



The effectiveness of psychoeducational groups using cinematherapy media to improve emotional intelligence and self-efficacy of high school students

Bahrul Septiandri^{1*}, Heru Mugiarto², Muslikah³

^{1,2,3}Universitas Negeri Semarang, Indonesia

Article Info	Abstract
Keywords: Psychoeducational group, cinematherapy, emotional intelligence, self-efficacy	This study investigated the effectiveness of psychoeducational groups utilizing cinematherapy to enhance emotional intelligence and self-efficacy among high school students. A nonequivalent control group design was employed, involving 20 students purposively sampled and divided into experimental and control groups. Student data were collected using a 25-item emotional intelligence scale (Goleman-based) and a 15-item self-efficacy scale (Bandura-based), both developed by the researchers and demonstrating established validity and reliability. Data analysis involved the Wilcoxon signed-rank test and the Mann-Whitney U test. The Wilcoxon signed-rank test results indicated that psychoeducational groups with cinematherapy were effective in improving students' emotional intelligence and self-efficacy ($p < 0.05$). Furthermore, the Mann-Whitney U test revealed a significant difference between the experimental and control groups concerning the improvement of students' emotional intelligence and self-efficacy ($p < 0.05$). These findings recommend that school counselors implement psychoeducational groups with cinematherapy to enhance students' emotional intelligence and self-efficacy. Future researchers are encouraged to combine cinematherapy with other types of services and media for a more comprehensive approach.

*Correspondence address:

E-mail: bahrulseptiandri@students.unnes.ac.id

p-ISSN 2252-6889

e-ISSN 2502-4450

Introduction

Emotional intelligence is a crucial aspect of individual development, especially in facing the challenges of adolescence. Batubara Suryana et al., (2022) explains that adolescence is a transitional period from childhood to adulthood. During this time, many changes occur, such as psychological, physical, and social changes.

Emotional intelligence enables individuals to regulate and enhance their reasoning to become more effective and to think more intelligently about their emotions (León et al., 2024). Emotional intelligence encompasses several aspects, namely talent, competence, and non-cognitive abilities that influence a person's success in facing daily demands and pressures (Gao et al., 2024). Emotional intelligence serves as a key to emotional adjustment, personal well-being, life success, and social relationships across various domains (W. Wang et al., 2024).

Self-efficacy is a key factor in enhancing adolescents' academic achievement and learning motivation. Fan et al., (2024) explain that self-efficacy is one of the psychodynamic components, referring to an individual's belief or perception of their ability to perform adaptive actions in response to environmental challenges. An et al. (2024) explain that self-efficacy refers to an individual's belief in their ability to organize and execute the courses of action required to manage prospective situations. Qin et al., (2024) emphasize that high self-efficacy can motivate individuals to make efforts and persist in various activities until they achieve their goals.

According to Wahyuningtyas & Muslikah, (2022), good academic achievement is when students show improvement in their academics and demonstrate strong understanding. Furthermore, research by Haloho & Lubis, (2025) has proven that emotional intelligence and self-efficacy significantly influence students' learning motivation and academic performance ($p < 0.05$). This aligns with the study by Khotimah & Trisnawati, (2025), which found that achieving excellent academic performance requires diligence, perseverance, and self-direction

skills. Meanwhile, Thahir (Suryana et al., 2022) explains that rebellious attitudes often seen in adolescents represent a unique form of self-assertion, which is an important phase in the development of personality.

Senior High Schools not only equip students with academic knowledge but also prepare them to face challenges in the workforce. Through various activities that support personal development, students can choose career paths that align with their interests and talents. Salehe, (2023) explain that in the world of work, many challenges and problems are encountered, and dealing with them requires not only intellectual intelligence but also emotional intelligence.

The study by (Muslikah et al., 2022) explains that in the current era of the industrial revolution, the rapid movement of postmodernism in the workforce is marked by the advancement of science and technology. Additionally, (Ali & Wardoyo, 2021) states that an individual's performance in the workplace plays a crucial role in the success of an organization or company. Therefore, self-disclosure is necessary. (Raharjo et al., 2020) explain that through self-disclosure, individuals will feel valued and trusted.

In this context, psychoeducational groups emerge as a promising intervention to enhance students' emotional intelligence and self-efficacy. This is supported by several previous studies that have examined psychoeducational group interventions. Research by El Zahra & Yudiarso, (2024) states that psychoeducational group interventions are effective in improving self-efficacy in individuals, with a Hedge's g value of -1.39 (large effect size), a 95% confidence level (CI = -2.867 to 0.091), a significance value of 0.066, heterogeneity (I^2) of 98.7%, and a publication bias score of 0.483. Furthermore, the study by Ardila et al., (2020) emphasizes that psychoeducational group services are effective in improving students' social skills.

Psychoeducational groups are known as educational or guidance groups, emphasizing educational methods to convey information and develop skills (Berg et al., 2024). On the other hand, Gurcan et al., (2022) explain that psychoeducational groups are offered as part of team-based therapeutic services. Solomon Suwanto & Nisa, (2018) explains that cinematherapy is a method that uses film media for therapeutic purposes. Meanwhile, according to Berg-Cross, Jennings, & Baruch (in Nikmarijal et al., 2022), cinematherapy is a therapeutic technique that uses commercial films to gain insights into others.

Based on previous research, there have been no studies that comprehensively examine the effectiveness of psychoeducational groups using cinematherapy media to enhance students' emotional intelligence and self-efficacy. In this context, psychoeducational groups with cinematherapy media emerge as an innovative intervention to improve the emotional intelligence and self-efficacy of high school students

Method

This study will use a quantitative approach with an experimental method. The research design employed is a nonequivalent control-group design. This design is chosen to test the effectiveness of psychoeducational groups using cinematherapy media in enhancing the emotional intelligence and self-efficacy of high school students. The sample consists of 20 students divided into two groups: 10 students in the experimental group and 10 in the control group. The sampling technique used is purposive sampling, with criteria of moderate, low, and very low levels.

Emotional intelligence data were collected using an emotional intelligence scale developed based on Daniel Goleman's theory, consisting of 25 statement items. The validity ranged from 0.234 to 0.749, while the alpha reliability coefficient was 0.875. Meanwhile, self-efficacy data were collected using a self-efficacy scale developed based on Albert Bandura's theory, consisting of 15 statement items. The validity ranged from 0.217 to 0.789, and the alpha reliability coefficient was 0.871.

The data analysis used is non-parametric: the Wilcoxon signed-rank test is employed to test the following hypotheses: 1) Psychoeducational groups using cinematherapy media are effective in improving the emotional intelligence of high school students; 2) Psychoeducational groups using cinematherapy media are effective in improving the self-efficacy of high school students. Meanwhile, the Mann-Whitney test is used to test the hypothesis: 1) There is a significant difference between the experimental group and the control group in improving the emotional intelligence and self-efficacy of high school students. The research flowchart is shown in Figure 1 below:



Figure 1. Research Flowchart

Result and Discussion

The results of the descriptive analysis using SPSS version 26 show the emotional intelligence and self-efficacy data of students before (pretest) and after (posttest) in both the experimental group and the control group. Table 1 below presents the emotional intelligence and self-efficacy data of these two groups.

Table 1. level of categories

Steps	Variable	M	SD
Pretest	EI Experimental	76.30	7.660
Posttest	EI Experimental	106.30	6.667
Pretest	EI control	90.60	4.551
Posttest	EI control	88.00	4.595
Pretest	SE Experimental	42.90	5.087
Posttest	SE Experimental	61.00	4.295
Pretest	SE control	50.70	5.697
Posttest	SE control	46.60	3.893

The category levels in the table above indicate that the experimental group experienced an improvement after being given a psychoeducation group intervention using cinematherapy media. This is shown by the increase in the average pretest score (76.30) and posttest score (106.30) for the emotional intelligence variable. Furthermore, there was also an increase in the self-efficacy variable, from a pretest score of (42.90) to a posttest score of (61.00). On the other hand, the control group, which did not receive the psychoeducational group treatment with cinematherapy media, showed a decline. This is reflected in the decrease in the average emotional intelligence score from the pretest (90.60) to the posttest (88.00). Similarly, for the self-efficacy variable, the score declined from the pretest (50.70) to the posttest (46.60). To determine the effectiveness of the psychoeducational group using cinematherapy media in improving the emotional intelligence and self-efficacy of high school students, refer to Table 2.

Table 2.Results of the wilcoxon signed-rank

	Emotional Intelligence	Self-Efficacy
Asymp. Sig. (2-tailed)	.021	.011

Based on the test statistic output, the asymp. sig. (2-tailed) value for the emotional intelligence variable is $0.021 < 0.05$, and for the self-efficacy variable it is $0.011 < 0.05$. This indicates that there is a significant difference between the pretest and posttest results for both emotional intelligence and self-efficacy. Therefore, it can be concluded that the psychoeducational group intervention using cinematherapy media is effective in improving the emotional intelligence and self-efficacy of high school students. To further compare the results between the experimental group and the control group in enhancing students' emotional intelligence and self-efficacy, refer to Table 3.

Table 3. Results of the mann-whiteney test

	Emotional Intelligence	Self-Efficacy
Asymp. Sig. (2-tailed)	.000	.000

Based on the test statistic output, the asymp. sig. (2-tailed) value for the emotional intelligence variable is $0.000 < 0.05$, and for the self-efficacy variable it is also $0.000 < 0.05$. This indicates that there is a significant difference between the emotional intelligence and self-efficacy results of the experimental group and the control group. Therefore, it can be concluded that there is a significant difference between the experimental group and the control group in improving the emotional intelligence and self-efficacy of high school students. Based on the analysis results, it was found that the psychoeducational group using cinematherapy media was effective in improving the emotional intelligence and self-efficacy of high school students. This is indicated by the increase in the average scores of the experimental group from pretest to posttest. In contrast, the control group, which did not receive the psychoeducational group intervention using cinematherapy media, experienced a decrease in average scores from pretest to posttest.

The findings of this analysis are supported by a study conducted by Ardila *et al.*, (2020), which showed that psychoeducational group counseling services are effective in improving students' social skills. In addition, research by Yurisna & Sinaga, (2024) demonstrated that the cinematherapy technique is effective in enhancing students' self-confidence. This is further supported by a study by Solihatun *et al.*, (2020), which found that cinematherapy can help individuals manage emotions and behavior, which are components of emotional intelligence. On the other hand, Toscano-Hermoso *et al.*, (2020) found that emotional intelligence is positively associated with emotional well-being and academic performance among high school students in Spain.

Zahra and Yudianto (2024) stated that psychoeducational group interventions are effective in improving self-efficacy in individuals. On the other hand, a study by Y. Wang *et al.*, (2023) examined the mediating role of self-efficacy in the relationship between film-based teaching and English-speaking proficiency among non-English major university students. The results showed that film-based teaching significantly enhanced self-efficacy. This aligns with research by Goodwin *et al.*, (2021), which evaluated the use of film-based interventions in adolescent mental health education. Although it did not directly measure self-efficacy, the study found that films can improve mental health literacy and reduce stigma, which may contribute to increased self-efficacy in the context of mental health.

The difference between the experimental group and the control group can be linked to the study by Redjeki & Prihandoko, (2022) at SMK Teuku Umar Semarang, which showed that the experimental group receiving cinematherapy treatment experienced an increase in average scores from 60.80 (pre-test) to 87.00 (post-test), whereas the control group, which did not receive cinematherapy, increased from 60.50 to 82.80. These results indicate that cinematherapy is more effective compared to interventions without this medium. Another study by Putriani & Handayani, (2023) at SMA Negeri 1 Grobogan also supports this finding. The experimental group that received the cinematherapy intervention showed an increase in average self-efficacy scores from 53.42 (pre-test) to 93.42 (post-test), while the control group did not show a significant improvement.

Although previous studies have shown that psychoeducational groups using cinematherapy media can enhance self-efficacy, the main novelty of this study lies in its focus on improving emotional intelligence, which has not been examined in earlier research. This finding represents an expansion of understanding regarding the comprehensive potential of psychoeducational group interventions using cinematherapy media. The results demonstrate that such interventions can improve both self-efficacy and emotional intelligence among high school students.

Based on the results of this study, it is expected that Guidance and Counseling teachers will implement psychoeducational group interventions using cinematherapy media to enhance students' emotional intelligence and self-efficacy. On the other hand, it is recommended that future researchers combine cinematherapy with other types of services and media to create a more comprehensive intervention.

Conclusion

Based on the results and discussion above, it can be concluded that psychoeducational groups using cinematherapy media are effective in improving the emotional intelligence and self-efficacy of high school students. Furthermore, there is a significant difference between the experimental group, which received the psychoeducational group intervention with cinematherapy media, and the control group, which did not receive the intervention, in terms of improving students' emotional intelligence and self-efficacy.

References

- Ali, F., & Wardoyo, D. T. W. (2021). Pengaruh self efficacy terhadap kinerja karyawan dengan kepuasan kerja sebagai variabel intervening (studi PT. Ultrajaya milk industry, tbk surabaya bagian marketing). *Jurnal Ilmu Manajemen*, 9(1), 367–379. <https://doi.org/10.26740/jim.v9n1.p367-379>
- An, R., Zhang, H., Akbar, A., & Haider, S. A. (2024). Exploring the influence of teacher-student relationships on Chinese language learning through the mediating role of student's self-efficacy: Foreign language

- classroom anxiety as a moderator. *Acta Psychologica*, 251, 104552. <https://doi.org/10.1016/j.actpsy.2024.104552>
- Ardila, Y., Sutoyo, A., & Mulawarman, M. (2020). Keefektifan kelompok psikoedukasi dengan teknik modeling untuk meningkatkan keterampilan sosial siswa. *Jurnal Edukasi: Jurnal Bimbingan Konseling*, 5(1), 34–49. <https://doi.org/10.22373/je.v5i1.6051>
- Berg, R. C., Landreth, G. L., & Fall, K. A. (2024). *Group counseling: Concepts and procedures*. Routledge. <https://doi.org/10.4324/9781003449900>
- El Zahra, F., & Yudiarso, A. (2024). Studi Meta-Analysis: Efektifitas Psikoedukasi untuk Meningkatkan Self-Efficacy. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, 7(12), 13336–13340. <https://doi.org/10.54371/jiip.v7i12.6257>
- Fan, L.-H., Cai, J., Li, L., & Yi, L.-J. (2024). Mediating effect of self-efficacy between social support and compassion fatigue among Geriatric Services and Management interns: A cross-sectional study. *Geriatric Nursing*, 59, 662–668. <https://doi.org/10.1016/j.gerinurse.2024.08.025>
- Gao, X., Zhao, T., Du, M., Hao, R., & Wang, L. (2024). Relationship between emotional intelligence, occupational well-being, and work engagement among Chinese clinical nurses. *Asian Nursing Research*, 18(3), 253–259. <https://doi.org/10.1016/j.anr.2024.07.005>
- Goodwin, J., Saab, M. M., Dillon, C. B., Kilty, C., McCarthy, A., O'Brien, M., & Philpott, L. F. (2021). The use of film-based interventions in adolescent mental health education: A systematic review. *Journal of Psychiatric Research*, 137, 158–172. <https://doi.org/10.1016/j.jpsychires.2021.02.031>
- Gurcan, L., McAllister, E., Gilmour, J., Green, D. J., McFarlane, F. A., Hadji-Michael, M., Heyman, I., & Stark, D. (2022). Improved understanding of non-epileptic seizures and reduced emergency health care usage following a single psychoeducational group for children and their parents. *Seizure: European Journal of Epilepsy*, 101, 1–7. <https://doi.org/10.1016/j.seizure.2022.07.012>
- Haloho, D. I. B., & Lubis, P. K. D. (2025). Pengaruh Kecerdasan Emosional dan Self-Efficacy Terhadap Prestasi Belajar Ekonomi Siswa Kelas XI IPS SMA Negeri 18 Medan Dengan Motivasi Berprestasi Sebagai Variabel Intervening. *Jurnal BELAINDIKA: Pembelajaran Dan Inovasi Pendidikan*, 7(3), 614–624. <https://doi.org/10.52005/belaindika.v7i3.487>
- Khotimah, K., & Trisnawati, N. (2025). Pengaruh Self-Regulated Learning Terhadap Student Engagement Pada Mata Pelajaran Kearsipan Melalui Self Efficacy Sebagai Variabel Mediasi Pada Siswa Smkn 1 Surabaya. *Jurnal Edueco*, 8(2), 575–589. <https://doi.org/10.36277/edueco.v8i2.214>
- León, S. P., García-Martínez, I., & Augusto-Landa, J. M. (2024). Individual and group emotional intelligence measurement of sex differences and invariance for individual (WLEIS-S) and group (WEIP-S) emotional intelligence measurement scales. *Heliyon*, 10(17). <https://doi.org/10.1016/j.heliyon.2024.e37538>
- Muslikah, M., Sugiharto, D. Y. P., Sugiyo, S., & Sutoyo, A. (2022). Psikoedukasi kelompok dengan peer support untuk meningkatkan career adaptability santri di pesantren. *Prosiding Seminar Nasional Pascasarjana*, 5(1).
- Putriani, W., & Handayani, A. (2023). EFEKTIFITAS LAYANAN BIMBINGAN KELOMPOK DENGAN MEDIA CYNEMA THERAPY UNTUK MENINGKATKAN SELF EFFICACY SISWA. *Jurnal Penelitian Multidisiplin Ilmu*, 2(4), 2141–2148. <https://doi.org/10.62304/jpmi.v2i4.280>
- Qin, G.-Y., Han, S.-S., Zhang, Y.-S., Ye, Y.-P., & Xu, C.-Y. (2024). Effect of physical exercise on negative emotions in Chinese university students: The mediating effect of self-efficacy. *Heliyon*, 10(17). <https://doi.org/10.1016/j.heliyon.2024.e37839>
- Raharjo, S. A., Mugiarto, H., & Setyowani, N. (2020). Keterbukaan Diri Siswa dalam Layanan Konseling Individu Ditinjau dari Empati dan Keterampilan Reassurance Konselor. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 9(2), 77–82. <https://doi.org/10.15294/ijgc.v9i2.38644>
- Redjeki, S., & Prihandoko, T. L. (2022). Efektivitas Cinema Therapy dalam Bimbingan Kelompok untuk Meningkatkan Self-Efficacy Karir Siswa Kelas 12 SMK Teuku Umar Semarang. *Emphaty Cons-Journal of Guidance and Counseling*, 4(1), 1–6. <https://doi.org/10.26877/epc.v4i1.10674>
- Salehe, P. (2023). Hubungan Antara Kecerdasan Emosional Dan Kohesivitas Kelompok Dengan Komitmen Organisasi Pada Anggota Organisasi Mahasiswa Di Universitas Muhammadiyah Gorontalo. *Artikel Psikologi Universitas Muhammadiyah Gorontalo*, 1–9.
- Solihatun, S., Fitriyanti, E., & Lestari, M. (2020). Cinematherapy Meningkatkan Kendali Diri Mahasiswa. *Psychocentrum Review*, 2(1), 13–21. <https://doi.org/10.26539/pcr.21138>
- Suryana, E., Hasdikurniati, A. I., Harmayanti, A. A., & Harto, K. (2022). Perkembangan remaja awal, menengah dan implikasinya terhadap pendidikan. *Jurnal Ilmiah Mandala Education*, 8(3), 1917–1928. <https://doi.org/10.58258/jime.v8i3.3494>

- Suwanto, I., & Nisa, A. T. (2018). Cinema therapy sebagai intervensi dalam konseling kelompok. *Seminar Nasional Bimbingan Dan Konseling Jambore Konseling 3*.
- Toscano-Hermoso, M. D., Ruiz-Frutos, C., Fagundo-Rivera, J., Gómez-Salgado, J., García-Iglesias, J. J., & Romero-Martín, M. (2020). Emotional intelligence and its relationship with emotional well-being and academic performance: The vision of high school students. *Children*, 7(12), 310. <https://doi.org/10.3390/children7120310>
- Wahyuningtyas, N., & Muslikah, M. (2022). Hubungan Dukungan Sosial Orang Tua dan Self-Regulated Learning dengan Prestasi Belajar. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 11(2), 49–63. <https://doi.org/10.15294/ijgc.v11i2.57113>
- Wang, W., Rezaei, Y. M., & Izadpanah, S. (2024). Speaking accuracy and fluency among EFL learners: The role of creative thinking, emotional intelligence, and academic enthusiasm. *Heliyon*, 10(18). <https://doi.org/10.3389/fpsyg.2023.1184185>
- Wang, Y., Yasmin, F., & Akbar, A. (2023). Impact of the internet on English language learning among university students: mediating role of academic self-efficacy. *Frontiers in Psychology*, 14, 1184185. <https://doi.org/10.3389/fpsyg.2023.1184185>
- Yurisna, Y., & Sinaga, M. H. P. (2024). Group Counseling Using Cinema Therapy Techniques to Reduce the Intensity of Social Media Use in High School Students. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 13(1), 18–29. <https://doi.org/10.15294/ijgc.v13i1.72145>