

## **The Effectiveness of Cinema Therapy in Increasing Empathy in Students of English Education Study Program**

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### **ABSTRACT**

Empathy is a form of attention that involves emotional connection to understand the feelings of others. However, many adolescents are unable to explore their empathy so there needs to be an effort to increase it. On way that can be done to increase empathy is by using cinema therapy techniques. Cinema therapy is a counseling method using films to have a positive effect on the counselee. In this film, treatments that contain empathy values are used. The purpose of this study is to analyze the effectiveness in increasing empathy in students. This study uses a quantitative approach with a pre-experimental design method of one-group pre-test post-test type to see the effect of cinema therapy in increasing empathy. Respondents in this study involved 15 tarbiyah students of English study program class of 2021 UIN Raden Fatah. The data obtained through the empathy scale was then analyzed with the help of SPSS version 20. The results of this study indicate that cinema therapy is effective in increasing the empathy of tarbiyah students of UIN Raden Fatah.

### **Introduction**

Empathy is an attitude in the form of attention that involves emotions in understanding other people's circumstances. In social competence, empathy is a very important element for a person as a successful effort to establish social relationships with others. This is because empathy is an element of social competency intelligence. When individuals enter a new environment, they must be able to adjust so that their growth and development can be fulfilled properly.

Empathy is innate, but if individuals are not given the opportunity to develop this attitude, it will reduce their empathetic attitude towards others. A low sense of empathy will cause individuals to become egocentric individuals. Renata et al (2020) mentioned that egocentrism is born due to the inability to understand the point of view of other people's thoughts. If not guided, it will form a personal attitude that

only cares about oneself, is indifferent, does not care about others and forms antisocial individuals such as bullying.

Empathy plays a very important role in interpersonal and social relationships at critical times. Empathy can lead individuals to share experiences, needs, desires and bridge individuals to prosocial behavior. Bessel & Yuille (Ni'mah, 2018) say that the word "empathy" coined by Tchner comes from the German translation, namely: "einführung" which means projecting ourselves in what we observe. According to Hurlock (Marice et al, 2017) empathy is a person's ability to understand the feelings and emotions of others and the ability to imagine oneself in someone else's place.

According to Goleman (Angelyna & Liauw, 2020) empathy in a person has the following characteristics; Cognitive empathy, is a person's ability to listen to others without cutting the conversation, not underestimating the other person's problems, and not comparing personal problems that are also experienced; Affective empathy, is someone who is able to accept other people's opinions and is able to see and assess problems from various points of view; Compassionate empathy, is the ability to be sensitive to the feelings of others, able to understand and read other people's feelings without being told, but visible observations through verbal and non-verbal language expressed such as facial expressions, gestures and tone of voice.

Recognizing the importance of empathy for individuals in establishing relationships with others, Davis (1980) created a measuring instrument for empathy under the name IRI (Interpersonal Reactivity Index) which aims to measure individual empathy. According to Davis (Ula, 2017) empathy has two components and each component consists of two inseparable aspects, namely the cognitive component and the affective component. The cognitive component is an intellectual process that is based on imagining and thinking about situations based on other people's perspectives. The cognitive component has two aspects of empathy, namely: a) Perspective taking is the ability to consider other people's points of view and be able to imagine and be able to put oneself in other people's shoes; b) Fantasy is the tendency to change patterns of self imaginatively into the thoughts, feelings and actions of imaginary characters found in books, movies, and games. Furthermore, the affective component is the tendency of individuals to experience emotions based on others. The affective component consists of two aspects, namely: a) Concern for others is a reflection of feelings of sympathy, pity and concern for others who are experiencing difficulties; b) Personal distress is a reaction shown such as fear, anxiety, anxiety, worry if you do not help, and feel disturbed and confused in dealing with other people's difficulties.

The IRI has been widely used to measure empathy in various fields and situations. However, according to the researcher, there are only two aspects, namely fantasy and distress, which actually come from the same source, namely from the aspect of concern for others. This researcher's opinion is in line with the opinion of Bajouk and Hansenne (2018) which states that empathy consists of two aspects, namely cognitive aspects (perspective taking) and affective aspects (concern for other). Wang et al (2020) also have the same opinion and have evaluated the accuracy of IRI which consists of four aspects through the factor analysis method. Based on the results of this study, it is known that the most accurate aspects of empathy in measuring empathy are aspects of perspective taking and concern for others.

The results of the above study reinforce the opinion conveyed by Amiruddin et al. (2017) which says that empathy consists of two components, namely the cognitive component and the affective component. The cognitive component is the ability to take another's mental perspective and the affective component is the ability to take another's emotional perspective and share experiences. Powell and Roberts (2017) state that empathy consists of two aspects, namely cognitive empathy as a predictor of prosocial behavior and affective empathy acts as a process of imitating prosocial behavior. Based on the results of the review that the researchers have done, the researchers modified the IRI measuring instrument which consists of four aspects (perspective taking, concern for others, fantasy, and distress) into two aspects (perspective taking and concern for others).

Based on this background, one method that can measure the effectiveness of empathy is through cinema therapy. According to Gary Solomon (Larasati, 2020) defines cinema therapy as a counseling method that uses films to have a positive effect on the counselee. Hesley & Hesley (Fatchurahman, 2017) mentioned that movies as a therapeutic medium to open emotional barriers in individuals are effective. The innovation of methods using cinema therapy is able to realize a power in increasing self-awareness and developing a skill to solve problems that can be implemented in everyday life.

According to Gregerson (Suwanto & Nisa, 2017) there is an implementation of cinema therapy techniques, namely: Briefing, is preparing and compiling instructions such as recommendations to stay in a comfortable state while watching, paying attention to body position and regulating breathing to release tension; Selection of films, can be tailored to individual situations, problems or needs; and Objectives, can be in the form of assignments to counselees to invite them to discuss the reaction to the film, individuals can pour their reactions in the form of written notes for later discussion together.

Based on this background, the researcher is interested in conducting research on "The Effectiveness of Cinema Therapy in Increasing Empathy in Tarbiyah Students of English Education Study Program, Class of 2021". Researchers want to analyze the effectiveness of the cinema therapy approach in increasing student empathy.

### **Method**

This research was conducted using a quantitative approach with experimental research methods. According to Sugiyono (Habsyah, 2019) experimental research aims to determine the effect of giving a treatment or treatment to others under controlled conditions. In the experimental research method, there are several designs according to Sugiyono (Rukminingsih. et al., 2020) one of these designs is pre-experimental design. The form of design used in this research is a one-group pretest-posttest design because in increasing student empathy it is only applied to one group without a comparison group.

The form of research design that will be used is:  $O1 \rightarrow X \rightarrow O2$

Noted: O1: Pre-test

X: Treatment cinema therapy

O2: Post-test

The initial assessment (pre-test) is given to see the condition of the sample before being given treatment and after treatment is also given a final assessment (post-test) which aims to see how the treatment affects individual development. The subjects in this study were 15 students of UIN Raden Fatah, Faculty of Tarbiyah and Teacher Training, English Education Study Program, class of 2021. The research instrument used is the Likert Scale model. The validity test and reliability test used the help of SPSS version 20. The validity test and is said to be valid if the significance value obtained is  $<0.05$ . While the reliability test is said to be reliable if the Cronbach's Alpha value is  $> 0.70$ .

This study uses the IRI (Interpersonal Reactivity Index) empathy scale which is a modification of Tahrir et al.'s research (2021). In the modified scale, it only uses two aspects, namely Perspective Taking and Concern for Others, which amount to 24 items that already have content validity, the items compiled have good differentiation, meet high multidimensional validity, meet high reliability and modification by using these two aspects to produce a good measuring instrument. The use of two aspects on the measurement of the empathy scale is in line with the opinion expressed by Bajouk and Hansenne (2018) who say that empathy consists

of two aspects, namely cognitive aspects (perspective taking) and affective aspects (concern for others).

### Results and Discussion

Empathy according to Davis (Agustin et al., 2021) is a person's reaction to his observation of other people's experiences. Empathy is the ability that each individual has to feel, understand and share the feelings and emotional experiences of others. This includes the ability to engage emotionally with others, understand their perspective and feel what they feel.

This research was aimed at 15 students of UIN Raden Fatah, Faculty of Tarbiyah and Teacher Training, English Education Study Program, class of 2021. Data collection in this study was carried out online using google form. The initial assessment (pre-test) is given to see the condition of the sample before being given treatment and after treatment is also given a final assessment (post-test) which aims to see how the treatment affects individual development.

**Table 1**  
**Pre-test and post-test results Empathy**

| No      | Name<br>Initials | Pre-test |          | Post-test |          |
|---------|------------------|----------|----------|-----------|----------|
|         |                  | Score    | category | Score     | Category |
| 1.      | PNH              | 74       | Medium   | 62        | Medium   |
| 2.      | IMS              | 71       | Medium   | 77        | High     |
| 3.      | PE               | 65       | Medium   | 64        | Medium   |
| 4.      | NS               | 76       | Medium   | 83        | High     |
| 5.      | FR               | 60       | Medium   | 80        | High     |
| 6.      | BY               | 58       | Medium   | 96        | High     |
| 7.      | YS               | 60       | Medium   | 96        | High     |
| 8.      | TN               | 51       | Medium   | 96        | High     |
| 9.      | NT               | 52       | Medium   | 96        | High     |
| 10.     | MR               | 51       | Medium   | 96        | High     |
| 11.     | JN               | 72       | Medium   | 96        | High     |
| 12.     | ZH               | 60       | Medium   | 96        | High     |
| 13.     | LA               | 60       | Medium   | 96        | High     |
| 14.     | NR               | 60       | Medium   | 96        | High     |
| 15.     | RA               | 58       | Medium   | 96        | High     |
| Total   |                  | 928      |          | 1326      |          |
| Average |                  | 61,86    | Medium   | 88,4      | High     |

Based on table 3. above, it can be seen the comparison between the pre-test and post-test of student empathy, namely the pre-test score of 928 with an average of 61.86 in the medium category. After being given treatment, there was a change in the post-test score of 1326 with an average of 88.4 in the high category. It can be concluded that the difference in scores is 396 with an average of 26.54, meaning that this cinema therapy technique can increase empathy in students.

## Conclusion

Based on research on the effectiveness of increasing empathy in tarbiyah students of the English study program at UIN Raden Fatah class of 2021 through cinema therapy techniques, it can be concluded that there is a difference in empathy scores obtained after applying cinema therapy with a pre-test score of 928 with an average of 61.86, while the post-test score is 1326 with an average of 88.4. This proves that the results of research on cinema therapy are effective in efforts to increase empathy for Tarbiyah UIN Raden Fatah students.

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