

The Effectiveness of Group Guidance with Film Media to improve Students' Empathy and Social Interaction

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Abstract

The purpose of this study was to know the effectiveness of group guidance with film media to improve students' empathy and social interaction. Meanwhile, the research design used in this study was experimental method with one group pretest-posttest design. Moreover, the subjects of the study were 10 students with the criteria of having empathy and social interaction that were classified as low or fair. In addition, the hypothesis testing used by the researchers in this study came from Wilcoxon Signed Ranks Test. The results showed that there was a significant difference of students' empathy between pretest and posttest where empathy at posttest was higher than pretest which meant that the implementation of group guidance with film media could improve students' empathy ($Z = -2.803$; $p < 0.01$). Also, there found a significant difference of students' social interaction between pretest and posttest where posttest social interaction was higher than pretest which meant that the implementation of group guidance with film media can improve students' social interaction ($Z = -2.807$; $p < 0.01$). In conclusion, this study confirms that group guidance with film media is effective to improve students' empathy and social interaction.

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INTRODUCTION

Problems related to empathy are the symptoms of personal and social problems which are very visible in everyday behavior that exists in society. The problems are such as individualistic, egotistical, indifferent, lazy thinking, lack of sense of responsibility, laziness to communicate and interact or low empathy as well as a person who has no empathy, thinking that the world is only what is experienced.

According to Haryati's study (2017) the existence whether there is a change of empathy or not experienced by everyone has factors that influence the development of empathy in an individual and depend on the individual itself.

The above findings are the same as Marice's study (2017) which shows that the implementation of group guidance increases empathy. People who have high empathy will have high moral ethics in society. Conversely, individuals with low empathy are unable to understand the thoughts and feelings of others, and cannot understand each other.

Further explanation about empathy is revealed by Rogers & Feist (2008) that "Empathy arises when the therapist accurately senses the feelings of the client and is able to communicate these perceptions so that the client knows that others have entered their world of feelings without prejudice, projection or judgment."

Based on a study from Ramani (2015) after being given group guidance there is increasing empathy to students. This is supported by a theory expressed by Bannet (in Romlah, 2013), which states that one of the goals of group guidance is to provide healing services through group activities by studying human problems in general and eliminating emotional tension.

Social interaction is a tool in social life organized in the form of actions based on social values and norms prevailing in society.

Rizkiana's study (2014), reveals that based on data on social interaction after the implementation of group guidance treatment there is an increase in each social interaction indicator that is harmony, adaptation, tolerance, and openness.

According to Wenzler (in Salsabela, 2013) a group guidance which uses the game of cooperation is realized by the communication and social contact of the members where both of these are the main requirements in social interaction.

In this study, the researchers aimed to improve empathy and social interaction of students because in schools, so far only provide assistance based on cognitive aspects only and lack of the development of the ability of others. Therefore, the reason why the researchers were interested to use the film media was that film as one of the techniques to do group guidance was expected to improve students' empathy. It was realized through the provision of stimulus film scenes which were expected to stimulate awareness and emotion of students to empathize and improve students' social interaction.

Related to Muskita research (2014), film media can be used as a liaison material service to students. The use of film media concretely can make students more easily understand because it leaves some impressions. As a result, students can have an understanding of the service material that is described concretely, overcome the limitations of space and time, and become more realities because films can be repeated and stopped as needed in order to give a deep impression that can affect students.

According to Hamrin and Clifford in Auliyah, (2016) one of the Guidance and Counselling (BK) media that is able to facilitate students to restore their sense of empathy is film because it has a great emotional impact. Film is also very suitable to teach issues related to cognitive and affective domains. In the process of learning, film has a function associated with two things, namely for cognitive and affective purposes. Alternatively, film can be used in BK, the same as stories and other BK media. It is because film can increase the possibility of counselees to find new ideas and thoughts. In terms of cognitive, film is able to help individuals in learning the benefits or inspiration that is in the film. It is also able to teach something that has never been done directly. From the affective side, film can affect emotions and attitudes. This

makes the individual get the passion and motivation to imitate what is in the film. Individual or group attitudes can be influenced and even altered by using films that have been designed for that.

The above previous research review is relevant to this study and can be used to predict the result of the research objectives which aimed to determine the effectiveness of group guidance with film media to improve students' empathy and social interaction.

The use of film media in group guidance can make group members become more caring, sensitive, open, easy to feel that other group members feel. Meanwhile, the application, film will make the implementation of group guidance not monotonous, communicative, happy and not boring for participants to follow the next group guidance. As a result, the cooperation and group dynamics between group members can be quickly established.

METHODS

This research design used was one group pretest-posttest design. This design was done through several stages, namely pretest, treatment, and posttest. Meanwhile, the provision of group guidance was conducted as many as 8 (eight) meetings, namely twice a week on Monday and Thursday for four weeks.

There were 10 students for the subjects of the research consisting of 5 students from the eleventh grade level (XI) of Natural Science Department (IPA) 1 and 5 students from the eleventh grade level of IPA 3 in which the selected subjects were students who had empathy and social interaction which were relatively low or fair and chosen by using purposive sampling technique.

The data collection techniques used in this study were: empathy scale and social interaction scale. Those were used to obtain data about pretest and posttest sample networking.

The result of validity test of empathy scale showed that from 50 items submitted there were 12 invalid items so that the number of valid items were 38 points with correlation coefficient value

between 0.413 to 0.848 with alpha reliability value of 0.945. Besides, the result of validity test of social interaction scale showed that from 50 items submitted there were 10 invalid items so that the number of valid items were 40 points with correlation coefficient value between 0.356 to 0.761 with alpha reliability value of 0.941. For more, the hypothesis testing in this study was done by using Wilcoxon Signed Ranks Test.

RESULTS AND DISCUSSION

The empathy condition of the students was reported as 16 students (25%) having low and fair empathy, consisting of 9 students (28.1%) of the eleventh grade level of IPA 1 and 7 students (21.9%) belonged to eleventh grade level of IPA 3. Meanwhile, the social interaction condition of the students was reported as 16 students (25%) having fair level of social interaction, consisting of 7 students (21.9%) of eleventh grade level of IPA 1 and 9 students (28.2%) of eleventh grade level of IPA 3.

Further, the empathy and social interaction conditions of the students are presented in table 1 below:

Table 1. Empathy and Social Interaction of Students

Categori	Empathy				Social Interaction			
	XI IPA1		XI IPA3		XI IPA1		XI IPA3	
	F	%	F	%	F	%	F	%
ST	7	21.9	8	25.0	13	31.1	1	3.1
T	16	50.0	17	53.1	12	37.5	22	68.8
S	8	25	5	15.6	7	51.9	7	21.9
R	1	3.1	2	6.3	0	0	2	6.3
SR	0	0	0	0	0	0	0	0
Total	32	100	32	100	32	100	32	100

The result of hypothesis testing using Wilcoxon Signed Ranks Test is presented in table 2. It showed that there was a significant difference of students' empathy between pretest and posttest ($Z = -2.803$; $p < 0.01$) where empathy at posttest was higher than pretest. It meant that the implementation of group guidance with film media could improve students' empathy.

The result of the research on the empathy of students showed an increase of 6.05% from 64.16% to 70.21%. It showed that there was a significant difference of students' empathy

between pretest and posttest. The empathy of the students after the implementation of group guidance with the film media had a higher average percentage score than the students' empathy before the implementation of group guidance service with the film media. It meant that the implementation of group guidance service with the film media could improve students' empathy.

Table 2. Wilcoxon Signed Ranks Test

Variabel	Score Percentage				Z	p
	Pretest		Posttest			
	Mean	SD	Mean	SD		
Empathy	64.16	2.07	70.21	1.59	-2.803	< 0.01
Social interaction	58.95	3.26	72.10	4.90	-2.807	< 0.01

Group guidance with film media could foster students' empathy. Sarwono (2015) argues that the empathy of a person is influenced by situational factors such as: bystanders, those around the setting who have a very big role in influencing a person when deciding between helping or not when faced with an emergency, attraction, attribution to the victim, the availability of models, time pressures, the nature of the victim's needs.

Their relevance in group guidance with film media could make students empathize with motivation to help others who were suffering, experiencing distress, or experiencing misfortune. Furthermore, the students' help was influenced by several factors, namely: the influence of situational factors and the influence of internal factors. By having these factors, the students would be able to feel happiness in people who have escaped from their suffering caused by the help given.

The results of this study indicated that the students' social interaction in posttest was higher than the pretest ($Z = -2.807$, $p < 0.01$). This meant that the implementation of group guidance with film media could improve students' social interaction.

The result of the study on social interaction of students showed an increase of 13.15% from 58.95% to 72.10%. It showed that there was a significant difference of students' social interaction between pretest and posttest, where the social interaction of students after group

counseling with film media had a higher mean percentage score than the students' social interaction prior to the treatment of group guidance with film media. This meant that the implementation of group guidance with film media could improve students' social interaction.

The results of this study were in line with a research conducted by Sharjeel and Dadabhoy (2013) which suggests that the film media helps to understand the social value in general and helps applying the social value in one's personal life. Social interaction is the relationship between individuals and other people, between groups of people or between individuals and groups of people who influence each other so that there is a mutual relationship and eventually forms a social structure.

The results of the study showed that group guidance service with film media was able to improve the empathy and social interaction of students. The increase of mean percentage of score in both research variables proved that group counseling service with film media was more effective to increase the social interaction of the students compared to the increase empathy of the students.

By referring to the results of Ioannidou and Konstantikaki's research (2008) that effective teamwork for improving empathy and social interaction, and social psychologists have paid attention to the possibility that empathy can be used to enhance inter-group attitudes in relationships. Moreover, books, dramas, movies, TV, and radio are possible to improve attitudes and actions on behalf of stigmatized groups without conducting conflict resolution workshops, introducing supreme goals, teamwork arrangements, simulation exercises, or inter-group dialogue.

CONCLUSION

The findings of this study indicate that there are significant differences in the empathy and social interaction of the students between pretest and posttest. The empathy and social interaction of the students after the implementation of group guidance with film

media has a higher average than the empathy and social interaction of the students before the implementation of group guidance with the film media. It means that the implementation of group guidance with film media can improve students' empathy and social interaction.

The results of this study conceptually contribute as an extension of scientific treasures about the concepts and practice of guidance and counseling, especially group guidance by using film media. This can be used as a reference by researchers in the future and for the next researcher can review this research on other aspects according to the needs of students.

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