The Effectiveness of Group Guidance with Cinematherapy and Role-Playing Techniques to Improve Prosocial Behavior

Intan Herfidawati [1]✉, Mungin Eddi Wibowo[2], Edy Purwanto[2]

[1.]Universitas PGRI Semarang, Semarang, Indonesia
[2.] Pascasarjana Universitas Negeri Semarang, Indonesia

Article Info	Abstract
	Prosocial development is strongly related to various positive development for students, including academic success, personal achievement, positive relationship with others, and higher social competence. However, some adolescents remain doing antisocial behavior. Thus, this study attempted to examine the effectiveness of a group guidance service with cinematherapy, role playing, and the combination of cinematherapy and role-playing techniques to improve the prosocial behavior of Vocational High School (SMK) students. To do so, it used an experimental design of Randomized Pretest-Posttest Comparison Group by involving 30 students divided into three groups with 10 students in each. Based on Wilcoxon test results, the guidance group with both cinematherapy and role-playing techniques was effective to improve prosocial behavior indicated by the results of (Z=2.81, p<0.05) for cinematherapy, and (Z=2.81, p<0.05) for role playing. In the same way, the combination of both techniques was effective to improve prosocial behavior by gaining (Z=2.81, p<0.05). Additionally, the results of Kruskal Wallis test showed no significant difference in the level of effectiveness of the group with cinematherapy, role playing, and the combination of both techniques, namely (x2=0.23, p>0.05). These findings are expected to encourage counselors to conduct group guidance with cinematherapy and role-playing techniques to improve prosocial behavior. .

✉ Correspondence address:
Campus UNNES Kelud Utara III, Semarang, 50237
E-mail: intan191091@gmail.com

INTRODUCTION

Prosocial behavior holds an important role for Vocational High School (SMK) students because basically humans need other beings and cannot live alone, so they will relate to each other and environment. Adolescents at school age start to join peer groups, make friends, practice the attitude of helping, affection, and give attention to one another (Jauhari, 2018). Prosocial behavior is one of social competencies to own by adolescents since it is the key to a social competence that can encourage positive social interactions among them (Padilla-Walker, Fraser, Black, & Bean, 2014). Adolescents' prosocial behavior can be realized directly (encouraging one another to do prosocial behavior) and indirectly (in form of group norms, hopes, or friendship) (Erreygers, et al, 2018).

Penner (in Quain, 2016) states that prosocial behavior is strongly related to various positive development of adolescents, including academic success, personal achievement, positive relationship with others, and higher social competence. It is influenced by internal and external factors, such as others attendance, sacrifice, stimulus, social norms, the relationship between the helpers and one being helped, and mood (Yusuf & Kristiana, 2017). In terms of education, prosocial behavior deals with establishing and maintaining good relationships by helping teachers or peers in school environment and practicing this behavior in classroom (Moreno in Akbar and Listiara, 2012).

Prosocial behavior as a voluntary action is done with the aim of benefiting others. It can be realized in a form of generous selfless acts to help someone (Stang in Iqbal, 2013). The emergence of prosocial behavior such as sharing, helping or assisting, caring and feeling empathy with others and the needs or requests of others will make someone become an adolescent who is liked by his friends and excels academically.

Albert & Thilagavathy (2013) consider prosocial behavior as a voluntary act attempted to advantage others or society. In addition,

Afolabi (2014) explains that prosocial behavior is an act done or planned to help others with no motive. This is supported by Eisenberg, Fabes & Sprinrad (in Berk, 2012), amely prosocial or altruistic behavior is an action that benefits others without the hope of getting a reward.

A study by Wang, Wang, Deng, & Chen (2019) found that empathetic children are more liked by their friends due to their higher prosocial behavior, while those whose aggression is high are less liked. In other words, prosocial behavior is an important requirement for peer's acceptance. Kau (in Rachman & Nashori, 2016) argues that the phenomenon of prosocial behavior decline in adolescent can be seen from the low sense of helping, sharing, and cooperation with peers, elders, or society. This can cause adolescents to become more individualistic for in a long term. They will prefer doing antisocial behavior to prosocial one.

It is important to improve adolescents prosocial behavior so that they can have social skills to live in society. Putra, Gustituati, & Syahniar (2015:32) state that the success of adolescents in completing developmental tasks leads them into a good prosocial condition where they can feel happy, harmonious, and become productive people. On the other hand, if it fails, the adolescents will experience unhappiness or difficulty in their life.

Esgi & Esti (2018) in their study mention that a group guidance service is effective to direct students' behavior change. It is supported by a study by Puspita, Mulawarman, & Awalya (2020) which proved that group guidance through role playing technique is effective to improve empathy and responsibility skills, whereas empathy itself motivates prosocial behavior in various situations (Hoffman in Vaish, 2019).

Trifiana's study (2015) shows that students' low prosocial behavior can be handled by Guidance and Counseling teachers by giving a group guidance service. According to Wibowo (in Rini & Sugiharto, 2017) group guidance is realized in group activities in which the leader of the group provides information and directs his group discussion so that the members will be

more social or get some help to achieve common goals. Moreover, according to Wulandari, Dharmayana, & Afriyati (2018) group guidance services can take advantage of group dynamics as the social development of students in collaborating, sharing, helping each other, caring for others and being able to consider the rights and welfare of others. This social development means is in accordance with prosocial behavior, namely helping, sharing, cooperation, empathy and honesty (Hikma et al, 2018). This elaboration shows that prosocial behavior can be improved by using techniques.

Some studies have proved that cinematherapy technique is effective to cope with individual behavioral problems. Through film, people can learn changing unwanted behavior into the desirable one (Solomon in Suwanto & Nisa, 2017). By watching a film, students will know actors and their characters which shape the theme of the film and apply them to students as a therapy (Juliantika & Kusumadewi, 2017). A study by Niva (2016) proved that cinematherapy approach can improve students' prosocial behavior. It is strengthened by Fisnawati (2012) who found that higher intensity of watching will contribute greater tendency of prosocial behavior to adolescents.

Furthermore, other studies have proved role playing technique can improve prosocial behavior. According to Awlawi (2013) role playing is a technique in a group approach that is applicable for psychotherapy or counseling. Similarly, a study by Greitemeyer & Mügge (2014) revealed that violence increases aggressive behavior, cognition, and reduces prosocial behavior and influence, whereas prosocial play reduces cognitive aggressive behavior and improves prosocial behavior. There is also a study conducted by Putra, Wibowo, & Sugiharto (2019) which found the implementation of group guidance with Desa Bahagia role play is effective to improve students' prosocial behavior.

Given the explanation, the current study attempted to examine the effectiveness of group guidance with cinematherapy and role-playing techniques to improve the prosocial behavior of SMK students. It is expected that the findings of this study can be a recommendation in the implementation of group guidance, especially in the social field.

METHOD

Randomized pretest-posttest comparison group design was employed in this experimental study. Meanwhile, the population was the students of grade XI and XII as many as 169 students. Of those number, 30 were chosen based on their low scores and grouped into three (each consisted of 10 students), namely group with cinematherapy technique, group with role playing technique, and the rest was group with the combination of cinematherapy and role-playing techniques.

To obtain the data of students' prosocial behavior, the researchers used Prosocial Tendencies Measure (PTM) adopted instrument designed by Carlo & Randall (2002) with $\sum$ 23 items and $\sum$ 1-5 scale. This instrument was developed based on six prosocial behavior components, namely anonymous, public, altruism, emotional, compliant, and dire with the reliability of cornbach alpha coefficient of 0.805.

This study used quantitative approach with experimental design. The experiment was realized by the randomized comparison group based on pretest-posttest scores of the three previously mentioned groups with several procedures. First, the researchers gave pretest to all three groups to determine the initial condition of students' prosocial behavior. Second, interventions in form of cinematherapy, role playing, and the combination of cinematherapy and role-playing techniques were given for five sessions with the time allotment of 2x45 minutes for each. Third, the researchers gave posttest to all groups to examine the latest condition of their prosocial behavior.

RESULTS AND DISCUSSION

After the treatment, the mean and standard deviation of all groups increased. In details, the cinematherapy group gained the pretest score of (M=46.6; SD=3.27), while the posttest was (M=71.8; SD=10.14), the role-playing group pretest score was (M=47.1; SD=2.68), while its posttest scored (M=73.4; SD=9.41). Similarly, the combination of cinematherapy and role-playing techniques experienced an increase in the average and standard deviation of pretest (M=46.2; SD=2.78) to posttest (M=73.7; SD=7.81).

Table. Wilcoxon and Kruskal Wallis Tests

	N	Pretest		Posttest		Z	P
		M	SD	M	SD		
Cinematherapy	10	46.6	3.27	71.8	10.14	-2.81[b]	<0.05
Role Playing	10	47.1	2.68	73.4	9.41	-2.81[b]	<0.05
Cinematherapy & Role Playing	10	46.2	2.78	73.7	7.81	-2.81[b]	<0.05
X^2		0,21		0,23			
P		0,901		0,893			

The table above shows that the techniques implemented in the three groups were effective to improve prosocial behavior, namely cinematherapy technique (Z=-2.81, p<0.05), role playing technique (Z=-2.81, p<0.05), and the combination of cinematherapy and role-playing techniques (Z=-2.81, p<0.05).

Based on kruskal wallis test, there has been no difference in the results of group guidance effectiveness between cinematherapy technique, role playing technique, and the combination of cinematherapy and role-playing technique, namely (p>0.05) or all interventions shared the equal effectiveness level.

What was found in this study is in line with a study by Tarmizi, Sugiharto & Sutoyo (2020) who conducted a study on the effectiveness of group counseling using self-management and cognitive restructuring techniques to reduce students' aggressive behavior. They found that all techniques are effective to reduce students' aggressiveness, but further analysis using Kruskal-wallis test infers no difference in the effectiveness of self-management and cognitive restructuring technique.

Furthermore, the findings of this study indicated that the group guidance with cinematherapy and role-playing techniques was effective to improve the prosocial behavior of SMK Islam Media Bantarbolang students. This guidance was given to those who's prosocial behavior was low and resulted theoretically significant contribution, especially in the field of guidance and counseling with the combination of cinematherapy and role-playing techniques.

A study by Sari & Lianawati (2020) supports the findings of this study in the way cinematherapy can improve students' prosocial behavior using a group guidance service indicated by the observation results after the treatment showing the samples have social empathy in classroom while previously did not.

Cinematherapy technique helps counselees to directly see how individuals socialize through the examples given by models. This technique improves students' prosocial behavior by giving behavioral models through messages containing in films through scenes played by the actors and the plot. Therefore, students have experiences to learn these new behavioral models.

Another study supporting the current study findings is from Mirnawati's (2020). Her study found some improvement of children prosocial behavior during the implementation of role playing. Thus, role playing is effective to improve prosocial behavior. Role playing technique is a learning strategy which uses the concept of roles, develop skills, and understanding relationship among humans by

recognizing different roles and comparing one's behavioral perspective to the others.

The combination of cinematherapy and role-playing techniques can also be used in a group guidance service. Cinematherapy is a strategy to change negative behavior to positive one with the medium of movie or film which will stimulate counselees or clients to imagine and relax. The greater impression of a scene, the more memorable the clients will be so that there is a tendency for the audience to imitate the scenes watched in real life. Meanwhile, role playing is a technique where students will play a role and directly understand their role and how to behave and behave well, so students will automatically improve their abilities in social life in naturally and healthily. Therefore, a combination of these techniques can be an alternative to improve students' prosocial behavior at school.

CONCLUSION

According to the findings of this study, it can be concluded that a group guidance service with cinematherapy techniques and role-playing techniques is effective to improve students' prosocial behavior.

By referring to the conclusion above, it is suggested that counselors should use a group guidance service with cinematherapy and role-playing techniques to improve students' prosocial behavior.

In addition, this study provides suggestions to related parties, namely (1) to add a control group as a comparison and plan the need for further action or follow-up in monitoring the impact of the intervention on the duration of the improvement of students' prosocial behavior because the use of this intervention was only measured through the results of the pretest and posttest, (2) to consider the duration of time for treatment.

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