

## Friendship-Themed Movie Effectivity to Increase Friendship Quality in SMAN I Kota Serang

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**Abstract.** The purpose of this study is to find out the effectiveness of film with friendship theme in increasing friendship quality in SMAN I Kota Serang. There are four dimensions related to quality of friendship such as closeness, help, acceptance, and safety. This study used pre-experimental method with one-group pretest-posttest design where participants were asked to fill in the Friendship Quality (FQUA) Scale in the first session before the treatment was given and in the last session after the treatment was given. Participants who were involved in this study were 33 students of SMAN I Kota Serang. They were 15-18 years old from class XIII. This study was conducted from April to May 2015 in 6 weeks for 6 sessions in SMAN I Kota Serang. There were 6 films that were screened for this study. They were Big Hero 6, 5cm, Sunny, Stand By Me, The Boy in Striped Pajamas, and The Cure. Each participant was given a chance to watch one film in each session followed by filling in the questionnaire related to film that had been watched. The results of this study obtained a conclusion that film with friendship theme is effective in increasing friendship quality in SMAN I Kota Serang.

**Keywords:** friendship quality, film with friendship theme, adolescence

### Introduction

Humans are social creature that need interaction with each other to continue to live. Need for interaction already began since they are in the womb until the end of their life time. Early interaction started between child and mother, family, and evolving into bigger social environment like friends. Interaction with other people is the beginning of the formation and development of interpersonal relation. Interaction with other people is the beginning of the formation and development of interpersonal relationships. One form of relation that can meet these needs is friendship. In order to meet this need, people can love, understand, and have empathy for each other. This need can make people willing to spend time for his friends.

Adolescence comes from Latin “*adolescere*” which means to grow or to grow toward maturity (Muuss, 1990 in Lerner & Steinberg, 2004). This growth takes place rapidly (Steinberg, 2002) both in terms of biological, cognitive, and social. Biological transition indicates changes to visible body parts. Meanwhile, cognitive transition in adolescence is a process in which individual is able to begin to think about all sorts of things like what situation that may or may not occur, abstract concepts such as friendship (Moshman, 1998, in Steinberg, 2002).

Socially, adolescence have to go through the process of identity search. This identity is like a puzzle that should be solved at children age and began to form and became a unified image at adolescence age. One thing to do in this process is to interact with each other. By giving response to important people’s reaction, adolescence can pick and choose the way that match them. People who interact with adolescence are like a mirror that reflects back information about who they are and how they should be. Through the reactions given by others, teenagers can learn a lot of things like whether they are attractive or not, socially competence or do not understand anything. It is more important for them to learn from

others about what they can continue to do and what to stop. In line with the explanation, building a warm relationship with another person is believed by Maslow to be one of human needs or more known to be 'need for affiliation' and one of affiliation in adolescents can be obtained from friends by Maslow. Friendship is also a stage to make a person feels that he/she is loved and belonged to something, which Maslow usually called 'love and belongingness.

As a figure who is vocal about the importance of friendship in adolescence, Harry Stack Sullivan (1953) said that in adolescence, friends are very important to meet social needs (Santrock, 2011) for example the presence of others who they can share with, motivate them in learning and achieving something, and give a sense of security, etc. Having a friend can also increase the sense of belonging and appreciation (Bishop, 1995 in Heiman, 2000). A recent study revealed that friends with average score in school is consistently able to give a positive impact on school performance and to reduce negative behavior such as drug abuse and show off behavior (Cook, Deng, and Morgano, 2007 in Santrock, 2011).

Although the number of owned friends is often discussed, there are another variable that is considered important; the quality of the friendship. The quality of friendships is generally defined as the satisfaction received from friendship (Aboud & Mendelson, 1996, in Meyer, 2011). Friend has a function to provide social and emotional support. Not only that, good friendship quality can also improve self-esteem (Hartup & Stevens, 1999, in Berndt, 2002). Thien (2012) suggests that there are four dimensions in a friendship. These dimensions include a sense of security, closeness, acceptance and help, and the relationship must be maintained in order to survive. In addition to these four dimensions, Gottman & Parker (1987) also suggested six friendship functions: as accompaniment, stimulation, physical support, ego support, social comparison and affection and intimacy (Santrock, 2011).

There are many ways you can do to obtain good quality friendships, for example by learning to understand your friends, helping in trouble, be honest, having empathy, supporting each other, and sharing. Most adolescence know those things but don't know how to do that in real life. Social learning for things like this can be obtained from family, friends, or from media, one of them is from movie. Movies can give a more concrete picture of how the information can have implications for life. Through the movie, individuals can learn about the other person's perspective too. Watching movies can be one form of learning as proposed by Bandura (1986, 2004, 2007, 2008, 2009, 2010a, b), which emphasizes that learning by observation (observational learning) can affect cognitive processes which ultimately can affect a person's behavior through imitation or modelling (Santrock, 2011). Watching movies can also provide an opportunity to understand and explore more about yourself, life and relationships with others. In psychology, it can give therapeutic effect and self-help or widely known as cinematherapy. Cinematherapy is a process of using a film shown on the big screen or television, followed by giving other treatments such as group therapy and/or counseling for therapeutic purposes. For most people, the results are positive except for those suffering from a psychotic disorder, who can't distinguish what is real and what is fantasy (Kuriansky, Ortman, DelBuono, and Vallarelli, 2010). However, in this research, the researchers will use just the first stage, giving treatment by watching a movie.

Film is seen to have educational benefits. Film works by touching someone's emotional aspect when watching the scenes. Not every scene from the movies we watched can be recorded in the memory. Certain scenes became memorable because it touched our emotion, which consciously or unconsciously, these scenes are often related to the experience we have, be it experience that leaves a full or empty impression. If used appropriately, movie can change the way people look at something and in this case how adolescences see their friends, which can impact on the quality of the friendship, especially for SMAN I Kota Serang students. SMAN I Kota Serang is chosen because according to preliminary study result that researchers did by interviewing two students of SMAN I Kota Serang there is indication of low quality friendships. They claimed to have close friends, but it is not supported by a sense of comfort and safety in telling their problem to them. They felt embarrassed and worried that the information they tell will leak. There are also many activities outside school that they do with friends like eating together, chatting, playing together, and go to the cinema. However, both admitted only occasionally discussing the difficulty to understand the lesson or to do homework because they prefer a tutor to provide assistance. Homework

was sometimes done in the morning by copying their friends' work. Cooperation does exist but in negative way. From the results of the preliminary study that has been done, the researchers see indications of low friendship quality at school. The low quality of the friendship is reviewed from dimensions of friendship quality by Thien, Razak, and Jamil (2012) that is a sense of security, closeness, acceptance, and a desire to help between friends.

## Literature Review

Friendship is a relationship that is formed voluntarily and reciprocal (Bukowski & Hoza, 1989; Hays, 1984; Margalit, 2010, in Thien, Razak, and Jamil, 2012). Meanwhile, according to Kurth (1970), friendship is an interpersonal relationships involving an individual to be unity (Fehr, 1996). Hartup (1999) also expressed his opinion that the essence of a friendship is a commitment among individuals who see themselves as an equal (Steinberg, 2004). Friendship contains a number of different explanations, ranging from the usual introduction to a deeper bond. They apply the term friendship on a variety of different relationship types. However, judging from some of the definitions from the figures above, it can be concluded that friendship is a voluntary-formed relationship between individuals where there are equality and reciprocity.

Friendship quality is more important to the development of adolescents than the number of a friend or the amount of time spent with friends (Berndt, 1982; Ciairano, Rabaglietti, Rogerro, Bonino & Beyers, 2007; Hartup & Stevens, 1997, in Tipton, 2011). In general, friendship quality is defined as the satisfaction received from friendship (Aboud & Mendelson, 1996, in Meyer, 2011). Hartup (1992) also defines friendship quality as a friendship that has qualitative friendship aspects, support, and conflict. Friendship quality is determined by how well the friendship works and how they resolve the conflict (Brendgen, Markiewicz, Doyle, & Bukowski, 2001). Based on some of the definitions above, it can be concluded that friendship quality is someone's assessment about their friendship.

From many figures who try to define the dimension of friendship quality, Thien, Razak, & Jamil (2012) explained that friendship quality has these four dimensions:

Table 1. Conceptualization and Operationalization of Friendship Quality Dimensions

Dimension	Conceptualization	Conceptualization
Closeness	The level of attachment by friend(s)	To what extent is a student attach to his or her friend(s).
Help	The mutual help offered by the participant in sustaining a friendship	The extent to which a student will offer his or her mutual help to friend(s) who are having school-related problems.
Acceptance	The level of a student's acceptance by school friends either socially or emotionally	To what extent is a student accepted by his or her school friend(s) either socially or emotionally.
Safety	The level of confidence or trust relied on friend(s).	To what extent is a student's confidence and trusts relied on his or her friend(s).

*Friendship Quality Scale: Conceptualization, Development and Validation* (Thien, Razak, & Jamil, 2012) "revised"

Film is live picture that are collectively often called cinema. Cinema itself is derived from the word kinematics or motion. Film is also actually a liquid coating layer of cellulose, commonly known in the world of filmmakers with celluloid. Literally, movies (cinema) derived from the word cinematographic consisting of cinema + tho = Phytos (light) and graphic = graph (text = image = imagery), so the definition is to paint or draw motion with light. To do so, we need a tool called a camera (Joseph, 2011). The definition of movie according to UU (constitution) 8/1992 is work of art and culture that is a view-heard mass

communication that is based on the principles of cinematography, recorded on celluloid tapes, video tapes, video discs, and / or other technological inventions in all forms, types, and size through a chemical process, electronics processes, or other processes, with or without sound, which can be shown and / or displayed by the mechanical, electronic, and / or other projection systems (Law Online, January 25, 2008). Based on the explanations above it can be concluded that friendship themed movie is a mass communication media with audio and visual stimulus that contains elements of friendship and is based on the principles of cinematography that able to provide educational and therapeutic effect.

According to Fuat Ulus (2003), movies can give entertainment, education, and reinforcement effect. Reinforcement effect is the result of social learning. There are three stages in social learning process through movie (Kuriansky, Ortman, DelBuono, andVallarelli, 2010):

- a. Projection: in this stage, thoughts, affection, and belief enter the events and characters in the movie.
- b. Identification: in this stage, audiences accept or deny the characters in movie. Unconsciously, audiences feel that they are the part of movie.
- c. Introjection: in this stage audiences adopt their watching experience to their life, such as lessons, inspirations, or solutions to the problems exist on the movie.

In psychology, movie can be used in therapeutic techniques such as psychodynamic therapy, cognitive-behavior therapy, and orientation system therapy. Movie is a metaphor, like stories, myths, and fables, which have pictures of symbols. Through pictures of symbols, a person's unconsciousness communicates with his consciousness. Communication takes place through dreams and active imagination. Dreams or imagination is one of the connecting door between the consciousness and the unconsciousness. Gordon (1978) says, "A lot of movie, like a dream, have metaphors and symbols. Metaphors and symbols can provide influence for us at a deeper level "(Wolz, 2003). Milton Erickson (1976) revealed that movie that gives metaphors have been used in psychotherapy for decades (Sharp, Smith, & Cole, 2010). Metaphors and symbols in therapeutic context are useful to stimulate bilateral thinking and creativity because both parts of the brain work, have different level of information, provide suggestions to the subconscious, because metaphors and symbols can be the bridge to the subconscious, pass normal defense ego with therapeutic message, and to facilitate the retrieval of experiences (Wolz, 2003).

On the other hand, Wolz (2003) explained that many studies found the material in learning process can be quickly captured when more senses are being used. Howard Gardner said that human beings have multiple intelligences (Gardner, 1993). The more we use this intelligence, the faster learning process occurs because many different methods are used to process information. Sturdevant (1998) made a hypothesis of how watching movies is related to the intelligence of human being, such as: how the plot of the movie related to logic intelligence, scripts are related to linguistic intelligence, images, colors, and symbols on the screen related to visual-spatial intelligence, sound and the music related to musical intelligence, storytelling related to interpersonal intelligence, motion (movement) associated with kinesthetic intelligence, and self-reflection or inner guidance, as shown in the movies that inspire our intrapsychic intelligence. Interpersonal intelligence, kinesthetic intelligence, and intrapsychic intelligence are not directly related but through the identification of the characters.

Those things above show that movie can talk to the audiences through psychological and physiological aspects in varied ways and the effects unite will have a potential to change someone's perspective.

## **Research Methods**

The research design used in this study is pre-experimental design with within-subjects where the subjects of the experiment are given more than one treatment. Repeated measurements on a variable are also conducted in pretest and posttest using Friendship Quality (FQUA) Scale. Research instrument used has four alternative answers: very unlikely (STS), unlikely (TS), likely (S), and very likely (SS). Before given to the participant, this instrument has gone through some tests like validity and reliability tests first using expert judgment method and with 40 respondents. Participants involved in this study are 33 active

students of SMAN I Serang, aged 15-18 years old, willing to participate in this research, have a healthy physical condition, and has never participate in a similar study. Selected participants should join every session for this research that was held once a week in 2.5-hour time. Participants were asked to fill the research instrument on the first and last meetings, watched one movie in every meeting, and filled out the questionnaire about the movie they just watched. The movies used in the study were the Big Hero 6 (2014), 5 cm (2012), Sunny (2011), Stand By Me (1986), The Boy in Striped Pyjamas (2008), and The Cure (1995).

## Result and Discussion

Data processing technique used in this research is by using statistical analysis of non-parametric Wilcoxon test because the samples are less than 30 so the data is considered not normally distributed. This technique was also chosen because it matched the condition of research where subjects measured twice, before and after treatment (pretest and posttest). Computer program used to assist in the calculation is Statistical Package for Social Science (SPSS) 16.0 for Windows.

Research participants which originally include 33 students are reduced to 26 students consisting of 6 women and 20 men because in the research process, 7 persons did not attend the whole session so they are not qualified to be a participant in this research. Hypothesis testing is performed using Wilcoxon statistics analysis. Result used in Wilcoxon test is pretest and posttest data of SMAN I Serang students' involved in this research.

Table 2. Z score and Wilcoxon Significance

	<b>Posttest-Pretest</b>
<b>Z</b>	-2.950
<b>Asym.Sig. (2-tailed)</b>	.003

Based on output result of pretest and posttest measurement as seen on the table above, the value of  $z = -2,950$  and  $p = 0,003$ . It can be concluded that  $H_0$  is rejected, which means this research obtained a significant result and friendship-themed movies are effective in increasing the friendship quality in SMAN I Kota Serang. It is supported by the result of a research done by Ilke Sine Egeci (2010) where movies are effective in increasing the relationship quality. There are some factors that may influence this; movie choosing and participant factors. Movies for this research are carefully chosen, researchers had to watch the movies one by one so it took a very long time to finish. Researchers also tried to keep some aspects in the movies, they should describe a good relationship quality where four dimensions of friendship quality should exist; closeness, safety, acceptance, and help. Time duration may influence the result too; researchers don't include long-duration India movies because the subjects will watch the movies after school.

There are other factors that should be given attention to, such as decreasing posttest score on the FQUA scale given. The reason for that is probably the time to do this research; it was usually done in the afternoon after participants' activities so they couldn't concentrate well enough through treatment process, as proven by some participants who were sleepy and fell asleep during the session. Other than that, there are some possibilities that the place was not comfortable enough; chair was not comfortable, or bright place lightning that could decrease the participants' concentration.

Nevertheless, most of the participants showed some changes through this research, such as new perspective and willingness to increase their friendship quality.

## Closing

Conclusion that can be drawn from this research is that friendship-themed movies is effective in increasing friendship quality. This means that the implication from this research is that friendship-themed movies are effectively giving contribution in increasing friendship quality in SMAN I Kota Serang. This result can

implicate school to turn watch movies activity as an alternative solution to increase students' friendship quality. SMAN I Kota Serang adolescence students should increase their friendship quality. Researcher expected the increasing of friendship quality can make SMAN I Kota Serang students increase their feeling of safety, acceptance, confidence, decrease loneliness, and other aims. Researchers who are interested to continue this research can pay attention to some things, such as: *first*, it is important to analyze the movie according to the other psychological aspects measured. *Second*, movies should origin from varied countries so that it can give a different vibe from each storyline. *Third*, participants' sex should be equal so the difference between each sex can be seen. *Fourth*, other researchers can also make a study about other psychological variables for experiments using movies. *Fifth*, movies credit title also should be showed to the audiences to appreciate other people's work.

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