

The effectiveness of guidance groups using educational cinema techniques to increase students' altruistic attitudes

Dian Junita Anggarini*, M. Ramli, Diniy Hidayatur Rahman

Universitas Negeri Malang, Indonesia

Abstract: Group guidance using educational cinema techniques has been proven to be effective in increasing altruistic attitudes in students. The aim of this research is to find out whether group guidance using educational cinema techniques is effective in increasing altruistic attitudes in students. This research method uses a quantitative approach with a quasi-experimental design with a non-equivalent control group. The research sample consisted of male and female students, namely students in class VIIC and VIID of SMP Negeri 2 Negara. The number of subjects in this research was 12 students. Data collection was carried out using an altruistic attitude scale. Test the instrument using construct validity and Cronbach's Alpha. The results of data analysis show that there is a significant difference between the control group and the experimental group at the level of altruistic attitudes, this is supported by the results of hypothesis testing using the Wilcoxon test and the Mann Whitney test. Based on the results of the Wilcoxon test with a value of $0.027 < 0.05$ in both groups, the hypothesis is accepted. Apart from that, the Mann Whitney test also showed results with a value of $0.015 < 0.05$, which shows that there is a significant difference in the level of altruistic attitudes between the experimental group and the control group. So it can be concluded that group guidance using educational cinema techniques is effective in increasing altruistic attitudes in students.

Keywords: Altruistic attitudes, educational cinema techniques, group guidance

Keefektifan bimbingan kelompok dengan teknik sinema edukasi untuk meningkatkan sikap altruistik siswa

Abstrak: Bimbingan kelompok menggunakan teknik sinema edukasi, terbukti efektif untuk meningkatkan sikap altruistik pada siswa. Tujuan penelitian ini adalah untuk mengetahui bimbingan kelompok dengan teknik sinema edukasi efektif untuk meningkatkan sikap altruistik siswa. Metode penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi eksperimental dengan Nonequivalent control group. Sampel penelitian terdiri dari siswa berjenis kelamin laki-laki dan perempuan, yaitu siswa kelas VIIC dan VIID di SMP Negeri 2 Negara, Jumlah subjek dalam penelitian ini adalah 12 siswa. Pengumpulan data dilakukan menggunakan skala sikap altruistik. Uji instrumen menggunakan validitas konstruk dan Alpha Cronbach. Hasil analisis data menunjukkan perbedaan signifikan antara kelompok kontrol dan kelompok eksperimen dalam tingkat sikap altruistik, yang didukung oleh hasil uji hipotesis menggunakan uji Wilcoxon dan uji Mann Whitney. Berdasarkan hasil uji Wilcoxon dengan nilai $0,027 < 0,05$ pada kedua kelompok, hipotesis diterima. Selain itu, uji Mann Whitney juga menunjukkan hasil dengan nilai $0,015 < 0,05$, yang menunjukkan adanya perbedaan signifikan dalam tingkat sikap altruistik antara kelompok eksperimen dan kelompok control. Maka dapat disimpulkan bahwa bimbingan kelompok dengan teknik sinema edukasi efektif dalam meningkatkan sikap altruistik siswa.

Kata Kunci: sikap altruistik, teknik sinema edukasi, bimbingan kelompok

Received: 13-11-2023
Accepted: 23-11-2023

To cite this article: Anggarini, D. J., Ramli, M., & Rahman, D. H. (2023). The effectiveness of guidance groups using educational cinema techniques to increase students' altruistic attitudes. *Journal of Research in Instructional*, 3(2), 219–230. <https://doi.org/10.30862/jri.v3i2.274>

*Corresponding author: dianjunitaanggarini@gmail.com

INTRODUCTION

Humans are social creatures and humans cannot live to fulfill their needs alone, but to achieve their needs, humans need help from other individuals. Assistance from others can help to ease the burden felt by those who need help without expecting anything in return. One of the attitudes of helping others without expecting rewards is an altruistic attitude. Altruistic attitudes are one of the most fundamental traits necessary for all life (Brar, 2017). Altruistic attitudes are driven by a caring desire to help others without expecting personal gain (Brar, 2017). Altruistic attitudes are concern and intention to help others without obtaining rewards in return (Büssing et al., 2013).

According to Hogg and Vaughan (2018) the definition of an altruistic attitude is an attitude that has the intention of helping others first and putting oneself aside. Another definition of altruistic attitude is a person who cares to help others without expecting anything in return is an act done for their good (Myers, 2010). Altruistic attitudes have a positive impact on others. The positive impact of altruistic attitudes carried out by individuals will produce a variety of good responses and establish a good relationship from a person who receives help (Umiati, 2019). Altruistic attitude is an attitude motivated by a sense of concern for the welfare of others (Dahl & Paulus, 2019). Wellbeing can be noticed when individuals comfort someone who is experiencing difficulties.

Altruistic attitudes are also a key feature of human morality. Altruistic attitudes can be divided into two types, namely attitudes motivated by a sense of concern for the welfare of others and attitudes made based on moral values in others. Moral values in individuals are judgments where individuals have a moral obligation to help the interests of others. Altruistic attitudes can teach a person to think, speak and do good deeds (Atabaeva, 2019). Altruistic attitudes carried out by individuals have a good purpose without a specific intention to gain personal gain (Hadori, 2014). An altruistic attitude has a view that gives compassion and empathy to others (Rohmah & Fanani, 2021). An altruistic attitude is an individual who can help others with the intention of not expecting personal gain. Altruistic attitudes can be given to children starting from education.

Education has one of the goals for students who have noble morals. One of the noble morals is to help each other in the school environment. According to the Kemendikbud (2016) regarding the competency standards for the independence of junior high school students in the aspect of the challenge of relationships with peers, the relationship with students who have an altruistic attitude is that students can cooperate with peers with diverse backgrounds. Students can cooperate and help each other when friends have difficulties without considering others' background. When students can cooperate and help each other, students will have a good altruistic attitude.

An altruistic attitude is one that can form noble morals for students who will enter adolescence (Sa'adah & Rahman, 2015). Teenagers who do not have an altruistic attitude will be indifferent, passive and apply individualist attitudes. Teenagers will be more active to do their own lives without knowing the social environment in the modern era. Today's teenagers are more active with gadgets and their own world without caring about the environment and surrounding (Dewanti, 2019). The emergence of an individualist attitude can cause adolescents to have a less caring attitude to help others. When students do not have an altruistic attitude, students will be indifferent to the surrounding environment and make students have the desire not to help others. In the context of guidance and counseling

services in schools, altruistic attitudes are one of the important aspects in the field of social guidance (Mesa et al., 2020).

The role of counselors is very important in fostering character reinforcing values by increasing students' altruistic attitudes in the school environment. Students who have an altruistic attitude will be sensitive to the feelings of others in the school environment and outside school (Japari et al., 2021). Altruistic attitudes are very important for students, because as social beings they must have an attitude that loves one another regardless of ethnicity, culture and so on. Mulinge (2018) defines an altruistic attitude as someone who has an obligation to show kindness to others. Altruistic attitudes can lead to more positive feelings. Students who lack an altruistic attitude will show students do not want to provide assistance to friends when experiencing difficulties in lessons, students are less able to show a sense of concern for the suffering experienced by others and students do not have the value of mutual cooperation and become individualists (Fitriani & Kusumaningrum, 2020; Umiati, 2019).

Altruistic attitudes in SMP Negeri 2 Negara students are carried out directly through activities at school. Various activities carried out by students are carried out during midterm activities and daily activities. Students work together voluntarily to carry out cleaning activities in the classroom, school area and places of worship in accordance with their religion. When there is a student who gets a disaster, friends donate money to friends affected by the disaster. SMP Negeri 2 Negara students have a fairly good altruistic attitude related to empathy and helping others. Based on the results of the student altruistic attitude scale, 67% of students are in the moderate category, 13% of students are in the low category, and 20% of students are in the high category. Students who have an altruistic attitude are expected to create a harmonious and peaceful life in the surrounding environment.

Students who have low and moderate altruistic attitudes will have a lack of desire to help others and care little about friends and the surrounding environment (Murni et al., 2019). Altruistic attitudes can be improved through the application of group guidance. If students' altruistic attitudes are improved, students will have the experience of helping others and this will make students become accustomed to helping without expecting a reward from the person being helped. Group guidance services are carried out so that students can take part in discussions and questions and answers in group activities related to the topic of the problem being discussed (Wasono, 2019). Group guidance is a suggestion as a support for optimal development in each student. Through group guidance services, student activeness can be fostered and developed. The role of the counseling teacher is very important so that students can understand, understand and be able to solve problems from the topics discussed.

Group guidance is assistance provided to individuals carried out in group dynamics (Satriah, 2015). Group guidance is a form of service that involves individuals in group discussions to overcome problems. In the group, various social, educational, and personal problems can be discussed and informed to participants. Group guidance in its implementation students can provide opinions related to topics to be discussed in the group and the topic will provide a benefit to other group members. Group guidance has the aim that individuals can develop their potentials such as developing the ability to socialize, students can have broad insights, individuals can show better attitudes or behaviors to be able to handle problems discussed in group dynamics (Purnomo & Kurdie, 2019). Group

guidance activities carried out by students have the benefit of helping students solve a problem. Group guidance services will be provided by counseling teachers and students will share their point of view related to the topic to be discussed through experiences experienced by students (Rahman, 2015).

Group guidance services in implementation activities, activities carried out by the counselor must be good and correct so that the counselor can foster lively group activities during group guidance activities. This service is carried out so that students can participate in discussions and questions and answers in group activities related to the topic of the problem being discussed (Wasono, 2019). Group guidance is a tool as a support for optimal development in each student. Group guidance is guided by a group leader, where the group leader is carried out by a counselor (Adityawarman, 2021). The role of counselors is very important so that students can understand, understand and be able to solve problems from the topics discussed. According to Raml (2017) Students have conflicts in social living conditions in solving problems, especially in relationships with peers. The application of group guidance services has a high level of effectiveness in helping students solve problems related to social relationships, both with peers and other people.

The educational cinema technique is a form of modeling technique that can be applied both individually and in groups. by using videos as a supporting tool in the process of self-development and education (Terry, 2020). The educational cinema technique is a method in group guidance that uses videos in delivering material (Fauzi & Setyawati, 2021). Students have the ability to understand and analyze video stories, as well as explore the attitudes of the characters depicted on the screen during film screenings (Hidayah, 2016). Group guidance with educational cinema techniques that will be shown to students through a video will allow students to see characters so that students can imitate the model in the film (Ragil et al., 2019). Imitating a model is part of the modeling technique, which can intervene to change attitudes in a student. Intervention in changing attitudes in students by students seeing models in videos then students learn through self-training to be able to solve a problem at hand. When students can change their attitudes, then students can achieve their academic targets through educational cinema.

When the video is shown to students, students will be able to change their perspective and attitude. Providing stimulation to students can be achieved through group guidance using educational cinema techniques, students can take messages from the video story that is shown by looking at the characters in the video (Iryani & Suriatie, 2021). The video shown will make students have a better ability to understand the message conveyed through the story played by the characters in the video or movie. Students are more likely to engage in visual activities outside of school such as watching. Students can spend longer time watching videos, YouTube and movies. If students are given learning in the form of more visual activities, it will increase student interest in the learning process. The educational cinema technique will be effective if given to students, because it will have more appeal compared to other guidance techniques.

The use of movies as a medium for group guidance services can increase the effectiveness and efficiency of students in communicating and conveying messages to others, because students can develop their experiences and thoughts through pictorial displays, motion and sound (Trianton, 2013). Gianistika et al. (2021) stated that more than 90% of a person's learning outcomes are obtained through the sense of sight, and only

around 5% are obtained through the sense of hearing and another 5% with other senses. Educational cinema is widely used in guidance services so that individuals can overcome life problems by seeing and discussing characters and styles in videos. Educational cinema techniques can affect individual attitudes, it can increase altruistic attitudes in junior high school students. Related to this, in group guidance services this technique can improve students' altruistic attitudes.

The provision of group guidance using educational cinema techniques directed at junior high school students aims to improve altruistic attitudes. This study is intended to evaluate the effectiveness of group guidance with the application of educational cinema techniques in improving the altruistic attitudes of SMP Negeri 2 Negara students.

METHOD

The methodology applied in this study is quantitative research, using a quasi-experimental design with a Nonequivalent control group (Creswell & Creswell, 2018). The experimental group and control group were both given a pretest, after which the experimental group received educational cinema while the control group did not. Both groups will receive a posttest after the study is completed. The design was chosen from non-randomized groups and the pretest was conducted to determine the initial difference between the experimental and control groups. The sample size and characteristics were selected based on the population and purposive sampling technique was used to select samples with certain considerations (Sugiyono, 2015). The sample in this study had criteria, namely; students in class VIII C and VIII D of SMP Negeri 2 Negara; 13-14 years old and has a moderate altruistic attitude. The subjects in this research were 12 students. The experimental group consisted of six students, three students from class VIII C and three students from class VIII D. The control group consisted of six students, three students from class VIII C and three students from class VIII D.

In this study, data were collected using an altruistic attitude scale instrument designed to measure the level of students' altruistic attitudes at pretest and posttest, both in the experimental and control groups. This scale was compiled and developed specifically by the researcher. Data collection was carried out through the provision of an altruistic attitude scale questionnaire, and assessment of instrument answers using the Likert method with four answer categories, namely "strongly agree" (SA), "agree" (S), "disagree" (D), and "strongly disagree" (SD). The altruistic attitude scale of Büssing et al. (2013) was referenced in this study. This research scale contains statements about altruistic attitudes that refer to aspects of empathy, helping and cooperation.

The experiment guide with the application of the educational cinema technique can serve as a reference for carrying out the group guidance process using this method. This guide includes instructions and materials related to the implementation of group guidance services with the use of educational cinema techniques. Researchers provide instruments or questionnaires to expert lecturers to assess experimental guidelines. The expert lecturer test is an assessment to determine whether or not the experimental guidelines are feasible and appropriate or not as well as to assess the accuracy and usefulness of the guidelines in the research. The evaluation was conducted by Dr. Zamroni, S.Psi., M.Pd. and Prof. Muslihati, S.Ag., M.Pd. It is important to note that the reliability of expert testing is not only based on a numerical scale. The experts also provided feedback, constructive criticism,

and recommendations to refine the experimental guidelines to meet the required standards and ensure proper utilization. Based on the results of the expert test rater calculation, the expert test rater category is included in the very high category with a score of 1.00.

Calculation of validity in this study using product moment correlation technique with data using the help of SPSS 25 for windows. The condition for an item to be said to be valid if the Sig. p value < 0.05 ; if Sig. $p > 0.05$ then the item is invalid and declared invalid. Based on the results of the validity trial conducted by researchers with 45 respondents from 42 items used to 30 items. The item consists of 16 favorable and 14 unfavorable. This study uses reliability with the Alpha Cronbach formula where there is no need to pay attention to even odd items. The results calculated using Alpha Cronbach's show that the altruistic attitude variable with 30 items that are declared valid has a reliability of 0.906 with a very high reliability category.

The implementation of group guidance research using educational cinema techniques was carried out based on the steps in educational cinema techniques to increase altruistic attitudes in students. The research process was carried out in three stages, namely:

1. Pretest. At this stage, before being given treatment students are given a pretest. This pretest is done to find out how altruistic attitudes in students before the application of group guidance services with the application of educational cinema techniques Pretest is given using an altruistic attitude scale in the form of a questionnaire. Data obtained from filling out the altruistic attitude scale by 61 students.
2. Treatment. The treatment given to the experimental group applied group guidance with educational cinema techniques, while the control group did not receive similar treatment. In this study, the experimental group, the treatment was carried out 5 times a meeting with each carried out within 1x45 minutes. The treatment given is a short video containing elements of altruistic attitudes.

The treatment for the experimental group will be carried out on November 6, 2023. In this study there are five cinema education that will be shown, namely : (a) "Umbrella", (b) "Shimarijo : Tolong Menolong", (c) "Spongebob : Uang Picisan", (d) "Chibi Maruko: Kita Cari Pekerjaan di Toko ", and (e) "Upin & Ipin: Bersama Kawan Baru ". The subject watches the video for each treatment, after which the subject and counselor discuss and ask questions, after which they provide a reflection sheet. The reflection sheet is a sheet used by researchers to determine the subject's understanding of the treatment.

The control group in this study was given treatment in the form of group guidance using discussion techniques. In the control group, this activity was carried out in 5 meetings with a duration of 1x45 minutes each meeting. The treatment given to the control group only consisted of discussions between counselors and students and between students. The discussions carried out during the research contained elements of an altruistic attitude. Then after discussion, students are given a reflection sheet. The reflection sheet is a sheet used by researchers to determine the subject's understanding of the treatment.

Post-test, given after implementing the treatment. The post-test format presented is the same as the pre-test, namely using an altruistic attitude scale in the form of a questionnaire. The purpose of the post-test is to assess whether group guidance services using educational cinema techniques are effective in increasing altruistic attitudes in students.

This study uses hypothesis testing with the Wilcoxon test and the Mann-Whitney test. The analysis using the SPSS version 25 program. The Wilcoxon test was conducted to analyze the increase in altruistic attitude scale scores before (pretest) and after (posttest) intervention in the experimental group. If the significance value is less than 0.05, the hypothesis is considered valid. Conversely, if the significance value exceeds 0.05, the hypothesis is considered invalid. The Mann-Whitney test is a non-parametric test used to determine the difference between two independent groups, the dependent variable data scale is ordinal or interval but not normally distributed. The Mann-Whitney test was conducted to compare the difference in the increase in the altruistic attitude scale score after (posttest) intervention of the experimental group and the control group.

RESULTS

Data analysis using descriptive analysis is used based on the mean (M), standard deviation (SD), maximum value and minimum value. Descriptive analysis of altruistic attitudes in SMP Negeri 2 Negara students will be carried out by categorizing which can be seen based on calculations using mean and standard deviation. Based on the results of descriptive analysis calculations, it is found that out of 61 students who have a low category, there are 10 students, 43 students in the medium category and 10 students in the high category. Table 1 presents a descriptive analysis of the altruistic attitudes scale.

Tabel 1. Descriptive analysis results

		Attitude_Altruistic			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	10	16.4	16.4	16.4
	Medium	43	70.5	70.5	86.9
	High	8	13.1	13.1	100.0
	Total	61	100.0	100.0	

Based on the results of the descriptive analysis (Table 1), six students were selected from the experimental group who participated in group guidance with educational cinema techniques, and six students from the control group who participated in group guidance with discussion techniques. Thus, pretest and posttest data were obtained which are presented in Table 2,

Tabel 2. Altruistic attitude scale pretest results

Experiment Group				Control Group		
No.	Student	Pretest	Category	Student	Pretest	Category
1	BB	89	Medium	YK	93	Medium
2	GN	86	Medium	ZA	97	Medium
3	PJ	93	Medium	LR	95	Medium
4	AA	94	Medium	RW	89	Medium
5	VB	87	Medium	KM	92	Medium
6	IN	94	Medium	FP	86	Medium

The pretest results in the experimental group show that the level of altruistic attitudes of students who are in the moderate category with scores between 86 to 94 (Table 2). When knowing the level of altruistic attitudes on the pretest, the experimental group will receive group guidance treatment using educational cinema techniques to be able to improve altruistic attitudes. Treatment is carried out at five meetings, after treatment is carried out to see changes in the level of altruistic attitudes in students seen from the results of the posttest score in the group. The control group pretest results show that the level of altruistic attitudes of students who are in the moderate category with scores between 86 to 97. When knowing the level of altruistic attitudes on the pretest, the control group will receive group guidance treatment using discussion techniques to be able to improve altruistic attitudes. Treatment is carried out at five meetings, after treatment is carried out to see changes in the level of altruistic attitudes in students seen from the results of the posttest score in the group. The posttest results are presented in Table 3.

Tabel 3. Pretest and posttest results

No.	Experiment Group			Control Group		
	Student	Posttest	Category	Student	Posttest	Category
1	BB	113	High	YK	108	High
2	GN	113	High	ZA	109	High
3	PJ	118	High	LR	110	High
4	AA	115	High	RW	109	High
5	VB	109	High	KM	100	Medium
6	IN	116	High	FP	112	High

The posttest results in the experimental group who were given treatment in the form of group guidance using educational cinema techniques showed that the level of students' altruistic attitudes was in the high category with scores between 109 and 118 (Table 3). The posttest results of the control group showed that the level of students' altruistic attitudes was in the high category with scores between 100 and 112. The control group was given treatment in the form of group guidance using discussion techniques.

The Wilcoxon test result in the experimental group was 0.027 and the control group had a Wilcoxon test result of 0.027. This value indicates that neither group exceeds the significance value so that the hypothesis is accepted. The result of Mann-Whitney test is that the significance value is 0.015, which is smaller than the critical value of 0.05. This indicates that the hypothesis is accepted. The findings of this study reveal that the level of altruistic attitudes between the control group and the experimental group is significantly different. Therefore, it can be concluded that the educational cinema technique used in group guidance is effective in improving altruistic attitudes in junior high school students.

DISCUSSION

There are three procedures in this study, namely pretest, treatment, and posttest. The results of preliminary study research using the altruistic attitude scale were given to VIII grade students of SMP Negeri 2 Negara and the results showed that 67% of students had altruistic attitudes in the moderate category, 13% were in the low category and 20% of students were in the high category. This shows that the VIII grade students of SMP Negeri 2

Negara have an altruistic attitude in the moderate category. The altruistic attitude scale used to determine the level of altruistic attitudes refers to aspects of altruistic attitudes. Büssing et al. (2013) there are three aspects of altruistic attitudes, namely empathy, helping and cooperation.

This research was carried out through the implementation of group guidance services with the application of educational cinema techniques, with the aim of improving altruistic attitudes. Altruistic attitudes need to be improved in junior high school students, because altruistic attitudes in students, one of which is in junior high school students, have decreased related to the morals of everyday life, where it is still found that students lack feelings of social care (Putri et al., 2019). Feeling less concerned with the social environment can make students lack empathy to be able to help friends and others. Friedman (2016) that altruistic attitudes are selfless attitudes but altruistic attitudes are more concerned about the welfare of others.

Altruistic attitudes in junior high school students can be improved through the application of group guidance services with educational cinema techniques. The results showed that before getting treatment, the altruistic attitudes of junior high school students were in the moderate category. Treatment is carried out when you already know the level of students' altruistic attitudes. Treatment was carried out for five times where in the experimental group students were given group guidance with educational cinema techniques in the form of short videos and the control group was given group guidance with discussion techniques. The topics given in the treatment are given in accordance with the experimental guidelines that have been made and tested by experts. The implementation of group guidance is carried out in the school counseling room.

The first meeting, students were first introduced both among students and with the counselor. After that, the counselor played a game to build good relationships between students and counselors and fellow students. The topic at the first meeting was about caring for others. However, students during group guidance activities in both the experimental and control groups still felt awkward and uncomfortable in the counseling room. In the experimental group, students were shown a video entitled "Umbrella" while the control group only had a normal discussion but with the same topic. Students were quite active in conducting question and answer sessions both between counselors and students and among students.

The second meeting, students already knew each other's friends so the counselor did not introduce herself again. During the second meeting, students were somewhat more comfortable when carrying out group guidance although students were still a little tense. The topic to be discussed at the second meeting was the attitude of helping others. The experimental group was given an intervention in the form of a video entitled "Shimarijo: Tolong Menolong" and the control group was given an intervention in the form of ordinary discussion with the same topic. This second meeting, students were quite active in conducting question and answer sessions in both the control and experimental groups.

The third meeting, students in both the control and experimental groups were more comfortable in conducting group guidance and were not tense like the first and second meetings. The topic to be discussed at the third meeting was the attitude of being willing to sacrifice for others. The experimental group was given an intervention in the form of a video entitled "Spongebob: Uang Picisan" and the control group was given an intervention in the

form of ordinary discussion with the same topic as the experimental group. Students were also more active in the discussion and there was no more awkwardness in the students. The awkwardness can be seen by the movements made by students.

At the fourth meeting, both experimental groups felt comfortable with the group guidance session held in the school counseling room. The theme of the fourth meeting centered on the concept of cooperation with other individuals. The experimental group was given an intervention in the form of a video entitled "Chibi Maruko: Kita Cari Pekerjaan di Toko " while the control group was given an intervention in the form of a regular discussion but with the same topic. Students were also active in carrying out discussions and questions and answers.

The fifth meeting, the topic to be discussed is social relationships with peers. The experimental group was given an intervention in the form of a video entitled "Upin & Ipin: Bersama Kawan Baru" and the control group was given an intervention in the form of ordinary discussion but with the same topic. Students in the experimental group and control group were active in conducting questions and answers.

The results obtained by the experimental group students before being given treatment obtained a score of 90.2 and after being given treatment in the form of group guidance using educational cinema techniques they obtained a score of 114. The control group obtained a score before being given treatment obtained a score of 92 and after being given treatment in the form of group guidance using discussion techniques, a score of 108 was obtained. This group guidance was carried out to increase altruistic attitudes in students at SMP Negeri 2 Negara.

CONCLUSION

Based on the analysis conducted, it can be concluded that the utilization of educational cinema techniques in group guidance is an effective method in improving altruistic attitudes in students SMP Negeri 2 Negara. This is supported by the results of the Mann Whitney test which showed a significant difference between the experimental and control groups. In addition, the analysis showed that individuals in the experimental group showed significantly higher levels of altruistic attitudes compared to the control group.

REFERENCES

- Adityawarman, L. P. (2021). Peran bimbingan kelompok dalam perencanaan karir siswa. *Advice: Jurnal Bimbingan Dan Konseling*, 2(2), 165. <https://doi.org/10.32585/advice.v2i2.786>
- Atabaeva, N. B. (2019). Psychological factors affecting the development of altruism in humans. *Central Asian Journal of Education*, 3(1), 98-119. <https://core.ac.uk/download/pdf/285997462.pdf>
- Brar, S. K. (2017). Altruistic behavior among adolescents in relation to their emotional maturity. *International Journal of Educational Science and Research*, 7(5), 29-36. <https://doi.org/10.24247/ijesroct20175>
- Büssing, A., Kerksieck, P., Günther, A., & Baumann, K. (2013). Altruism in adolescents and young adults: Validation of an instrument to measure generative altruism with structural equation modeling. *International Journal of Children's Spirituality*, 18(4), 335-350. <https://doi.org/10.1080/1364436X.2013.849661>

- Creswell, J. W., & Creswell, J. D. (2018). *Research design: qualitative, quantitative, and mixed methods approaches (5th ed.)*. Sage Publication.
- Dahl, A., & Paulus, M. (2019). From interest to obligation: The gradual development of human altruism. *Child Development Perspectives*, 13(1), 10–14. <https://doi.org/10.1111/cdep.12298>
- Dewanti, D. A. (2019). Studi deskriptif perilaku altruisme berdasarkan tipe kepribadian pada peserta didik SMP Negeri 2 Berbah. *Jurnal Riset Mahasiswa Bimbingan Dan Konseling*, 5(1), 1–18. <https://journal.student.uny.ac.id/index.php/fipbk/article/view/15818>
- Fauzi, I., & Setyawati, S. P. (2021). Sinema edukasi untuk memperkuat perilaku sopan santun siswa. *Prosiding Konseling Kearifan Nusantara (KKN)*, 1, 248–251. <https://proceeding.unpkediri.ac.id/index.php/kkn/article/view/1379>
- Fitriani, A., & Kusumaningrum, G. (2020). Differences in altruistic behavior in terms of personality type and gender in high school adolescents. *Psibernetika*, 13(2), 92–99. <https://doi.org/10.30813/psibernetika.v13i2.2332>
- Friedman, I. A. (2016). Being a teacher: Altruistic and narcissistic expectations of pre-service teachers. *Teachers and Teaching*, 22(5), 625–648. <https://doi.org/10.1080/13540602.2016.1158469>
- Gianistika, C., Arini, D. A., & Sulistia, L. A. (2021). Pengaruh media audio visual terhadap peningkatan hasil belajar mata pelajaran IPS di kelas IV SDN Sukaluyu III kecamatan Telukjambe Timur. *Jurnal Tahsinia*, 2(1), 26–36. <https://doi.org/10.57171/jt.v2i1.274>
- Hadori, M. (2014). Perilaku prososial (prosocial behavior): Telaah konseptual tentang altruisme (altruism) dalam perspektif psikologi. *Lisan Al-Hal: Jurnal Pengembangan Pemikiran Dan Kebudayaan*, 8(1), 7–18. <https://journal.ibrahimy.ac.id/index.php/lisanalhal/article/view/71>
- Hidayah, N. (2016). Keefektifan teknik sinema edukasi untuk meningkatkan sikap asertif siswa MTs Negeri Malang I. *Jurnal Pendidikan dan Pembelajaran*, 21(2), 165–172. <https://journal.um.ac.id/index.php/pendidikan-dan-pembelajaran/article/view/7528>
- Hogg, M. A., & Vaughan, G. M. (2018). *Social psychology (5th ed.)*. Pearson.
- Iryani, I., & Suriatie, M. (2021). Bimbingan kelompok dengan teknik sinema edukasi untuk meningkatkan kesadaran multikultural siswa kelas XI di SMA Isen Mulang Palangka Raya. *Jurnal Bimbingan Dan Konseling Pandohop*, 1(2), 31–36. <https://doi.org/10.37304/pandohop.v1i2.3469>
- Japani, S., Jelita, W., & Aeni, Q. (2021). The effect of finding nemo film on elementary school students' altruism. *Proceeding of Inter-Islamic University Conference on Psychology*, 1(1), 1–7. <https://doi.org/10.21070/iiucp.v1i1.629>
- Kemendikbud. (2016). *Panduan operasional penyelenggaraan bimbingan dan konseling sekolah menengah pertama (SMP)*. Kementerian Pendidikan dan Kebudayaan.
- Mesa, N. M. R., Aspin, A., & Rudin, A. (2020). Pengaruh layanan bimbingan kelompok terhadap perilaku altruisme siswa. *Jurnal Ilmiah Bening : Belajar Bimbingan Dan Konseling*, 4(1), 35–44. <https://doi.org/10.36709/bening.v4i1.10487>
- Mulinge, P. (2018). Altruism and altruistic love: intrinsic motivation for servant-leadership. *International Journal of Servant-Leadership*, 12(1), 337–370.

- <https://doi.org/10.33972/ijsl.80>
- Murni, M., Yahya, M., & Bustamam, N. (2019). Persepsi siswa terhadap perilaku altruisme guru di SMA Negeri Kabupaten Nagan Raya. *JIMBK: Jurnal Ilmiah Mahasiswa Bimbingan & Konseling*, 4(1), 40–47.
- Myers, D. G. (2010). *Social psychology (10th ed.)*. McGraw Hill.
- Powell, M. (2008). Cinematherapy as a clinical intervention: Theoretical rationale and empirical credibility. [Doctoral dissertation, University of Arkansas]. UARK Campus Repository. <https://scholarworks.uark.edu/etd/2984/>
- Purnomo, H., & Kurdie, S. (2019). Bimbingan konseling di sekolah dasar. *Jurnal PGSD*, 4(2), 1–11. <https://doi.org/10.32534/jps.v4i02.766>
- Putri, A., Firman, F., & Neviyarni, N. (2019). Hubungan penggunaan media pembelajaran tematik terpadu yang digunakan guru dalam peningkatan motif altruistik siswa di sekolah dasar Kecamatan Koto Tangah. *EDUKATIF: Jurnal Ilmu Pendidikan*, 1(3), 287–293. <https://doi.org/10.31004/edukatif.v1i3.55>
- Ragil, E., Ariyanto, R. D., Ratnawati, V., Ningsih, R., & Valdino, D. R. (2019). Keefektifan teknik modeling berbasis sinema edukasi untuk meningkatkan efikasi diri akademik siswa SMP. *Nusantara of Research: Jurnal Hasil-Hasil Penelitian Universitas Nusantara PGRI Kediri*, 6(1), 50–59. <https://doi.org/10.29407/nor.v6i1.13617>
- Rahman, D. H. (2015). Keefektifan teknik metafora dalam bingkai konseling realitas untuk meningkatkan harga diri siswa. *JKI (Jurnal Konseling Indonesia)*, 1(1), 47–53. <https://doi.org/10.21067/jki.v1i1.856>
- Raml, M. (2017). The effectiveness of group solution-focused guided imagery counseling model to overcome problems of primary school students. *Proceedings of the 9th International Conference for Science Educators and Teachers (ICSET 2017)*. <https://doi.org/10.2991/icset-17.2017.35>
- Rohmah, N., & Fanani, Z. (2021). Internalisasi nilai pendidikan multikultural dalam membentuk perilaku altruisme pada peserta didik. *Proceeding International Seminar on Islamic Education and Peace*, 1, 379–388.
- Sa'adah, F. M., & Rahman, I. K. (2015). Konsep bimbingan dan konseling cognitive behavior therapy (CBT) dengan pendekatan islam untuk meningkatkan sikap altruisme siswa. *Hisbah: Jurnal Bimbingan Konseling Dan Dakwah Islam*, 12(2), 49–59. <https://doi.org/10.14421/hisbah.2015.122-05>
- Satriah, L. (2015). *Bimbingan konseling pendidikan*. Mimbar Pustaka.
- Sugiyono. (2015). *Statistika untuk penelitian*. Alfabeta.
- Terry, A. A. (2020). Penerapan sinema edukasi untuk meningkatkan resiliensi siswa kelas VIII di SMP Negeri 1 Buduran Sidoarjo. *Jurnal BK UNESA*, 11(1), 75–82.
- Trianton. (2013). *Film sebagai media belajar*. Graha Ilmu.
- Umiati, M. (2019). Studi deskriptif mengenai altruisme pada siswa kelas VIII di SMP Negeri 5 Banjarmasin. *Jurnal Pelayanan Bimbingan Dan Konseling*, 2(2), 51–59. <https://doi.org/10.20527/jpbk.2019.2.2.1518>
- Wasono, M. P. J. (2019). Peningkatan disiplin berseragam siswa melalui bimbingan kelompok. *Jurnal Prakarsa Paedagogia*, 2(1), 54–66. <https://doi.org/10.24176/jpp.v2i1.4316>