

The Effectiveness of Cinema Therapy in Merdeka Curriculum to Increase Elementary Students' Learning Motivation

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Abstract

Learning motivation is a psychological state that stimulates individuals to engage in the process of acquiring knowledge. The level of motivation varies among students, influenced by internal factors and external factors surrounding them. In the Merdeka curriculum, the emphasis is placed on nurturing students' interests and talents, with the teacher assuming the role of a facilitator. The teacher has the freedom to utilize various learning media, including the incorporation of film media, also known as cinema therapy, to enhance the learning motivation of elementary school students. This research aims to investigate the impact of learning motivation by enacting therapeutic cinema as part of the Merdeka curriculum for elementary school students. The study employed a quantitative approach through pre-experiment with one group pretest-posttest design, with elementary school students serving as the participants. Questionnaires were used as the data collection technique. This study revealed therapeutic cinema in the Merdeka curriculum increased student learning motivation. This study was evident from the comparison between the post-test questionnaire results and the pre-test questionnaire results. The use of therapeutic cinema in the Merdeka curriculum proved to be effective in enhancing the learning motivation of elementary school students.

Keywords: *Independent Learning Curriculum, Learning Motivation, Therapeutic Cinema.*

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INTRODUCTION

In the era of increasingly advanced technology and information development, the role of education is becoming increasingly important in forming quality young people. Basic education, especially at the Elementary School (SD) level, has a crucial role in building the basic knowledge and skills of students. However, challenges are often encountered in increasing the learning motivation of elementary school students so that they are more active and enthusiastic in participating in learning. Learning motivation can be defined as something that encourages students to be active in learning activities, try difficult things, and determine the right time to study (Pujiman, 2019).

An independent curriculum is a period in which teachers and students have the freedom to think and are free from the burden of thoughts so that they can explore and develop their educational potential more broadly and unfettered. (Izza, 2020). With independent learning, the government hopes that students in Indonesia will have intelligence in critical thinking and character so they can keep up with current technological developments (Sulistiyosari, 2022). This concept aims to give freedom to students to learn according to their interests and talents, as well as develop creativity and innovation in the learning process. To increase the effectiveness of the Free Learning Curriculum, various supporting methods and strategies need to be introduced, one of which is cinema therapy.

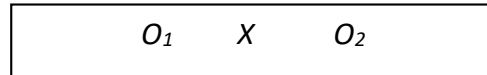
Cinema therapy is an approach that uses films or other audiovisual works as a means to arouse emotions, motivate and assist students in the learning process. Through the use of inspirational films, interesting stories, and positive messages, cinema therapy aims to arouse students' learning motivation, improve conceptual understanding, and help them develop social and emotional skills (Correia, 2018).

With the Ministry of Education and Culture's policy that requires the independent learning curriculum to be applied to every school, this is an effort to change the pattern of teaching and learning activities, one of which is with existing learning methods and strategies so that learning is better and this is a form of effort so that learning is fun for students, so that student learning motivation can increase. The use of learning methods and strategies, one of which is by utilizing therapeutic cinema in the learning process, by selecting the right video, students will be enthusiastic about participating in the learning process (Syahriar, 2019). Like the research that has been conducted by (Sulistiyosari, 2022) which discusses the application of differentiated social studies learning media in the independent learning curriculum, another research was conducted by (Hidayat, 2023) which examined the effectiveness of school principal leadership in implementing the independent curriculum, other research was conducted by (Pujiman, 2019) in his research entitled the application of classroom management principles and their effect on student learning motivation in elementary schools. Another study was conducted (Eudya, 2021) examining the effect of motivation, interest, and time management on the learning achievement of class VII junior high school students. However, it is not yet known how effective therapeutic cinema is in the independent learning curriculum to increase student motivation. Previous research has not discussed the effectiveness of the use of therapeutic cinema in the learning independence curriculum to increase the learning motivation of elementary school students, so researchers conducted a study entitled the effectiveness of therapeutic cinema in the independent learning curriculum to increase the learning motivation of elementary school students.

METHODS

This study used a quantitative approach with a *pre-experimental design*. According to Sugiono, 2017 the pre-experimental research method is a research method used to seek certain treatments for others under controlled conditions. The research design

used was *one group pretest-posttest design*. P no design This there is a *pretest* before in berries treatment. With thereby results treatment can in know more accurate, because can compare with circumstances before in berries treatment. In this design one group of subjects was used (Sugiyono, 2017) . The first thing to do is to measure the subject and then carry out a certain program or treatment within a predetermined period of time. After the first measurement is carried out, a second measurement is carried out with the following design:



- O_1 : Giving *pretest*
 X : Giving treatment
 O_2 : Giving *post test*

This research was conducted in one of the elementary schools in Bojonegoro district, This research was conducted on May 02 - May 16, 2023. The subjects in this study were grade VI students of one of the elementary schools in Bojonegoro district with a total number of 10 students. In this study using a questionnaire method, which is in the form of a scale. The questionnaire in this study is a learning motivation scale. In this study, researchers will use a learning motivation scale with 4 answer choices in the form of (SS) Strongly Agree, (S) Agree, (TS) Disagree, (STS) Strongly Disagree which is compiled on the basis of aspects of learning motivation. In positive statements the value weight for (SS) Strongly Agree = 4, (S) Agree = 3, (TS) Disagree = 2 and (STS) Strongly Disagree = 1. Agree = 1. As for negative statements with weighted values for answers (SS) Strongly Agree = 1, (S) Agree = 2, (TS) Disagree = 3 and (STS) Strongly Disagree = 4.

RESULTS AND DISCUSSIONS

A. The Level of Learning Motivation in Students Before Being Given Treatment through Cinema Therapy

Based on the objectives to be achieved in this study, namely to find out the description of the learning motivation abilities of elementary school students before being given treatment cinema therapy, the researcher conducted a *pre-test* (initial evaluation) on elementary school students. The results of *the pre-test* (initial evaluation) as a whole from the scale of students learning motivation abilities before being given cinema therapy treatment, can be seen in the following table:

Table 1. Percentage Scale of Students' Learning Motivation Ability Before Being Given Cinema Therapy Treatment

Name	Amount	Percentage	Category
Ne	149	59.6 %	R
Im	162	60.8 %	R
Fa	147	58.8 %	R
Mu	150	60 %	R
Da	151	60.4 %	R
Ta	161	64,4%	R
De	149	59.6%	R
far	175	70%	S
No	136	54.4%	R
In	139	55.6%	R
AVERAGE		60.36 %	R

pre-test results in table 4.2, there are nine students who have a low learning motivation category, namely (Ne : 59.6 %), (Im : 60.8 %), (Fa : 58.8 %), (Mu : 60 %), (Da : 60.4 %), (Ta : 64.4 %), (De : 59.6%), (No : 54.4%), (In : 55.6%). In addition, one student included in the medium category (Far : 70 %),. The average percentage of the ten students is 60.36 % and is in the low category.

B. Level of Learning Motivation in Students after being given Treatment through Cinema Therapy

Based on the objectives to be achieved in this study, namely to find out an overview of the level of learning motivation of elementary school students after being given treatment through cinema therapy, the researchers conducted a *post test* (evaluation of results) on elementary school students. The results of *the post-test* (evaluation of results) as a whole from the scale of students' learning motivation abilities after being given treatment through cinema therapy, can be seen in the following table:

Table 2. The Percentage Scale of Students' Learning Motivation Ability after being given Cinema Therapy Treatment

Name	Amount	Percentage	Category
Ne	231	92.4%	Q
Im	219	87.6 %	Q
Fa	230	92 %	Q
Mu	223	89.2 %	Q
Da	224	89.6 %	Q
Ta	233	93.2%	Q
De	227	90.8%	Q
far	233	93.2%	Q
No	225	90%	Q
In	232	92.8%	Q
AVERAGE		91.08%	Q

Based on the results of *the post-test* in table 4.3, all students who did the treatment were in the high category, namely (Ne : 92.4 %), (Im : 87.6 %), (Fa : 92 %), (Mu : 89.2 %), (Da : 89.6 %), (Ta : 93.2 %), (De : 90.8%), (Far : 93.2 %), (No : 90%), (In : 92.8%). The average percentage of the ten students is 91.08% and is in the high category.

C. Level of Learning Motivation Before and After Given Treatment through Cinema Therapy

Based on the calculation of the research results through *the pre-test* and *post-test* can be seen in the following table :

Table 3. Comparison of the Percentage Scale of Students' Learning Motivation Ability Before and After Being Given Treatment through Cinema Therapy

Name	Pre-test	Category	Post test	Category	Comparison
Ne	59.6 %	R	92.4%	Q	32.8%
Im	60.8 %	R	87.6 %	Q	26.8%
Fa	58.8 %	R	92 %	Q	33.2 %
Your	60 %	R	89.2 %	Q	29.2%
Da	60.4 %	R	89.6 %	Q	29.2 %
Ta	64.4%	R	93.2%	Q	28.8%
De	59.6%	R	90.8%	Q	31.2%

far	70%	S	93.2%	Q	23.2%
No	54.4%	R	90%	Q	35.6%
In	55.6%	R	92.8%	Q	37.2%
AVERA GE	60.36 %	R	91.08%	Q	30.72 %

Based on table 4.4, it can be seen that the difference in students learning motivation abilities before being given service (*pre-test* /initial evaluation) and after being given service (*post-test* /result evaluation), where the results of the *post-test* (results evaluation) have increased with an average of 30.72 %.

D. Wilcoxon Test Results

Ranks

	N	MeanRanking	Sum of Ranks
post test - pre test	0 ^a	.00	.00
Positive Ranks	10 ^b	5.50	55.00
Ties	0 ^c		
Total	10		

a. post test < pre test

b. post test > pre test

c. post test = pre test

Test Statistics^b

	post test - pre test
Z	-2,805 ^a
asymp. Sig. (2-tailed)	.005

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

E. Wilcoxon Test Interpretation

1. *Negative ranks* or the negative difference between the results of applying the cinema therapy treatment for *the pre-test* and *post-test* is 0, whether it's the value of N, *Mean Rank*, or *Sum Rank*. This value of 0 indicates that there is no decrease from *the pre-test* and *post-test*.
2. *Positive ranks* or positive differences between the results of applying the cinema therapy treatment before *the pre-test* and after *the post-test*, there are 10 positive data (N), which means that the ten students experienced an increase in *treatment results* from *pre-test scores* to *post-test scores*. *The mean ranks* or the average increase is 5.50, while the total positive rank or sum of rank is 55.00.
3. *Ties* is the similarity of the *pre-test* and *post-test* values, here the *Ties value* is 0, so it can be said that there are no similar values between *the pre-test* and *post-test*.
4. Making a decision on the *Wilcoxon test* based on *the output of the " test statistic "* above is known to *Asymp. Sig. (2-tailed)* is worth 0.005. Because the value of 0.005 is smaller than 0.05, it can be concluded that "*Ha* is accepted". This means that there are differences in the *treatment results* for *the pre-test* and *post-test*, so

it can also be concluded that "there is an effect of using therapeutic cinema on elementary school students' learning motivation".

Based on the results of the analysis, the percentage of the description of students' learning motivation abilities before being given service (*pre-test* / initial evaluation) is included in the low category. However, after receiving treatment *in* the form of cinema therapy (*post-test* /result evaluation) it increased so that it was included in the high category. Based on the results of the analysis, it shows that there are differences in the abilities of students' learning motivation before and after being given cinema therapy treatment. The ability of students' learning motivation after being given treatment (*treatment*) is higher than before being given treatment (*treatment*). In other words, after being given cinema therapy treatment (*post-test* /results evaluation), overall students have good learning motivation skills.

The ability of individual learning motivation needs to be improved because with learning motivation, individuals gain knowledge and understanding of their own abilities, knowledge and understanding of the importance of learning, and the importance of learning motivation so that they can improve learning outcomes.

Based on the results of observations, it shows that there is a development in students' learning motivation abilities during the implementation of cinema therapy treatment in accordance with the indicators of learning motivation. These developments include students showing personality traits that are relevant to participation in learning motivation, such as students being calm when learning, students are able to complete assignments on time, students are enthusiastic about participating in learning. In addition, students also actively ask questions during the learning process. Thus, it shows that there is a concordance between the results of observations and the results of statistical data analysis which shows that giving cinema therapy treatment can increase elementary school students' learning motivation. Based on this description it can be seen that there is an increase in learning motivation in all indicators, so therapeutic cinema on independent learning curriculum is effective to increase students' learning motivation.

CONCLUSION

The results of the study can be concluded that the learning motivation of elementary school students can be increased through cinema therapy treatment, Based on these conclusions can be translated into three conclusions as follows:

The ability of students' learning motivation before being given treatment through cinema therapy is included in the low category. This means that indicators of students' learning motivation abilities include Diligence, Tenacity in facing difficulties, Showing interest in success, Enjoying independent learning or achievement, Not easily letting go of things that are believed, Having an orientation to the future as an indicator of students' learning motivation ability has been owned, but it is still not good.

The ability to learn motivation after being given cinema therapy treatment has increased to the high category. All indicators of the ability to learn motivation have increased.

There are differences in students' learning motivation abilities before and after being given cinema therapy treatment. So it is said that the provision of therapeutic cinema treatment can increase the learning motivation of elementary school students.

Therapeutic cinema on effective learning independence curriculum to increase students' learning motivation.

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