

EFFECTIVENESS OF ONLINE VIDEO GAMES IN CINEMATHERAPY TO IMPROVE STUDENT'S PROSOCIAL BEHAVIOR

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ABSTRACT

The problem discussed in this Literature Review is the effectiveness of online video games in cinematherapy to improve students' prosocial behavior. Students as agents of change and the nation's next generation have big responsibilities in the future. Instilling positive social interaction behavior in the form of prosocial can provide benefits both for individuals and for the community environment where students take shelter. The need for prosocial behavior is of course also directly proportional to the need for special strategies in the form of treatment to increase prosocial behavior. Online video games, which are currently quite loved by teenagers, are known to improve a person's skills, including prosocial behavior. The atmosphere of online games that are formed in such a way for players to carry out prosocial activities can inspire players to also carry out prosocial behavior in the real world. Films in Cinematherapy which also display various symbolic modeling messages can also convey various implied information about prosocial behavior. The combination of online video games and cinematherapy to provide various scenes and symbolic messages to the players can increase prosocial behavior for students.

Keywords: video games, cinematherapy, prosocial

INTRODUCTION

The era of the industrial revolution 4.0 and digitalization in various sectors or professional fields seems to be an inevitable phenomenon today. Daily activities that demand fast and dynamic movement and speed of productivity require humans as subjects who are also objects in changing times to be able to adapt. Adaptation which also turns out to have an impact on human behavior and daily life. Humans, whose roots are social beings, have interacted in various ways and habits since ancient times. Starting from verbal interactions, non-verbal interactions such as writing on stone or wood to develop into correspondence.

The development of this way of communicating also occurs in the current digital era. Students as we know have made gadgets as their communication device as well as to assist in various daily activities. The term viral is certainly more familiar to our ears, such as the award given by Aipda Ismet Ishak and Sekra Darwis for their sincerity in helping elementary school children to cross the river in Kab. Bone, Gorontalo (Shadiqi & Mangkurat, 2018).

Contrary to the heroic incident of the two policemen, lately we can also easily come across an incident that is completely incompatible with the friendly culture of Indonesians in this motherland. Looking at the mass media, you will easily find news about the division of the Republic of Indonesia, brawls between students and conflicts between groups that are currently happening. According to data from KPAI from 2016 to 2020 there were a total of 3,104 cases involving students in the world of education (KPAI, 2020). This data increased from 2016 which totaled 2,435 cases (KPAI, 2016). New-indonesia.org also reported that the National Coordinator of the Indonesian Education Monitoring Network Ubaid Martaji explained that as many as 80% of students became victims of violent behavior in educational institutions (NEW Indonesia Admin, 2017).

Events and data from the increasing number of cases involving students certainly illustrate how students as the nation's next generation are in need of behavior that reflects the positive social culture that has been

the identity of the Indonesian nation. Individuals can be categorized as positive individuals and can establish successful social interactions shown through sharing, helping, and responding appropriately to friends' feelings (Razak, 2019) .

In general, these behaviors can provide benefits and create a positive social culture for the community. Behavior that can make students interact more positively at school or outside of school is prosocial behavior. The act of helping that benefits others and without providing benefits to the helper is a prosocial behavior (Baron & Branscombe, 2012) . Actions that include sharing, collaborating, giving / donating, helping, telling the truth, and considering the things and welfare of others are a description of prosocial behavior according to Eisenber and Mussen (in Dayakisni & Hudaniah, 2015) .

Behavior that seems cooperative to do is also a description of prosocial behavior, in which there is also friendship, empathy, and behavior to help each other (Sulistyowati & Setiawati, 2016) . Prosocial behavior itself is a behavior that is also integral and related to the characteristic that humans are social beings who live interacting with other humans (Ode et al., 2018) . People who are adults, teenagers, to children at this age can also show prosocial behavior skills so that indirectly if displayed properly, prosocial behavior can make humans able to manage social challenges and be competent in social life (Ode et al., 2018) .

Indicators that can be expressed as prosocial actions themselves are (1) The helping action comes from within and does not want anything beneficial from the helper; (2) This action grows voluntarily; (3) Generating kindness and a sense of pleasure or satisfaction from the helper (Dayakisni & Hudaniah, 2015) . The theories and opinions of experts that have been described previously can lead to the conclusion that prosocial behavior is an action or action that is positive in nature aimed at helping people or the environment voluntarily and does not provide profit for prosocial actors, in which these actions include sharing, cooperating, helping, tell the truth/honest, and care about others.

The need to increase prosocial behavior of course also goes hand in hand with the strategies used in order to achieve these goals. Video games or *video games* have become one of the games favored by students today. Dozens of video games are circulating in the Indonesian market, which indicates that the euphoria and enthusiasm of gamers in this country is very large (Putra, 2021) . Closely associated with negative things, video games besides that also have a positive impact on their users. Playing video games with prosocial nuances can form thoughts and schemas of prosocial behavior in the human cognitive framework (Baron & Branscombe, 2012) . Playing prosocial video games can also make students behave prosocially compared to those who do not play them (Gentile et al., 2009) . Game players who are conditioned to play cooperative or cooperative games can lead to cooperative behavior in their daily lives (Ewoldsen et al., 2012) . Video games with prosocial themes can also make humans able to reduce harsh words and aggressive behavior (Liu et al., 2015) . Video games if packaged in forms, themes, and nuances and scenes that describe prosocial behavior are indicated to be able to make users have prosocial skills themselves.

Today's video games can be found in various forms and can also be found on various platforms. Starting from the Android OS platform, iOS from Apple, Windows, to online games that use an Internet Browser as the platform. Movies through the YouTube platform can also be used as a video game platform. Through the hyperlink feature available on youtube videos, an interactive game can be created. Students who enter the adolescent phase also have one of the main sources of influence in the context of changing their behavior, namely the phase where they look at symbolic models to provide important information for themselves so that they can increase their personal expectations or desires in adolescence (Yusuf, 2014) . This phase itself can be used to present a model in the form of video games in Cinematherapy.

Film itself can be a means to increase prosocial behavior through cinematherapy strategies. Film media in cinematherapy can provide information about altruism that is more effective and interesting because it is displayed in film packaging (Maretha et al., 2020) . Cinematherapy itself is a creative therapy technique where a therapist can use film media as a therapeutic tool to help individuals or groups to be able to provide

prosocial information (Sulistyowati & Setiawati, 2016) . Cognitive and affective experiences can also be obtained where this is one of the benefits of watching movies in cinematherapy (Ode et al., 2018) . The involvement of the combination of *audiovisuals* in film in cinematherapy is supported by the *dual coding theory* from Paivio that if visual and audio memories are combined, the results of delivering information will be more effective (Arsyad, 2016) .

Through the explanation above, video games packaged in Cinematherapy can provide various positive effects that can increase students' prosocial behavior by presenting scenes and conditions that are in accordance with the indicators of prosocial behavior itself.

METHOD

The method used in this study is a literature review, a research method using library searches for reference materials, such as books to articles on prosocial, video games and cinematherapy. The author also uses the literature study method on various research journals that previously existed with the aim of completing this literature writing reference. The journals in question were obtained from various databases ranging from the National Journal and Researchgate.

Table 1. Reference List

Title	Writer	Source
Why is Prosocial Behavior in Children Important?	Razak, AIM	Researchgate
Effect of playing violent video games cooperatively or competitively on subsequent cooperative behavior	Ewoldsen, David R. Eno, Cassie A. Okdie, Bradley M. Velez, John A. Guadagno, Rosanna E. Decoster, Jamie	National Library of Medicine
Short-term effects of prosocial video games on aggression: An event-related potential study	Liu, Yanling Teng, Zhaojun Lan, Haiying Zhang, Xin Yao, Dezhong	Frontiers in Behavioral Neuroscience
The Effects of Prosocial Video Games on Prosocial Behaviors: International Evidence from Correlational, Longitudinal, and Experimental Studies	Gentile, Douglas A Anderson, Craig A Yukawa, Shintaro Ihori, Nobuko Ming, Lim Kam Shibuya, Akiko Liau, Albert K Khoo, Angelina Brad, J Huesmann, L Rowell Sakamoto, Akira	NCBI
The Effectiveness of Cinema Therapy Techniques to Improve the Altruistic Attitudes of Class VIII	Maretha, Tresyana Susanti, Romia Hari Sari, Eva Kartika Wulan	Researchgate

REVIEW ARTICLE

Title	Writer	Source
Students at SMPN 1 Gondanglegi, Malang Regency		
Utilization of Cinema Therapy in Group Guidance for Understanding of Improving Prosocial Behavior of Class VIII Students at SMP Negeri 2 Menganti	Sulistyowati, Endah Setiawati, Denok	UNESA BK Journal
Movie Therapy as a Tool to Develop Prosocial Behavior of Childhoods	Ode, Wa Andriani, Lili Satrianta, Hengki	Herodotus: Journal of Social Studies Education
Learning Media	Arsyad, Azhar	Book
Child and Adolescent Developmental Psychology	Yusuf, Syamsu	Book
Social Psychology	Baron, Robert A. Branscombe, Nyla R.	Book
Social Psychology	Dayakisni, Tri Hudaniah	Book

RESULTS AND DISCUSSION

Prosocial

Prosocial is behavior that can provide benefits to other people or the environment, as well as contrary to one's egoism and has the potential to be able to provide results for other people or the environment (Kline et al., 2019) . Aspects of prosocial behavior in which there are behaviors (1) Sharing, is a person's willingness to be able to share what he has and he does for others; (2) Cooperating, is the willingness of an individual to be able to cooperate with others for the same goal; (3) Howling, the willingness of a person to be able to provide assistance or assistance to others in various situations; (4) Telling the truth, is a person's willingness to carry out activities as they are and not cheat on others; (5) Generosity, a person's willingness to give some of his belongings to others voluntarily (Dayakisni & Hudaniah, 2015). Some of the above understandings can be concluded that prosocial is an action that can provide benefits to other people or the environment, in which there are acts of sharing, cooperation, helping, telling the truth, and generosity. Prosocial behavior is a positive and important behavior for students today.

Factors underlying prosocial actions

Prosocial as a behavior has the underlying factors of how prosocial can occur. Staub (in Dayakisni & Hudaniah, 2015) states that there are three factors that can be fundamental for an individual to act prosocially, including: (1) *Self-Gain* , which is one's expectation to be able to get or avoid something, for example wanting to get praise, recognition, or fear of being ostracized; (2) *Personal Values and Norms*, is the existence of social values and norms that are internalized by an individual during socialization in their environment and some of these values and norms are related to prosocial behavior, such as the obligation to uphold truth and justice as well as reciprocal norms. ; (3) *Empathy* , is a person's ability to share the feelings or experiences of others.

The above factors are the three factors that underlie a person to act prosocially, while there are also factors that influence the possibility of prosocial behavior. According to Piliavin (in Dayakisni & Hudaniah,

2015) there are three factors that influence the possibility of prosocial behavior, namely (1) situational characteristics such as a situation when going to do prosocial behavior and the number of people who see the event (2) characteristics of people who see events such as age, gender, race, and the ability of others to help (3) characteristics of the victim to be helped such as gender, race, and attractiveness.

Motivation to act Prosocial

An individual when acting prosocial certainly has motivation in it. There are three theoretical concepts that explain a person's motivation to act prosocially, namely: (1) Empathy–Altruism, where a person acts prosocially because of the empathy that arises when helping others, for example, someone will help others when he also feels what he feels. suffered by the person he is going to help; (2) Negative State Relief, where someone acts prosocially because they are motivated by feeling uncomfortable if they don't help others, for example, someone will help others because only because they feel uncomfortable or reluctant when they don't help others; (3) Empathic Joy, which is the opposite of Negative State Relief where here a person acts prosocially because he is motivated by feeling comfortable and happy when helping others, for example, someone will feel comfortable and happy just by seeing the smile of someone they help (Baron & Branscombe, 2003). 2012) .

Online Video Games

Video games are games that are carried out to relieve fatigue by carrying out activities that are carried out using intelligence in thinking as well as strategies for interacting with systems and conflicts that are intentionally engineered to create excitement in the game (Andri Suryadi, 2017) . According to Adams & Rollings (in Yulianti et al., 2020) defines online video games as games that can be accessed by several players to a group of players, where they are connected by a system and internet network. Video games that have narrative or story content in them can also make the game more interesting (Wibowo, 2020) . It can be concluded that online video games are playing activities with narrative content that can be carried out by individuals to groups via the Internet with the aim of unwinding, where the game requires the use of intelligence in thinking and strategies from the players.

Cinematherapy

Cinematherapy is technically a series of processes or practices that provide instructions for clients to watch films that match their personal needs or problems, with the aim of helping clients so that their needs or problems can be resolved (Pettry et al., 2014) . Even a group or individual atmosphere that can be formed in Cinematherapy can also make its members understand each other because of the empathy process either directly or through the films they see together (Wolz, 2011) . The conclusion is that cinematherapy is a practice strategy that aims to help clients solve their problems or needs by watching films that are suitable for their circumstances, through which the empathy process can grow through the films they see.

Media Cinematherapy Criteria

There are three reasons the media can be chosen to be a means of delivering information in Cinematherapy, namely (1) The media watched serves to produce changes that focus on specific issues such as addiction, overcoming problems and growing to face life's challenges, pursuing passion for life, anger and forgiveness. , and find meaning in life, and others; (2) symbolic messages in the media contain healing and growth in areas where group members are currently located. That's why later group members choose characters in a media because the characters in it model how the life goals of the group members are; (3) Media touches deeply, where the next process will help members to find themselves, this will also make other members also understand each other when there are members who share their responses to the Media (Wolz, 2011) . In addition, there are several general criteria that need to be considered in the context

of selecting media to facilitate the client in the process of solving problems or fulfilling their needs, namely (1) conformity with the objectives, where it is necessary to examine whether the media is in accordance with the objectives to be achieved or not; (2) the suitability of the media with the material, where the material presented must be in accordance with the study that will be discussed in client assistance service activities; (3) conformity with the characteristics of students, the media must be familiar with the characteristics of students; (4) conformity to theory, the media is selected on the basis of existing theories and not for reasons of distraction or entertainment alone; (5) conformity to student learning styles, this criterion is based on the psychological condition of students that students' learning is also influenced by their learning style; (6) compatibility with environmental conditions, supporting facilities and available time (Nursalim, 2015). It can be concluded that the selection of media in Cinematherapy cannot be done randomly or *randomly*, but must be considered with several things including, (1) according to the purpose of the assistance service; (2) according to the client's character, condition, and environment so that there is a *relate effect* from the client; (3) functioning and containing symbolic information about the problems or needs experienced by the client

CONCLUSION

The discussion above can be used as the basis that Online Video Games in Cinematherapy affect students' prosocial behavior. Prosocial itself is a positive social interaction behavior that is very necessary for students to have. Online Video Games which are currently quite familiar in the world of students and teenagers will certainly be easily recognized and understood by students. The combination of Video Games with Film plots in Cinematherapy Techniques can provide a therapeutic effect to students through providing information on the basis of Modeling for students. Students can also feel the empathy that is built through film media where empathy is also one of the motivations to be able to act prosocially

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