

The Effectiveness of Film Therapy in Increasing Empathy Among Students

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ABSTRACT

Empathy is a power to understanding the heart, mind, and soul of another person including motives, background, and feelings. The greater the empathy for others, the greater a person can appreciate and respect others and by doing film therapy is expected to have the power to pull a person out of themselves and into the view of their character. This study aims to determine the effectiveness of film therapy in increasing empathy in students in Palembang city before and after being given treatment in the form of film therapy. The sample in this study were fifteen students in Palembang city with moderate to low empathy with a research design of one group pre-test post-test design. The results of the analysis based on the output table on the results of the t test obtained a sig value = 0.000 which means <0.05 , then H_a is accepted because there is a difference between the pretest results and the posttest results which means that the subjects given film therapy have increased empathy.

Empati merupakan suatu daya untuk memahami hati, pikiran, dan jiwa orang lain termasuk motif, latar belakang, dan perasaan. Semakin besar empati pada orang lain, semakin besar pula seseorang dapat menghargai dan menghormati orang lain dan dengan melakukan terapi film diharapkan dapat memiliki kekuatan untuk menarik seseorang keluar dari dirinya sendiri dan masuk ke dalam pandangan karakter mereka. Penelitian ini bertujuan untuk mengetahui efektivitas dari terapi film dalam meningkatkan empati pada mahasiswa di kota Palembang sebelum dan setelah diberikan treatment berupa terapi film. Sampel pada penelitian ini sebanyak lima belas mahasiswa di kota Palembang dengan empati sedang sampai rendah dengan design penelitian one group pre-test post-test design. Hasil analisis berdasarkan tabel output pada hasil uji t diperoleh nilai sig = 0.000 yang berarti < 0.05 , maka H_a diterima karena terdapat perbedaan antara hasil pretest dan hasil posttest yang berarti subjek yang diberikan terapi film mengalami peningkatan empati.

Introduction

The nature of students as social beings cannot be separated from the feeling of caring for each other. Students have various responses when they see people around them experiencing disasters. This response comes from a sense of empathy found in each

individual. Empathy includes the ability of individuals to feel the emotional state of others, feel sympathetic and try to solve problems, and be able to take other people's perspectives (Baron and Byrne, 2005).

Empathy is understanding the hearts, minds, and souls of others including their motives, backgrounds, and feelings. The greater the empathy for others, the greater the ability to appreciate and respect them (Hatch in Untari, 2014). According to Davis (in Sukmawati, 2017), empathy is a set of constructs related to a person's response to the experiences of others. This construct specifically includes the processes that occur in the observer and the affective and non-affective forms that result from the process

Social phenomena have shown that the sense of empathy of students in Indonesia is declining. Students tend to be individualistic, the fading of noble values of humanity and society from life, such as helping behavior, kinship, cooperation, togetherness, and concern for others. Students tend to be selfish or it can be said that students think of their own interests without regard to the common interests that exist in society, nation and state. This condition will lead to a community conflict and social inequality (Gustini, 2017). The environment in which students are raised today is also allegedly poisoning their empathic intelligence. There are a number of critical social factors that can make the character of empathy slowly begin to collapse, such as weak parental supervision, lack of examples of empathetic behavior, relatively little spiritual and religious education, inappropriate parenting, and schools that do not provide stimulation for the growth of empathy (Borba in Gustini, 2017).

The existence of increased empathy by using film media is evidenced by the results of research conducted by Auliyah & Flurentin (2016) on six students showing that the use of film media is effective for increasing empathy for seventh grade students. According to Jencius (in Auliyah & Flurentin, 2016) when watching a movie, individuals will be brought to an emotional state in the movie. Sobur (in Oktavianus, 2015). Film is a form of electronic mass communication in the form of audio-visual media capable of displaying words, sounds, images, and their combinations. According to Effendy (in Oktavianus, 2015), film is a very powerful mass communication medium, not only for entertainment, but also for lighting and education. Notoatmodjo (in Mulyati, et al., 2015) argues that the senses that channel the most knowledge into the brain are the eyes. Approximately 75% to 87% of human knowledge is obtained through the eyes. Approximately 13% to 25% of human knowledge is obtained through other senses. Information is the first condition for an attitude. If based on the information, positive or negative feelings arise towards the object and cause a tendency to behave in a certain way, an attitude is formed. The cognitive aspects of empathy include taking a perspective that involves fantasy, i.e. feeling empathy for fictional characters. As a result, an empathetic audience will have an emotional reaction to the joy, sadness, and fear experienced by a person or animal in a book, film, or television program (Baron & Byrne, 2017). One way that can be done to increase empathy in individuals is with film therapy.

Film therapy is a process that uses movies in therapy as metaphors to enhance client growth and insight (Suarez, 2006). Solomon explains that movies have the power to pull us out of ourselves and into the view of their characters (Demir, 2007). Watching a movie or video can engage consciousness, adolescents can identify with situations and characters in the movie leading to personal exploration and insight while maintaining emotional distance from the stressful experience. The main goal of film therapy is to directly provide a therapeutic emotional experience with the client. Movies or videos are familiar to most people, so clients and therapists can share experiences with each other which helps build the therapeutic relationship. Watching films provides the individual with a powerful observational learning tool with the opportunity to choose between different attitudes and behaviors. The storyline of the movie may not exactly represent the individual's life but can serve as a metaphor which is an important aspect. This important metaphor can be a direct communication that leads to aspects of personality and allows for a more open discussion (Gregerson, 2010).

Based on the explanation above, it can be concluded that empathy is understanding the hearts, minds, and souls of others including the motives, backgrounds, and feelings of others, empathy can also be said to be a person's ability to understand the feelings and emotions of others and the ability to imagine oneself in someone else's place, while film therapy is a therapeutic intervention to visually assess individuals or others to have a positive effect. It promotes therapeutic development by allowing clients to examine the interactions between characters, environments, and personal issues in a movie.

Method

This research uses experimental research, which is a research method used to find the effect of certain treatments on others under controlled conditions. The design in this study uses quantitative research with a quasi-experimental approach with a *one group pre-test post-test design*. The data analysis technique used in this research is statistical analysis, namely *paired sample t-test* using the help of the SPSS (Statistical Packages for Social Science) program. The subject criteria in this study were students in Palembang city aged 17-25 years. Obtained a sample of 15 students consisting of 14 female students and 1 male student who were willing to become research subjects. The data collection tool in this study used an empathy scale that had been used by Elvin (2001) in his thesis research entitled "The Relationship between Emotional Awareness and Empathy" which has been modified. The empathy scale used is a scale made by Davis (1983) and has been translated by Elvin.

Results and Discussion

Descriptive analysis was conducted to obtain an overview of the research variables, namely the treatment to increase empathy through the provision of film therapy. This was done to determine the difference between before and after being given film therapy in an effort to increase empathy for students in Palembang City. The *pretest* given to the

research subjects serves to determine the difference in *posttest* results . The provision of film therapy is considered effective if the *posttest* score is higher than the *pretest* score.

Table 1. Descriptive Analysis Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Empathy	60.73	15	4.832	1.248
	Posttest Empathy	97.47	15	5.263	1.359

Based on the table above, the descriptive test results obtained mean *pretest* value = 60.73 and *posttest* value = 97.47. This shows that there is an increase in empathy in students after being given film therapy.

Table 2. Data Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.217	15	.055	.873	15	.037
Posttest	.135	15	.200*	.949	15	.517

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, the results of the normality test using Shapiro-Wilk show that the significance value of empathy for the pretest is 0.37 and the posttest result is 0.517, which means that the pretest and posttest results are greater than 0.05, which means that the empathy data is normally distributed.

Table 3. T Test Results

Paired Samples Test										
		Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	Pretest Empathy	-36.733	6.984	1.803	-40.601	-32.866	-20.370	14	.000	
	- Posttest Empathy									

The hypothesis in this study is to determine whether the subjects who were given film therapy experienced an increase in empathy or did not experience an increase in empathy. The results of the t test on the empathy scale on the research subject to determine the level of empathy before and after being given treatment in the form of film therapy.

Based on the output table of the t test results above, the sig value = 0.000 is obtained, which means <0.05 , then H_a is accepted because there is a difference between the *pretest* results and the *posttest* results, which means that the subjects given film therapy experience an increase in empathy.

This study was conducted online for 2 times of film therapy. The purpose of this study was to determine whether film therapy is effective for increasing empathy in university students in Palembang city. The results of hypothesis testing obtained a value of <0.05 so that it can be said that film therapy is proven effective in increasing empathy in students in Palembang city.

The results of this study are in line with the results of research conducted by Rosyida (2020) on students of SMP Negeri 31 Samarinda who were given film therapy in an effort to increase their empathy. This research using the application of cinema therapy as an effort to increase empathy in students in Palembang city is a pre-experimental design type research with the form of One Group Pretest-Posttest Design. The results of the pre-test and post-test were then compared to determine the differences before and after treatment. The application of cinema therapy is only limited to testing whether or not there is an increase in empathy from low to medium or high. This study did not test the effectiveness of the cinema therapy technique.

A person will feel empathy for a fictional character as they would for a real-life victim. The fictional character can be a character in a movie. Movies can have a positive effect on people who see them and empathy is a positive thing, in other words, increasing empathy is a positive thing. Film or cinema therapy is a method of using movies to have a positive effect on patients so that film therapy can be used to increase a person's empathy. After receiving cinema therapy treatment, students' insight and knowledge about empathy will also increase because the implementation process is also accompanied by discussion (Baron & Byrne, 2005).

After receiving cinema therapy treatment, students' insight and knowledge about empathy will also increase because the implementation process is also accompanied by discussion (Baron & Byrne, 2005). Film therapy is a method of using movies to have a positive effect on the subject (Solomon, in Suwanto and Nisa, 2017) so that film therapy can be used to increase one's empathy. After receiving film therapy treatment, students' insights and knowledge about empathy will also increase because the implementation process is also accompanied by discussion.

From the results of this study, and reinforced by the benefits of film therapy, which can make students in Palembang city easier to visualize opinions or images of information obtained from films will be reflected together with students. The use of movies is easier to understand than words (Demir, in Ningsih, Hidayat, and Setyowati, 2016). The type of film used in this study uses a type of family drama film entitled "My Idiot Brother" which was released in 2014 and really drains the tears, emotions, and empathy of the audience by featuring children with special needs in it.

This film is expected to stimulate the audience to increase empathy, especially towards students who have low and moderate empathy, the ability of empathy is built on the scope of *awareness*, so that the more open to emotions in ourselves, and the more skillful we are in understanding the feelings of others. Other factors that influence empathy are socialization that allows a person to experience a number of other people's emotions, the cognitive ability to see things from another's point of view and the learning process that encourages students to help others more in a more appropriate way. When the subject received film therapy treatment, the subject was able to reflect on how he felt and imagine the emotions he felt, so that the imagination aspect also increased.

Likewise, empathic concern in subjects who experience an increase is positively related to emotional reactions which explain another emotional response arising from the condition of others. In the end, it will also affect aspects of personal distress, where the subject is able to feel shock, fear, anxiety, concern, grief, pressure, anxiety, and helplessness in interpersonal situations (Davis in Sukmawati, 2017). The importance of empathy put forward by experts, among others, is as a mediator of aggressive behavior, has a contribution to prosocial behavior and these responses and responses come from a sense of empathy contained in each individual (Andriansyah, et al, 2016).

Conclusion

Based on the data analysis and discussion above, it can be concluded that film therapy is proven effective in increasing empathy of students in Palembang City. This can be seen in the results of hypothesis testing which obtained a sig value = 0.000 <0.05. With the application of the stages in the film therapy technique, although the results are effective in increasing student empathy as shown by the increase in pretest and posttest results, there are still some limitations in this study, namely the lack of supervision to the subjects due to limited time and place, also the difficulty of selecting and choosing films that are in accordance with the aspects of empathy is also one of the things that become the focus of attention, because to find out whether the film is worth it to increase the empathy of students must really be adjusted to the age level of students so as not to present a movie story that is not monotonous and can touch emotions so that it can increase the empathy of the audience.

The author's suggestion is for students to familiarize themselves with perspective thinking, which involves seeing the world from another person's point of view to understand the influence of their life experiences on their views and actions. The author also suggests that future research conduct longitudinal studies to evaluate the long-term effects of film therapy, as well as conducting offline research in order to interact directly with subjects to obtain more accurate research results.

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