embody support, belief systems, self-regulation and distributed structures and functions by which personal influence is exercised. The integration of the agentic perspective into group guidance activities is believed to be ideal for facilitating the development of students' prosocial behavior through the integrated operation of the self-agency mechanism through the hierarchical main features. The interaction between fellow group members and between group members and group leaders (counselors) will encourage the optimal operation of the self-agency mechanism of each student member of the group in an effort to improve their prosocial behavior.

Although it is much less studied than negative behavior (Fabes et al., 1999), the study of adolescent prosocial behavior has received enormous attention in the last decade (Brittian & Humphries, 2015; Dunfield, 2014) since having previously been very popular in the 1970s to the late 1980s (Eisenberg et al., 2006; Eisenberg & Spinrad, 2014). Prosocial behavior has become a major concern lately because it is considered very attractive by the community and has important social implications, especially in the fields of education, health, policy, economy and other social fields (Matsumoto, 2009). Various studies have found that prosocial behavior is positively related to learning achievement, cognitive and academic outcomes of adolescents (Caprara et al., 2000; Ma et al., 1996; Romano et al., 2010), has a positive effect on the development of positive adjustment, implications for physical health, psychological and positive behavior, improve the quality of interpersonal relationships, social and economic well-being, social competence and moral development, and protect adolescents from deviant peer affiliation, delinquency and anti-social behavior (Allgaier et al., 2015; Carlo et al., 2014; Mestre et al., 2019). Research has also found that from a preventive point of view, prosocial behavior can neutralize, inhibit or restrain destructive behavior (Caprara et al., 2015). Prosocial behavior provides a protective function against deviant peer affiliation, delinquency, aggressive and antisocial behavior (Carlo et al., 2014), negatively correlated with pathological narcissism (R. Kauten & Barry, 2014; R. L. Kauten & Barry, 2016), and is negatively associated with depression and a number of primary negative dispositional emotions (Bandura, 1999a, 2001).

Although the study of prosocial behavior has been studied extensively by researchers, there are very few studies that attempt to formulate models or programs to improve adolescent prosocial behavior through the provision of guidance and counseling services in schools. Basically there are a small number of models and programs for developing prosocial behavior that are expertly designed to be implemented in learning programs in schools, such as social and emotional learning (Shechtman & Yaman, 2012), roots of empathy (Schonert-Reichl et al., 2012), and CEPIDEA (Caprara et al., 2014, 2015). Unfortunately, these models do not match the characteristics of students and the implementation of guidance and counseling in Indonesian schools. The model is designed to be applied implicitly by subject teachers in learning. It is also complicated and implemented in a very long-time span so it is less effective, and does not focus only on the development of prosocial behavior. Ironically there are very few studies of prosocial behavior involving a sample of Indonesian youth. A number of examples of existing research (Afrianti & Anggraeni, 2016; Hariko et al., 2021; Trifiana, 2015) are limited to efforts to describe the prosocial behavior of Indonesian adolescents. Meanwhile, there were also no results of research on the model of developing prosocial behavior of Indonesian students through the provision of guidance and counseling in general, as well as group guidance services in particular. This research is development research that aims to produce an agentic group guidance model to improve the prosocial behavior of junior high school students who meet the validity and practicality requirements.

METHOD

This research uses research and development methods which are also known as development research (Van den Akker, 1999). The product developed in this research is an agentic group guidance model to improve prosocial behavior of junior high school students. The development cycle adapts the ADDIE (analyze, design, develop, implement, evaluate) development model (Branch, 2009) which is limited to the implementation of the analysis, design and develop stages. The implementation and the results obtained at the implement and evaluate stages are carried out separately and reported in another article. In the analyze stage, product needs analysis is carried out based on theoretical studies and identification of phenomena in the field regarding prosocial behavior and

strategies for improving it. At the design stage, identification of the sub-capabilities that prospective users need to have in order to master the general competencies of model implementation is carried out. Finally, at the develop stage, a number of efforts were made to produce content, supporting media, developing models and model implementation guidelines, formative revisions and product trials to assess the validity and practicality of the product.

Product validation was carried out by presenting three experts in the field of guidance and counseling as well as in the field of learning technology media to assess the feasibility of the product. Quantitative data on the acceptance of the model based on expert judgment was obtained through the administration of the acceptability scale of the agentic group guidance model which was compiled based on the Likert scale model. The scale consists of 34 statement items to measure aspects of clarity (14 items), usability (5 items), feasibility (4 items), accuracy (5 items) and product attractiveness (6 items). Meanwhile, testing the practicality of the product was carried out through administering the practicality assessment scale of the agentic group guidance model in the form of a Likert scale to three school counselors. The scale consists of 25 statement items to assess the ease of understanding the concept (6 points), the ease of planning (4 points), the ease of implementation (9 points), and the ease of evaluating (6 points). The data from the expert assessment of product validity and the counselor's assessment data about the practicality of the product were further analyzed statistically using the Aiken's V formula (Aiken, 1980).

RESULT AND DISCUSSION

The results obtained are classified based on the stage of development research carried out. In the analyze stage, the results obtained include: a description of students' prosocial behavior and development efforts that have been carried out, determination of a general-purpose plan for development research, results of analysis of student characteristics as the main target for implementing research products, availability of necessary supporting resources, and determination potential presentation system.

Tracing the description of students' prosocial behavior was carried out through observation of students, interviews with school counselors and measurement of students' prosocial behavior. Observations and interviews with six junior high school counselors in Padang city were carried out simultaneously during June to July 2017. The results of the observations revealed that most of the students were indifferent to other people who needed help, reluctant to lend or share their belongings with others, and ignorant about others who experience negative affective conditions. In line with the results, interviews with school counselors also resulted in the conclusion that students' prosocial behavior had not developed optimally. The interviews also revealed additional findings that support the results of previous research on 690 junior high school students in Padang City, where group guidance is the most popular type of guidance and counseling service for students (Hariko et al., 2021). Unfortunately, it was found that there was no group guidance model specifically aimed at developing students' prosocial behavior. Measurement of students' prosocial behavior was carried out using a multidimensional scale of prosocial behavior, namely Prosocial Tendencies Measures (PTM) (Carlo & Randall, 2002) and resulted in the conclusion that prosocial behavior oriented towards caring for others had not developed optimally (Hariko et al., 2021). Based on these findings, a literature review on prosocial behavior, group guidance and self-agency perspectives was conducted to formulate the general purpose of the research, namely to produce a group guidance model to improve prosocial behavior of junior high school students that meet the criteria of validity and practicality.

Literature review of prosocial behavior was conducted mainly on the results of research by Batson, Eisenberg, Staub, Latane and Darley which identified four types of prosocial behavior, namely: altruistic, obedient, emotional and public (Carlo & Randall, 2002). Based on this classification, a typology of six types of prosocial behavior in adolescents based on context and motives is developed, namely: altruistic, obedient, emotional, public, anonymous and emergency (Carlo et al., 2003, 2010; Carlo & Randall, 2002). Considering the findings of preliminary research and development needs, the group guidance model developed is limited to increasing the types of prosocial behavior that is oriented towards caring for others, namely: altruistic, emotional, anonymous and emergency. Improvement efforts are focused on internal motives that influence the development of adolescent prosocial behavior based on the typology of the six types of prosocial behavior proposed by Carlo et.al, namely: empathic concern, perspective-taking and prosocial moral reasoning (Carlo & Randall, 2002; Davis & Carlo, 2018; Fabes et al., 1999; Mestre et al., 2019; Yagmurlu & Sen, 2015). Furthermore, the agency

perspective literature review was carried out mainly on the mechanism of self-agency according to social cognitive theory (Bandura, 2001, 2006a, 2008, 2012, 2018; Schunk., 2012). Then, the literature review on group guidance is aimed at formulating the basic framework for the implementation of the group guidance model to be produced and identifying the linkages with the main group approach model. The results obtained in the form of an agentic group guidance model which was developed based on a standard model consisting of four stages, namely: initial, transition, work and end (Association for Specialists in Group Work, 1992, 2000; Gladding, 2003). Judging from the relationship with the main group approach model, the agentic group guidance model is theoretically based on the principle of individual behavior change based on the perspective of self-agency from social cognitive theory, where this theory is in line and is associated as part of the cognitive-behavioral and constructivist approaches (Corey et al., 2014; Gladding, 2003; Mahoney, 2003; Meichenbaum, 2017; Neukrug, 2011).

Based on the literature review, the general procedure for the agentic group guidance model for improving students' prosocial behavior is shown in Figure 1.

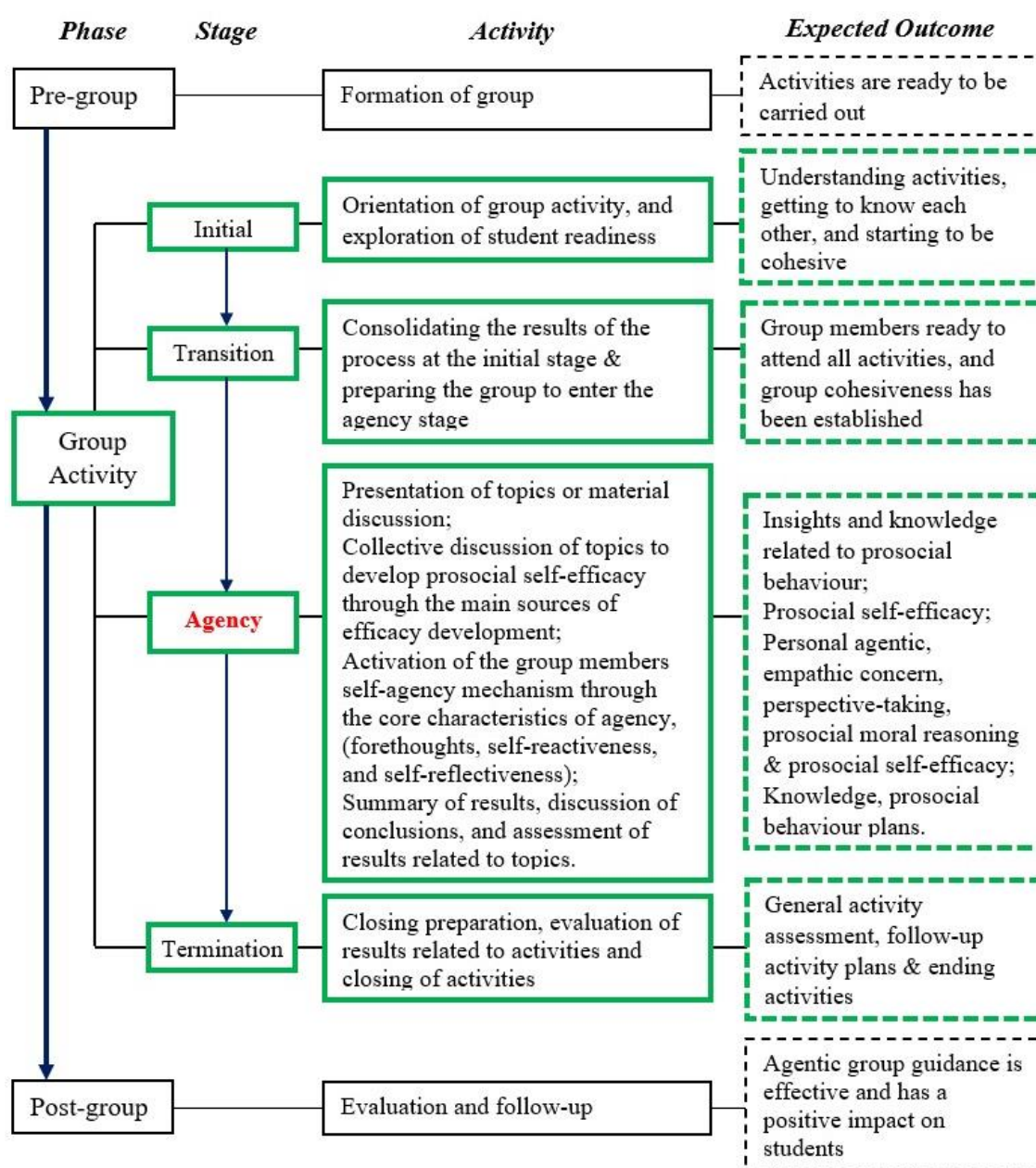


Figure 1 General Procedure of Agentic Group Guidance Model

Based on Figure 1, the operationalization of the agentic group guidance model to improve students' prosocial behavior is generally carried out through three phases, namely: pre-group phase, agentic guidance group activity phase and post-group phase. The pre-group phase is more dominated by counselor activities in forming groups, so that agentic group guidance activities are ready to be implemented.

Next, the group guidance activity phase is the core of the model being designed. Specifically, this phase is operated through four activity stages, namely: escort, transition, agency and termination stages. Group activities at the escort, transition and termination stages are basically not far from the general group guidance model – the standard model (Association for Specialists in Group Work, 1992, 2000; Brown, 2004; Gladding, 2003; Neukrug, 2011). However, the emphasis on the specification of the agentic group guidance model lies in the third stage, namely the agency stage. The naming of the agentic stage parallels the use of the working stage name in the standard model. At the agentic stage, the discussion of predetermined topics is carried out based on an agentic perspective – and of course considering the behavioral variables to be developed, namely students' prosocial behavior. Before focusing group activities on activating members' self-agency mechanisms, the group was stimulated to discuss the topic. This is done in order to supply the initial knowledge of group members and build their self-efficacy through the main sources of efficacy development which is a special feature of the agentic concept according to the view of social cognitive theory (Bandura, 1997; Maddux, 2002). Activation of the self-agency mechanism of group members is specifically aimed at developing three main internal motives for developing prosocial behavior, namely: empathic concern, perspective-taking and prosocial moral reasoning (Carlo & Randall, 2002; Davis & Carlo, 2018; Fabes et al., 1999; Mestre et al., 2019; Yagmurlu & Sen, 2015). Activities at the agency stage are closed with a summary of the results, discussion of conclusions and an assessment of the results obtained by members related to topic discussions.

Then, the post-group phase is a period to evaluate activities as a whole by evaluating the process, assessing results and measuring the development of students' prosocial behavior using the developed instruments. Based on the results of the evaluation, a follow-up plan of activities is determined (Brown, 2004; Gladding, 2003; Neukrug, 2011), either in the form of implementing agentic group guidance for follow-up meetings, implementing other types of guidance and counseling services, referral efforts to other experts, as well as termination or closure for the whole range of activities.

The agentic group guidance model to improve students' prosocial behavior is designed to be conducted in four meetings. Each meeting discusses a specific topic, according to the general objectives and specific objectives of each meeting. In general, agentic group guidance aims to enable group members to develop social skills, activate self-agency mechanisms, as well as to understand and to be able to express prosocial behavior towards others who are in need or experiencing difficulties. The specific purpose of agentic group guidance is achieved through discussion of factual, actual, and different topics for each meeting, and is relevant to the main theme, namely increasing students' prosocial behavior. Topics are chosen based on consideration of the underlying internal motives or affect the development of adolescent prosocial behavior. The specific topics and objectives of each meeting are shown in Table 1.

Table 1. Topics and Specific Objectives of the Agentic Group Guidance Model

Session	Topic	Specific Objective
I	Prosocial Behavior and Its Urgency towards Students in Social Life	Students have insight and knowledge about the definition, purpose, benefits, forms and factors that influence prosocial behavior.
II	Suffering of Sumur Landslide Victims, Tanah Datar	Students are able to empathize and sympathize with the suffering of others who are experiencing difficulties.
III	The fate of 40 children at the Bundo Saiyo Orphanage after the owner of the orphanage died due to Covid-19	Students are able to understand and predict cognitive and affective conditions as well as social situations of others who have difficulty.
IV	Analysis of Moral Dilemma Cases, <ul style="list-style-type: none"> ▪ Borrowing money for medical expenses for friends' parents' vs buying new shoes, ▪ Donate to victims of natural disasters vs buy new bags, 	Students are able to do prosocial moral reasoning so they can decide to help others in need.

Session	Topic	Specific Objective
	<ul style="list-style-type: none"> ▪ Help victims of traffic accidents vs immediately go to school, and ▪ Comforting friends who are grieving because their parents died vs going on vacation 	

Table 1 explains that the agentic group guidance model to improve students' prosocial behavior is conducted in four meeting sessions. The first meeting focused on discussing the topic of prosocial behavior and its urgency towards students in social life. The discussion on the topic of the first meeting specifically aims to build the group member students' insight and knowledge about the definitions, goals, benefits, forms and factors that influence prosocial behavior. Discussion on this topic is very important to supply students' initial knowledge about prosocial behavior, and further build and increase their self-efficacy to realize prosocial behavior into real action later (Bandura, 1999b, 2006a, 2012; Pajares, 2006). Furthermore, the second meeting discussed the topic of the suffering of the victims of the landslide in Sumpur, Tanah Datar. The discussion on the topic of the second meeting specifically aims to build students' empathize and sympathize with the suffering of others who are experiencing difficulties. Next, the third meeting discussed the topic of the fate of 40 children at the Bundo Saiyo Orphanage after the owner died due to Covid-19. The discussion on the topic of the third meeting specifically aims to make students able to understand and predict the cognitive and affective conditions and social situations of other people with difficulties. Then, the fourth meeting discussed and analyzed cases of moral dilemmas, with the topic of lending money for medical expenses for friends' parents versus buying new shoes; donating to victims of natural disasters versus buying a new bag; helping traffic accident victims versus getting to school right away; and comforting a friend grieving a parent's death versus going on vacation. The discussion on the topic of the last meeting specifically aims to make students able to do prosocial moral reasoning so that they can decide to help others in need.

The resulting hypothetical model then goes through the process of validating the acceptance of the model based on expert judgment. The results of the model acceptance validation are presented in Table 2 below.

Table 2 Validation Results of Agentic Group Guidance Model

No	Value Aspect	V	Kat.
1.	Clarity of agentic group guidance model	0,86	T
2.	Uses of the agentic group guidance model	0,89	T
3.	The feasibility of the agentic group guidance model	0,83	T
4.	The accuracy of the agentic group guidance model	0,91	T
5.	The attractiveness of the agentic group guidance model	0,83	T
Total		0,86	T

In Table 2, it can be seen that the expert agreement index on aspects of the model assessment is in the range of 0.83 to 0.91 and all of them are in the high category. Meanwhile, the total assessment also shows an expert agreement index of 0.86 and is in the high category. Thus, it can be concluded that the model has good validity so it is valid to use.

Then, the resulting hypothetical model goes through a practicality testing process based on the counselor's assessment as a potential user. The results of the practicality test are presented in Table 3.

Table 3 The Results of the Practicality Assessment of the Agentic Group Guidance Model

No	Assessment Aspect	V	Kat.
1.	Understanding the concept of agentic group guidance	0,93	T
2.	Agentic group guidance planning	0,78	S
3.	Implementation of agentic group guidance	0,90	T

No	Assessment Aspect	V	Kat.
4.	Evaluation of agentic group guidance	0,83	T
	Total	0,87	T

In Table 3, it can be seen that the index of practitioner agreement on aspects of the practicality of the model is in the range of 0.78 to 0.93 and is in the medium to high category. Meanwhile, the total assessment shows a practitioner agreement index of 0.87 and is in the high category. Thus, it is concluded that the model has good practicality so it is practical to use.

Based on the theory and empirical testing, it is proven that the agentic group guidance model to improve students' prosocial behavior is valid and practical to be implemented by counselors in providing guidance and counseling services in schools. It is recommended for school counselors to implement a model designed to improve students' prosocial behavior. An important note that school counselors need to remember in implementing the model in the field is related to the selection of topics to be discussed in the group. However, topics in group guidance activities require that they are factual and actual issues, being a mutual concern, being outside of the student and requiring less deep emotional involvement (Brown, 2004)(Gladding, 2003). Therefore, the implementation of the model by the counselor needs to be accompanied by updating the topic according to developing and relevant issues for the purpose of increasing students' prosocial behavior.

CONCLUSION

As a country with a very large potential for natural disasters, Indonesian people are vulnerable to socio-economic and socio-psychological difficulties that require a response in the form of prosocial behavior from other members of the community, especially teenagers. A number of existing research results find that the prosocial behavior of Indonesian adolescents has not optimally developed. Unfortunately, no research results were found on the model of developing students' prosocial behavior through the implementation of guidance and counseling, especially group guidance services. The current study aims to develop an agentic group guidance model to improve prosocial behavior of students who meet the requirements of validity and practicality. The model is designed and developed by integrating the principles of developing prosocial behavior of group members based on the agentic perspective of social cognitive theory. Through the discussion of topics that have been determined based on the consideration of the development of the main motives for the development of prosocial behavior, group members are stimulated to activate their self-agency mechanisms through the main features of self-agency, namely: anticipatory thoughts, self-reactivity and reflectivity. The results of statistical tests on the expert's assessment of the validity of the model and the counselor's assessment as a potential user about the practicality showed that the model was valid and practical to use.

ACKNOWLEDGEMENTS

The author would like to thank Department of Guidance and Counseling Universitas Negeri Padang and the RPI Institute Team for providing input for the writing of this article, and Institute for Research and Community Service Universitas Negeri Padang as part of the funding for the publication. We also thank the school principals, counselors, and junior high school students in Padang City for permission to research, assistance in collecting data, and willingness to become research participants.

REFERENCES

1. Afrianti, N., & Anggraeni, D. (2016). Perilaku Prosocial Remaja dalam Perspektif Bimbingan Konseling Islami. *Ta'dib: Jurnal Pendidikan Islam*, 5(1), 77–90.
2. Aiken, L. R. (1980). Content Validity and Reliability of Single Items or Questionnaires. *Educational and Psychological Measurement*, 40(4), 955–959. <https://doi.org/10.1177/001316448004000419>
3. Allgaier, K., Zettler, I., Wagner, W., Püttmann, S., & Trautwein, U. (2015). Honesty–Humility in School: Exploring Main and Interaction Effects on Secondary School Students' Antisocial and Prosocial Behavior. *Learning and Individual Differences*, 43, 211–217. <https://doi.org/10.1016/j.lindif.2015.08.005>
4. Association for Specialists in Group Work. (1992). Professional Standards for the Training of Group Workers. *The Journal for Specialists in Group Work*, 17(1), 12–19.
5. Association for Specialists in Group Work. (2000). Professional Standards for the Training of Group Workers. *The Journal for Specialists in Group Work*, 25(4), 327–342.

- <https://doi.org/10.1080/01933920008411677>
6. Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. Freeman.
 7. Bandura, A. (1999a). Social Cognitive Theory: An Agentic Perspective. *Asian Journal of Social Psychology*, 2(1), 21–41. <https://doi.org/10.1146/annurev.psych.52.1.1>
 8. Bandura, A. (1999b). Social Cognitive Theory of Personality. In L. A. Pervin & O. P. John (Eds.), *Handbook of Personality* (2nd ed., pp. 154–196). Guilford Publications.
 9. Bandura, A. (2000). Self-Efficacy: The Foundation of Human Agency. In W. J. Perrig & A. Grob (Eds.), *Control of Human Behavior, Mental Processes, and Consciousness: Essays in Honor of the 60th Birthday of August Flammer* (pp. 16–30). Lawrence Erlbaum Associates, Inc.
 10. Bandura, A. (2001). Social Cognitive Theory: An Agentic Perspective. *Annual Review of Psychology*, 52(1), 1–26. <https://doi.org/10.1146/annurev.psych.52.1.1>
 11. Bandura, A. (2006a). Adolescent Development from an Agentic Perspective. In T. Urdan & F. Pajares (Eds.), *Self-Efficacy Beliefs of Adolescent* (pp. 1–43). Information Age Publishing Inc.
 12. Bandura, A. (2006b). Toward a Psychology of Human Agency. *Perspectives on Psychological Science*, 1(2), 164–180. <https://doi.org/10.1111/j.1745-6916.2006.00011.x>
 13. Bandura, A. (2008). An Agentic Perspective on Positive Psychology. In S. J. Lopez (Ed.), *Positive Psychology: Exploring in The Best in People Volume 1, 2, 3, & 4* (pp. 167–196). Praeger.
 14. Bandura, A. (2012). Social Cognitive Theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of Theories of Social Psychology, Vol. 1* (pp. 349–373). Sage Publications Ltd.
 15. Bandura, A. (2018). Toward a Psychology of Human Agency: Pathways and Reflections. *Perspectives on Psychological Science*, 13(2), 130–136. <https://doi.org/10.1177/1745691617699280>
 16. Branch, R. M. (2009). *Instructional Design: The ADDIE Approach*. Springer. <https://doi.org/10.1007/978-0-387-09506-6>
 17. Brittan, A. S., & Humphries, M. L. (2015). Prosocial Behavior During Adolescence. In J. D. Wright (Ed.), *International Encyclopedia of the Social & Behavioral Sciences Volume 19* (2nd ed., pp. 221–227). Elsevier. <https://doi.org/10.1016/B978-0-08-097086-8.23190-5>
 18. Brown, N. W. (2004). *Psychoeducational Groups: Process and Practice*. Brunner-Routledge.
 19. Caprara, G. V., Barbaranelli, C., Pastorelli, C., Bandura, A., & Zimbardo, P. G. (2000). Prosocial Foundations of Children’s Academic Achievement. *Psychological Science*, 11(4), 302–306. <https://doi.org/10.1111/1467-9280.00260>
 20. Caprara, G. V., Kanacri, B. P. L., Gerbino, M., Zuffianò, A., Alessandri, G., Vecchio, G., Caprara, E., Pastorelli, C., & Bridglall, B. (2014). Positive Effects of Promoting Prosocial Behavior in Early Adolescence: Evidence from A School-Based Intervention. *International Journal of Behavioral Development*, 38(4), 386–396. <https://doi.org/10.1177/0165025414531464>
 21. Caprara, G. V., Kanacri, B. P. L., Zuffianò, A., Gerbino, M., & Pastorelli, C. (2015). Why and How to Promote Adolescents’ Prosocial Behaviors: Direct, Mediated and Moderated Effects of The CEPIDEA School-Based Program. *Journal of Youth and Adolescence*, 44(12), 2211–2229. <https://doi.org/10.1007/s10964-015-0293-1>
 22. Carlo, G. (2014). The Development and Correlates of Prosocial Moral Behaviors. In M. Killen & J. G. Smetana (Eds.), *Handbook of Moral Development* (2nd ed., pp. 208–234). Psychology Press. <https://doi.org/http://dx.doi.org/10.4324/9780203581957.ch10>
 23. Carlo, G., Hausmann, A., Christiansen, S., & Randall, B. A. (2003). Sociocognitive and Behavioral Correlates of A Measure of Prosocial Tendencies for Adolescents. *The Journal of Early Adolescence*, 23(1), 107–134. <https://doi.org/10.1177/0272431602239132>
 24. Carlo, G., Knight, G. P., McGinley, M., Zamboanga, B. L., & Jarvis, L. H. (2010). The Multidimensionality of Prosocial Behaviors and Evidence of Measurement Equivalence in Mexican American and European American Early Adolescents. *Journal of Research on Adolescence*, 20(2), 334–358. <https://doi.org/10.1111/j.1532-7795.2010.00637.x>
 25. Carlo, G., Mestre, M. V., McGinley, M. M., Tur-Porcar, A., Samper, P., & Opal, D. (2014). The Protective Role of Prosocial Behaviors on Antisocial Behaviors: The Mediating Effects of Deviant Peer Affiliation. *Journal of Adolescence*, 37(4), 359–366. <https://doi.org/10.1016/j.adolescence.2014.02.009>
 26. Carlo, G., & Randall, B. A. (2002). The Development of A Measure of Prosocial Behaviors for Late Adolescents. *Journal of Youth and Adolescence*, 31(1), 31–44. <https://doi.org/10.1023/A:1014033032440>
 27. Cauce, A. M., & Gordon, E. W. (2012). Toward The Measurement of Human Agency and The Disposition to Express It. *Gordon Commission on The Future of Educational Assessment. Educational Testing Service*. https://www.ets.org/Media/Research/pdf/cauce_gordon_measurement_human_agency.pdf
 28. Corey, M. S., Corey, G., & Corey, C. (2014). *Groups: Process and Practice* (9th ed.). Cengage

- Learning.
29. Davis, A. N., & Carlo, G. (2018). The Roles of Parenting Practices, Sociocognitive/Emotive Traits, and Prosocial Behaviors in Low-Income Adolescents. *Journal of Adolescence*, *62*, 140–150. <https://doi.org/10.1016/j.adolescence.2017.11.011>
 30. Dunfield, K. (2014). A Construct Divided: Prosocial Behavior as Helping, Sharing, and Comforting Subtypes. *Frontiers in Psychology*, *5*, 958. <https://doi.org/10.3389/fpsyg.2014.00958>
 31. Eisenberg, N., Fabes, R. A., & Spinrad, T. L. (2006). Prosocial Development. In W. Damon & R. M. Lerner (Eds.), *Handbook of Child Psychology: Social, Emotional and Personality Development Volume 3* (3rd ed., pp. 646–718). Wiley.
 32. Eisenberg, N., & Spinrad, T. L. (2014). Multidimensionality of Prosocial Behavior: Rethinking The Conceptualization and Development of Prosocial Behavior. In L. M. Padilla-Walker & G. Carlo (Eds.), *Prosocial Behavior: A Multidimensional Approach* (pp. 17–39). Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780199964772.001.0001>
 33. Eisenberg, N., Spinrad, T. L., & Knafo-Noam, A. (2015). Prosocial Development. In M. Lamb & R. M. Learner (Eds.), *Handbook of Child Psychology and Developmental Science, Vol. 3* (7th ed., pp. 610–656). John Wiley & Sons, Inc.
 34. Fabes, R. A., Carlo, G., Kupanoff, K., & Laible, D. (1999). Early Adolescence and Prosocial/Moral Behavior I: The Role of Individual Processes. *The Journal of Early Adolescence*, *19*(1), 5–16. <https://doi.org/10.1177/0272431699019001001>
 35. Gladding, S. T. (2003). *Group Work: A Counseling Specialty* (7th ed.). Prentice-Hall.
 36. Hariko, R. (2020). *Pengembangan Model Bimbingan Kelompok Agentik untuk Meningkatkan Perilaku Prosocial Siswa Sekolah Menengah Pertama (Development of the Agentic Group Guidance Model to Improve the Prosocial Behavior of Junior High School Students)* (Doctoral dissertation, Universitas Negeri Malang).
 37. Hariko, R., Hanurawan, F., Lasan, B. B., & Ramli, M. (2021). Dimensionality of Prosocial Tendencies on Minangkabau Early Adolescents. *International Journal of Learning and Change*, *13*(1), 34–48. <https://doi.org/10.1504/IJLC.2021.10027066>
 38. Hariko, R., Nirwana, H., Fadli, R. P., Irdil, I., Hastiani, H., & Febriani, R. D. (2021). Students' motivation to attend group guidance based on gender and ethnic. *International Journal of Research in Counseling and Education*, *5* (1), 85-96. <https://doi.org/10.24036/00412za0002>
 39. Kauten, R., & Barry, C. T. (2014). Do You Think I'm as Kind as I Do? The Relation of Adolescent Narcissism with Self-and Peer-Perceptions of Prosocial and Aggressive Behavior. *Personality and Individual Differences*, *61*, 69–73. <https://doi.org/10.1016/j.paid.2014.01.014>
 40. Kauten, R. L., & Barry, C. T. (2016). Adolescent Narcissism and Its Association with Different Indices of Prosocial Behavior. *Journal of Research in Personality*, *60*, 36–45. <https://doi.org/10.1016/j.jrp.2015.11.004>
 41. Langford, P. E. (2004). *Vygotsky's Developmental and Educational Psychology*. Psychology Press.
 42. Ma, H. K., Shek, D. T. L., Cheung, P. C., & Lee, R. Y. P. (1996). The Relation of Prosocial and Antisocial Behavior to Personality and Peer Relationships of Hong Kong Chinese Adolescents. *The Journal of Genetic Psychology*, *157*(3), 255–266. <https://doi.org/10.1080/00221325.1996.9914863>
 43. Maddux, J. E. (2002). Self-efficacy. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of Positive Psychology* (pp. 277–287). Oxford University Press.
 44. Mahoney, M. J. (2003). *Constructive Psychotherapy: A Practical Guide*. Guilford Press.
 45. Matsumoto, D. (2009). *The Cambridge Dictionary of Psychology*. Cambridge University Press.
 46. Meichenbaum, D. (2017). Changing Conceptions of Cognitive Behavior Modification: Retrospect and Prospect. In *The Evolution of Cognitive Behavior Therapy* (pp. 32–38). Routledge. <https://doi.org/10.1037/0022-006X.61.2.202>
 47. Mestre, M. V., Carlo, G., Samper, P., Malonda, E., & Mestre, A. L. (2019). Bidirectional Relations Among Empathy-Related Traits, Prosocial Moral Reasoning, and Prosocial Behaviors. *Social Development*, *28*(3), 514–528. <https://doi.org/10.1111/sode.12366>
 48. Neukrug, E. (2011). *The World of The Counselor: An Introduction to The Counseling Profession*. Nelson Education.
 49. Ormrod, J. E. (2008). *Educational Psychology: Developing Learners* (8th ed.). Pearson.
 50. Pajares, F. (2006). Self-Efficacy During Childhood and Adolescent: Implication for Teachers and Parents. In T. Urdan & F. Pajares (Eds.), *Self-Efficacy Beliefs of Adolescent* (pp. 339–367). Information Age Publishing Inc.
 51. Qodar, N. (2021, October). *BNPB: 2.203 Bencana Alam Terjadi hingga Oktober 2021, 549 Orang Meninggal Dunia*. <https://www.liputan6.com/news/read/4698170/bnpb-2203-bencana-alam-terjadi-hingga-oktober-2021-549-orang-meninggal-dunia>
 52. Rasit, R. M., Hamjah, S. H., Tibek, S. R., Sham, F. M., Ashaari, M. F., Samsudin, M. A., & Ismail, A.

- (2015). Educating Film Audience Through Social Cognitive Theory Reciprocal Model. *Procedia-Social and Behavioral Sciences*, 174, 1234–1241. <https://doi.org/10.1016/j.sbspro.2015.01.742>
53. Romano, E., Babchishin, L., Pagani, L. S., & Kohen, D. (2010). School Readiness and Later Achievement: Replication and Extension Using A Nationwide Canadian Survey. *Developmental Psychology*, 46(5), 995. <https://doi.org/10.1037/a0018880>
54. Schonert-Reichl, K. A., Smith, V., Zaidman-Zait, A., & Hertzman, C. (2012). Promoting Children's Prosocial Behaviors in School: Impact of the "Roots of Empathy" Program on The Social and Emotional Competence of School-Aged Children. *School Mental Health*, 4(1), 1–21. <https://doi.org/10.1007/s12310-011-9064-7>
55. Schunk., D. H. (2012). *Learning Theories : An Educational Perspective* (6th ed.). Allyn & Bacon, Inc.
56. Shechtman, Z., & Yaman, M. A. (2012). SEL as A Component of A Literature Class to Improve Relationships, Behavior, Motivation, and Content Knowledge. *American Educational Research Journal*, 49(3), 546–567. <https://doi.org/10.3102/0002831212441359>
57. Trifiana, R. (2015). Pengaruh Kematangan Emosi Terhadap Perilaku Prosocial Remaja Pengguna Gadget di SMP N 2 Yogyakarta. *Jurnal Riset Mahasiswa Bimbingan Dan Konseling*.
58. Trommsdorff, G., Friedlmeier, W., & Mayer, B. (2007). Sympathy, Distress, and Prosocial Behavior of Preschool Children in Four Cultures. *International Journal of Behavioral Development*, 31(3), 284–293. <https://doi.org/10.1177/0165025407076441>
59. Van den Akker, J. (1999). Principles and Methods of Development Research. In J. Van den Akker, R. M. Branch, K. Gustafson, N. Nieveen, & T. Plomp (Eds.), *Design Approaches and Tools in Education and Training* (pp. 1–14). Springer.
60. Yagmurlu, B., & Sen, H. (2015). Eisenberg's Theory of Prosocial Reasoning. In *International Encyclopedia of the Social & Behavioral Sciences Volume 7* (2nd ed., pp. 315–320). Elsevier Ltd. <https://doi.org/10.1016/B978-0-08-097086-8.23199-1>