

ABSTRAK

Perilaku prososial mahasiswa merupakan tindakan sukarela yang esensial dalam kehidupan bermasyarakat, yang intensitasnya rentan mengalami fluktuasi, dan seringkali dipengaruhi oleh dinamika afeksi serta kognisi individu. Untuk mempertahankan tindakan kepedulian tersebut, pemahaman terhadap emosi moral dan penalaran kognitif menjadi aspek yang krusial. Penelitian ini bertujuan untuk mengetahui pengaruh *self-conscious emotions* terhadap perilaku prososial pada mahasiswa di UIN Sunan Gunung Djati Bandung dengan *cognitive moral development* sebagai variabel moderator. Sampel penelitian berjumlah 344 responden mahasiswa yang memiliki pengalaman mengikuti kegiatan sukarela yang dipilih menggunakan teknik *accidental sampling*. Pengumpulan data menggunakan alat ukur *The Prosociality Scale* (PSA), *Test of Self-Conscious Affect-3* (TOSCA-3), dan *Defining Issues Test-1* (DIT-1) *Short Form*. Hasil penelitian menunjukkan *self-conscious emotions* berpengaruh positif dan signifikan terhadap perilaku prososial (kontribusi 40,1%). Selain itu, *cognitive moral development* terbukti secara signifikan memoderasi dan memperkuat pengaruh *self-conscious emotions* terhadap perilaku prososial. Implikasi penelitian ini menunjukkan pentingnya mahasiswa maupun institusi pendidikan untuk secara proaktif dan rutin mengembangkan kepekaan emosi sadar diri serta kematangan penalaran moral guna memelihara konsistensi tindakan prososial dan meningkatkan kontribusi positif dalam lingkungan sosial.

Kata Kunci: *self-conscious emotions*, perilaku prososial, *cognitive moral development*, mahasiswa.

ABSTRACT

Prosocial behavior among students is an essential voluntary action in social life, the intensity of which is susceptible to fluctuation, and is often influenced by the dynamics of individual affection and cognition. To maintain such caring actions, understanding moral emotions and cognitive reasoning becomes a crucial aspect. This study aims to determine the effect of self-conscious emotions on prosocial behavior among students at UIN Sunan Gunung Djati Bandung with cognitive moral development as a moderator variable. The study sample consisted of 344 student respondents who had participated in voluntary activities, selected using the accidental sampling technique. Data collection used the measurement tools of The Prosociality Scale (PSA), Test of Self-Conscious Affect-3 (TOSCA-3), and Defining Issues Test-1 (DIT-1) Short Form. The results showed that self-conscious emotions had a positive and significant effect on prosocial behavior (40.1% contribution). Furthermore, cognitive moral development was proven to significantly moderate and strengthen the effect of self-conscious emotions on prosocial behavior. The implications of this study indicate the importance for both students and educational institutions to proactively and routinely develop self-conscious emotional sensitivity and the maturity of moral reasoning in order to maintain the consistency of prosocial actions and increase positive contributions in the social environment.

Keywords: *self-conscious emotions, prosocial behavior, cognitive moral development, students.*