

Effectiveness of Cinema Therapy Techniques to Improve Self-Concept in Students of SMA Negeri 8 Depok

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Abstract: Self-concept is an individual's cognitive representation of himself or herself that includes judgments, feelings, and beliefs about abilities, characteristics, and values. This self-concept acts as a reference for individual achievement. Individuals with a positive self-concept tend to have a high level of self-confidence, strong intrinsic motivation, and good resilience, so they are better able to overcome challenges and achieve their life goals. In contrast, individuals with a negative self-concept often experience difficulties in regulating emotions, lack confidence in their abilities, and tend to avoid situations that are considered threatening, thus inhibiting personal growth and achieving maximum potential. Adolescents who are in the phase of change into adulthood, tend to experience a decrease in self-concept. Adolescents who experience a decrease in self-concept are characterized by lack of confidence, pessimism, and excessive fear of failure. The purpose of this study was to determine the effectiveness of cinema therapy techniques in improving self-concept in students of SMAN 8 Depok. The participants in this study amounted to 30 students, who were divided into two groups, namely the control group and the experimental group. The experimental group was given treatment in the form of a movie with a motivational genre entitled "Like Star on Earth". This movie tells the story of a talented child who is underestimated by his environment because he has dyslexia. This situation changes when there is new support from one of the teachers who helps improve his self-concept. Thus, this movie is worth giving to our experimental research subjects who have low self-concept. While no treatment was given to the control group, in order to see the difference with the treatment of the experimental group. This research uses a type of Quasi Experiment research using Two Group Pretest-Posttest Design. The data analysis used in this study was processed using SPSS 26 software. While the data analysis method used is the Mann Whitney Test. Based on the results of the analysis of the posttest scores of the experimental group and the control group, it shows a significant value of 0.033 ($p < 0.05$), which means that there is a difference in the level of self-concept of students after treatment. So it can be concluded that cinema therapy treatment is effective for improving self-concept in students who have low self-concept.

Keywords: Self-Concept, Cinematherapy, Movie Genre.

Introduction

The adolescent phase is an important developmental stage where individuals undergo physical, psychological and intellectual changes. At this stage, adolescents begin to understand the changes they are experiencing, which trains them to be more independent. Adolescents' self-concept, which is influenced by social environments such as teachers, peers and others outside the family, determines how they see themselves. A positive self-concept, which includes positive beliefs and attitudes towards the self, allows adolescents to be

more productive, confident and able to learn from mistakes. Conversely, a negative self-concept can lead to negative actions, such as avoiding challenges and depending on external recognition.

Hurlock (1898) explains self-concept as an individual's self-image which includes understanding, beliefs, and attitudes towards himself. This is supported by the opinion of Slameto (2003) in (Lestari, 2015) that self-concept is a person's view of himself as a whole. Individuals with a positive self-concept tend to more easily achieve their optimal potential, while individuals with a negative self-concept can

experience various obstacles in personal growth. The characteristics of a positive self-concept include mental flexibility, self-confidence, productivity, mental resilience, and healthy social relationships. Individuals who have a self-concept will also be able to accept their shortcomings, be able to deal with failure, not be hypercritical, and also have a confident attitude about themselves. Conversely, a negative self-concept can lead to rejection of advice, dependence on external praise, and excessive criticism of others, which hinders an individual's self-development and chooses to avoid the social environment and feels himself less worthy. (Latifah, 2018)

Based on observations at SMAN 8 Depok, many students lack understanding of their self-concept, show low self-confidence, have difficulty accepting themselves, and lack social support from family and friends. As a result, students become shy to speak in class, reluctant to perform in public, less optimistic when choosing majors or colleges, and reluctant to try new things. Some students also show a lack of respect for teachers, which may be influenced by their social environment. Therefore, there needs to be behavior modification efforts from the school as well as support from parents to improve students' self-concept. To address this problem, *cinema therapy* technique was used, which has never been applied before in SMAN 8 Depok.

Cinema therapy is a therapeutic method that uses movies as a medium to increase positive self-concept through discussion and reflection. According to (Andini, 2019) he revealed that movies have the advantage of being able to insert values into the minds of the audience. when watching a movie many individuals will feel feelings related to the story in the movie according to what is happening by the individual himself. From the connection felt by the individual to the movie watched, the individual's belief in the values in the movie will also increase. The use of movies can help an individual in building his self-concept, when watching individuals are able to find characters that match themselves, this can make individuals get inspiration and strengthen beliefs about positive things about themselves.

Cinema therapy, first introduced by Dr. Gary Solomon, is a development of *bibliotherapy* that uses

audio-visual media such as films to help individuals find inspiration and strengthen positive self-concepts (Ningsih et al., 2015). According to Demer & Hutchings in (Haenida, Hana' Bernike Amanty Haenida; Andrianie, 2018) *cinema therapy* is one of the intervention techniques that uses film media in its implementation to obtain the intervention results desired by the client. The use of films in conducting therapy produces many benefits, namely a person will feel catharsis and gain insight into feelings and behavior, individuals can identify with the characters in the film to explore the same problems as the characters in the film.

In the implementation of *cinema therapy*, the selection of movies is tailored to the age and problems of the students. Through movies, students can feel cathartic and learn from the experiences of the characters in the story, as well as identify problems similar to those they face. In addition, *cinema therapy* strengthens the relationship between therapist and client because they can share relevant experiences. Previous research has also shown the effectiveness of *cinema therapy* in improving high school students' positive self-concept (Wicaksono, 2018). Therefore, this experiment is expected to help improve the self-concept of SMAN 8 Depok students and have a positive impact on their personal development.

Materials and Methods

Study Area

This study was conducted at SMAN 8 Depok, one of the senior high schools in Depok City, with the main focus on the self-concept of 10th and 11th grade students. As senior high school students, they are required to have a good self-concept, which includes an understanding of their self-esteem, self-image, and social identity. This study aims to explore how self-concept is formed and developed in students at SMAN 8 Depok, as well as the internal and external factors that influence the self-concept formation process. It is hoped that this research can provide in-depth insight into the importance of a positive self-concept for students especially in the school environment.



Figure 1 Data Collection Location

Participants

The participants used in this study were 10th, 11th grade students of SMAN 8 Depok and student council members. The screening stage requires 82 students from various classes such as science, social studies, and student council members. Furthermore, after screening we conducted an experimental stage using 30 students and will be broken down into 2 groups, namely the control group and the experimental group. Each group has 15 research subjects. Then, the experimental group will then be given cinematherapy treatment by watching a movie entitled "like the star on earth" and the control group is not given *cinema therapy* treatment.

Design

In this study, the type of research used below is experimental research. The experiment that the researcher used was a *Quasi Experiment* using the *TSCS (Tennessee Self Concept Scale)* measuring instrument by William H. Fitts. Pure experiments are conducted to determine cause and effect in the experimental group by involving a control group in its implementation. This research will begin with the implementation of *screening* then continued by conducting a *Randomized control group design, Two Group Posttest-Pretest Design*, and providing treatment to the experimental group with the

Cinematherapy method. The research can be seen from the following picture:

Table 1. Pretest Posttest Control Group Design.

	Pre-test	Treatment	Post-test
Experimen	✓	✓	✓
Kontrol	✓	-	✓

Procedure

The implementation procedure of this research begins at the initial stage where the researcher conducts a school survey and observation of the activities at the school. The place where we will conduct this research is SMAN 8 Depok which is located at Jl. M. Nasir No.84, RT.08/RW.01, Cilodong, Kec. Cilodong, Depok City, West Java 16414.

After obtaining permission, the researcher conducted an initial data screening to select the right students in the experimental and control groups. After getting the screening results from 82 students, researchers chose 30 students to take part in this experiment. Furthermore, students who are selected to take part in the experiment will be combined in a *WhatsApp group* which will later be given a questionnaire via *google form* as a *Pre-Test* the day before the experiment.

The next step is the day after filling out the pretest, the researchers gave treatment to 15 experimental participants with cinema therapy techniques. While the control group was not given treatment with cinematherapy techniques. The experimental group was given a movie with a duration of 162 minutes.

The last stage after 2 days of treatment, experimental participants were given a *Post-test* in the form of a *Google Form*. After completing the entire series of experimental research, the researcher gave honor to the research participants in the form of a *lunch reward* that had been prepared. The following is the agenda for the implementation of the experiment:

Table 2. Agenda for conducting experimental research.

Sessions	Activity Details
<i>Observation and Screening</i>	The researcher made observations at the school, requested data on the number of students at the school, and selected 2 classes, namely grade 10 and 11, to be participants in the initial screening. Initial screening was conducted using a paper form.
<i>Selection</i>	The researcher selected 82 Screening Participants into 30 participants. This selection was chosen with the criteria of 15 students with the highest self-concept scores. And 15 other students with low self-concept scores.
<i>Pre-test</i>	Participants who take part in the experiment will be combined in a <i>WhatsApp group</i> which will later be given a questionnaire via <i>google form</i> as a <i>Pre-Test</i> .
<i>Experiment</i>	Experimental group participants were given treatment in the form of cinema therapy techniques by watching a motivational film entitled " <i>like the star on earth</i> " while control group participants were not given treatment.
<i>Post-test</i>	In the last stage of the study, participants were given a <i>post-test</i> using Google Form.
<i>Closure</i>	Data analysis of pretest and posttest results using the <i>SPSS</i> program. 26

Data analysis

In this experimental research using SPSS (*Statistical Product Service Solution*) 26 software analysis. While the data analysis methods used are *Normality Test* and *Mann Whitney Test*. The Mann Whitney test aims to determine whether there is a significant difference between two independent groups when the data does not meet the assumption of normality. This test is often used in research to compare two groups that are not normally distributed, either in terms of median or score distribution. That way the *Mann Whitney Test* is used to test the average difference and the results of the treatment comparison before and after the experiment, this is done in knowing whether there is a significant difference after the use of the *Cinema Therapy* technique on the self-concept of students in the control group and the experimental group.

Results and Discussion

Results

From the results of the study, the pretest and posttest scores of the self-concept of 15 experimental group subjects and 15 control group subjects were obtained. The following is a table of pretest and posttest comparison scores in the experimental group and control group.

Table 3. Mean Value of *Pretest* and *Posttest*.

Rata-rata capaian skor	Pre test	Post test
Kelompok Kontrol	73,13	65,26
Kelompok Eksperimen	62,8	70

Based on table 3 above, it can be seen that the average *pretest* score obtained by the control group was 73.13 while the post test score was 65.26. While the experimental group's pretest score was 62.8, but after giving treatment in the form of *cinema therapy* techniques in the experimental group, it increased by 7.2 so that the average post test after treatment was 70.

Comparison of *pretest* and *posttest* data obtained from self-concept questionnaire scores given to the control and experimental groups. Comparison of pretest and posttest data for the control group can be seen in Table 4.

Table 4. Comparison of *Pretest* and *Posttest* Data of Control Group

No	Score	
	Control Group	
	<i>Pre test</i>	<i>Post Test</i>
1	80	80
2	73	72
3	69	60
4	71	68
5	71	64
6	72	64
7	69	59
8	72	56
9	71	68
10	87	70
11	71	65
12	45	77
13	80	60
14	86	55
15	80	60
Total	1.097	978

Based on table 4, it can be observed that the overall description of the average increase in self-concept scores that occurred in the control group participants was not significant enough. Based on the gain score, which is the difference between the pretest score and the posttest score of the control group, it can be seen that some subjects experienced a decrease in the post test score. The highest difference between the pretest score and the posttest score in the 12th subject control group was 32 points, with a pretest score of 45 and a posttest score of 77. The highest *pretest* score obtained by students was 87 points, while the highest *posttest* score was 80 points. Meanwhile, the lowest *pretest* score obtained by learners was 45 points while the lowest *posttest* score was 55 points.

Table 5. Recapitulation of Experimental Group *Pretest* and *Posttest* Data

No	Score	
	Experiment Group	
	<i>Pre test</i>	<i>Post Test</i>
1	69	72
2	57	61
3	68	70
4	62	73
5	63	70
6	49	76
7	63	68
8	63	70
9	60	68
10	75	78
11	65	70
12	55	73
13	54	56
14	66	70
15	73	75
Total	942	1.050

Based on table 5, it can be observed that overall from the description of the average increase in self-concept scores that occurred in the experimental group subjects, it looks quite significant because there was an increase. Based on the gain score, namely the difference between the pretest score and the posttest score of the experimental group, it can be seen that several subjects experienced an increase in the post test score. The highest difference between the pretest score and the posttest score in the experimental group in the 6th subject was 27 points, with a pretest score of 49 and a posttest score of 76. The highest *pretest* score obtained by students was 75 points, while the highest *posttest* score was 78 points. Meanwhile, the lowest *pretest* score obtained by learners was 49 points while the lowest *posttest* score was 56 points.

The *Mann Whitney* test was conducted on the *pretest* score and *posttest* score generated by the control group and the experimental group which aims to see whether or not there is a difference in the *pretest* score and *posttest* score on the level of self-concept in students of SMAN 8 Depok between the control group and the experimental group before and after treatment.

Table 6. Mann Whitney Test of Pretest Scores of Control Group and Experimental Group

	<i>Pre test Self Concept</i>
Mann-Whitney U	33.500
Wilcoxon W	153.500
Z	-3.286
Asymp. Sig (2-tailed)	.001
Exact Sig. [2*(1-tailed Sig.)]	.001 ^b

a. Grouping Variable: Film
b. Not corrected for ties

Based on table 6 above shows a significant value or *sig. (2-tailed)* $0.001 < 0.05$ that there is a difference in the *pretest* score of self-concept in students of SMAN 8 Depok between the control group and the experimental group. It can be interpreted that before the implementation of *treatment* on students of SMAN 8 Depok between the control group and the experimental group has a different level of self-concept.

Table 7. Mann Whitney Test of Posttest Scores of Control Group and Experimental Group

	<i>Post test self Concept</i>
Mann-Whitney U	61.500
Wilcoxon W	181.500
Z	-2.128
Asymp. Sig (2-tailed)	.033
Exact Sig. [2*(1-tailed Sig.)]	.033 ^b

a. Grouping Variable: Film
b. Not corrected for ties

Based on table 7 above shows the significance value or *sig. (2-tailed)* $0.033 < 0.05$, which means that there is a difference in the *posttest* scores of the control group and the experimental group. This can be interpreted with the provisions that if the probability is less than 0.05 then H_a is accepted, and if the probability is more than 0.05 then H_a is

rejected. So it is found that the Mann-Whitney U Test result is $0.033 < \alpha$ ($\alpha = 0.05$), so H_a is accepted, where there is a difference in the group that gets treatment, namely the experimental group and the group that does not get treatment, namely the control group. Based on the results of the analysis that has been done, it can be concluded that the research hypothesis proposed is H_a is accepted. This means that the *cinema therapy* technique is effective in improving self-concept in students.

Discussion

The research was conducted with the aim of knowing the effectiveness of *cinema therapy* techniques in improving students' self-concept. This study was conducted on 30 participants who were divided into experimental groups and control groups. each group contains 15 subjects, namely the experimental group will be given *cinema therapy* treatment with a motivational genre film entitled *like stars on earth* and the control group which is not given *cinema therapy* treatment. The normality test conducted in this study was to see whether the data from the two groups (experimental group and control group) were normally distributed. Meanwhile, the Mann-Whitney Test was conducted in this study to see the difference in the post-test results of the experimental group and the control group.

From the results of the comparison of the Pre and Post Test of the control group, it looks not significant enough because some subjects did not experience an increase in self-concept scores and there were even subjects who experienced a decrease in scores. In contrast to the comparison of the pre and post test of the experimental group, it is very visible that the increase in scores means that there is a significant difference in control scores before and after treatment.

This is supported by previous research on "*The Effectiveness of Motivational Themed Films on Increasing Achievement Motivation*" conducted by (Rosalinda, Irma 2017) which states that students who have been given *cinema therapy* treatment with motivational themed films will also increase their achievement motivation. That way the researcher assumes that in addition to cinema therapy techniques, movie genres can also affect a person's

mindset. When children watch positive shows, it will have a good impact on the child's self-concept. However, if a child watches a negative show, it will have a bad impact on the child's self-concept. However, there are differences in this study with research (Rosalinda, Irma 2017), this study focuses more on the effectiveness of cinema therapy techniques in improving students' self-concept and how the difference in self-concept scores of students who are given cinema therapy technique treatment and those who are not given.

Conclusions

This study aims to determine the effectiveness of cinema therapy techniques in improving self-concept in students of SMAN 8 Depok. This study used a two-group experimental design with a posttest-pretest design. The results showed that there was a significant difference between the experimental group and the control group after the Cinema therapy treatment with the Mann Whitney test result of $0.033 p < 0.05$. Nevertheless, this study highlights the importance of self-concept in adolescents and how cinema therapy techniques can be used as a medium in increasing positive self-concept.

From the results of the analysis, it can be concluded that cinematherapy significantly influenced score improvement in the experimental group compared to the control group. This indicates that the treatment may be effective in the context of improving academic scores or measurements taken. This discussion outlines the results and interpretation of the data provided, as well as the implications for *cinema therapy* treatment in the context of the research conducted.

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Conflict of Interest: We declare that there are no conflicts of interest of any kind related to the publication of this article, whether in the form of personal, professional, commercial, or financial interests, which could affect the accuracy, integrity, or objectivity of the research results and interpretations presented. We make this statement to ensure that any information presented in this publication is the result of independent analysis and is not influenced by relationships or interests with any party, so that readers can trust that this article is written based on strict scientific principles and research ethics. Each participant in this study has also filled out *informed consent*.

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