



My Boss My Hero: Increasing Responsibility Using Educational Cinema

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Article Information

Article History:

Received 12 November 2022

Revised 14 November 2022

Accepted 22 November 2022

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DOI:

[10.18326/pamomong.v3i2.136-147](https://doi.org/10.18326/pamomong.v3i2.136-147)

ABSTRACT

Students need to have a good responsibility at school to keep up with all academic demands set by teachers and schools. Ironically, some students still exhibit low responsibility awareness. This research aims to determine the effectiveness of group guidance services through educational cinema in increasing student responsibility. Quantitative research with a one-group pretest-posttest design was used. The subjects of this study were eight 11th-grade vocational high school students. The data were collected using a responsibility scale and analyzed using non-parametric statistics, i.e., the Wilcoxon test. The results of the analysis show that the count Z value is greater than the table Z ($2.527 > 1.96$) with a significance value of 0.012 (< 0.05), meaning that group guidance services through educational cinema effectively increase students' responsibility. This research proposes an alternative to group guidance services that are creative, interesting, and fun based on educational cinema to increase student responsibility.

Keyword: Responsibility; educational cinema; group guidance

ABSTRAK

Tanggung jawab diperlukan siswa dalam melangsungkan pendidikan di sekolah agar mampu mengerjakan seluruh instruksi akademis yang diberikan oleh guru dan sekolah. Ironisnya di sekolah masih ditemukan siswa yang memiliki kesadaran tanggung jawab rendah. Riset ini bertujuan untuk mengetahui efektifitas layanan bimbingan kelompok melalui *educational cinema* untuk meningkatkan tanggung jawab siswa. Metode penelitian yang digunakan adalah kuantitatif dengan desain *one-group pretest-posttest*. Subjek penelitian ini adalah delapan siswa SMK kelas XI. Instrumen yang digunakan untuk mengukur tanggung jawab adalah skala tanggung jawab. Analisis data dalam penelitian ini menggunakan statistik non-parametrik uji beda Wilcoxon. Hasil analisis menunjukkan nilai Z hitung lebih besar dari Z tabel ($2.527 > 1.96$) dan taraf signifikansi ($0.012 < 0.05$) yang berarti layanan bimbingan kelompok melalui *educational cinema* efektif untuk meningkatkan tanggung jawab. Kontribusi riset ini adalah sebagai alternatif layanan bimbingan kelompok yang kreatif, menarik, dan menyenangkan berbasis *educational cinema* untuk meningkatkan tanggung jawab siswa.

Kata kunci: Tanggung jawab; *educational cinema*; bimbingan kelompok

INTRODUCTION

Character is an important component in individuals' development because it forms their personality and behavior. There are several components of human character: attitudes, behaviors, motivations, and skills (Widyaningsih et al., 2014). These character components should be internalized through habituations. The school appears as the second most influential environment in determining students' character after their family (Shoimah et al., 2018).

One of the important characteristics of individuals is responsibility. It is the attitude and behavior of a person to carry out his duties and obligations for himself, society, the environment (natural, social, and cultural), the state, and God Almighty (Haryani et al., 2019; Samani & Hariyanto, 2020). Responsibility can be shown through one's ability to complete tasks and willingness to admit their mistakes, accept the consequences of their behavior, and care for the surrounding environment.

It is necessary to develop students' responsibility at school. Pasani et al. (2016) assert that by having a responsible character, students are expected to (a) complete all tasks and exercises given to them; (b) carry out instructions as well as possible during the learning process; (c) be able to manage the time that has been set; (d) be serious in doing something; (e) be focused and consistent; (f) avoid cheating; and (g) diligent during the learning process. However, the field facts found in schools exhibit a different condition.

Observations at SMK Negeri 2 Malang, SMK Negeri 3 Malang, and SMK Negeri 1 Kertosono showed that some students did not do their assignments, did not adhere to the schools' dress code, and lacked learning motivation. It is supported by the results of interviews with counselors from the three schools, stating that students tend to exhibit declined academic achievement trends. It is also supported by documents of students' indisciplined behaviors, such as lack of punctuality and late assignment submission and low classroom participation, poor focus, and suboptimal performance.

This condition implies the need to increase students' awareness of responsibility. Several studies have applied strategies to improve individuals' responsibility, including cooperative learning (Pasani & Basil, 2014), thematic learning (Pramasanti et al., 2020), group counseling (Yulita et al., 2021), and content mastery services (Aisyah et al., 2014).

These efforts, however, still apply conventional strategies. In this study, we attempted to apply a strategy deemed more acceptable to the present generation, namely cinema

therapy. This strategy utilizes a movie to bring positive impacts on people, except those with psychotic disorders (Solomon, 2011).

Applying this strategy, clients were invited to watch movies individually or in a group in order to achieve certain therapeutic goals (Portadin, 2006). It helps educate individuals and groups of people to overcome real-life problems (Gregerson, 2010). Cinema therapy is a tool or technique in therapy, counseling, and coaching to help individuals or groups of people become aware of and overcome real-life problems by reflecting on and discussing characters, styles, or archetypes in films or videos.

Trianto (2013) asserts that using movies as a service media may increase the effectiveness and efficiency in communicating or delivering messages to students, as students can develop experiences and thoughts through the display of images, motion, and sound. The display of images and motion will stimulate through visual and auditory senses. Nurjanah (2013) asserts that 90% of students' learning outcome is obtained through visuals, 5% from auditory, and 5% from other senses. Movies also have several advantages because it (a) is more entertaining, (b) deliver stronger messages through a number of stimuli, (c) can build attitudes, actions, and emotions, e) develops behavior; and f) they develop world views (Gramaglia et al., 2013; Nurjanah, 2013; Yazici et al., 2014). Situmorang et al. (2021) stated that cinema therapy and focus group discussion programs are able to reduce internalized sexism. The steps to solve the problem were carried out through (1) education on internalized sexism behavior and patriarchal culture, (2) watching the film *Kartini*, and (3) discussing the meaning of the movie.

The use of cinema therapy in guidance services has been widely practiced in changing personal and social aspects. Therapeutic cinema in guidance services is often referred to as educational cinema. Alexander (2002) refers to educational cinema as "cinemeducation." Cinemeducation is the use of movies or videos in psychosocial services. In line with Goodwin et al. (2021), this term refers to using movie media to provide knowledge about mental health education. Previous studies report that educational cinema could develop prosocial attitudes in children (Renata et al., 2020), increase empathy between students (Khusumadewi & Juliantika, 2018), increase adolescents' altruist attitudes (Maretha et al., 2020), manage social ethics (Wantu & Ade, 2017), and improve self-management (Chalimadussaidah & Ariyanto, 2021). Previous research shows that educational cinema affects behavioral and attitudinal changes in individuals. It can also improve social attitudes

toward the environment. Thus, it is safe to assume that educational cinema can also be used to change students' awareness of responsibility as one of the personal aspects of individuals.

The use of cinema is also expected to help counselors increase students' awareness of responsibility, considering that the previous study shows that cinema can help solve daily life problems by providing problem-solving experiences (Warih, 2011). Educational cinema is one of the techniques that can be used to change a person's perception and behavior. Built upon previous studies, this study aimed to see the effectiveness of educational cinema in improving vocational students' awareness of responsibility.

METHODS

This study applied a quantitative method with one-group pretest-posttest design (Creswell, 2012). Conducted in SMK Negeri 1 Kertosono, participants in this study were eight vocational students recruited using purposive sampling technique. Students' responsibility was measured using responsibility scale developed following Solso's theory (Solso, 2008). According to Solso (2008), indicators of responsibility awareness include: Attention, Wakefulness, Architecture, Recall of knowledge and Emotive. There are also a number of secondary attributes, including novelty, emergence, selectivity and subjectivity. The scale was tested for validity and reliability, its final version consisted of thirty-five items measuring student responsibility. The research was conducted for 8 meetings, each meeting was carried out according to the stages in the implementation of educational cinema: movie screening, content reflection and self-reflection, commitment development, commitment test, and reflection on the experience after watching the movie. Pretest and posttest was conducted in the first and last meeting, respectively. Five episodes of a serial movie entitled My Boss My Hero were watched during this study, namely "*Young Master Becomes A Student!*"; "*Young Master Becomes A Class Leader!*"; "*The Young Master Sets His Eyes On The Test!*"; "*Stand Up Class Leader! Internal Conflict Of The A Class!*"; and "*Cultural Festival! Happy Day Of Youth And Love!!!*". The data obtained through the responsibility scale were then analyzed using the t-test to identify the difference in responsibility level before and after the intervention.

RESULTS AND DISCUSSION

Results

The research result demonstrates a difference in the responsibility awareness scores before (pretest) and after (posttest) the intervention. Table 1 presents this difference in detail. The mean score of students' responsibility before the intervention was 68.12 and increased to 111.12 after the intervention. In other words, students' responsibility scores increased by 43 points (63.11%) after the intervention.

The pretest and posttest scores were then tested using the Wilcoxon test to see the difference, showing the count z-value of 2.527, which was higher than the z-table with a significance value of 0.012 (<0.05) shown in table 2. This result indicated that H_0 was rejected and H_1 was accepted, meaning that educational cinema effectively increases vocational students' responsibility awareness.

Discussion

This study proves that educational cinema is effective in increasing vocational students' responsibility. While participants' pretest score was low, they exhibited an increase after participating in the intervention, showing high responsibility level. This improvement appears to be accounted for by the counselor assistance services using educational cinema. Educational cinema is considered more effective and efficient in delivering messages to students. As Trianto (2013) asserts, educational cinema combines audio-visual elements so that moral messages can be conveyed through multiple senses. In this regard, Nurjanah (2013) asserts that 90% of students' view, attitudinal, and behavioral changes occur through visuals and 5% from auditory and other senses. Daniluk (2019) adds that movies have several functions: 1) education, by providing experience through images and language; 2) Cognitive stimulation, providing information while stimulating the audience to think; 3) communicative and expressive, triggering the audience to express emotions spontaneously; 4) building a good culture through visuals; 5) providing entertainment, and 6) being a therapeutic medium. Smithikrai et al. (2015) proved that movies could be used as a medium to increase student responsibility.

Due to its diverse functions, the service media using movies appears to be the right choice to increase student responsibility. According to Dalinuk (2019), movies have many values and effectively influence individuals. Movies also serve as one of the best choices for spending time and involving cognitive and affective elements to enjoy them. Educational

cinema has been reported to be effective in drawing students' attention. Guidance and counseling services using educational cinema were found to impress students. Vocational students, who were classified as adolescents, tended to prefer to watch movies rather than other services. This supports Kangas et al. (2017), who suggests that adolescents are more interested and understand the intended messages more easily by watching movies than reading. Educational cinema is a development of bibliotherapy that uses book media in its services (Carpenter et al., 2017). According to Rawska (2017), movie therapy is more interesting than bibliotherapy and is considered easier to understand than reading books. Reading a book is considered more time-consuming than watching a movie. In addition, movies provide characters and real-life conflicts, which are more attractive and easier to understand (Egeci & Gencoz, 2017).

Maharani et al. (2019) state that movies displaying information in multiunits (images, writing, sound, motion) attract students to participate in services. Their interest makes students focused and able to internalize the messages/experiences displayed in the film. This advantage of movies is also reported by Gramaglia et al. (2013); Nurjanah (2013); Yazici et al. (2014), who stated that movies are helpful for students to develop attitudes, actions, emotions, behavioral health, and worldviews.

Table 1. Pretest and Posttest Scores

Participants	Pretest		Posttest	
	Score	Classification	Score	Classification
O.U.N.F	68	Low	112	High
J.D.S	67	Low	110	High
T.R	66	Low	106	High
P.A	70	Low	108	High
R.B.P	68	Low	111	High
P.D.P	67	Low	115	High
M.I.N.Q	69	Low	114	High
M.T.D	70	Low	113	High
Mean	68.12	Low	111.12	High

Table 2. Wilcoxon Test Results

	N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0 ^a	00
	Positive Ranks	8 ^b	4.50
	Ties	0 ^c	36.00
	Total	8	
Posttest - Pretest			
Z	-2.527 ^b		
Asymp. Sig. (2-tailed)	012		

Movie selection is pivotal in influencing changes in students' level of responsibility. Although this study employed a serial movie, only episodes with moral messages of responsibility were used for interventions. Dantzler (2015) asserts that the counselors, in addition to showing the movie, are required to select movies that fit the objective of the therapy. The selected movie should contain a character that suits' students' developmental stage and settings that fit their school life. Educational cinema should pay attention to the expected message (Daryanto, 2010); suit the students' characteristics (Sukiman, 2012); and be able to trigger students' attitudinal and behavioral changes (Iskandar et al., 2022). Six episodes from the serial movie *My Boss My Hero* were selected: "Young Master Becomes a Student!"; "Young Master Becomes A Class Leader!"; "The Young Master Sets His Eyes On The Test!"; "Stand Up Class Leader! Internal Conflict of The A Class!"; and "Cultural Festival! Happy Day of Youth and Love!!!".

This movie was selected following stages of educational cinema: 1) movie screening; 2) self-reflection; 3) commitment development; and 4) commitment test, and reflection on the experience gained after watching the movie. The movie screening stage was carried out to provide students with experiences and lessons from the characters. The self-reflection stage was intended to find out how much messages are absorbed by students. The commitment development stage was intended to determine the ability to make commitments to themselves to be more responsible. The commitment test and experience reflection stage is the final stage to find out how committed students are to maintaining their responsibility.

The movie screening stage is an important key to the service's success. During the watching session, the atmosphere was conditioned to ensure a comfortable, calm atmosphere to support students' concentration. The selected movie was relevant to responsibility, thus allowing students to learn the value of responsibility through the movie. According to Iskandar et al. (2022), movie messages that are relevant to student conditions would likely trigger students' attitudinal and behavioral changes more easily. Students are expected to understand and be able to take examples related to responsibility by watching movies. This learning model is related to a model proposed by Albert Bandura. Bandura (1997) said that vicarious learning or social modeling derived from the experience of the success of others could be a source of individual change. If the ability and characteristics of the movie character are the same as the student's success change, then the student will imitate that success. Conversely, if the movie character has the same character and capacity

and is unable to succeed, then the student will not imitate it. Referring to this concept, in movie screenings, students can imitate and take lessons related to responsibility from movie characters.

The reflection, development, and commitment test stages also play important roles in the educational cinema process. The reflection stage focuses on students' understanding and views of the message conveyed through the movie. Counselors' active role in this stage is highly necessary. According to Daniluk (2019), counselors can actively help counsees to understand, analyze, find, and integrate messages and emotional content in movies. They should also help counsees find the emotions of the characters, mention the types of emotions that arise, separate the emotions of the counselee from the emotions of the characters, and take meaning from these emotions.

The next stage is the commitment development and commitment test stages. The commitment development is done to sharpen responsibility in students. The commitment test was carried out by providing stimulus, reinforcement, and motivation to develop students' confidence in their thoughts and plans and to help them implement the commitments. The estuary of the commitment test is the formation of new knowledge, confidence, and self-commitment to be responsible. This is in line with the effect of using cinematherapy reported by previous studies, including helping students' self-reflection (Blasco & Moreto, 2012; Oh et al., 2012); changes in understanding and attitudes (Brown et al., 2008); self-improvement (Utomo & Sholihah, 2021).

The systematic stages of educational cinema were found to increase students' responsibility, indicated by Their increased responsibility awareness. Students with higher responsibility awareness will likely be able to capture external signs to take responsibility through their senses. Susanti (2015) stated that awareness of responsibility is not innate. It is a result of the habituation process. It is necessary to internalize responsibility awareness in each individual as early as possible. In this regard, models and directions from other individuals and the surroundings are necessary. Parents, as children's first education, should provide a good model of responsibility. Strengthening one's awareness could also be done using the AWARe framework, which stands for Attention, Wakefulness, Architecture, and Recall of knowledge (Solso, 2008; Maharani & Mustika, 2016). The main characteristics of the framework include Attention (focusing mental resources on external and internal things), Wakefulness (carried out on a continuum from sleep to wakefulness), Architecture

(thinking and designing), and Recall of knowledge (remembering and reappearing). These five processes can be stimulated through movie shows. Daniluk (2019) states that movies can stimulate the brain to think, bring up emotions, and learn the movie character's attitude. The movie character in the movie will play its role and bring up conflicts like in real life (Egeci & Gencoz, 2017). This means that responsibility awareness can be strengthened through movies or educational cinema.

This research contributes to the field of guidance and counseling by showing that educational cinema can be used as an alternative technique to increase vocational students' responsibility awareness. The use of educational cinema is useful for stimulating thoughts that allow students to cross ideas to improve their awareness, broaden their views, and develop their awareness of consequences and responsibility.

CONCLUSIONS

Responsibility is an attitude or behavior that needs to be possessed by a student in pursuing education at school. Responsible students would likely be able to complete the entire educational process according to the instructions given by teachers and schools. Educational cinema services through group guidance can be used as an alternative to increasing students' responsibility awareness at school. The results showed that group guidance services through educational cinema were effective in increasing student responsibility, which is proven by a 63.22% increase in students' responsibility scores after participating in the guidance service. The study results are expected to contribute to the development of more innovative service media, either using movies or other media. From a practical point of view, this research is a good experience for counselors to provide creative, interesting, and fun group guidance services based on educational cinema to increase student responsibility.

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