The Effectiveness of Cinema Therapy to Improve Student Empathy

Ari Khusumadewi[1], Yeni Tri Juliantika[2]
Universitas Negeri Surabaya
Surabaya, Indonesia
arikhusumadewi@unesa.ac.id

Abstract—this study aims to determine whether cinema therapy improve the empathy of vocational students, especially on class 10th public vocational high school 1 driyorejo. The students have less empathy due to high student's individualism attitude and lack of cooperation between students. This type of research is a pre experimental design with one group design pre-test and post-test design. The measuring tool is an empathy questionnaire with 35 item statements. Based on the pre-test results can be found in the subject of this study are 9 students class x multimedia indicated to have low empathy category score. The data analysis technique is Wilcoxon non parametric statistic test. The research hypothesis which reads "the cinema therapy can improve student empathy in vocational high school" is accepted. Therefore it can be concluded that the cinema therapy can improve empathy of vocational students especially class x multimedia at state vocational high school 1 driyorejo.

Keywords— Empathy, Cinema Therapy

I. INTRODUCTION

This study complements previous research on empathy and cinema therapy. In accordance with the purpose of this study is to test the effectiveness of therapeutic cinema in increasing empathy scores in students. This study also showed that the low level of empathy can be improved by using therapeutic cinema. Many studies discuss this matter so that the results of this study are expected to strengthen the theoretical foundation in the practice of guidance and counseling in schools.

Humans as social beings must interact between individuals with the others. Social interaction has contributed to the successful adjustment in the environment in which their live and in the new environment. The living environment is the individual's own family, and the new environment is outside the family like the school, neighborhood, playground, etc. The school environment interaction will affect students' sense of concern to others or empathy. Empathy of the students will show the success of students in interaction and good adjustment in school. Students who have lack social interaction and lack of cooperation with friends will have a lower empathy than students with more interaction and cooperation with friends [1].

Empathy is a process where the one thinks about the condition of person as another person's position [2]. Empathy includes the ability to feel the emotional state of others, feel sympathetic, try to solve problems, and take the perspective of others. Empathy is the reaction that occurs to the individual when observing other individuals. Psychologists share empathy in two ways: cognitive awareness such as thoughts, feelings, perceptions to others and affective responses to others [3].

Empathy has an important role in human social life, especially among friends in one class. The importance of empathy advanced by experts, among others, as mediators of aggressive behavior, contributes to pro-social behavior, related to moral development, can reduce prejudices, and can lead to a desire to help [2]. Thus empathizing can affect moral development and encourage students to help their classmates.

The Driyorejo vocational high school counselor explains that the nature of students who are selfless and not empathy students are still very high in her school, especially X Multimedia. Approximately 20-35% of students not empathized or not concerned with the circumstances experienced by their friends. There are some reasons that cause students didn't have empathy such as they are come from different middle schools and different residential areas therefore they are unfamiliar and eventually some students form small groups (gangs). Usually students who form small groups or gangs are students who come from similar middle schools and residential areas. Besides solidarity, cooperation, and mutual helping, aspect of empathy is also less owned by students in class X Multimedia and it has impact on their learning process. There is a relationship between Empathy, Resilience and Classroom Climate in students altruism [4].

Based on the analysis of open questionnaires about empathy there are 12 students have less empathy to their friends in their class. They just give their empathy to a group of friends or friends only. They are still discriminating and thinking to give empathy. Beside the 12 students who have less empathy there are 6 students who do not have empathy yet. The school counselor stated that the impact of the condition is they are hated and shunned by friends, more self-centered, the lack of solidarity and unfamiliarity of students in the classroom; therefore it ultimately effects on the learning

process like difficult to create a group because students are less able to accept the opinions of others and prefer to work individually rather than discuss with friends. The school counselor has made efforts in overcoming yet empathy of his students such as giving group games, but it is less than the maximum so it takes other efforts. It also requires an interesting media for counseling service to solve that problem.

People are familiar with the film. This film or cinema can serve as one of the media in learning or guidance and counseling services. The media itself comes from the "Latin" media which literally means 'middle', 'intermediary', or 'introduction' [5]. Film is an intermediary medium to provide or convey information from the educators (the school counselor) to the learners (students). This film can be utilized by the school counselor to providing classical or group guidance services.

Cinema or film is a representational media through styles and contents that symbolize various patterns of behavior (through actions of characters, plots, themes, editing, etc.) that can be analyzed from differences in psychological theory and teaching modalities. Media is the double edged sword that is important both for health education as well as the stimulation of unhealthy behavior such advertisement in TV, films and other forms of media [6]. In this film or cinema will be in the know characters and various patterns of behavior that shows the theme of the film. This film can be applied to students as a therapy (Cinema Therapy). Cinema therapy is a modern technique that can be used in individually or groups. This refers to using film as support for individual education and development processes. Film has an important therapeutic function for individual, especially when integrated within the specific framework of counseling and psychotherapy. It really gives a positive effect on one's life.

Cinema therapy is the process of using film in therapy as a metaphor for enhancing client growth and insight [7]. One of the most popular cultural practices is movie-watching; Movies and/or TV dramas are greater information sources and part of popular culture. Culture is essential to success in marketing; it is important to explore if a culture is impacted by globalization through analyzing the perspectives of movie viewers [8]. In addition cinema therapy is a method of film use to give a positive effect on patients [9]. Thus the film can have a positive effect of increasing the growth and insight of students about empathy. One will feel empathy for the fictitious character as to the victim in real life [10]. Cinema therapy can develop individuals to positive things in terms of empathy. Therefore researchers will use cinema therapy to improve the empathy of vocational students.

II. METHOD

This research used Pre Experimental Design with the form of One Group Pretest-Posttest Design. Research subjects will be given pre-test first, then given treatment or treatment and after that will be given post-test and the results taken by

compared the subject empathy score before and after treatment.

In this study, there are two variables, namely empathy is the ability to recognize, understand, feel and communicate the understanding to others with verbal expressions and behavior as dependent variable (Y) and cinema therapy is the process of using film in therapy as a metaphor to improve the growth and insight of clients accompanied by discussions therein that may affect the person viewing the film as a free variable (X).

This study will use a questionnaire as a measuring tool. In measuring the validity and reliability of empathy questionnaires, researchers used product moment correlation and alpha cronbach with the help of SPSS for analyze prosess. Questionnaire in this research will use likert's alternative answer. The answer of each instrument item using Likert scale has a very positive to very negative level in the form of words as follows: (1) Strongly Agree (2) Agree (3) Less Agree (4) Disagree. Subjects in this study were 9 students identified as having low empathy based on pre-test results. Methods of data analysis using Wilcoxon test.

III. RESULT AND DISCUSSION

The following pre-test results of students who were subjected in this study before being given cinema therapy treatment performed in group buckling activities:

TABLE 1. DATA OF PRE-TEST RESULT OF RESEARCH SUBJECT

No.	Subject	Score	Category
1	A	88	Low empathy
2	B	89	Low empathy
3	C	86	Low empathy
4	D	89	Low empathy
5	E	84	Low empathy
6	F	87	Low empathy
7	G	86	Low empathy
8	H	80	Low empathy
9	I	89	Low empathy

Determinations of category are high, medium, and low empathy. It was based on result of mean and standard deviation (SD) analysis. High category values are 118.51 and above, the medium category is 90.55 to 118.51 and the low category is 90.55 down. Based on the table 1 there are 9 students who will be subjected to research because it has a score below 90.55, as minimum category in medium, so that students will be given treatment of cinema therapy. The treatment was conducted 5 meeting to help the students to be able to empathize with the others such as caring for others, solidarity with friends, cooperating and helping others. After the treatment was completed the students are given a post-test to determine whether the difference before and after treatment.

Here are the results of pre-test and post-test analysis of research subjects:

TABLE 2 RESULTS OF PRE-TEST AND POST-TEST ANALYSIS

No.	Subject	Pre-test	Post-test	Score	Information
1.	A	88	105	+17	increase
2.	B	89	117	+28	increase
3.	C	86	107	+21	increase
4.	D	89	114	+25	increase
5.	E	84	109	+25	increase
6.	F	87	110	+23	increase
7.	G	86	103	+17	Increase
8.	H	80	101	+21	Increase
9.	I	89	116	+27	Increase

Based on the table score of each student increased after given cinema therapy treatment. The increase of score on each research subject can be seen from the task and during treatment process. Subject A increased by 17 points previously 88 to 105. During the treatment process A was less active and less able to focus on what was discussed, but over the time A began to be active and focused so that he was able to understand the example of empathy written in the homework assignment.

Subject B increased by 28 points initially 89 to 117. Subject B was very active during the discussion and did homework more detail than other research subjects. Subject C increased by 21 points from a score of 86 to a score of 107. Subject C was able to understand examples of empathetic behavior and not empathy and he was able to cooperate with others because he joined the student organization. Subject D has increased the score by 25 points. Initial score 89 and score after post-test 114. Subject D is a fairly active subject during the treatment process. D began to understand the importance of empathy, care and cooperation with others. Subject E increased by as much as 25 points which initially 84 to 109 points. Increase in score E equals subject D. The difference is D is more diligent and detail in doing home task and E is more active during discussion compared to D.

Subject F increased by 23 points from score 87 to 110. Subject F is a student who prefers to play games rather than playing with friends. But F realizes that cooperation and empathy with friends and other people is so important that in the discussion process began to actively argue. Subject G has increased by 17 points. The initial score is 86 to 103. Subject G is a quiet subject compared to other friends while discussing. Home tasks also show that G is less active in doing homework. Subject H increased by 21 points from 80 to 101. Subject H had the lowest score compared to other research subjects. When the process of treatment H enthusiastic and active inquiring. He has a great curiosity about the topics discussed so that his score increases too much. Subject I experienced an increase of 27 points. The initial score I is 89 and the post-test score is 116. It is a very active subject when discussing as B. I also diligently do the assigned home tasks.

Initially 9 subjects were still confused and did not understand the application of cinema therapy to improve students' empathy in the form of guidance of this group. This is because all subjects have never attended such activities, especially group guidance. They more often get classical lessons in the classroom compared with lessons in the form of groups. When the first treatment the subject was less active to give opinions because the relationship between researchers and subjects has not been established tightly. But over time in subsequent meetings the subjects have been active in expressing his opinion.

In the implementation of cinema therapy the students are given an understanding of empathy first. There are several topics discussed in the meeting which include empathy covering aspects such as caring for others, solidarity with friends, cooperation and helping others. The topic is used in group guidance based on the problems experienced by the students. These problems include the students are less concerned with the classmate, solidarity with a classmate less tightly so as to cause quarrels between students, still high student individualism attitude which finally given the topic of cooperation, and lack of attitude to help students. Some of these problems because students lack empathy to other people or students less able to feel and understand what other people feel in terms of verbal and behavioral.

Baron and Byrne [10] suggests that one will feel empathy for the fictitious character as to the victim in real life. The fictitious character may be the role of a character in a film. Movies can have a positive effect on people who see them and empathy is a positive thing in other words improving empathy is a positive thing. Film or cinema therapy is a method of using film to give a positive effect on the patient Robiah [9] so cinema therapy can be used to improve the empathy of a person or student. After getting treatment cinema therapy insight and student's knowledge about empathy will also increase because in process of implementation also accompanied by discussion. The differences before and after given cinema therapy treatment is analyze by the wilcoxon test as non-parametric statistical test. After students are given treatment, then students are also given a post-test questionnaire. This post-test questionnaire is the same as the pre-test questionnaire. The result of the wilcoxon test showed that with the condition $N = 9$ and $x = 0$ (z), we get ρ (possibly price below Ho) = 0.008. If α (error rate) of 5% is 0.05 then 0.008 <0.05 so it can be concluded that Ho is rejected and Ha accepted. So it can be concluded that the application of cinema therapy can improve the empathy of vocational students.

IV. CONCLUSION

Baron and Byrne [10] suggests that one will feel empathy for the fictitious character as to the victim in real life. The fictitious character may be the role of a character in a film. Movies can have a positive effect on other words improving empathy is a positive thing. Film or cinema therapy is a method of using film to give a positive effect on the patient Robiah [9] therefore cinema therapy can be used to improve the empathy

of a person or student. After getting cinema therapy the students insight and knowledge about empathy will also increase because the process of implementation also accompanied by discussion. The differences before and after given cinema therapy treatment is also reinforced by the Wilcoxon analyze as non-parametric statistical test. The Wilcoxon test shows that the condition N = 9 and x = 0 (z), we get The (possibly price below Ho) = 0.008. If α (error rate) of 5% is 0.05 then 0.008 <0.05 so it can be concluded that Ho is rejected and Ha accepted. So it can be concluded that the application of cinema therapy can improve the empathy of vocational students.

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