

THE EFFECTIVENESS OF FILM THERAPY IN DEVELOPING EMPATHY FOR UNIVERSITY STUDENTS IN FACULTY OF SCIENCE AND TECHNOLOGY UIN RADEN FATAH PALEMBANG

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Abstract

The study aims to further research on how film therapy can improve our empathy for university students at raden fatah palembang university of science and technology. The study used experimental research with a design of one group pre-testing post-test randomized the design. Subjects on the study are the 15 active students of the 2021 class science and technology faculty taken from the entire student council of science and 2021 class technology by sampling methods. Studies suggest that film therapy is effective in improving student empathy levels based on the average score of students' empathy on posttests (53.47) is significantly higher than before they received film therapy at pretest (48.00). This suggests a positive effect of film therapy on a student's empathy so it can be concluded that film therapy is an effective tool to enhance a student's empathy.

Keywords: *Empathy, Film Therapy, Students*

INTRODUCTION

Movies are a new way of spreading entertainment that has long become a habit and presents stories, events, music, drama, comedy, and other technology rallies to the public. Film has its own artistic value because it is created by professional creative professionals in its own field (mudjiiono, 2011). Through the movie, viewers can feel what the movie actors feel, such as the sadness or empathy of the actors acting the movie character. Movies often allow viewers to identify themselves with their protagonist. As viewers travel emotional character, they can experience the growth of empathy. According to the son of et al. (2018), empathy is the ability to imagine what others may feel or think, as well as the ability to feel what that person feels.

Film therapy has become a subject of research that has developed in the field of psychology. Movies are able to visualize the character's experiences and emotions, giving an empathetic response to the viewer. That is, it allows

viewers to feel the same feelings and experiences or to reflect the same feelings as the characters in the film. (duff, 2020). Film therapy is also used in the field of mental health. A study by russoniello et al. (2013) suggests that film therapy may help those with social anxiety disorders enhance empathy for others, thereby increasing their social participation and quality of life. Film therapy can help viewers see the world from a different perspective. Film therapy is also used in the field of mental health. A study by russoniello et al. (2013) suggests that film therapy can help those with social anxiety disorders enhance empathy for others, thereby increasing their social involvement and quality of life. Movies often have powerful narratives that can enhance the empathy of audiences. Research published in emotion in 2009 suggests that the empathy that results from watching a film with a strong narrative can have a positive effect on understanding other people's emotions (Riggio, R.E., 2009).

While interest in using film as a therapeutic tool is increasing, understanding of the effectiveness of film therapy is lacking, especially in promoting personal empathy. This is important for students who often face academic stress and high level psychological challenges (Smith et al., 2018). Hence, researchers are interested in further research on how film therapies are effective in improving empathy for university students at the islamic university of raden fatah palembang.

In this study zero hypothesis (H_0) suggests that there was no significant difference in a student's empathy level before and after receiving film therapy. On the other hand, an alternative hypothesis (H_1) states that film therapy will make a student's empathy level rise, so that the student's empathy score will be more intense after they receive film therapy.

RESEARCH METHODS

The research is a type of experimental study with the design "one group pre-testing post-test randomized design." The research variable consists of independent variables, which are the administering of film therapy, and the dependent variable, which is the level of student empathy. The research population is the entire 2021 generation faculty of science and technology. To sample, we use an intermediate sampling method, which is to select 15 randomly chosen students from various directions.

The data will be collected through a series of steps, starting with the pre-test to measure the initial level of empathy in all participants before film therapy interventions. After this the participants will attend a film therapy session, the therapy will be performed for two weeks at a frequency of one week at two sessions and after the session will be done post-test to measure the level of empathy after intervention. Empathetic data will be collected using a

scale questionnaire which has been tested as a validity and reliability. To start data analysis, researchers first performed normal tests using shapiro-wilk tests to see if the data the researchers collected was with normal distribution. This action is an important step in research analysis because the tests that researchers intended to use next time, assuming that data has normal distribution. By using normality tests, researchers can determine if these assumptions are fulfilled. Shapiro-wilk test was chosen because this method is known to detect deviations from normal distribution with high sensitivity, especially on small samples such as in the study. It will then be done testing it done to compare the differences between the empathy scores pre-test and post-test. Data will be treated using version 25's statistic IBM SPSS software to get a statistically significant result.

RESULTS AND DISCUSSION

The sample in this study is the 15-student faculty of science and technology at the islamic university of raden fatah palembang, which is distributed in several majors. Here's a sample explanation in this study:

Table 1.
Participants study

No	Name	Gender	Age	Faculty
1.	CA	Women	20	Science and technology
2.	AF	Men	20	Science and technology
3.	HA	Men	21	Science and technology
4.	SE	Women	21	Science and technology
5.	LW	Women	21	Science and technology
6.	AN	Men	21	Science and technology
7.	DF	Men	20	Science and technology
8.	YD	Women	20	Science and technology
9.	TW	Men	20	Science and technology
10.	IN	Women	20	Science and technology
11.	KF	Men	20	Science and technology
12.	AN	Men	20	Science and technology
13.	DE	Women	20	Science and technology
14.	SM	Women	20	Science and technology
15	NM	Women	20	Science and technology

Table 2.
Summary of a Classification Level of Empathy

Responden	<i>Pre-test</i>	Classification <i>i</i>	<i>Post-Test</i>	Classification <i>i</i>	Status
CA	46	Medium	58	High	Increase
AF	44	Medium	47	High	Increase
HA	53	High	60	High	Increase
SE	45	Medium	58	High	Increase
LW	50	High	58	High	Increase
AN	50	High	52	High	Increase
DF	46	Medium	50	High	Increase
YD	49	High	55	High	Increase
TW	44	Medium	47	High	Increase
IN	49	High	52	High	Increase
YD	47	High	50	High	Increase
AN	48	High	50	High	Increase
DE	47	High	53	High	Increase
SM	52	High	55	High	Increase
NM	50	High	57	High	Increase

Based on the above tables, there are two stages of measurement that are pretest and posttest taken through questionnaires, which, after being observed, tend to increase from initial to late. The average initial test is 48.00 while the average posttest is 53.47 shows improvement, so overall it increases in performance from pretest to posttest.

Then, before a test is done, normality tests are held in the following:

Table 3

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
pretest	terapi	.109	15	.200*	.959	15	.679
film							

posttest film	terapi	.134	15	.200*	.937	15	.344
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For the pretest of film therapy, the normal results show shapiro-wilk's statistical value of 0.959 with a degree of freedom (df) of 15 and its significance (sig.) of 0.679. Because the value of p (0.679) is greater than the level of established significance (0.05). The result implies that a sample of pretest data for movies tends to have a normal distribution. In subsequent analysis of the posttest of film therapy, normality tests showed shapiro-wilk statistics of 0.937 with a degree of freedom (df) of 15 and a degree of significance (sig.) of 0.344. This means the value of p (0.344) is greater than the degree of significance (0.05). This suggests that a sample of posttest data of therapies also comes from normal-distributed populations.

Table 4

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	48,00	15	2,752	,710
	Posttest	53,47	15	4,190	1,082

In the first data, pretest scores (an average of 48.00) and posttests (an average of 53.47) are discussed. This data shows that film therapy increases the scores of average student empathy. The improvement suggests that film therapy can enhance student empathy. Furthermore, standard data deviation and standard error standards mean pretest and posttest indicate a fragmented data. The standard average pretest error was 0.710, and the standard average error of posttest was 1,082. The standard deviation of pretest is 2.752, and the posttest deviation standard is 4.190. After film therapy, the empathy scores changed more with higher standards of deviation on the posttest. This may indicate that certain students are experiencing significant improvement, while others may not be particularly significant.

Table 5

Paired Samples Test									
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pretest- posttest	-5,467	3,461	,894	-7,383	-3,550	-6,117	14	,000

The following chart shows statistical results for sample pairs pretest and posttest. The data show that students obtained the average empathy score higher after film therapy, as the average posttest score (53.47) was compared to pretest (48.00). The pretest scores and the posttest film therapy scores have significant differences, according to its significance or p-value.000. This outcome defied hypothesis zero and supported alternative hypotheses. This clearly indicates that film therapy works to promote student empathy. The fact that film therapy has a positive effect on students' empathy is enhanced by this statistical test.

CONCLUSION

The results of this study defied hypothesis zero (H_0) and supported alternative hypotheses (H_1), which claimed that film therapy could improve students' empathy. As this study will expect, the data suggests that film therapy has a positive effect on the student's empathy; Its significant value is, with 000 on value 0.05, which suggests that film therapy is an effective tool for improving student empathy. This is the significant and positive result of research efforts to enhance student empathy. In addition, there is a positive correlation between significant pretest scores and posttests that indicates that those who initially had lower levels of empathy in pretest experienced a comparatively greater increase after undergoing film therapy. This suggests that film therapy can help those who need increased empathy.

This research could be the starting point for further research. An in-depth study of the most effective type of film to enhance student empathy is essential. This study could include further study of the most effective type of film, the duration of the ideal film therapy, and the best way to get it into the education curriculum. Figuring out how film therapy affects student social skills and empathy can also be a beneficial research area. In the meantime, readers may consider applying film therapy to themselves and using the resources they have to deepen their understanding of the relationship between film and empathy. The emphasis on increased empathy in a increasingly diverse society makes this understanding increasingly relevant and important.

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