

INCREASING CAREER SELF EFFICACY THROUGH THE APPLICATION OF CLASSICAL GUIDANCE USING CINEMA THERAPY IN CLASS XI MIPA 1 SMA NEGERI 1 PURI

Edy Sucahyono

SMA Negeri 1 Puri Kabupaten Mojokerto
Email: edysucahyo1973@gmail.com

ABSTRACT

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Self-efficacy is a person's inner belief in his ability to organize and take actions in order to achieve the desired results. The problem of low self-efficacy in choosing a career is something serious because it is related to the future and aspirations of students. This study uses classical guidance services with the use of cinema therapy to increase low self-efficacy towards career selection in Class XI MIPA 1 students at SMA Negeri 1 Puri. The purpose of this study was to describe the low level of self-efficacy towards career selection before and after being given classical guidance with the use of cinema therapy. This research is a classroom action research. The research procedure in this study includes planning, action, observation and reflection. This study consisted of two cycles with four meetings. The population in this study were all students of Class XI MIPA 1 at SMA Negeri 1 Puri, which consisted of 34 students. The results showed that 34 students who became the research sample had a self-efficacy level of 52.25% (low category) before receiving classical guidance services using cinema therapy. After receiving classical guidance services using cinema therapy, the average percentage of self-efficacy in choosing a career increased and entered the high category. There are differences in the level of self-efficacy towards career selection before and after the implementation of classical guidance services with the use of cinema therapy.

Keywords: Career Self Efficacy, Classical Guidance, Cinema Therapy

1. INTRODUCTION

The choice of a career in an individual's life becomes something important because it can be one of the determinants of how they can succeed in the future. An individual is expected from an early age to have a picture of a job or career they want in the future. This certainly gets serious attention if a child or student has not been able to determine what they will be looking for after they graduate from formal education. A good career is certainly supported by careful planning and the readiness of these students to face the challenges that exist outside of school, but in reality there are still many students who still do not understand the importance of choosing a career and cannot make decisions.

Preliminary research on students of class XI MIPA 1 SMA Negeri 1 Puri there are several important points in the results of the analysis related to the problem of career choice, namely (1) Confused that they do not have aspirations (2) anxious about becoming unemployed after completing education (3) feeling that they do not have sufficient intelligence ability to continue education (4) not interested in future career choices (5) remaining confused after graduating from school (6) easily give up when faced with difficult tasks and prefer to rely on others (7) easily feel stressed when faced with a difficult task.



The problem that most often occurs at SMA Negeri 1 Puri is where students are not interested in their future career choices due to various underlying things where there are problems from within themselves and their unsupportive environment. Students are not sure about their goals and students are still confused about what to do after graduation. Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 11 of 2014 concerning Counseling Guidance in Basic Education and Secondary Education Article 3 that Guidance and Counseling services have the aim of helping counselees achieve optimal development and complete independence in personal, learning, social and career aspects.

Students who excel in school have become the pride of parents, teachers, and society in general. These superior achievements are formed through a complex process and are influenced by all elements and components of education in schools. Without putting aside the important role of other factors, in fact superior achievement is obtained through the struggle and hard work of the students themselves so that success is also a meaningful incentive for the hard work they do. A person's struggle and hard work to achieve a standard of excellence, according to McClelland's theory (in McClelland, et al., 1963) is called the achievement motive.

In the educational practice in class XI MIPA 1 SMA Negeri 1 Puri, not many students have the intrinsic drive to achieve superior achievement. Most of them need extrinsic support from the environment, especially from teachers. In this regard, in addition to the ability to convey material in the field of study well, teachers need to be wise in motivating students. Motivation from teachers to students is an important factor to improve the learning process. In the world of education, especially in learning activities, the continuity and success of the teaching and learning process is not only influenced by intellectual factors, but also by non-intellectual factors.

One of the important non-intellectual factors in determining one's learning outcomes is the ability of a student to motivate himself. Referring to Goleman's opinion (2004, p. 44), 80% of a person's success is contributed by non-intellectual factors, including emotional intelligence. Goleman defines emotional intelligence as the ability to motivate oneself, overcome frustration, control impulses, regulate moods, empathize and the ability to cooperate. The efforts of teachers, including BK teachers, to motivate students, can use various strategies and media.

One example of the implementation of activities from this learning model is watching movies and appreciating the meaning of the film. Anyone agrees that all objects and events around us can be a means of education. Films present certain objects and events to the audience through the storyline, characters, and interactions between these characters. Films provide us with various values that are easier to understand, feel and practice. Therefore, films become one of the media for education as well as guidance and counseling that is easier to penetrate in many segments of society with various aspects of life (Rakhmat, 2013, p. 1).

Originally, films were pictures in frames that were mechanically projected through a projector so that they looked alive and moving on the screen, now developing with digital technology. This makes films easier to make and enjoy in a wider scope and in a faster time. So far, we have enjoyed films as a form of entertainment and a means of communication. If the film is used in the world of education as well as guidance and counseling, it becomes an educational medium to convey educational messages to students. The communication is in the form of audiovisual communication which contains three main ideas, namely: "(1) using the process concept rather than the product concept; (2) use the terms message and media instrumentation instead of the terms materials and machine; and (3) introduce an important part of learning and communication theory" (Abdulkhak, 2007, p. 527).

Based on the results of research on the initial conditions in class XI MIPA 1 SMA Negeri 1 Puri, almost 80% of students like and have a hobby of watching movies as a medium of entertainment. According to Tyson, Foster and Jones (in Egeci, 2010, p. 2) Cinema therapy is a relatively new therapeutic approach, preparing clients to watch and judge films based on one's character's interactions with others, their environment and personal problems, by developing a liaison



for complete positive therapy. According to Solomon (2005, p. 7) films also have the power to pull us out of ourselves and into the experiences of their characters. Film presents a new potential power to illuminate the depths of the human experience.

Cinema therapy makes that power a tool to raise awareness. The selection of a film does not have to be based on the same criteria used by a film critic or a film festival jury. It is far more important that the counselor's choices center on films that are able to describe a particular life situation, not on whether the film has a high artistic value. A film that touches on or shows character development in order to help Counselors or personal growth. Wolz (2005) made eight categories of films that can be done through Cinema therapy, namely inspiration, social questions, children, adolescents, couples, symptoms of mental illness and addiction, physical illness or medical problems, and personal questions.

2. METHOD

Research Approach

The research methods used in scientific research are standard, systematic and logical. This study uses a qualitative approach to describe the problem. John W. Creswell (2009: 191) defines qualitative methods as methods to explore and understand meaning by a number of individuals or groups of people who are considered to come from social or humanitarian problems. The research method used is a quantitative method in the form of guidance and counseling action research. This qualitative research process involves important efforts, such as asking questions and procedures, collecting specific data from participants, analyzing data inductively from specific themes to general themes, and interpreting the meaning of the data.

There are several considerations why the author uses this qualitative method, which are as follows:

- a. In order to make it easier to understand the reality of researchers in the field in order to explain and describe the implementation of Counseling Guidance teachers in improving the interpersonal relationships of students in class XI MIPA 1 SMA Negeri 1 Puri through classical guidance with the use of cinema therapy.
- b. Presenting data in an essential way between research and the reality in the field, in this case the researcher will present data related to the implementation of classical guidance with the use of cinema therapy by BK teachers to increase career self-efficacy in students of class XI MIPA 1 SMA Negeri 1 Puri.
- c. This qualitative research method is more adapted to the form of the problem faced, in this case the researcher conducts direct interviews, respondents to explore data related to the implementation of classical guidance with the use of cinema therapy by Counseling Guidance teachers to improve career self-efficacy for students in class XI MIPA 1 SMA Negeri 1 Castle. Besides, the writer uses this research method because the writer hopes to be able to describe as well as examine the real condition of the research object based on the authentic data collected.

3. RESULTS AND DISCUSSION

Research result

The implementation of the use of cinema therapy in class XI MIPA 1 SMA Negeri 1 Puri, which is used to improve career self-efficacy through the application of classical guidance, was conducted in eight meetings with details of one pretest, one meeting to determine samples in the experimental and control groups, four meetings one meeting for the implementation of cinematherapy for research samples, one meeting for Focuss Group Discussion, and one meeting for the posttest.

The first meeting was conducted to conduct a pretest with the aim of knowing the level of students' prosocial behavior before being given treatment. At the second meeting, the samples were divided into the experimental group and the control group. Based on a sample of 34 students, 17



students were assigned to the experimental group and 17 students to the control group. At the third, fourth, fifth, and sixth meetings, cinematherapy was conducted.

The films that were screened were Angels of Heaven, Kung Fu Panda 2, Five Eagles, and The Dreamer. During the screening of the film, the researcher observed the activities carried out by the sample during the treatment. At the end of each viewing activity, students were instructed to discuss based on the results of the spectacle. At the seventh meeting, conclusions were drawn, the researchers concluded that in principle students view cinema therapy as useful in dealing with problems that occur in everyday life.

This effort can be a new media that can help BK practitioners in the field in helping students to deal with problems caused in the field of students' social life. An overview of increasing career self-efficacy through the application of classical guidance, before and after the application of cinema therapy for class XI MIPA 1 SMA Negeri 1 Puri can be seen in the following table.

Table 1 Data on increasing career self-efficacy Before (Pretest) and After (Posttest)

Interval	Category	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
≥ 113	Very high	0	0	2	11.76
98 – 112	Tall	0	0	9	52.94
83 – 97	Currently	3	17.65	2	11.76
68 – 82	Low	10	58.82	3	17.65
<67	Very low	4	23.53	1	5.88

Based on table 4.1 the results of the pretest found that the level of career self-efficacy of students in class XI MIPA 1 SMA Negeri 1 Puri, Mojokerto Regency, before being given cinematherapy there were four students (23.53%) in the very low category, ten students (58.82%) are in the low category, three students (17.65%) are in the medium category, and there are no students (0%) who are in the high and very high categories. However, after being given treatment in the form of cinematherapy, there was an increase in career self-efficacy for class XI MIPA 1 students at SMA Negeri 1 Puri, Mojokerto Regency. Based on the posttest results, it is known that there is one student (5.88%) whose career self-efficacy level is in class XI MIPA 1 SMA Negeri 1 Puri, Mojokerto Regency in the very low category, three students (17.65%) whose career self-efficacy level is in the category low, two students (11.76%) have a career self-efficacy level in the medium and very high category, and nine students (52.94%) have a career self-efficacy level in the high category. These results inform that the level of student career self-efficacy in the experimental group at the pretest can be categorized as "low. And after applying the use of cinema therapy in class XI MIPA 1 SMA Negeri 1 Puri, Mojokerto Regency, students' career self-efficacy can increase.

Discussion

Cinematherapy is a form of therapy technique that uses film as a vehicle for therapy. Cinematherapy has therapeutic metaphorical healing properties that have been used with a wide population group. However, this study explores the use of cinematherapy with students, as students have unique developmental challenges as they experience the transition from childhood to adolescence. They become less involved with the immediate family environment and seek information and experiences from outside the family. Physical growth, sexual development, development of romantic relationships, cognitive, social and emotional development are acutely affected by their environment. Students use media for various purposes, such as forming their own identity, solving problems, and connecting with their friends (Wu in Sopian: 2015).

Based on the results of the study, it was shown that the students of class XI MIPA 1 SMA Negeri 1 Puri, Mojokerto Regency, indicated that they had decreased career self-efficacy. Indications that appear are students are slow in fixing or regaining career self-efficacy when facing failure,



students are not sure to face challenges, students view threats as something to be avoided and doubt their potential.

After applying the use of cinema therapy based on established procedures, it turned out that there was an increase in career self-efficacy in class XI MIPA 1 students at SMA Negeri 1 Puri Mojokerto, from low to high. The application of the use of cinema therapy can increase career self-efficacy in students of class XI MIPA 1 SMA Negeri 1 Puri Mojokerto. The results of the study revealed that there was a significant increase in career self-efficacy after cinema therapy was carried out. This is reinforced by the results of statistical tests which state that cinema therapy is proven to be able to significantly increase students' career self-efficacy.

The occurrence of a significant increase in student career self-efficacy through the provision of cinema therapy is caused by the effects of the cinema or film provided. Through the results of their research, Smithikrai, Longthong, & Peijsel (2015) found that films are able to increase individual social competence. Furthermore, Smithikrai, Longthong, & Peijsel (2015: 7) state that cinema/film can be a powerful tool to increase positive characteristics and reduce negative characters. This is because the film in question tells the desired and known area. These areas want to be achieved by individuals so that their lives are of quality and these areas will be connected within themselves to produce better, stronger, and more prosperous feelings into healthy behavior.

Gentile et al. (2009: 753) argues that the content contained by a film will have a great effect on improving specific educational skills. The audience becomes affected through the behavior depicted through the film. This effect is caused by the stimulus given by the impressions shown by the film. Through statistical tests, it is known that students' career self-efficacy has increased significantly. Informative instructional services tend to fail if they receive less attention from the guidance service targets. Another thing that has great potential to hinder the effectiveness of information services is that BK teachers are trapped in giving advice. Prayitno & Amti (2013: 123) suggest that giving advice is only a small part of BK efforts. In addition to providing advice, in general, counselees, according to the problems they are experiencing, also require other services, such as providing information, placement and distribution, counseling, tutoring, transfer of hands to more authorized officers, and so on. In addition, BK teachers are less able to make variations and try to find new formulas in the practice of implementing BK.

This causes the counselee to become saturated and the counseling service does not produce the results expected by the counselee. In the end, the magnitude of the benefits provided by cinematherapy should be able to be applied in everyday life in dealing with problems that occur in individuals. For BK teachers, the implication of the results of this study is that BK teachers can apply cinematherapy techniques in handling social problems experienced by students. In addition, it is necessary to strive for the development of this technique in helping students solve problems that occur in other areas of life that are owned by students.

The use of cinema therapy in class XI MIPA 1 SMA Negeri 1 Puri, is a tool or technique in therapy, counseling, and coaching to help individuals or groups of people become aware of and be able to overcome real life problems. Cinema therapy is done by reflecting and discussing characters, language styles, or archetypes in films or videos (Gregerson, 2010, p. 89). Through films, we can learn how unwanted behavior becomes desirable behavior (Solomon in Wolz, 2004).

Films and videos greatly affect the students of class XI MIPA 1 SMA Negeri 1 Puri, because of the synergistic impact of music, dialogue, lighting, camera angles, and sound effects. With the film brings students into every scene, and see events from the inside as if surrounded by characters in the film. The use of cinema therapy allows clients to visually assess the characters in the film interacting with other people, their environment, and personal problems. With film can help strengthen the therapeutic alliance with communication and experience between the client and therapist this is in accordance with the theory (Gregerson, 2010,: 92).



4. CONCLUSION

Based on the findings of the research, it can be concluded that through the application of classical guidance with the use of cinema therapy, it can improve career self-efficacy skills, in class XI MIPA 1 students of SMA Negeri 1 Puri Mojokerto in the odd semester of the 2018/2019 academic year, if done with planning, maximizing abilities communication and analytical skills in students, implementing group activities and utilizing classical guidance services with the use of cinema therapy. This is based on the findings of the study which showed an increase in the scale scores obtained by students from before and after the implementation of the use of cinema therapy.

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