

Development of Short Movie Media "Listen!" with Emotion Control Theme

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Abstract

Film is an interesting medium for students in the learning process. Content indicator for the movie "Listen!" taken from preliminary study data that researchers conducted with high school students in Yogyakarta City regarding emotional control. Emotions are valenced mental responses and associated physiological reactions that occur spontaneously and automatically in response to internal or external stimuli. This research uses research and development (R&D) which uses 9 of 10 stages, namely: (1) Research and Information Collection, (2) Planning, (3) Development of Initial Product Forms, (4) Preliminary Field Testing, (5) Product Revision Main, (6) Main Field Test, (7) Operational Product Revision. This article will also describe the elements of making a short film by validating the material content and validation by experts in the field. The results of this research film produced a 2D animated short film media product entitled "Listen!", which "Listen!" using Indonesian with a duration of less than 10 minutes. This research has been field-tested with guidance and counseling teachers. The results of this research show that the short film media "Listen!" is suitable for use as learning media.

Keywords: short film; emotional control; animation; emotional resilience; media

Abstrak

Film merupakan salah satu media yang menarik bagi siswa dalam proses pembelajaran. Indikator isi untuk film "Listen!" diambil dari data studi pendahuluan yang peneliti lakukan dengan siswa SMA di Kota Yogyakarta terkait kontrol emosi. Emosi merupakan respons mental yang bervalensi dan reaksi fisiologis terkait yang terjadi secara spontan dan otomatis sebagai respons terhadap rangsangan internal atau eksternal. Penelitian ini menggunakan *research and development* (R&D) yang menggunakan 9 dari 10 tahapan yaitu: (1) Pengumpulan Penelitian dan Informasi, (2) Perencanaan, (3) Pengembangan Bentuk Awal Produk, (4) Uji Lapangan Pendahuluan, (5) Revisi Produk Utama, (6) Uji Lapangan Utama, (7) Revisi Produk Operasional. Artikel ini juga akan menguraikan bagaimana unsur-unsur pembuatan film pendek dengan validasi isi materi dan validasi oleh ahli dibidangnya. Hasil dari film penelitian ini menghasilkan produk media film pendek animasi 2D berjudul "Listen!", yang mana "Listen!" menggunakan Bahasa Indonesia dengan durasi kurang dari 10 menit. Penelitian ini sudah uji coba lapangan dengan guru bimbingan dan konseling. Hasil dari penelitian ini menghasilkan bahwa media *short movie* "Listen!" layak digunakan sebagai media pembelajaran.

Kata kunci: film pendek; kontrol emosi; animasi; resiliensi emosional; media

1. Introduction

Emotion is an important factor in human growth and development. Emotion perception (Li et al. 2022) the ability to detect and categorize the emotions of others, is an important component of social competence. Emotions (Palomero-Gallagher and Amunts 2022) are valenced mental responses and associated physiological reactions that occur spontaneously and automatically in response to internal or external stimuli, and can influence our behavior, and can be modulated to some degree. Voluntarily or due to external stimuli. They are served

by a large-scale integrated neural network with epicenters in the amygdala and hippocampus, and which overlap in the anterior cingulate cortex.

Emotions are needed by humans as a driving force for humans to move. However, it is also necessary to control emotions so that emotions do not become destructive which is detrimental to individuals. A person's emotional control is influenced by several supporting factors. According to research (Rogers, Schröder, and Von Scheve 2014) extrinsic and intrinsic factors contribute to the development of a person's emotional self-control. Intrinsic factors include infant temperament, and cognitive processes such as attention and inhibitory control. Extrinsic factors involve the nurturing environment, sibling and peer relationships, and cultural expectations regarding the display of emotions.

Learning media is one of the important elements in the learning process. According to (Arsyad 2015) research the use of learning media in the teaching and learning process has several functions: a) Learning media can clarify the presentation of messages and news as a result can facilitate and enhance the learning process and results. b) Learning media can increase and direct children's attention as a result can cause learning motivation, more exclusive interaction between students and the environment, as well as the possibility of students to learn individually in sync with their abilities and interests. c) Learning media can overcome sensory, space and time limitations such as: 1) Objects that are too large for personal display in the classroom can be replaced using pictures, photos, slides, reality, films, or models, 2) Objects that are too small to be seen by the senses can be presented using the help of microscopes, films, slides, or pictures, 3) rare events that occurred in the past or occurred once in decades can be displayed through video recordings, films, photos, slides on the side of the mouth. 4) Objects or processes that are very complicated such as blood circulation can be shown concretely through films, pictures, slides, or computer simulations, 5) events or experiments that can be dangerous can be simulated using media such as computers, films, and videos, 6) incidents such as volcanic eruptions or processes that in reality take a long time such as the process of pupae becoming butterflies can be presented using recording techniques such as time-lapse for films, videos, slides, or computer simulations. d) Learning media can convey the tendency of experience to students regarding incidents in their environment, and allow personal relationships to occur. For example through field trips, visits to museums or zoos.

The definition of Film based on Law 8/1992, is an artistic and cultural copyrighted work that is an audible mass communication medium designed according to the principles of cinematography using recorded celluloid tape, video tape, video disc, and/or materials that will occur other technological innovations in all forms, types, and sizes through chemical processes, electronic processes, or other processes, using or without sound, which can be shown and/or displayed using mechanical, electronic, and/or other projection systems. Short films are one of the simplest and most complex forms of film. The duration of short films is generally less than 60 minutes. In terms of the way it is told, short films convey freedom to the makers and viewers as a result of which the form is very interesting. Short films may only be 60 seconds long, the important thing is that the inspiration and utilization of the communication medium can take place effectively. in poly countries such as Germany, Australia, Canada, and the United States, short films are used as a sense of experimentation and a stepping stone for a person or group of people to produce feature-length films. This type of film is obtained by students majoring in film or a group that likes global films and wants to practice making good films. there are two people who specialize in producing short films,

generally what will happen is that this production is supplied to production houses or television channels as expressed (Efendy 2014).

The form of film publication has several types. The types of films as revealed (Pratista 2017) are divided into 3 types of films, namely: 1) Documentary films are the presentation of facts. This type of film deals with real characters, objects, moments, events and locations. This film does not create an event or event, but records events that really happened. Documentary films do not have protagonists and antagonists, conflicts and resolutions like fiction films, 2) Fiction films are tied to a plot, which is different from documentary films. Fiction films often use fictional stories outside of real events, and have scene concepts that have been designed from the start. The story structure of movies is also bound by the law of causality. Stories usually have protagonists and antagonists, problems and conflicts, closure, and a clear pattern of story development, 3) Experimental films are very different from the two previous types of films. Experimental films do not have a plot, but they still have a structure. The structure is highly influenced by the filmmakers' subjective instincts such as their ideas, thoughts, emotions, and inner experiences. This type of movie also generally does not tell any story and sometimes even defies causality.

In this study, researchers used short films with fiction categories as learning media. Furthermore, the researcher's guide in making this short film uses the theory by (Riyana 2007) which states that there are several characteristics of learning videos, namely: 1) Clarity of Message, 2) Stand Alone, 3) User Friendly (friendly/familiar with the user), 4) Content representation, 5) Visualization with media, 6) Using high resolution quality, 7) Can be used classically or individually. Based on this theory, researchers used the theory as an indicator of researchers in making short film media.

In previous research on the use of film media and audio-visual media, it was concluded that films were effective in managing angry emotions as seen from the results of increased management of angry emotions in students after being given treatment using films. The film used is a film with a long duration and drama genre, namely the film "Ekskul" (Septiyani 2016). Furthermore, research conducted by (Rohmad, Subagya, and Erivianto 2017) increased the interest and learning outcomes of students in class X IPS 1 SMA Negeri 5 Surakarta through the application of short film media in sociology subjects. The method used is Classroom Action Research (PTK). Resulting in the successful use of short films to increase interest and learning outcomes, the difference is that short films will be used to improve emotional control. Supported by research results from (Joy and Mathew 2018) to determine the relationship between emotional maturity and general well-being of adolescents. The results of the study found that emotional maturity helps adolescents to live a socially appropriate way of life and helps them to guide themselves about what to do and what not to do.

From some of the research results above, the researcher concludes that short films are effective in controlling emotions. Short films or short movies are effective in increasing a person's interest in something that is presented and applied in the real world, and there is still a need for material on how to control emotions. With that, the above research becomes a reference for researchers to develop short movie media to help control emotions.

2. Method

This research is classified into the type of educational research and development (Educational Research and Development) (Sugiyono 2015). In this research, it will go through

7 processes, namely: (1) Research and Information Gathering, (2) Planning, (3) Development of Initial Product Form, (4) Preliminary Field Test, (5) Main Product Revision, (6) Main Field Test, (7) Operational Product Revision. Further explanations will be described below. In this product development research, researchers developed the Short Movie "Listen!" media using only 7 stages of the 10 stages in the theory. This was done because this research was only to produce short movie media that could later be used by guidance and counseling teachers as learning media.

The population of the research subjects were grade XI (eleven) students in high schools in Yogyakarta city consisting of 11 high schools. The research was conducted from June 2021 to August 2021 using questionnaires and interviews as data collection techniques..

2.1. Development Procedure

In summary, the steps of Research and Development (R & D) research according to Borg and Gall based on the conditions faced by researchers using 7 stages as follows:

2.1.1. Research and Information Collection

To conduct a needs analysis there are several criteria related to the urgency of developing the short movie "Listen!" media specifically to improve emotional control and the development of the product itself. Researchers analyzed the need to improve the emotional control of high school students using the short movie "Listen!" in group guidance. Data collection was carried out by interviewing 25 high school students in Yogyakarta city and guidance and counseling teachers. Based on the results of the analysis, it can be seen that high school students in Yogyakarta have not been able to control emotions properly and guidance and counseling teachers have never developed short movie media to improve adolescent emotional control

2.1.2. Planning

At this stage by generating ideas or ideas about the video you want to make, developing goals, identifying the characteristics of the audience, namely high school students and guidance and counseling teachers. The next stage of the idea or idea is poured into the storyboard, at this stage as much as possible looking for more sources to enrich the content of the video. Indicators of emotional control in adolescents are then arranged in such a way as to make a short movie specifically to improve emotional control then proceed with determining the parties involved, who helped make the short movie. Researchers used the title Listen! in the short movie on the basis that Listen comes from English which means paying attention to the sound or the act of listening to something. This relates to individuals who do not have someone they can trust to share their problems with and end up suppressing their own problems, which results in difficulty controlling emotions when something happens that provokes individual emotions.

2.1.3. Develop Preliminary form of Product

The stage of collecting several events regarding short movie material to improve emotional control. After taking a short movie to improve emotional control is complete, the

next stage is editing and organizing. Editing is the stage of cutting inappropriate parts, while organizing is placing short movies to improve emotional control and sentences according to the stages in the storyboard.

2.1.4. Preliminary Field Testing

This step is a limited product test, namely conducting an initial field test of the product design, which is limited, both the substance of the design and the parties involved. Initial field tests are carried out repeatedly so that a feasible design is obtained, both in substance and method. This stage has passed the validation stage by a team of experts from Yogyakarta State University which includes media experts, material and practitioners who are guidance and counseling teachers. Initial field product trials and main field product trials. The trial conducted aims to determine the level of feasibility of the short movie product "Listen!" that has been developed in improving the emotional control of high school students in the group guidance process.

2.1.5. Main Product Revision

This step is an improvement of the model or design based on a limited field test. Initial product refinement will be carried out after a limited field trial. At this stage of refining the initial product, more is done with a quantitative approach. The evaluation carried out is more on evaluating the process, so the improvements made are internal improvements. After knowing the weaknesses and shortcomings of the short movie media design to be produced, then the weaknesses are tried to be reduced by improving the design. The one in charge of improving the design is the researcher who will produce the product.

2.1.6. Main Field Testing

It is a process of activities to assess the product design, in this case the short movie media, whether it is rational and according to the standard to be used as a short movie media "Listen!" in group guidance in improving emotional control in students. Field trials of products are carried out with practitioners who are guidance and counseling teachers so that their weaknesses and strengths can be known.

2.1.7. Operational Product Revision

This step is a product refinement of the field test results based on feedback and the results of the main field test. So this improvement is the second improvement after a wider field test from the first field test. Product refinement from the results of this wider field test will further stabilize the developed product, because in the previous field trial stage it was carried out with a control group. The design used was pretest and posttest. In addition to internal improvements. This product improvement is based on the evaluation of results so that the approach used is a quantitative approach.

2.2. Product Trial Design

The trial design that will be developed through this development research is a trial of the short movie "Listen!" in group guidance to improve emotional control as follows:

2.2.1. Expert Team Validation

In the validation process, researchers need a team of experts, namely, a team of media experts in this case assessing the short movie "Listen!" and a team of material experts. Material experts evaluate the content in the short movie "Listen!", while media experts evaluate the appearance or quality of the film whether it is good in terms of audio, color, angle, or clarity of images. At this stage, the experts reviewed the initial prototype provided input and pointed out to the researcher the parts that needed to be improved.

The activity of reviewing and evaluating the initial prototype of the developed product uses a standardized instrument to determine the feasibility of material content and application media to be ready for testing. The instrument was prepared based on the needs of the input desired by the researcher based on aspects that should be validated. The results of this stage of evaluation produce a short movie media "Listen!" which has been assessed as feasible by material experts and media experts for further testing.

2.2.2. The Main Field Test

The main field test was conducted involving 3 guidance and counseling teachers in Yogyakarta city. The results of the developed media are then disseminated to platforms such as YouTube so that guidance and counseling teachers in Indonesia can download and apply them to relevant problems in students.

3. Result and Discussion

3.1. Result

This stage carried out a preliminary study to determine the state of adolescent emotional control in 5 high schools in the city of Yogyakarta, this study used interviews and involved 25 students. Data was collected by asking several questions about emotional control which were then analyzed and found information that adolescents are able to know the causes of their emotions to increase, for example: 1) When provoked and when tired, 2) Confining themselves in the room, playing games, and using social media are the most common choices as a place of escape when they are emotional, 3) Crying and fighting are the choices of some teenagers when emotions are uncontrollable, 4) There are some teenagers who choose not to tell what they experience to anyone and keep it alone, and 5) There are teenagers who have never watched a movie about emotions.

Researchers also interviewed guidance and counseling teachers regarding the use of media during counseling sessions which found that: 1) Counselors do not always use media during counseling, 2) During the Covid-19 pandemic, guidance was carried out with Google Meet, Zoom, Google Classroom or other applications and it was difficult to carry out the counseling process, 3) Counselors use short movie media but not for emotional control

material, 4) Counselors sometimes develop media for guidance and counseling but not in the form of short movies, and 5) Short movie media needs to be developed for schools because students understand the message they want to convey more quickly.

Results can be presented in graphical, tabular, or descriptive form. The creation of tables and figures should only contain the essential information of the research results. Analysis and interpretation of these results are required before they are discussed.

3.2. Discussion

The basis of the design of the short movie product development design entitled "Listen!" comes from the needs analysis previously observed by the researcher. The purpose of developing a short movie media product entitled "Listen!" is to produce a movie about the emotional control of a high school student that can be used by teachers to improve emotional control in students. The description of the product media development design.

Table 1. Media Design of "Listen!" Short Movie

No	Sections	Design Results
1	Story Design	Story theme Purpose of the movie Synopsis Aspects and messages to be conveyed Storyline Prologue Preposition Conflict Resolution "Listen!" movie script
2	Movie Design	Estimated movie duration Movie aspect ratio Movie character design Storyboard
3	Movie Production	Crew Filmmaking techniques Filming tools and props Software used
4	Guidebook	Preface Introduction Purpose of the movie Theme Synopsis Aspects of the message to be conveyed from the movie listen Storyline Prologue Preposition Conflict Resolution Directions for use Filmmaking crew

3.2.1. Material Expert Validation

The assessment of short movie media materials to improve emotional control in high school students was carried out by lecturers of the Master of Guidance and Counseling Education PPs Yogyakarta State University. Validation was carried out by providing a draft movie, the movie "Listen!" and the assessment form in the form of files sent via email. Material experts provide assessments, suggestions, and input on the material in the media that has been developed.

Table 2. Results of Material Expert Assessment of Short Movie Media to Improve Emotion Control of High School Students

NO	ASPECT	FREQUENCY				SCORE	ITEMS
		1	2	3	4		
1	Material Contents			1	3	15	4
2	Update of Material			3	2	17	5
3	Language			1	3	15	4
4	Emotional control material			1	4	19	5
Total				6	12	66	18

$$\text{Persentase Score (RS)} = \frac{\text{Score}}{\text{Score Max}} \times 100$$

$$\text{Final Score (\%)} = \frac{66}{18 \times 4} \times 100$$

$$= \frac{66}{72} \times 100 = 91,6$$

3.2.2. Media Expert Validation

The assessment of the Listen! short movie media to improve emotional control in high school students was carried out by a lecturer in Educational Engineering at Yogyakarta State University. The media expert provided assessment, input, and suggestions regarding the Listen! short movie developed by the researcher.

Table 3. Results of Media Expert Assessment of Short Movie Media to Improve Emotion Control of High School Students.

NO	ASPECTS	INDICATOR	FREKUENSI				SCORE	ITEMS
			1	2	3	4		
1	View	Media duration			1		3	1
		Color composition			1	3	15	4
		Image quality			4	4	28	8
		Audio quality			2	1	10	3
		Use of animation			2	1	10	3
2	Programming	Message			2		6	2
		Dialogue			1	2	11	3
Total				13	11	83	24	

$$\text{Persentase core (RS)} = \frac{\text{Score}}{\text{Score Max}} \times 100$$

$$\text{Final Score (\%)} = \frac{83}{24 \times 4} \times 100$$

$$= \frac{83}{96} \times 100 = 86,4$$

Additional notes from expert lecturers are: 1) at the beginning of the display there must be clear information related to what will be presented (the topic), for what lesson (if it is for a particular lesson), for what level of education, what grade and info on who made it (name and study program), 2) if the film is a learning media (not just as entertainment or other) then the learning objectives must be conveyed.

3.2.3. Field Trial

The main field trial was conducted after making improvements from the results of the limited field trial assessment on 2 guidance and counseling teachers. Then the product that has been improved is tested again to 3 counseling guidance teachers at SMA Negeri Yogyakarta.

Tabel 4. Results of Main Field Trial Assessment of Short Movie Media to Improve High School Students' Emotional Control

NO	ASPECT	INDICATOR	FREKUENSI				SCORE	ITEMS	
			1	2	3	4			
1	Appearance	Duration			1	2	11	1	
		Composition			7	4	37	4	
		Colour							
		Picture Quality			3	21	93	8	
		Audio Quality			1	8	35	3	
2	Programming	Use of animation			1	8	35	3	
		Message			3	3	21	2	
		Dialog			6	3	30	3	
		Material feasibility			5	7	43	4	
3	Film Eligibility	Up-to-date material			4	12	60	5	
		Language					12	48	4
		Emotional control material					15	60	5
Total				31	95	473	42 x 3 Teachers = 126 Item		

$$\text{Persentase Score (RS)} = \frac{\text{Score}}{\text{Score Max}} \times 100$$

$$\text{Final Score (\%)} = \frac{473}{126 \times 4} \times 100$$

$$= \frac{473}{504} \times 100 = 93\%$$

The results of the main field trial have some input, namely that researchers are asked to upload short movie media to social media or the Youtube platform to make it easier for guidance and counseling teachers to access it, especially if the laptop does not support CD drives.

3.2.4. Product Revision

The short movie media product "Listen!" to improve students' emotional control developed was then revised according to the suggestions given by the material expert lecturer on the assessment sheet. Suggestions for improvement given by material expert lecturers are that the instructions for use are made easier so that they can be used by guidance and counseling teachers easily.

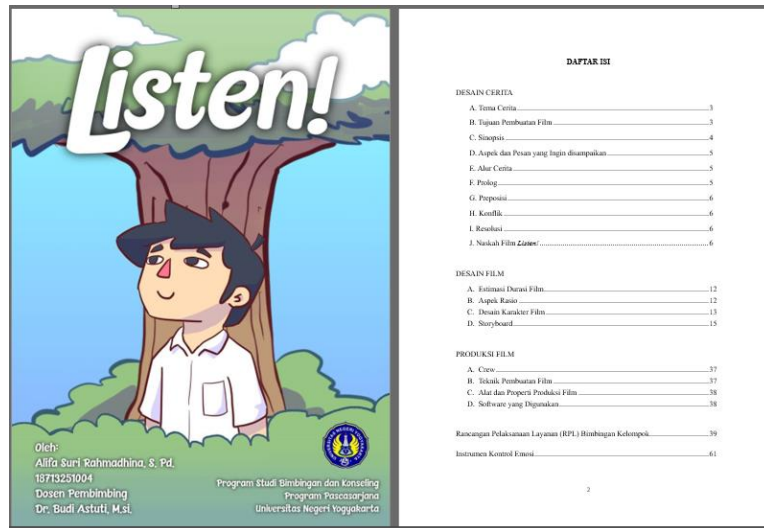


Figure 1. Before Revision

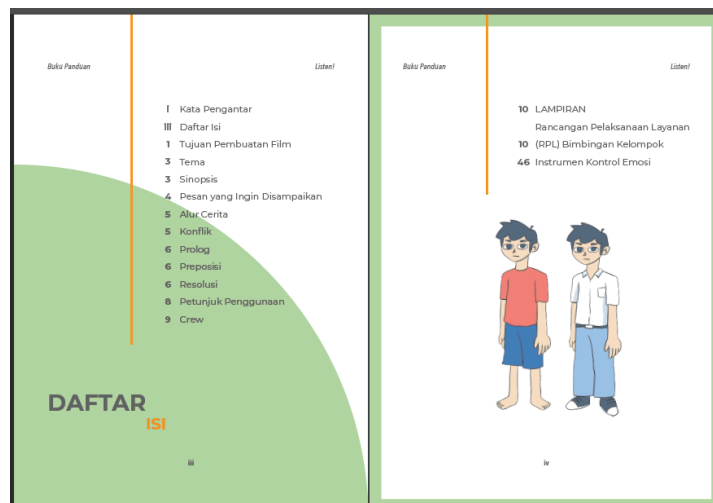


Figure 2. Content after revision



Figure 3. Opening Film before Revision



Figure 4. Opening Film Revision



Figure 5. Opening Film Revisi

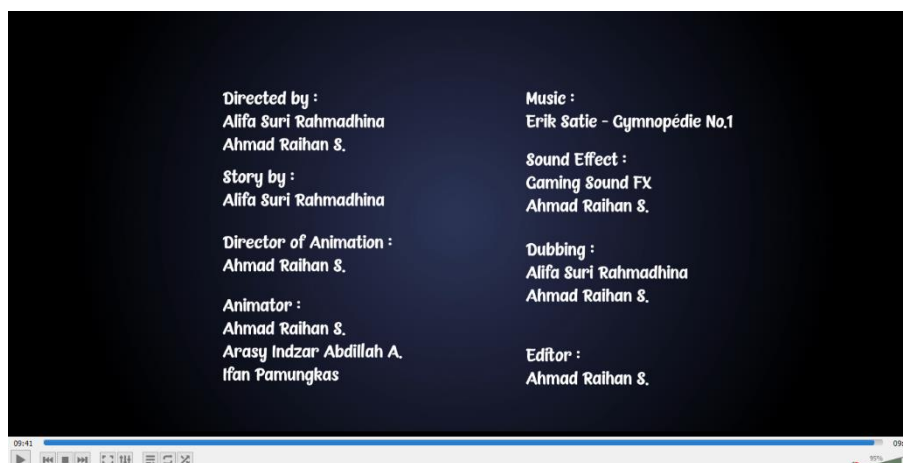


Figure 6. After Revision

The short movie media product "Listen!" to improve students' emotional control developed was then revised according to the suggestions given by the material expert lecturer on the assessment sheet. Improvement suggestions given by field practitioners are:

Table 5. Changes Before and After the Movie "Listen!"

No	Before Revision	After Revision
1	To make it more accessible short movie emotions can be uploaded on social media or Google drive, if using a CD not all devices use CD Drive	Film di unggah ke Youtube dengan link: https://www.youtube.com/watch?v=yKtCuNTrywU
2	The writing of the movie "contains" instead of "has"), The title of the movie appears earlier, the volume of the man's voice is hardened again, especially when angry / emotional	Due to the explanation of the movie's purpose at the beginning according to the feedback from the media expert, the movie title appears after the explanation, the main character's voice has been enlarged.

4. Conclusion

There are 2 objectives in this study, namely: 1) Produce a short movie media product "Listen!" in the form of 2-dimensional animation with the theme of emotional control. 2) Produce a short movie media "Listen!" in the form of 2-dimensional animation that is feasible with the theme of emotional control. Furthermore, this media can be tested for its effectiveness in the counseling process by counselors at school.

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