

## The Effectiveness of Group Guidance Using Film Media and Assignment Technique to Develop Students Respect Attitude

Isro'ah Dwi Nurdiyanti<sup>1✉</sup>, Mungin Eddy Wibowo<sup>2</sup> & Sugiyo<sup>2</sup>

<sup>1</sup> Public Senior High School 1 Gemuh, Kendal, Jawa Tengah, Indonesia

<sup>2</sup> Universitas Negeri Semarang, Indonesia

### Article Info

#### History Articles

Received:  
April 2019  
Accepted:  
May 2019  
Published:  
December 2020

#### Keywords:

assignment technique,  
film media,  
group guidance,  
respect attitude

#### DOI

<https://doi.org/10.15294/jubk.v9i2.30543>

### Abstract

Respect attitude must grow among students in a classroom or environment. It is aimed at good communication without distinguishing any differences. This study attempted to examine the effectiveness of group guidance using Film Media and Assignment Technique to develop the respect attitude of the students of Senior High School Gemuh Kendal. The method used was experimental with Randomized Pre-test - post-test comparison group design. This involved as many as 21<sup>st</sup> Grade Students of Natural Science Department of Senior High School Gemuh Kendal as the subject of the study. Further, the analysis results by using One Way ANOVA showed that the group counseling using film media and assignment technique was effective to develop students' respect attitude ( $F = 78.141$ ;  $p < 0.01$ ). At last, the discussion of the findings of this study was directed at looking at the effectiveness of the film media group guidance and assignment technique group guidance.

© 2020 Universitas Negeri Semarang

✉ Correspondence address:

Napak Tilas Gemuh, Pamriyan, Gemuh, Kendal,  
Jawa Tengah, 51356  
E-mail: [isroah@yahoo.co.id](mailto:isroah@yahoo.co.id)

[p-ISSN 2252-6889](https://doi.org/10.15294/jubk.v9i2.30543)

[e-ISSN 2502-4450](https://doi.org/10.15294/jubk.v9i2.30543)

## INTRODUCTION

Respect in group or classroom is strongly needed. It is aimed at good communication between students. Through good communication between group members with no differences in ethnicity, race, religion, or skin color, the main objectives of the group or classroom will be easily achieved. Oppositely, low respect would destroy the group or class caused by many misunderstandings.

In line with Shwalb, D. W., and Shwalb, B. J. (2006), respect becomes a concern in students' personal development. Meanwhile, disrespect is seen as an obstacle to students' development in class or group caused by the absences of respect to self and others in the surrounding environment. By concerning the importance of respect attitude in assisting students and achieving common objectives, therefore, there is a need to develop a formula to improve students' respect attitude.

Group guidance is utilized as a way to develop students' respect attitude, how to improve the character of respecting parents with group guidance, it is known that classical guidance is effective to improve respect, especially to parents.

Another study by Normanita, Kurniawan, and Nusantoro (2018) states that group guidance with cinema therapy is effective to improve social interaction between peers. The indicators of this achievement are cooperation, competition, self-adaptation, and conflict reduction. Those aspects can be improved by using group guidance with cinema therapy technique, which contributes good enough implication in improving the social interaction behaviors among peers.

The next study related to group guidance with assignment technique done by Janah (2017) shows that group guidance with assignment technique is effective to improve low social skills. It has been achieved through the implementation of group guidance and assignments based on the indicators to achieve.

The phenomena experienced by the Senior High School students in Kendal throughout 2018 were such as several criminal acts committed by

high school students, namely fights between students, sports clubs and even children abuse by parents or student abuse by teachers. These actions reflect the low respect attitude possessed by high school students.

Students' low respect attitude can be very dangerous for themselves as well as their surroundings. Therefore, developing respect attitude is an important concern for guidance and counseling in schools.

According to the above description, there is a need for helping school counselors in developing students' respect attitude by using group guidance with film media and assignment technique. Film media is considered interesting for students since it displays stories that can touch directly with the images of life accompanied by the voice (Arsyad, 2011).

Meanwhile, assignment technique is aimed at having students directly implement respect attitude (after receiving group guidance with the theme of respect) in their daily life and then write it down as a structured assignment given by counselors. Sudirman, and Winkle (1991) states that assigning assignments to students outside the school schedule or the Guidance and Counseling (BK) Service schedule is accountable to the teacher/counselor concerned.

Since the attitude of respect is important to develop to help students develop their personality, this study becomes interesting to do because there are still many students who have a low attitude of respect.

## METHODS

The research method used was experimental with randomized pre-test – post-test comparison group design. There were three groups. Namely, the group which used film media, the group which used the assignment technique and third was the group which used the combination of film media and the assignment technique. For more, the implementation of group guidance was conducted as many as six sessions within 45 minutes for each. Also, purposive random sampling was used to

determine 21 students who had low respect attitude and group them into three groups consisting of 7 students each.

The data collection in this study was done by using respect attitude scale with the score interval of 1 up to 4, containing the category of strongly agree, agree, disagree, strongly disagree. The scale had 30 valid items of a statement with  $N = 90$  at a significance of 5%, namely 0.207. Meanwhile, the instrument reliability was 0.950, meaning that it had a very high-reliability level.

The data analysis techniques in this study were realized through assumption test (normality test and Homogeneity test) and Hypothesis Test (gain test, one way ANOVA test, and post hoc test).

## RESULTS AND DISCUSSION

The improvement of respect attitude was seen from the difference in the results of pre-test and post-test given to the three groups. The first group which used film media obtained  $MD = 13.28$ , the second group which used assignment technique obtained  $MD = 9.57$ , and the third

group which used the combination between film media and assignment technique gained  $MD = 21.57$ .

The statistical data processing used in determining the effectiveness of group guidance using film media and assignment technique to develop the attitude of respect of the students of Senior High School Gemuh Kendal was done through parametric statistics method. Parametric statistics is a statistical science which considers the type of distribution or data distribution, namely whether the data are normally distributed or not. In other words, the data to be analyzed by using parametric statistics should fulfill the assumption tests needed.

The first assumption which must be fulfilled is the normally distributed data. Therefore, normality test was done by the researchers. The test used the Kolmogorov Smirnov test with the help of IBM SPSS 23. Normality test is used to determine the normal distribution of research data. The results of the calculation of the normality of the pre-test and post-test data are presented in the following Table 1.

**Table 1.** Normality of The Pre-test and Post-test Data

Data	Techniques	Kolmogorov-Smimov	P	Information
Pre-test	FM	0.262	> 0.05	Normal
	AT	0.331	> 0.05	Normal
	C	0.280	> 0.05	Normal
Post-test	FM	0.264	> 0.05	Normal
	AT	0.258	> 0.05	Normal
	C	0.330	> 0.05	Normal

Information:

FM = Group guidance with Film Media

AT = Group guidance with Assignment Technique

C = Group guidance with the combination of both techniques

The results of data analysis in the above table were derived from the results of normality pre-test in the group which used film media, namely  $p = 0.262$ , while the post-test result of this group was  $P = 0.264$ . Next, the normality test of the pre-test of the group which received the assignment technique was  $p = 0.331$ , while the post-test was  $p = 0.258$ . Moreover, the group which used the combination of both techniques gained  $p = 0.280$  in the pre-test and  $p = 0.330$  in the post-test. Additionally, table 1, the p-value (Sig) Kolmogorov-Smirnov from the three groups

was  $p > 0.05$ . Therefore, it can be concluded that the data had a normal distribution.

The homogeneity test in this study was carried out by using the Levene statistic test. Based on the test, it was known that the significance value of the homogeneity test was  $0.725 > 0.05$ , meaning that the test results to determine the assertive behavior of the three groups were homogeny.

The results of the one way ANOVA test obtained in this study showed that the  $F_{\text{value}} = 78.141$  with a value of  $p < 0.01$ , meaning that  $H_a$  was accepted and  $H_0$  was rejected. This asserted

that there were significant differences between each experimental group. Next, Post Hoc Test was done to determine the number of the difference in the improvement in respect attitude of students between each group of experimental subjects. The following are the results of output Tukey and Bonferroni in the follow-up test (Post Hoc Test). It showed that: the improvement of respect attitude experienced by Senior High School Gemuh students who used film media were 9.571, assignment technique was 13.285, and the combination of film media and assignment technique in group guidance were 21.571.

The above findings are in line with the findings in the previous studies that group guidance using film media is proven effective to improve students' attitudes. Fauziah (2017) argues that group guidance using film media can improve students' learning motivation.

Another journal explains the implementation of group guidance with assignment topics to improve students' understanding of juvenile delinquency on the tenth-grade students of Senior High School Kasiman Bojonegoro. (Widitya, and Setiawati, 2014). In this journal, it is explained that through the implementation of assignment topic in group guidance, statistically, students' understanding of juvenile delinquency improves.

The next study is from Normanita, Kurniawan, and Nusantoro (2018). Their study tried to determine the differences in the ability of social interaction of students with peers before and after being treated by group guidance services with cinema therapy technique. After the comparison before and after the treatment, it shows that the group guidance with cinema therapy influences the social interaction ability of students with peers in the tenth grade of social science department (IPS) of Public Senior High School 1 Demak, and has implications for improving students' social interaction skills with friends the same age.

In line with the above study, Niva (2016) carried out a cinematic therapy approach to improve students' prosocial behavior with effective results. In line with research on the

development of respect carried out by Widodo (2018), Shwalb, D. W., and Shwalb, B. J. (2006), Marsick (2010) and Erlangga (2017). All of them used film media in their research. From the explanation above, it can be concluded that group guidance using film media and assignment technique is effective to improve students' respect attitude.

## CONCLUSION

Based on the study, it can be concluded that there are differences in the level of effectiveness in the use of film media and assignment technique in developing the Respect Attitude of students. From the results, it is known that the use of film media is more effective than the use of assignment technique. For more, group guidance service which uses the combination between film media and assignment technique is more effective to develop students' respect attitude compared to group guidance services which only use one technique.

The future researchers are expected to expand the research sample so that it becomes more representative to represent the population. Also, they are suggested to explore group guidance with assignment technique or other media to improve respect attitude.

## REFERENCES

- Arsyad, A. (2010). *Media pembelajaran*. Jakarta: PT. Raja Grafindo Persada.
- Erlangga, E. (2017). Bimbingan kelompok meningkatkan keterampilan berkomunikasi siswa. *Psymphatic: Jurnal Ilmiah Psikologi*, 4(1), 149-156. Retrieved from <https://journal.uinsgd.ac.id/index.php/psy/article/view/1332>
- Fauziah, M. (2017). "Sopan santun" sebuah budaya yang terlupakan. *Informasi Pendidikan Nasional*. Retrieved from <http://www.infodiknas.com/%E2%80%9Cso-pan-santun%E2%80%9D-sebuah-budaya-yang-terlupakan.html>
- Janah, M. (2017). Efektivitas layanan bimbingan kelompok dengan teknik diskusi untuk meningkatkan keterampilan sosial peserta didik kelas xii sma negeri 7 bandar lampung

- tahun ajaran 2016/2017. *Undergraduate Thesis*. Lampung: IAIN Raden Intan. Retrieved from <http://repository.radenintan.ac.id/512>
- Marsick, E. (2010). Cinematherapy with preadolescents experiencing parental divorce: A collective case study. *The Arts in Psychotherapy*, 37(4), 311-318. Retrieved from <https://www.sciencedirect.com/science/article/abs/pii/S0197455610000687>
- Niva, H. (2016). Penerapan pendekatan cinematherapy untuk meningkatkan perilaku prososial pada siswa bosowa international school makassar. *Jurnal Psikologi Pendidikan dan Konseling*, 2(1), 41-48. Retrieved from <http://ojs.unm.ac.id/JPPK/article/view/2061>
- Normanita, R. W., Kurniawan, K., & Nusantoro, E. (2018). Meningkatkan interaksi sosial dengan teman sebaya melalui layanan bimbingan kelompok dengan teknik cinematherapy. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 7(3), 1-7. Retrieved from <https://journal.unnes.ac.id/sju/index.php/jbk/article/view/18416>
- Shwalb, D. W., & Shwalb, B. J. (2006). Research and theory on respect and disrespect: Catching up with the public and practitioners. *New Directions for Child and Adolescent Development*, 114, 1-8. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1002/cd.171>
- Sudirman, H., & Winkle, W. S. (2011). *Bimbingan dan konseling di sebuah institusi pendidikan*, Yogyakarta: Media Abadi.
- Widitya, T. S. E., & Setiawati, D. (2014). Penerapan bimbingan kelompok dengan topik tugas untuk meningkatkan pemahaman siswa terhadap dampak kenakalan remaja pada siswa kelas x di sma negeri 1 kasiman bojonegoro. *Jurnal BK UNESA*, 4(2), 340-349. Retrieved from <http://jurnalmahasiswa.unesa.ac.id/index.php/jurnal-bk-unesa/article/view/7441>
- Widodo, H. (2018). Pengembangan respect education melalui pendidikan humanis religius di sekolah. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan*, 21(1). Retrieved from [http://journal.uin-alauddin.ac.id/index.php/lentera\\_pendidikan/article/view/110-122](http://journal.uin-alauddin.ac.id/index.php/lentera_pendidikan/article/view/110-122)