

Analysis of Students' Philanthropic Behavior: Driving and Inhibiting Factors to Participation in Social Activities on Campus

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ABSTRACT

Philanthropic behavior among students is a salient indicator of civic awareness. This study analyzes how driving factors and inhibiting factors shape students' participation in campus-based social activities. Using a quantitative survey of 200 students from three Indonesian universities, we administered a 20-item Likert-scale questionnaire and analyzed the data using validity and reliability tests, Pearson correlations, and multiple linear regression ($\alpha = .05$). All items demonstrated validity and reliability. Regression results indicate that driving factors have a positive and significant impact on philanthropic participation ($\beta = 0.585$, $p < .001$), whereas inhibiting factors, such as time constraints and academic workload, do not significantly predict participation ($\beta = -0.051$, $p = .404$). The model explains 39% of the variance in participation ($R^2 = 0.390$), indicating that prosocial values, empathy, peer support, and campus community participation are more significant predictors than contextual constraints. These findings reinforce the Theory of Planned Behavior and the literature on prosocial development, underscoring the importance of intention and social norms in shaping behavior. We discuss implications for program design, including integrating community service into formal recognition systems, strengthening student-led initiatives, and ensuring sustained organizational regeneration to cultivate durable civic participation on campus.

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INTRODUCTION

Philanthropic behavior is a key indicator of social awareness and civic consciousness within a community. Among students, this behavior reflects a form of concern for others, a manifestation of a commitment to universal human values, and a concrete effort to contribute actively to community life (Benz et al., 2020; Tull, 2022). As agents of change, students have great potential to continuously foster and strengthen a culture of mutual aid and social solidarity through various forms of philanthropic activities, including fundraising, participation in community-based programs, and participation in volunteerism that directly benefits society (Hustinx & Handy, 2009). However, student participation in such activities does not occur automatically or instantly; rather, it is shaped gradually and consistently, being strongly influenced by various factors that function as driving forces on one hand and inhibiting factors on the other. At the global level, the participation of young people in philanthropic activities is considered a concrete form of civic participation that has the potential to strengthen not only social democracy but also the continuity of collective solidarity within diverse societies (Herzog, 2024). According to the World Giving Index (CAF, 2022), youth participation in social activities continues to fluctuate from year to year as social and economic challenges increase,

creating varying levels of participation among different groups. Therefore, it becomes increasingly important to examine in greater depth how Indonesian students interpret, respond to, and internalize philanthropic activities, mainly when these activities are situated in a local context rich in cultural traditions and religious values that influence daily life. As stated by [Thomas et al. \(2022\)](#), understanding collective action must always be adapted to the cultural framework in which participation takes place, so that the meaning of student participation can be analyzed more accurately in accordance with the realities of their environment.

The phenomenon of low student participation in philanthropic activities at several universities indicates that complex dynamics are at play and that the situation cannot be viewed simplistically. On the one hand, students are preoccupied with academic demands, economic pressures, and various time constraints that often limit their capacity to participate consistently. On the other hand, many of them still maintain a high level of social awareness and a genuine desire to make a meaningful difference in the community. This apparent contradiction raises an important question about the underlying conditions: what factors are strong enough to motivate students to remain active in social activities despite these limitations, and to what extent do the inhibiting factors they face actually influence their participation in real practice? This study was specifically designed to answer these questions through a structured, quantitative survey-based approach, allowing for a more systematic explanation of the relationship between driving factors and inhibiting factors, supported by measurable evidence. Previous studies have demonstrated that personal motivations, including empathy, human values, and past experiences, play a significant role in encouraging individuals to participate in social activities ([Clary et al., 1998](#); [Eisenberg & Spinrad, 2014](#)). Additionally, social norms and support from the surrounding environment are important factors that can strengthen an individual's intention to act prosocially. In the context of students, the role of campus communities, student organizations, and role models can serve as catalysts for the development of philanthropic awareness. However, there are still a few studies that directly examine the statistical relationship between these factors and students' philanthropic behavior.

Meanwhile, several inhibiting factors can also significantly reduce students' tendency to participate actively in social activities, even when they are aware of the importance of such participation. Academic pressure, limited access to information, a lack of structural support from institutions, and personal priorities that are more oriented towards academic achievement or career preparation are often identified as the main factors that inhibit participation. [Murali and Avudaiappan \(2024\)](#) confirm this by showing that a high academic workload has the potential to reduce students' interest and energy in participating in campus social activities, as their time and focus are heavily consumed by academic responsibilities. These kinds of inhibiting factors, if left unaddressed, can gradually lead to apathy, decreased willingness to participate, and even the emergence of individualistic tendencies, all of which clearly contradict the collective spirit that is promoted and expected within philanthropic activities.

It is essential to recognize that student philanthropic behavior cannot be isolated from the broader social and cultural context in which they live and develop their identities. In Indonesia, the values of cooperation and social solidarity are not only integral to everyday practices but are also deeply ingrained in the traditions and collective memory of society, forming a moral foundation that guides interactions. However, in the modern era, characterized by increasing individual competition, rapid technological development, and digitalization in almost every aspect of life, these values are beginning to undergo a gradual shift, as evident in student attitudes and behavior. Therefore, re-examining the foundations of motivation as well as the inhibiting factors to student social participation becomes highly relevant and urgent in order to ensure the preservation and

sustainability of the nation's noble values among the younger generation, particularly those who will later assume roles as leaders and agents of social change.

Theoretically, this study refers to the Theory of Planned Behavior (TPB) developed by [Ajzen \(1991\)](#), which explains that a person's behavior is essentially influenced by their intentions, and these intentions are formed through a combination of attitudes toward behavior, subjective norms, and perceptions of behavioral control that individuals hold. In the specific context of philanthropy, students who have positive attitudes toward social activities, feel supported and encouraged by their social environment, and believe they can manage and carry out such activities are more likely to participate actively and consistently. Thus, TPB serves as the primary framework in this study for explaining the relationship between motivation and students' actual actions, as it provides a systematic way of understanding how internal beliefs and external pressures interact to shape philanthropic behavior.

This study also considers prosocial behavior as another important theoretical basis, since this perspective provides a broader explanation of why individuals choose to participate in actions that benefit others. Prosocial behavior refers to actions deliberately aimed at helping others without expecting any material reward or direct return, and such actions are generally driven by empathy, moral values, and prevailing social norms that encourage caring attitudes ([Batson, 2011](#); [Chaikovska et al., 2020](#)). In the context of students, those who have been accustomed to participation in social activities since school years or who have role models that are consistently active in similar activities tend to find it easier to develop sustainable patterns of philanthropic behavior, because the examples they observe become a source of learning. This perspective is important to study in order to gain a deeper understanding of how students' characters are gradually shaped through the combination of personal experiences and the influence of the social environment around them.

Generation Z, the majority of whom are currently students, is known as digital natives who grew up in an environment surrounded by technology. At the same time, they also tend to seek meaning and purpose in social action as part of their self-expression and identity formation ([Nasrudin et al., 2024](#)). Recent research indicates that this generation exhibits a high level of concern for environmental issues, social justice, and humanity. However, to express these concerns, they require platforms that are flexible, participatory, and easily accessible, allowing their values to be translated into real actions ([Azizah & Sari, 2023](#)). In the Indonesian context, this condition presents a significant opportunity to maximize the use of technology and social media as effective tools to encourage and drive campus-based philanthropic activities, as digital platforms are already an integral part of students' daily lives. As explained by [Hine \(2024\)](#), digital volunteering represents a new form of social participation among young people that deserves serious consideration, as it demonstrates how traditional philanthropic practices are being transformed into digital spaces that align with the lifestyle of Generation Z.

Several studies in Indonesia have also shown findings that are generally consistent with international research, demonstrating that a variety of interconnected factors shape student participation in social activities. For example, [Dzodzikov \(2024\)](#) and [Jia \(2021\)](#) found that volunteer experiences during college play a major role in shaping students' social identity as active citizens, as participation in such activities helps them develop awareness, responsibility, and a sense of belonging to the broader community. [Thoha et al. \(2024\)](#) demonstrated that religious factors, family environment, and campus social communities have a significant influence on students' intentions to participate in social activities, as these elements provide both moral reinforcement and practical support. However, despite these valuable insights, there have not been many studies that explicitly and systematically examine the balance between driving factors and inhibiting factors in influencing

students' philanthropic behavior, leaving an important gap in the literature that this study aims to address.

Although many studies have examined the prosocial behavior of university students, most are still descriptive or qualitative in nature, resulting in limited quantitative research on the influencing factors and inhibiting factors in the Indonesian context. This study aims to address this gap with a more systematic inferential approach. Furthermore, this study is expected to address criticisms of previous literature that have not sufficiently considered the social, economic, and political dynamics of campus life in promoting or hindering student philanthropic participation ([Lottering, 2020](#)). Thus, the findings of this research can serve as a basis for formulating campus policies that are more responsive to students' social needs.

In the context of higher education, participation in social activities is not only regarded as a form of service but also functions as an integral part of the broader process of character development, the strengthening of social skills, and the cultivation of moral sensitivity among students as future citizens. The Merdeka Belajar-Kampus Merdeka (MBKM) program, launched by the Ministry of Education, Culture, Research, and Technology, emphasizes the importance of providing opportunities that strengthen learning experiences outside the classroom, particularly through structured community service programs that directly involve students with society ([Asmadi et al., 2023](#)). Therefore, understanding the various factors that influence student philanthropic participation becomes crucial, as this knowledge can help in designing programs and activities that are better aligned with students' actual needs, capacities, and the conditions they face in the real world, ensuring that academic and social objectives can be achieved simultaneously.

Additionally, campus policy plays a significant role in shaping the extent to which students can participate in philanthropic and social activities during their studies. Not all universities currently have adequate support systems or institutional frameworks that actively encourage student participation in structured social activities, and this inconsistency can create significant differences in participation levels across campuses. However, according to [Steinberg and Lerner \(2009\)](#), higher education institutions need to design and maintain an environment that enables students to learn not only from theoretical instruction in the classroom but also through real, practical experiences within the community, which give meaning to their academic knowledge. Thus, student social participation should not be treated as an optional or additional activity, but rather positioned as an integral and inseparable part of the overall learning curriculum that contributes to holistic education.

The emergence of various student philanthropic organizations, both religious and secular, demonstrates the potential for building and strengthening social awareness among students in diverse academic environments. Organizations such as BEM, spiritual clubs, volunteer communities, and campus-based social movements serve as strategic platforms for the realization and internalization of philanthropic values, providing students with opportunities to practice social responsibility in concrete ways. However, the sustainability of participation within these organizations often faces internal inhibiting factors, such as the lack of systematic regeneration, limited training that can develop skills, and the absence of an adequate reward or recognition system that acknowledges student contributions. These conditions, if not appropriately addressed, can gradually erode students' motivation to participate in such organizations on a sustainable basis and may even lead to a decline in participation over time ([Fitri et al., 2024](#)).

Based on this background, it is essential to formulate strategies that not only focus on identifying and acknowledging the inhibiting factors faced by students, but also emphasize efforts to optimize the potential already existing within the student body. Students need to be supported not only in terms of moral encouragement or motivation, but also through structural facilities and institutional mechanisms that allow them to carry out their social roles more effectively and

sustainably. As institutions of higher education, campuses bear a responsibility that extends beyond the delivery of academic content, specifically the responsibility to facilitate and integrate philanthropic experiences into students' academic lives, thereby incorporating social values into the learning process. Such integration should be designed through a more inclusive and participatory approach, ensuring that every student has equal opportunities to participate meaningfully in philanthropic activities and contribute to building a culture of social responsibility (Hoffman et al., 2019; Vergara, 2023; Olberding & Kim, 2023).

This study focuses on two main variables: driving and inhibiting factors of student participation in philanthropic activities. Both of which are considered crucial in shaping the level of participation. By employing a quantitative approach through surveys, it is anticipated that this study will provide a comprehensive and systematic understanding of the extent to which these two variables contribute to or hinder student participation in social activities on campus. The choice of a quantitative approach is also based on the need to obtain data that are objective, measurable, and generalizable, so that the findings can be compared across different contexts and provide a stronger empirical foundation. In this way, the study's results are not only descriptive but can also serve as evidence-based references for designing strategies and policies that encourage greater student participation.

In addition, the results of this study are expected to provide valuable input for universities in formulating policies that specifically support and strengthen student character development, thereby enabling academic learning to align with the cultivation of social responsibility. Furthermore, this study is also expected to contribute to the existing literature on prosocial behavior among students in Indonesia, which has mainly been dominated by qualitative approaches that provide depth but often lack generalizability. By employing a primary data-based survey approach, this study generates findings that are more measurable and representative, thereby complementing existing studies and offering new insights. In this way, the research can make an empirical contribution to the academic discourse on the social behavior of the younger generation, while also offering practical recommendations for institutions of higher education.

Considering the complexity of students' roles in philanthropic activities, the approach used in this study was carefully designed to capture as many dynamics as possible that arise in actual field practice and daily experiences. The focus is not limited to measuring participation rates, but also extends to exploring how motivation is initially formed, how various inhibiting factors are perceived and responded to, and how the broader social context influences student participation. By taking into account these multiple dimensions, the study aims to ensure that the analysis accurately reflects the real conditions faced by students, rather than presenting an abstract or oversimplified picture. Thus, the results of this study can serve as a reliable basis for designing campus social programs that are firmly grounded in the actual needs and potential of students, thereby increasing the relevance and sustainability of such initiatives.

The primary objective of this study is to empirically examine the impact of driving factors and inhibiting factors on student participation in philanthropic activities within the campus environment, thereby providing a clear and evidence-based understanding. To achieve this objective, the research questions are formulated as follows: 1) To what extent do driving factors influence student participation in philanthropic activities?; 2) Do inhibiting factors significantly influence such participation, either by reducing or limiting student participation? This study aims to answer these questions systematically through the use of an inferential statistical approach, which is expected to yield findings that are more reliable and generalizable, thereby offering contributions that extend beyond descriptive observations.

METHOD

This study employs a quantitative approach, utilizing a survey method that was systematically applied to collect data from a broad group of respondents. This approach was chosen because it is considered capable of explaining the relationship between variables in a manner that is both systematic and measurable, allowing researchers to identify patterns supported by statistical evidence (Sugiyono, 2020). The survey method also enables the efficient collection of primary data from respondents on a large scale, reducing limitations that often arise when relying on smaller or less structured samples. Furthermore, this research is explanatory in nature, as it seeks not only to describe existing conditions but also to explain the influence of driving factors and inhibiting factors on student participation in campus philanthropy activities in a more analytical and structured way (Creswell, 2014).

The population in this study consisted of active students from three universities, selected based on the diversity of their institutional characteristics: Universitas Pamulang (a private general campus), Lembaga Pendidikan Tenaga Kependidikan (LPTK), and Universitas Muhammadiyah Sorong (a religious-based university). The sampling technique employed was purposive sampling, a method of selecting samples based on specific considerations aligned with the research objectives (Miles et al., 2014). The sample criteria were: 1) active students in at least their second semester; and 2) having participated in at least one social activity. The sample size was 200 students, distributed proportionally across the three campuses.

Data were collected using a closed-ended questionnaire constructed on a 1–5 Likert scale, allowing responses to be quantified and analyzed statistically with greater precision. The questionnaire was distributed online through Google Forms, a platform that enabled efficient reach of respondents across different locations and ensured smooth data collection, regardless of geographical limitations. In addition to the survey, passive observation was also conducted by monitoring student organization social media posts and reviewing documentation of social activities available on each campus. This additional step was taken to enrich the understanding of the quantitative data context, providing supporting information that reflects how students actually participate in and present their participation in social activities (Cohen et al., 2018).

The research instrument used in this study was a questionnaire consisting of a total of 20 statements that were systematically divided into three main variables: 1) Driving Factors, which included 10 items; 2) Inhibiting Factors, which consisted of five items; and 3) Philanthropic Participation, which also comprised five items. Each of the items was carefully tested for validity using Pearson's correlation test to determine whether the statements were truly capable of measuring the constructs they were intended to represent. In addition, the reliability of the instrument was tested using Cronbach's Alpha, a method widely recognized for assessing internal consistency and the stability of measurement results. Validity testing was therefore aimed at ensuring measurement accuracy, while reliability testing was conducted to guarantee that the results obtained were consistent and dependable across different respondents (Arikunto, 2014).

Data analysis in this study was performed using SPSS version 26, a statistical software commonly used in social science research to manage and interpret quantitative data. The analysis steps carried out included several stages: 1) testing the validity and reliability of the instruments to ensure that the data collected were accurate and consistent; 2) conducting descriptive statistical analysis to identify the distribution, tendency, and characteristics of each research variable; 3) applying the Pearson correlation test to determine the strength and direction of the relationship between variables; and 4) using multiple linear regression analysis to measure both the simultaneous and partial effects of the independent variables on the dependent variable in a more comprehensive manner (Ghozali, 2018). The significance level used in all tests was set at 5% ($\alpha = 0.05$), meaning that

the results were considered statistically significant if the p-value was less than or equal to this threshold.

RESULTS AND DISCUSSION

Validity testing was conducted on 20 questionnaire items, which consisted of 10 driving factors, five inhibiting factors, and five participation indicators. Pearson's correlation was used to measure the relationship between each item and the total score. All calculated r-values exceeded the critical r-value of 0.138 ($N = 200$, $\alpha = 0.05$), confirming that every item met the validity criteria (Ghozali, 2018), as presented in Table 1. These results indicate that all instrument items accurately measure their intended constructs and are suitable for further statistical analysis.

Table 1. Instrument Validity Test Results

Item Statement	r-count	r-table	Description
P1 - Social Concern	0.662	0.138	Valid
P2 - Empathy Value	0.703	0.138	Valid
P3 - Exemplary Behavior	0.689	0.138	Valid
P4 - Volunteerism	0.710	0.138	Valid
P5 - Peer Support	0.684	0.138	Valid
P6 - Institutional Activities	0.675	0.138	Valid
P7 - Campus Community	0.697	0.138	Valid
P8 - Social Information	0.672	0.138	Valid
P9 - Religious Values	0.700	0.138	Valid
P10 - School Activities	0.683	0.138	Valid
H1 - College Assignments	0.498	0.138	Valid
H2 - Time Issues	0.461	0.138	Valid
H3 - Transportation	0.445	0.138	Valid
H4 - No Friends	0.422	0.138	Valid
H5 - Minimal Support	0.430	0.138	Valid
PF1 - Donations	0.654	0.138	Valid
PF2 - Social Work	0.673	0.138	Valid
PF3 - Social Organization	0.660	0.138	Valid
PF4 - Volunteering	0.648	0.138	Valid
PF5 - Consistency	0.601	0.138	Valid

Table 1 demonstrates that the questionnaire items used in this study successfully passed the construct validity test. According to Ghozali (2018), an item is considered valid if its correlation coefficient with the total score exceeds the critical r-value, ensuring that the item consistently measures the same underlying variable. The high r-count values, ranging from 0.422 to 0.710, indicate that each statement is positively associated with the latent construct it represents, whether it concerns driving factors, inhibiting factors, or participation indicators. This confirms that the measurement instrument reflects the conceptual framework of the study, which is rooted in the Theory of Planned Behavior (Ajzen, 1991) and the prosocial motivation model by Clary et al. (1998). Valid instruments are essential because they ensure that subsequent analyses, such as reliability testing and regression modeling, are based on data that accurately represent the research variables.

The validity of all items in this study aligns with findings from previous research on prosocial behavior and philanthropic participation among students. For example, Eisenberg and Spinrad (2014)

highlight that constructs related to empathy, social concern, and volunteerism can be reliably measured through well-structured questionnaire items, provided that these items have been carefully validated. Similarly, [Hustinx and Handy \(2009\)](#) emphasize that valid instruments are crucial for identifying motivational drivers and social inhibiting factors that influence student participation. The consistency of the results in Table 1 with earlier studies reinforces the robustness of the instrument used here. It supports the notion that the factors measured—such as peer support, institutional activities, and empathy—are universally relevant indicators of student philanthropic participation. This adds credibility to the research findings and strengthens the argument that these variables are not context-specific but can be generalized to broader student populations with similar social characteristics.

The practical implication of the instrument's validity is that educational institutions and program designers can confidently use similar measurement tools to evaluate student motivation and participation in philanthropic activities. Since each item has been statistically validated, campus administrators, policymakers, and researchers can rely on these indicators to design interventions, mentorship programs, or community service initiatives that target specific driving factors. Furthermore, the ability to measure inhibiting factors accurately allows institutions to identify systemic or personal challenges faced by students and address them without undermining their intrinsic prosocial drives. By ensuring that all questionnaire items are valid, this study provides a methodological foundation for developing more effective student participation programs that are evidence-based and aligned with character-building initiatives, such as those promoted through Merdeka Belajar–Kampus Merdeka (MBKM). Reliability testing was conducted using Cronbach's Alpha to assess the internal consistency of the measurement instrument. As shown in Table 2, all variables achieved reliability coefficients above 0.70, with scores of 0.879 for driving factors, 0.801 for inhibiting factors, 0.824 for philanthropic participation, and an overall instrument reliability of 0.890. According to [Arikunto \(2014\)](#), a Cronbach's Alpha value above 0.70 indicates a high level of reliability, meaning that the items within each variable consistently measure the same construct and produce stable results when applied repeatedly under similar conditions.

Table 2. Reliability Test Results

Variable	Number of Items	Cronbach's Alpha	Description
Driving Factors	10	0.879	Reliable
Inhibiting factors	5	0.801	Reliable
Philanthropic Participation	5	0.824	Reliable
Total Instruments	20	0.890	Very Good

Table 2 indicates that the instrument has excellent internal consistency across all variables. Cronbach's Alpha values between 0.80 and 0.90 are generally considered very good, showing that the items in each scale work together cohesively to measure the intended concept ([Nunnally & Bernstein, 1994](#)). In this study, the driving factor variable, with an alpha of 0.879, demonstrates strong reliability, meaning that indicators such as empathy, peer support, and social concern align well in capturing students' motivational tendencies. Similarly, the inhibiting factor variable (0.801) and the philanthropic participation variable (0.824) meet high reliability standards, ensuring that these scales can be trusted to yield consistent measurements over time. High reliability also minimizes the likelihood of measurement error, thereby strengthening the validity of subsequent statistical analyses such as correlation and regression testing.

The high reliability scores of the instrument are consistent with findings from prior research on student participation and prosocial behavior. For example, [Clary et al. \(1998\)](#) and [Eisenberg and](#)

Spinrad (2014) emphasize that constructs related to social motivation and participation typically demonstrate strong internal consistency when measured using well-developed questionnaires. Similar patterns have been observed in Indonesian studies by Fitri et al. (2024), who reported Cronbach's Alpha coefficients above 0.80 when assessing philanthropic participation among university students. In addition, Olberding and Kim (2023) emphasize that reliable civic participation instruments are essential in higher education, as they facilitate the systematic measurement of student participation while also supporting the development of civic responsibility. The consistency of these findings reinforces that the variables measured—driving factors, inhibiting factors, and philanthropic participation—are inherently coherent constructs that can be operationalized using structured psychometric instruments. This also confirms that the theoretical framework of the study is well-grounded and that its measurement approach aligns with established research practices in social psychology and educational studies.

The practical implication of these reliability results is significant for both research and policy applications. A reliable instrument ensures that any conclusions drawn from the data are robust and can serve as a credible basis for decision-making. For instance, universities or policymakers seeking to enhance student philanthropic participation can use similar tools to monitor motivational trends and identify inhibiting factors without concerns about data accuracy. Moreover, high reliability supports the use of these variables in predictive modeling to design evidence-based interventions, such as mentorship programs, community service opportunities, or targeted training initiatives. In line with the Merdeka Belajar–Kampus Merdeka (MBKM) framework, reliable measurements of student motivation and social participation can help institutions assess the effectiveness of programs aimed at fostering civic responsibility. This ensures that efforts to cultivate prosocial behavior are systematically evaluated and continuously improved.

The descriptive analysis highlights the central tendency and variability of respondents' scores for each variable. As presented in Table 3, the driving factors variable has the highest mean score of 4.12 (SD = 0.49), indicating that students' motivation to participate in philanthropic activities is very high. The philanthropic participation variable also shows a relatively high mean of 3.97 (SD = 0.53), indicating that students are actively participated in various forms of social participation. Meanwhile, the inhibiting factor variable has a mean score of 3.21 (SD = 0.64), placing it in the moderate category, which suggests that students recognize certain inhibiting factors, but these do not significantly impact their overall willingness to participate.

Table 3. Descriptive Statistics of Research Variables

Variable	Min Score	Max Score	Mean	SD	Interpretation
Driving Factors	2.90	4.80	4.12	0.49	Excellent
Inhibiting Factors	2.00	4.40	3.21	0.64	Moderate
Philanthropic Participation	2.40	4.60	3.97	0.53	High

The high mean score of the driving factors variable demonstrates that intrinsic and extrinsic motivations, such as empathy, peer support, and value orientation, are strongly embedded among students. A standard deviation of less than 0.50 for this variable indicates that students' responses are relatively consistent, reflecting a common recognition of motivational aspects that drive philanthropic behavior. The mean score of 3.97 for the participation variable, accompanied by a moderate level of dispersion (SD = 0.53), suggests that most students not only express a willingness but also participate in concrete social activities, such as volunteering, donating, and organizational participation. In contrast, the inhibiting factor variable shows slightly greater variability (SD = 0.64), indicating diverse perceptions regarding inhibiting factors such as academic workload, time constraints, or a lack of

institutional support. However, the moderate mean score suggests that these inhibiting factors are not severe enough to hinder participation significantly.

These findings are consistent with the Theory of Planned Behavior (Ajzen, 1991), which posits that strong internal motivation and positive social norms significantly influence individuals' intentions to act. They also align with Clary et al. (1998), who emphasized that prosocial participation is typically sustained by value-based motivation rather than being deterred by external challenges. Similar patterns were reported by Fitri et al. (2024), who found that Indonesian university students generally demonstrate high levels of willingness to participate in social activities despite facing certain constraints. The relatively high participation score in this study reinforces the notion that students view philanthropic participation not as an incidental activity, but as an integral part of their moral and social identity. This also reflects cultural factors in Indonesia, where cooperation and collective responsibility have long been ingrained as guiding values in community life.

The descriptive profile of these variables has important implications for designing campus-based programs. Since driving factors are already strong, universities should prioritize strategies to maintain and enhance this intrinsic drive through structured opportunities for social participation, such as mentorship programs, service-learning courses, or student-led initiatives. The moderate inhibiting factor score highlights the need for institutions to identify and reduce specific inhibiting factors, ensuring that high motivation translates into consistent action. By providing flexible scheduling, institutional recognition, and adequate resources, universities can create an environment that enables students to participate in philanthropic activities more effectively. Furthermore, integrating these efforts with national education policies, such as Merdeka Belajar–Kampus Merdeka (MBKM), would provide formal acknowledgment of students' social contributions and strengthen the sustainability of civic participation as part of higher education culture.

A correlation test was conducted to examine the relationship between the research variables. As presented in Table 4, driving factors show a strong positive correlation with philanthropic participation ($r = 0.615$, $p < 0.01$), indicating that higher motivation is associated with greater student participation in social activities. In contrast, inhibiting factors exhibit a weak and statistically insignificant correlation with participation ($r = -0.129$, $p > 0.05$), suggesting that constraints such as time limitations or academic workload do not substantially reduce participation levels.

Table 4. Pearson Correlation between Variables

Variable X	Variable Y	r Pearson	Sig. (p)	Interpretation
Driving Factors	Philanthropic Participation	0.615	0.000	Strong, Significant (+)
Inhibiting factors	Philanthropic Participation	-0.129	0.071	Weak, Not Significant

The strong and significant correlation between driving factors and participation confirms that students who are intrinsically and extrinsically motivated tend to participate more actively in philanthropic programs. This relationship reflects a coherent pattern in which motivational elements, such as empathy, role modeling, and supportive peer environments, play a crucial role in shaping actual behavior. Conversely, the weak and non-significant relationship between inhibiting factors and participation suggests that external challenges are insufficient to suppress students' willingness to contribute. This finding highlights that, while inhibiting factors exist, their influence is secondary to that of motivational drivers. The numerical strength of $r = 0.615$ underscores that motivational aspects explain a substantial portion of the behavioral variance, providing an empirical basis for prioritizing the strengthening of internal and social encouragement rather than solely focusing on reducing hindrances.

These results are consistent with the Theory of Planned Behavior (Ajzen, 1991), which emphasizes that behavioral intentions, strongly influenced by personal attitudes and perceived control, are key determinants of action. The positive role of motivation aligns with Clary et al.'s (1998) prosocial model, which asserts that value-based and social motivations significantly drive participation in voluntary activities. Previous research by Eisenberg and Spinrad (2014) also confirms that intrinsic empathy and social commitment can sustain prosocial behavior even in the presence of stressors or environmental obstacles. Similarly, Fitri et al. (2024) found that Indonesian students often maintain strong social participation despite academic pressure, indicating that cultural values of cooperation continue to shape student behavior. The insignificant effect of inhibiting factors in this study aligns with Hustinx and Handy's (2009) perspective, which emphasizes that supportive community structures and peer influence can mitigate the negative impacts of external constraints.

The correlation profile suggests that interventions designed to strengthen student participation should primarily focus on enhancing driving factors rather than merely attempting to eliminate inhibiting factors. Universities can implement programs that cultivate empathy, develop leadership skills, and provide meaningful service opportunities, which in turn reinforce students' intrinsic drive to participate in philanthropic activities. Mentorship systems, recognition mechanisms, and integration of social participation into academic frameworks, such as through Merdeka Belajar-Kampus Merdeka (MBKM), can further amplify these positive drivers. While inhibiting factors cannot be ignored entirely, institutional efforts to reduce workload or logistical obstacles should complement, rather than replace, initiatives that nurture prosocial values. By prioritizing motivation-focused strategies, higher education institutions can ensure that philanthropic participation becomes both consistent and impactful, contributing not only to community development but also to the holistic development of student character.

The multiple regression analysis tested the simultaneous effect of driving factors and inhibiting factors on students' philanthropic participation. The regression model produced an R value of 0.624, indicating a strong positive relationship between the independent and dependent variables. The coefficient of determination (R^2) was 0.390, indicating that 39% of the variation in philanthropic participation can be explained by the combined influence of motivating and inhibiting factors, while the remaining 61% is likely determined by other variables not included in the model. The adjusted R^2 value of 0.383 also shows that the model has good predictive validity. These findings highlight that internal motivation and external social support have a significant role in influencing students' social behavior, as shown in Table 5.

Table 5. Summary of Regression Model

R	R²	Adjusted R²	Std. Error
0.624	0.390	0.383	0.41481

The results in Table 5 indicate that the regression model is robust and capable of explaining a substantial proportion of the variance in students' philanthropic participation. The R value of 0.624 suggests a strong positive correlation between the independent variables (driving factors and inhibiting factors) and the dependent variable (philanthropic participation). With an R^2 of 0.390, nearly two-fifths of participation patterns are accounted for by these predictors. This proportion is considered high in social science research, which typically deals with complex human behaviors influenced by multiple factors. These results align with Ajzen's Theory of Planned Behavior (1991), which emphasizes that attitudes, perceived social norms, and control beliefs jointly predict an individual's intention to act. Furthermore, the adjusted R^2 of 0.383 shows that even after adjusting for the number of predictors in the model, its explanatory power remains solid. This suggests that the

inclusion of both driving factors and inhibiting factors provides an accurate reflection of the underlying data structure. In practical terms, universities can utilize this information to design targeted programs that strengthen motivational drivers, as these have demonstrated a measurable impact on students' willingness to participate in social activities. At the same time, although inhibiting factors are considered in the model, their impact appears secondary compared to motivational influences. This supports [Clary et al. \(1998\)](#), who argue that internalized prosocial values often outweigh external constraints in determining social participation.

In the context of Indonesian higher education, these findings underscore the importance of cultivating intrinsic motivation through educational programs, mentorship, and community-building initiatives. The model's explanatory power reflects that social and cultural factors — such as empathy, peer support, and campus community life — substantially shape philanthropic participation. As [Hustinx and Handy \(2009\)](#) explain, supportive social environments serve as enabling structures that channel students' personal values into consistent patterns of civic participation. Therefore, strengthening the internal and external motivators of students is key to sustaining their social participation, regardless of other unmeasured influences such as family background, digital culture, or personal experiences. The F test was conducted to examine whether the regression model as a whole is statistically significant. The results indicate that the model is statistically significant ($p < 0.05$), confirming that both driving factors and inhibiting factors jointly influence philanthropic participation among students. The F-value of 61.471, with a significance level of 0.000, indicates that the independent variables, when combined, contribute meaningfully to predicting the dependent variable. This means the regression model is valid and suitable for further interpretation, as summarized in Table 6.

Table 6. F test (ANOVA)

Source	df	F	Sig.
Regression	2	61.471	0.000
Residual	197		
Total	199		

Table 6 confirms that the regression equation formed by combining driving factors and inhibiting factors is statistically significant at the 5% level. This indicates that the two variables together can explain changes in student philanthropic participation, supporting the relevance of the model. In behavioral studies, such significance is crucial because it ensures that the predictors collectively influence the outcome rather than functioning as random or unrelated factors. This finding is consistent with Ajzen's (1991) emphasis that social behavior is shaped by multiple interrelated determinants rather than isolated elements. Moreover, the significant F value of 61.471 indicates that the overall model is highly reliable and not a product of sampling error. This demonstrates that even though inhibiting factors alone may not have a significant individual effect (as later shown in the partial coefficient analysis), their presence in the model still contributes to the understanding of philanthropic participation when considered together with driving factors. This aligns with [Eisenberg and Spinrad \(2014\)](#), who state that both positive motivations and contextual constraints interact in shaping prosocial behavior, even if their relative weights differ.

For universities, these results highlight the importance of addressing both motivators and inhibiting factors simultaneously in program design. While driving factors appear to be dominant, the combined model confirms that inhibiting factors still have contextual value in understanding student participation. By developing integrated strategies that both strengthen internal motivation and minimize external obstacles, higher education institutions can ensure that students consistently receive support in their philanthropic activities. This comprehensive approach resonates with the

view of [Hustinx and Handy \(2009\)](#), who advocate for systemic interventions that reinforce students' civic participation while reducing institutional or structural impediments. The partial regression coefficients were analyzed to examine the individual contribution of each independent variable to philanthropic participation. The results indicate that driving factors have a positive and significant impact on participation ($\beta = 0.585$, $t = 8.965$, $p < 0.001$), whereas inhibiting factors do not have a significant effect ($\beta = -0.051$, $t = -0.836$, $p = 0.404$). These findings suggest that internal and external motivations are the primary predictors of student participation in philanthropic activities, whereas constraints such as time limitations or a lack of support do not significantly reduce participation. The complete results are presented in Table 7.

Table 7. Partial Regression Coefficients

Variable	β (Beta)	t Calculate	Sig. (p)	Description
Driving Factors	0.585	8.965	0.000	Significant
Inhibiting factors	-0.051	-0.836	0.404	Not Significant

The regression results in Table 7 clearly show that driving factors have a dominant influence on philanthropic participation. A β value of 0.585 with high significance confirms that the higher the internal and external motivation of students, the stronger their tendency to participate in social activities. This aligns with the Theory of Planned Behavior ([Ajzen, 1991](#)), which emphasizes that behavioral intention, shaped by attitudes and perceived social norms, is the main determinant of actual behavior. In this context, positive encouragement from peers, role models, and campus communities appears to foster consistent prosocial participation among students.

In contrast, the inhibiting factor variable, with $\beta = -0.051$ and $p = 0.404$, does not significantly affect participation. This finding suggests that inhibiting factors, such as academic workload, time constraints, or limited institutional support, are secondary and insufficient to deter students who already possess strong intrinsic motivation. Similar conclusions are drawn by [Eisenberg and Spinrad \(2014\)](#), who explain that empathy and moral commitment often drive prosocial behavior even under stressful conditions. Students with high motivation tend to adapt, reprioritize, or seek alternative ways to remain socially active despite challenges. These results have practical implications for university programs. Since driving factors are the strongest predictors, institutions should prioritize initiatives that cultivate empathy, social awareness, and collaborative spirit through structured mentorship, volunteer training, and campus-based community projects. Rather than focusing solely on removing obstacles, it is more effective to strengthen students' internal drive and build supportive networks that sustain participation. As [Clary et al. \(1998\)](#) emphasize, participation in social activities is more sustainable when rooted in personal values and reinforced by positive social environments, ensuring that philanthropic behavior becomes an integral part of students' character development.

Overall, the findings of this study confirm that the instrument employed is valid and reliable, thereby ensuring the credibility of the statistical analyses. The descriptive results indicate that students' motivation to participate in philanthropic activities is very high, while their actual participation is also high, and perceived inhibiting factors remain only moderately high. The correlation and regression analyses support this conclusion by showing that driving factors significantly and positively influence philanthropic participation, whereas inhibiting factors, such as academic workload or time constraints, are statistically insignificant. These results reaffirm the relevance of the *Theory of Planned Behavior* ([Ajzen, 1991](#)) and prosocial behavior theory ([Clary et al., 1998](#)), which emphasize the pivotal role of attitudes, intentions, and social norms in shaping human behavior. Beyond confirming established theories, this study contributes to the literature by providing new quantitative evidence from the Indonesian higher education context, where cultural values of

cooperation (*gotong royong*), empathy, and peer support play a pivotal role in sustaining civic participation despite structural challenges. The practical contribution lies in recommending that universities strengthen motivational drivers through institutional support, service-learning opportunities, and recognition systems, thereby ensuring the long-term sustainability of students' philanthropic and civic participation.

CONCLUSION

Based on data analysis and interpretation, this study concludes that student participation in philanthropic activities on campus is significantly influenced by several key factors, including empathy, peer support, role models, and participation in campus communities. These internal drivers have a statistically strong influence, as supported by the Theory of Planned Behavior and prosocial behavior theory, which emphasize the role of intention, moral values, and social norms in shaping individual actions. In contrast, inhibiting factors such as academic workload, limited time, and lack of structural support were not found to significantly deter student participation, highlighting that intrinsic motivation can override external constraints. The regression model explains 39% of the variance in philanthropic behavior, confirming that motivation and perceived inhibiting factors are critical variables in understanding student civic participation. The findings have meaningful practical implications: universities are encouraged to strengthen institutional support systems by integrating community service into formal learning, offering academic recognition for volunteerism, facilitating student-led initiatives, and ensuring continuous regeneration in philanthropic organizations. Such efforts will not only foster sustainable participation but also contribute to shaping students as socially responsible citizens equipped with empathy, leadership, and moral sensitivity—qualities essential for future societal development.

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