
Movie in guidance and counseling service: could it help students to improve their problem-solving skill?

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Abstract

This study uses films to provide positive stimulation for students. So that students can develop self-confidence and independence in solving problems. The problems that relate to personal, social, academic, and career. The purpose of this study is analyze the used of films in group guidance service to improve students' problem solving skills. This used experimental study with one group pretest-posttest design. The participants were ten junior high school students with low level of problem-solving skill. They were selected using purposive sampling technique. Problem-solving skill scale was employed as the instrument of the study. The reliability test shows the reliability coefficient of 0.926. The data were analyzed using Wilcoxon Sign Rank Test. This study found that movie is effective to improve student's problem-solving skill. Based on the finding of the study, the counselors and future studies are suggested to consider effective media to help students to improve their problem-solving skill.

Keywords: problem-solving skill, movie, guidance and counseling

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Introduction

Problem-solving is a human basic thinking activity (Merrill, Smith, Cumming, & Daunic, 2017; Sanford & Naidu, 2016). Problems require individuals to find a proper solution and ways out (Chmielewski, Mückschel, Ziemssen, & Beste, 2017) argues that problem is a stimulus requiring a certain response. Problems arise whenever an unexpected situation or condition occurs. Therefore, problem-solving skill is pivotal for a student to master. Student's inability to solve their problems hampers their personal development and growth. This skill is important for junior high school student, considering that they are in adolescence phase who experience attitude, emotional, and physical changes (Zahn-Waxler, Crick, Shirtcliff, & Woods, 2006).

Hindrance in dealing with problems affect the student's attitude and reaction (Patton et al., 2016). Some of the attitudes they exhibit are silence, anxiety, and emotional. Sometimes, students tend to express their anxiety by sharing their problems in social media (Freitas, 2017). The researcher conducted a survey using Problem Check-list on 127 Junior high schools in Malang. The result shows that in general, the problems they faced are personal, learning difficult, socialization, family, and romance problems.

Students' development during Junior High school period holds a pivotal role for their next stage, including those related to problem-solving. Maturity is required to solve problems. While, the fact shows that most of the students do not have the problem-solving skill and have not been able to solve their own problem autonomously. The researcher interview with the student in this junior high school shows that there is still some of them lacks of motivation to go to school. This since the money his parents give to him is not enough to buy some refreshment during the break time. Besides, parents-children proximity was categorized as low. Counselor stated that his parents were not at home often so that he often does his daily activities in his grandmother's house. Less comfortable conditiond make counselee lacks concentration

during school time and has low self-esteem and confidence. Besides, some teachers state that his score declines and he refuses to go to school for two weeks due to his inability to solve problems.

This case shows student's inability to accept his condition; accordingly, the counselor's help is needed to help students solve their problems autonomously. Considering various problems stated above, attempts in the form of guidance and counseling service should be made to improve problem-solving skill. Problem-solving skill is defined as a process to seek and discover a way out of problems or difficulties (Bransford, Nitsch, & Franks, 2017). Garber et al., (2016) state that adolescents aged 11 or 12 years old up to 15 years old have been able to imagine their friend's situation and attempt to process it with logical thinking, which allows them to solve their problems without other's help. Improving problem-solving skill take students to have a critical, analytical, and reflective thinking; it also helps the student to develop reasoning on problem-solving process and to make a right decision (Desai, Berger, & Higgs, 2016).

One of the media that may help students to improve their problem-solving skill is movie. Media plays a crucial role in the educational field. It provides innumerable benefits (Akçayır & Akçayır, 2017). Movie may develop student's motivation in learning activity and student-teacher interaction (Blasco, Moreto, Blasco, Levites, & Janaudis, 2015). Proper and varied use of movie can stimulate student's active participation during the learning process. Everett (Everett, 2017) adds that a movie is a connector that may affect many people's feeling and thought. To conclude, movie can be simply defined as a learning tool in the form of story told through a sequence of moving pictures and voices that may result in cognitive, affective, and psychomotor changes.

By using movie for improving student's problem-solving skill, students will be stimulated to learn problem-solving method according to problem-solving steps following the story of the movie. In addition, they will be able to make the right decision. Movie allows recreative element when delivering a message and involves a student's emotional aspect (Reid, Bimrose, & Brown, 2016). According to Tice & Baumeister (1997) students will autonomously learn and be able to make the best decision if they do not depend on others when facing a problem. Thus, as one of the learning media, movie is considerably helpful for students to have a more mature and thoughtful act. By having the maturity, students are capable of solving their daily problems related to personal, social, academic, and career.

In this study, movie that helps student to improve their problem-solving skill was presented within a group guidance setting. Group guidance may help an individual in a group setting that focuses on the provision of information or experience through planned or organized group activities that aim to help the individual understand himself, prevents problems, makes self-improvement, and have optimal development (Chen & Rybak, 2017). Group guidance is considered effective in providing positive interventions for students due to its informative and therapeutic nature. This is in agreement with Esposito et al., (2017) who state that techniques that can be done in group guidance are information provision, group discussion, problem-solving, games, study tour, and sociodrama. Group guidance with the problem-solving technique using movie will help students to solve their daily problems with autonomy and self-confidence.

Some prior studies show the effectiveness of movie in improving problem-solving skill. Yu et al., (2015) found that student's problem-solving skill is improved after using movie in context-based learning. Further, Dubey-Jhaveri & Cheung, (2016) show that movie, in addition to improving student's problem-solving skill, may improve student's critical thinking. Movie can also reduce stress (Shin, 2018), improve mental health (Das et al., 2016), and overcome student's emotional problems (Jeong & Kim, 2017).

Based on the background and result of problem identification stated, this study aims to analyze the effectiveness of movie in improving student's problem-solving skill. The present study examines the difference between problem-solving skill before and after the treatment is given.

Method

This research used the experimental study employed one-group pretest-posttest design (Creswell & Creswell, 2017). Sample of this research is ten junior high school in Malang. They were selected using purposive sampling technique. The instruments used in this study were (1) movie content reflection sheet, (2) Self-reflection sheet, (3) problem-solving scale that consisted of 39 items, the researcher developed the scale herself. The reliability test shows the reliability coefficient of 0.926. In other words, it holds high reliability. This is in agreement with Azwar (2017) who stated that the closer the coefficient to 1, the higher the reliability. The data was conducted descriptive analysis to describe student's problem-solving skill.

Furthermore, to examine the effectiveness of a movie in improving student's problem-solving skill used Wilcoxon Signed Rank Test was also done using SPSS 23.0 for Windows.

Results and Discussion

The treatment was given in four meetings. Each meeting lasted for approximately two hours. The first meeting was the stage of orientation for students who joined as participants in the group guidance. It was followed by the transition stage and activity stage. In this phase, the movie that was played was "Petualangan Sherina." When the movie ended, the discussion and question-answer session were conducted with the group members. These were done following the content reflection and self-reflection sheet they had written. In this meeting, the students learn to solve problems using trial and error and mechanical technique.

In the second meeting, "5 Elang" was played. The topic of the meeting was "Reasoning, logical thinking process based on relevant facts." The researcher distributed content reflection and self-reflection sheets to be used for discussion and to sum conflicts faced by the actors and how they solve the problems. In the third meeting, the topic that was discussed was "Insight to associate problem's inter-situation." The movie that was watched was "Tendangan Dari Langit." This movie contains many values. The plot shows that the actor experiences challenging situations, and he dare to act based on his thinking process.

In the fourth meeting, the purpose was to review all materials that had been presented from the first meeting to the third meeting. In addition, the participants also performed self-reflection on the group guidance activity they had participated in. At the end of the meeting, all participants committed to solving their problems. Then, the posttest was conducted to find out the student's change regarding their problem-solving skill. The comparison of pretest and posttest result is provided in table 1:

Table 1. Pretest and Posttest score of student's problem-solving skill

No.	The subject of the Study	Before		After		Total of score improvement
		Score	Criteria	Score	Criteria	
1	Ang	88	Low	108	High	20
2	Dia	87	Low	110	High	23
3	Li	94	Low	111	High	17
4	Muh	91	Low	106	High	15
5	Muha	89	Low	105	High	16
6	Nan	78	Low	102	High	24
7	LS	86	Low	117	High	31
8	PRF	93	Low	124	High	31
9	RSF	97	Low	119	High	22
10	VD	92	Low	122	High	30
	Average	90	Low	112	High	22

The pretest result shows that the group guidance participants' average score was 90 (categorized as low) whereas their posttest result was 112 (Categorized as high). This indicates that movie is effective to improve student's problem-solving skill. The Wilcoxon test result shows sig. (2-tailed) $0.005 < 0.05$, indicating that the null hypothesis was rejected and alternative hypothesis was accepted. To conclude, there is a significant difference between the pretest and posttest score. This shows that movie is effective to improve student's problem-solving skill.

The use of movie as media was aimed at improving participants' problem-solving skill. The students were in the early adolescence category where their emotional development was in transitional phase so that their mindset and the problem-solving process has not been mature (Skinner, Pitzer, & Steele, 2016). Besides, the students had not gained understanding or service information regarding how to improve their problem-solving skill as well as procedures they should perform. Using movie can trigger novel interest, enhance learning motivation and stimulus, and even bring positive effect on students (Kramer, 2019).

Following the posttest result, ten participants experience improvement. This improvement was affected by some factors, namely: 1) student's enthusiasm during the treatment, 2) student's ability to comprehend the problem-solving materials, 3) student's ability to understand the messages and conclusions of the material delivered by the researcher, and 4) student's ability to understand the importance of learning problem-solving steps to overcome personal, social, academic, and career problems. According to Cohen et

al., (2018), in a movie, an actor faces problems, they find solution to solve the problems, they face obstacles to find solution, and the is solution that can solve their problems.

Referring to Piaget's theory of cognitive development, during formal operational theory, an individual holds the ability to think about abstract concepts, to have logical reasoning, and to draw conclusion from the available information (Lourenço, 2016). From a biological perspective, this stage starts at puberty (when other significant changes occur), it physiologically indicates the beginning of adulthood, cognitive development, moral reasoning, psychosexual development, and social development (Ghazi & Ullah, 2015). By training problem-solving skill, students are taken to a process of critical thinking (Duran & Dökme, 2016), Analytical thinking (O'Sullivan & Dallas, 2010), reflective thinking, reasoning (Demirel, Derman, & Karagedik, 2015), development in the problem-solving process, and ability to make the right decision.

Group guidance with the problem-solving technique will help students to solve their daily problems with autonomy and self-confidence (Wambu & Fisher, 2015). Group guidance is considered able to help an individual in a group setting that focuses on the provision of information or experience through planned or organized group activities that aim to help an individual understand himself, prevents problems, makes self-improvement, and have optimal development. Group guidance is considered effective in providing positive interventions for students due to its informative and therapeutic nature (Wambu & Fisher, 2015). This guidance helps an individual to make the right decision. In other words, through guidance, individuals are expected to obtain a proper solution and planning. This is in agreement with (Esposito, et al., 2017) who state that techniques that can be done in group guidance are information provision, group discussion, problem-solving, games, study tour, and sociodrama.

Based on the discussion above, it seems that the use of movie enhances student's problem-solving skill. The results of this study support the results of the research conducted (Eğeci & Gençöz, 2017) movie is considerably helpful for students to improved individuals' own problem (Mangot & Murthy, 2017) cinema allows for expressing emotions, providing a safe environment for problem-solving strategies, exploring one's own feelings and those of others and dealing with unresolved emotions. Further, research results (Alvarez, Taylor, & Rauseo, 2015) critical thinking and student's problem-solving skill is improved after using movie.

Conclusion

Based on the result of the study, it is found that movies are effective to improve student's problem-solving skill. It is concluded as follow: 1) The level of student's problem-solving skill before treatment was given categorized as low (mean score = 90). 2) After the treatment was given, the student's problem-solving skill was categorized as high (mean score = 112). 3) Following the analysis result using Wilcoxon test, movie is effective to improve student's problem-solving skill. Based on the finding of the study, the counselors and future studies are suggested to consider effective media to help students to improve their problem-solving skill.

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