



The Development of Short Film Media to Increase Tolerance in High School Students

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Abstract. Build an attitude of tolerance is something that is really needed, especially among students. The data shown through research by the Wahid Foundation in 2019 shows that 61.3% in Indonesia have intolerance problems between groups. The results of the 2018 national survey show that 56.9% of school teachers in Indonesia have an opinion about intolerance, this is considered very worrying because teachers have an important role in student character education. To overcome this, along with the purpose of guidance and counseling to make students independent, they will use film media in classical format information services. Short film media is used as a role model to assist students in increasing their understanding of tolerance. Research and development (R&D) uses the Borg & Gall re-search model, researchers develop a short film entitled "Puasa" to provide an overview and understanding of the attitude of tolerance that should be own by student. Based on the research, the results of the media test got a score of 64 which was in the strongly agree criteria, the results of the material test got a score of 37 which was in the strongly agree criteria, and the results of the initial field trial on guidance and counseling teachers got a score of 72 which was included in the agree criteria. Based on the assessment of media experts and material expert short films are suitable for use with feasible category. Therefore the use of the short film media "Puasa" is appropriate to increase tolerance for high school students.

Keywords: Development, Short Film, Tolerance.

1 Introduction

Education in schools is the main factor that forms the basis of the thinking of the nation's children. Schools have a role and also contribute in the formation of student characteristics in attitude. One of the important attitudes that must be owned by a student is tolerance. Tolerance is an attitude of mutual respect, respect and acceptance of differences (Randa, 2017). Tolerance is defined as an intentional act of restraint in the face of something one does not like (Janmaat & Keating, 2019). According to Usman & Widyanto (2019) the values of tolerance that must be implemented by Indonesian people include mutual respect, brotherhood, freedom, cooperation, mutual help, non-discrimination and sharing. Tolerance is divided into two, namely religious tolerance and social tolerance. Religious tolerance is tolerance related to religious beliefs and is also

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related to the attitude of accepting and giving religious followers the opportunity to fully worship what they believe in. While social tolerance is related to the condition of the community to cooperate with each other, regardless of differences in religion, culture, with predetermined limits (Salim, 2018).

Tolerance should be the main provision for students, tolerance education is said to be something important because diversity should be harmony and beauty, not division (Muawanah, 2018), this is in line with the opinion of Tilaar (2014), which says that one of the roles and functions of schools is namely to develop students' abilities, prepare students to be able to socialize and adapt, especially in dealing with cultural diversity. One of the efforts that can be made as a form of preventing the growing values of intolerance is by strengthening Pancasila education or it can also be through lessons in schools known as Pancasila and Citizenship Education. Strengthening Pancasila education is said to be a form of state concern for building and caring for social life as written in the third precept of Pancasila, namely Indonesian unity. One of the countries that illustrates a fairly high level of tolerance is Uzbekistan, where full attention is paid to strengthening brotherhood between different religions on the basis of universal values. This intersects with national values as an important role in developing tolerance, through this it is hoped that this can also happen in our environment.

In contrast to this, a research journal revealed that research conducted by the Wahid Foundation in 2019 in its report describing the potential for intolerance in Indonesia showed that as many as 61.3% had intolerance problems with other groups. Similar to the article written by a political expert published on August 15 2019 which contained news in 2018 regarding the Center for Islamic and Community Studies (PPIM) of the State Islamic University said that the results of a national survey regarding diversity in schools and universities in Indonesia, showed that the results the percentage of 56.9% of school teachers in Indonesia has an intolerant opinion. This is considered worrying because teachers have an important role to educate students' character, especially instilling the value of tolerance in children now and also in the future. Also supported by data written by the Setara Institute in 2021 there were 422 acts of violation of religious freedom in Indonesia in 2020, these were carried out by groups of citizens, individuals and community organizations. The highest violations of religious freedom were intolerance with 62 acts, followed by acts of blasphemy, refusal to build places of worship, and prohibition of worship activities.

Through some of the explanations above, it can be seen that the cultivation of an attitude of tolerance is very much needed along with the data shown through the results of the research that has been done. One way that can be taken to instill an attitude of tolerance is through the provision of classical guidance as a form of guidance and counseling services to be given to students. Providing classical guidance is one of them using media, in this case using short film media to then analyze its effectiveness for high school students. Supported by research conducted in 2021 on adolescents at Yogyakarta City High Schools revealed that the use of short film media as guidance and counseling services is able to provide new perspectives for students and become an alternative media in providing guidance and counseling services in classical settings.

In line with the objectives of guidance and counseling to optimize and empower students through the use of films in classical format information services. Short film

media is used as one of the media that is expected to provide role models for students in guidance and counseling services. Short film media according to Bandura (1989) can be used as a modeling process, individuals go through a process of observing and also imitating what is shown. Morawski (2016) said that short films are able to convey symbolic messages in film scenes. A study showed that 94.1% of students said they were interested in making short films as a guidance and counseling service, meaning that short films have a special appeal among students.

In order to maximize student understanding through classical services, film media is used with the title "Puasa", to illustrate how tolerance should be carried out. This film is intended to inform as well as increase understanding of the attitude of tolerance that everyone should have, specifically tolerance for religion. In general, this research will test guidance and counseling services using the film 'Puasa', with film presentations, along with providing information to students, it is hoped that students will have this in order to be able to implement it and also develop an attitude of religious tolerance among students later. Through the presentation of short films, it is expected to influence three aspects of human psychology, namely cognitive, affective, and psychomotor. When a student watches a short film, students will try to understand the contents of the film so that it will affect student cognition, then students will feel every scene in the short film so that it will affect student affection. After the process of understanding and feeling the scenes in the short film, students are expected to be able to take positive meanings and be able to internalize the tolerant behavior shown in the short film.

2 Methods

This study uses the Research and Development (R&D) method. Development of short film media using the development procedure of Borg and Gall (2007). Some of the research steps include: 1) data collection, including literature and preparing a research design. 2) planning, 3) product development of the short film "Puasa", 4) initial trials for guidance and counseling teachers, 5) revision of test results, 6) field trials. The following is a picture of the re-search procedure.

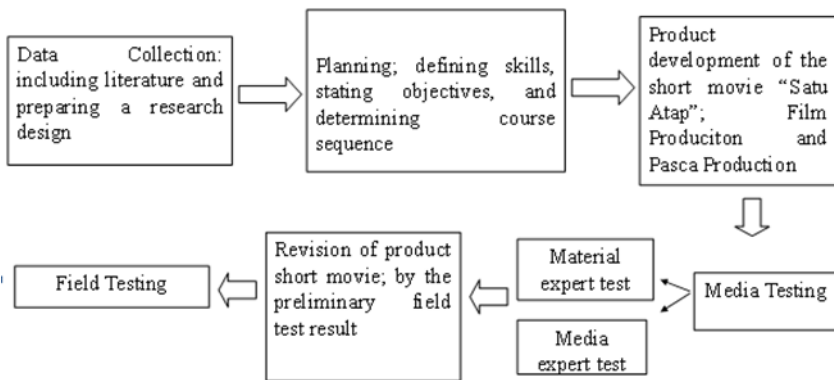


Fig 1. Research Procedure

Data analysis used descriptive statistical analysis, this analysis aims to describe the data in the variables seen through the average (mean), minimum, maximum and standard deviation. The results of the validation test of material experts and media experts were then analyzed using a Likert scale using five alternative answers. The short films were then tested on a small scale by involving guidance and counseling teachers and due diligence through several validators.

3 Results and Discussion

Research on the development of short film media to increase tolerance produces a short film entitled "Puasa". Re-research and development of the short film media "Puasa" in accordance with the steps of Borg & Gall with limitations. Borg & Gall (in Emzir, 2013) state that limitations can be made in research steps according to the needs of researchers. There are 6 steps carried out by the researcher, as follows:

1. Data Collection Stage

The data collection stage carried out by the researcher was to conduct a literature review on several relevant news sources, government data, journals, and research. Based on several literature studies found, one study showed that as many as 61.3% of people in Indonesia have intolerance problems with another group. Another case was found by the Setara Institute in 2021 that there were 422 acts of violation of religious freedom that occurred in Indonesia in 2020. The highest violation of religious freedom was intolerance of 62 acts followed by acts of blasphemy, refusing to build a place of worship and prohibiting activities worship. In the education sector, it was found that 56.9% of school teachers in Indonesia had an intolerant opinion. The results of the 2017 Ministry of Education research also show that there is intolerance in public high schools in Central Java, namely the views of students and teachers who think that the OSIS chairperson should come from the majority religious group, the leader should be of the same religion (Suara Merdeka, 2020). Through several sources of relevant news, data, journals and research, this is the initial stage for conducting research.

2. Planning Stage

In the planning stage, researchers develop plans for developing short film products. The short film development planning stage includes; determining the goals and benefits of developing short film media, preparing for shooting a short film by making a film script, and determining shooting locations. The players in this short film are Ahmad and Andreas who are a pair of friends with their different beliefs.

3. Product Development Stage

In this stage the researcher acts as a director to direct all players to follow a predetermined path to suit the re-research objectives. Researchers need 2 days for the process of taking pictures in the field. The shooting process took place quickly because the crew and actors were experienced in film shooting, making it easier for the researcher as a director to direct the expressions of the short film players.

The next stage is where all the pictures that have been taken in the field by the cameraman are then com-piled into one. The editor uses Adobe Premiere Pro to edit the short film "Puasa". The editing process took one week, this was due to the complexity and the large number of scenes that needed to be sorted and included in the backsound, color grading, and subtitles for the short film to make it easier for the audience to understand. The final product in the product development stage is a short film entitled "Puasa" with a duration of 6 minutes and 20 seconds. This duration is in accordance with the plan carried out by the researchers so that it can be used in classical services to increase tolerance for students in guidance and counseling services.

4. Initial Field Trials

In the initial field trial phase, researchers conducted trials on guidance and counseling teachers. However, before conducting trials on guidance and counseling teachers, researchers validated them first. The validation test is carried out by material experts and media experts, where the validator selection is adjusted to the scientific field owned by the expert validator. The expert validator in this study was a guidance and counseling lecturer at UNY. The following are the results of the validation test.

a. Media Validation

Media expert validation assesses several things related to short film media, namely visuals, audio, players, and storylines in short films. The assessment results from media expert validation were analyzed using a Lik-ert scale with five alternative answers. The questions in the media expert validation sheet totaled 16 items. The minimum score (Smin) is $1 \times 16 = 16$, the maximum score (Smax) is $5 \times 16 = 80$, the number of classes is 5, so the interval length (P) is $(80 - 16) : 5 = 13$. Following are the results of media expert validation:

Table. 1. Criteria for media expert validation

Media Eligibility Criteria	
Rating category	Interval score
Strongly agree	$68 \leq S \leq 80$
Agree	$55 \leq S \leq 67$
Neutral	$42 \leq S \leq 54$
Disagree	$29 \leq S \leq 41$
Strongly disagree	$16 \leq S \leq 28$

Based on media expert eligibility criteria, the validator gives a score of 64. If you look at the media eligibility criteria table, a score of 64 is included in the 'Agree' criterion, meaning that the media expert validator agrees to the feasibility of the short film media "Puasa" to increase tolerance in high school students.

b. Material Validation

Material expert validation assesses several things related to the material presented in the short film, namely the relevance of the short film material and the quality of the short film material. The results of the assessment from the material expert

validation were analyzed using a Likert scale with five alternative answers. The questions in the media expert validation sheet totaled 8 items. The minimum score (S_{min}) is $1 \times 8 = 8$, the maximum score (S_{max}) is $5 \times 8 = 40$, the number of classes is 5, so the length of the interval (P) is $(40-8):5=6$. The following are the results of the material expert validation:

Table 2. Criteria for material expert validation

Media Eligibility Criteria	
Rating category	Interval score
Strongly agree	$32 \leq S \leq 225$
Agree	$26 \leq S \leq 31$
Neutral	$20 \leq S \leq 25$
Disagree	$14 \leq S \leq 19$
Strongly disagree	$8 \leq S \leq 13$

Based on the eligibility criteria of the material by the material expert, the validator gives a score of 37. If seen in the material eligibility criteria table, a score of 37 is included in the 'Strongly Agree' criterion, meaning that the material expert validator strongly agrees with the feasibility of the short film material "Puasa" to increase tolerance in high school student. Therefore, based on the media validation test and material validation test, the short film media "Puasa" was declared feasible and could be continued at the trial stage on guidance and counseling teachers.

c. Initial Field Trials

The initial field trials were carried out in small stages, involving one guidance and counseling teacher. Field trials in this small stage were analyzed using a Likert scale with 5 alternative answers. The media evaluation statement items by the guidance and counseling teacher totaled 18 items with 1 respondent. Then the minimum score (S_{min}) $1 \times 18 = 18$ is obtained, the maximum score (S_{max}) is $5 \times 18 = 90$, the number of classes is 5, then the length of the interval (P) is $(90-18):5=14$. The following are the results of trials on guidance teachers and counseling:

Table 3. Criteria for the assessment of guidance and counseling teachers

Media Eligibility Criteria	
Rating category	Interval score
Strongly agree	$74 \leq S \leq 90$
Agree	$60 \leq S \leq 73$
Neutral	$46 \leq S \leq 59$
Disagree	$32 \leq S \leq 45$
Strongly disagree	$18 \leq S \leq 31$

Based on the assessment criteria by the guidance and counseling teacher, the subject of the guidance and counseling teacher gives a score of 72. If seen from the assessment criteria table, a score of 72 is included in the criteria for agreeing,

meaning that the guidance and counseling teacher agrees to the use of the short film media "Puasa" to increase tolerance for high school student.

5. Revision of Trial Results

The media short film "Puasa" received several inputs from validators and guidance and counseling teachers during the trial. The media expert validator provides input regarding sound so that the background volume can be lowered slightly so as not to disturb the players' voices. The material expert validator did not provide input because materially it was considered sufficient and good. Guidance and counseling teachers also do not provide input because they feel it is good and appropriate.

6. Field Trials

The field trial was conducted on a larger scale with 3 guidance and counseling teachers in Yogyakarta. Guidance and counseling teacher respondents were asked to provide an assessment of the short film media developed by researchers. The score sheets given at the large-scale field trials are the same as those for small-scale field trials. The evaluation criteria in the large-scale field trials are the same as those in the small-scale trials. The following are the results of the assessment given by 3 guidance and counseling teachers.

Table 4. Assessment results of guidance and counseling teachers.

Validator	Score	Criteria
1 st Guidance and counseling teachers (YA)	69	Agree
2 nd Guidance and counseling teachers (AA)	79	Strongly agree
3 rd Guidance and counseling teachers (HH)	89	Strongly agree

Based on the results of the assessment of large-scale field trials by 3 guidance and counseling teachers, 1 teacher gave a score in the agree category, and 2 teachers gave a score in the strongly agree category. Therefore it can be concluded that the media short film "Puasa" is considered very appropriate to be used to increase tolerance in high school students.

Film is explained in Law Number 23 of 2009 article 1 as a work of art that is used as a social intermediary and communication medium by making it in accordance with film production techniques and being shown. Film is divided into two types, namely visual or image media and also audio or sound media (Biran & Misbach, 2006). The benefits of film according to Trianton (2013) are as an entertainment tool, source of information, educational tool, and also as an illustration of the social values of a culture.

The type of film used in this study is a short film. Short films are films with a duration of under 60 minutes. Film production is carried out according to the procedure for making films in general but in a more efficient time and does not require so much money. The use of media will certainly be useful especially in the field of education, through films it can make the audience interpret the scenes shown (Wallbaum, 2018) to then contemplate and the good things can be implemented in social life.

Guidance and counseling exists to provide assistance to others, in line with the objectives of guidance and counseling to optimize and make students independent, in this case using films in classical format information services. Short film media is expected to become a reference/role model for students in guidance and counseling services. Film is said to be a preventive measure for acts of intolerance because it refers to the theory put forward by Morawski (2016) saying that short films convey symbolic messages that exist in every film scene. Supported by data from a study which said that 94.1% of students were more interested in making short films to serve as guidance and counseling services. Through the film 'Puasa' it will increase students' understanding of the good attitude of tolerance that everyone has. Through the presentation of short films, it is hoped that it can influence the psychological aspects of students so that later they can be implemented and there is also the development of an attitude of tolerance among students.

4 Conclusion

An attitude of tolerance is important as a provision for students to respect diversity in the school environment. The teacher has an important role in cultivating student character. Guidance and counseling teachers can provide education through the provision of classical services by using the short film "Puasa" with the aim of providing an understanding of tolerance. Based on the assessment of media experts and material experts, short films are suitable for use. Guidance and counseling teachers carry out assessments and the results show that short films can be used in guidance and counseling services to increase tolerance.

Authors' Contributions

Appreciation is conveyed to the media expert validators and material expert validators who have provided assessments and corrective notes, so that the short film "Puasa" can be used by guidance and counseling teachers.

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