

Group Guidance Using Educational Cinema Techniques to Improve Understanding of Hate Speech

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ABSTRACT

This study aims to assess the effectiveness of peer guidance services in enhancing self-confidence among adolescents. The service was delivered to 9th-grade students of SMP Negeri 12 Palangka Raya as part of a psychosocial intervention. This research employed a pre-experimental method with a one-group pretest-posttest design. The sample consisted of 12 students selected using purposive sampling. The instrument used was a validated and reliable self-confidence scale. The findings revealed an increase in mean scores from pre-test to post-test. The Wilcoxon test using SPSS 25 resulted in a significance value of 0.002 (<0.05), indicating that peer guidance is effective in increasing students' self-confidence. Thus, peer counseling can serve as a strategic alternative to support adolescents' psychological development in schools.

Keywords: Peer Guidance, Self-Confidence, Adolescents, Junior High School



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INTRODUCTION

Junior high school students are in adolescence. Adolescence is a transitional period between childhood and adulthood, characterized by biological and psychological growth and development. Biologically, it is characterized by the growth and development of primary and secondary sex characteristics, while psychologically, it is characterized by unstable or uncertain attitudes and feelings, desires, and emotions. According to Octavia (2020:1), adolescence is a transitional period from childhood to adulthood. This term refers to the period from the beginning of puberty to maturity, usually starting at age 14 for men and age 12 for women. The lives of today's adolescents are inseparable from the internet. The internet is very important for adolescents. According to Wahyudiyono (2019:64), internet users in Indonesia increased by 10.2%. The largest contribution of internet users in Indonesia comes from the island of Java. The majority of Indonesian internet users are people aged 10-19 years. Social media is a common way for teenagers to connect with friends and obtain information online, including through accounts like Facebook, Twitter, YouTube, WhatsApp, Instagram, and others. This freedom of expression is subject to limitations, without diminishing the ideas and thoughts of every citizen. These limitations are outlined in Article 27 of the 2016 Electronic Information and Transactions Law (UU ITE) concerning the prohibition of hate speech (Jamal, 2019). The

rapid advancement of technology has led some to lack a clear understanding of the limits of expressing opinions and ideas. According to Lesmana (in Gaviasa, 2019:10), "hate speech, in the legal sense, is a communication act carried out by an individual or group in the form of provocation, incitement, or insults toward another individual or group based on various aspects such as race, skin color, ethnicity, gender, nationality, religion, and so on."

Hate speech is a communication activity carried out by an individual or group to incite hatred towards another party through provocation, incitement, or insults based on various aspects such as race, skin color, ethnicity, gender, nationality, religion, and so on.

Hate speech is a behavior by an individual or group that demonstrates incitement, encouragement, or offense to another person or group in various ways, whether based on race, skin color, orientation, condition, sexual orientation, identity, beliefs (religion), and many other factors that refer to hate speech (Zulkarnain, 2020:72). Insulting messages directed at specific individuals or groups have attracted considerable attention recently. The emergence of insulting messages in web-based entertainment posts such as social media is currently a growing topic of discussion. Hateful messages conveyed in the form of insults, criticism, and so on are increasingly being disseminated by web users (netizens) as posts (images, photos, recordings, audio, and words) for the

sole purpose of causing unrest. This is not only occurring in broader communication, but especially in the social media space. Many incidents of insulting messages were made on the media. Based on the results of interviews conducted by researchers with BK teachers at Muhammadiyah Palangka Raya Middle School on March 26, 2024, there were students at the school who carried out hate speech. The data was obtained from several students who had reported and the teacher witnessed it herself. Researchers conducted observations of classes VII A to C, with representatives from class VII A 1 person, VII B 2 people, VII C 2 people, so a total of 5 students. This was done because the researchers wanted to find out whether there was hate speech in classes VII A to C.

Students during the interview experienced hate speech, they received hate speech treatment such as making fun of their parents' names, ethnicity, skin color, and physical. One of them is like "eh fat", calling names with ethnic names such as "jawa", making fun of nicknames with skin color names "black, butek". Based on the research background, there are several identifications of problems found in this study, namely: There are students who do hate speech through social media, mocking, insulting, and cursing. There has been no group guidance to handle the hate speech behavior. So that this research can be done with focus and more depth. Then the in-depth research of the problems that need to be discussed is limited by variables. Therefore, the researcher limits it only to students aged 12 to 14 years at SMP Muhammadiyah Palangkaraya which focuses on group guidance and educational cinema techniques to prevent hate speech and does not consider external factors that are not directly related to the learning process. The research objectives that will be discussed by the researcher are: Preventing hate speech through group guidance of students at SMP Muhammadiyah Palangka Raya. Improve students' understanding of the limitations in expressing opinions and ideas.

METHOD

Quantitative research methods are systematic approaches that use numerical data to study social issues and educational phenomena. They involve quantifying and measuring variables to understand cause-and-effect relationships and generalizing results to a larger sample population (Sciberras & Dingli, 2023). According to Kasiram (2008:210), experimental research aims to determine the degree of purity (truth) of the effect of X on Y. Experimental research is a research model that provides a stimulus and then observes the effects or consequences of changes in the stimulus on the object being stimulated.

According to Arikunto (2010:124), a one-group pre-test and post-test is a research activity that provides an initial test (pre-test) before administering treatment, and then administers a final test (post-test) after treatment. Thus, the results of the treatment can be more accurately determined because they can be compared with the conditions before

treatment. This study used pre-test and post-test methods. This study analyzes the effect of one variable on another. The variables to be studied consist of two types: independent variables and dependent variables. This one-group pre-test and post-test design consists of one predetermined group. The test was administered twice: before the experimental class was given the treatment (pre-test) and after the experimental treatment (post-test). (c) The population focused on in this study refers to a group of students in a secondary school. In the context of this study, this population includes students currently undergoing the learning process in the school environment.

The primary variables of interest are group guidance to prevent hate speech. The study population consisted of all students at Muhammadiyah Middle School in Palangkaraya, with a total population of 24 students. The study sample was drawn randomly using a random sampling method, with a total of 8 students. The sampling technique employed a student identification number representing the entire population from the student list, followed by a random drawing to determine the sample to be included in the study.

According to Papcunova et al. (2021), indicators include sexist language, attacks on minority groups, denial of fundamental rights, encouragement of violent behavior, problematic hashtags/nicknames/symbols, ad hominem attacks, negative stereotypes of minorities, texts containing ambiguous statements, irony, sarcasm, manipulative texts/misinterpreting the truth, insults, and profanity.

According to Iwan Satibi (2013:71), variable operationalization is a concept that connects abstract theories or variables to reality. Research variables are essentially anything in any form determined by researchers to be studied to obtain information about them. Meanwhile, operationalizing research variables means explaining in detail the variables within them into several parts, namely dimensions, indicators, measurements, and scales. The variables in this study consist of variable X (independent variable) as the independent variable and variable Y (dependent variable) as the dependent variable. To facilitate measuring and understanding research variables, variable operationalization is necessary as a basis for researchers in developing research instruments. Operationalization of variables includes explanations of variable names, variable definitions, variable dimensions and indicators, variable measurements, and measurement scales presented in tabular form. There are several types of variables in research. The research variables in this study include group guidance and hate speech of students at Muhammadiyah Middle School Palangkaraya.

According to Tanzeh (2011), data analysis in quantitative research is deductive, empirically testing the theory used after data collection is complete using statistical tools (e.g., t-test correlation, analysis of variance and covariance, factor analysis, linear regression, and so on). The purpose of data analysis is to understand the underlying data,

group it, and summarize it into something easily understood. After data collection, statistical analysis is performed to identify hate speech. The use of analytical techniques such as linear regression can help evaluate the extent to which group guidance and educational cinema techniques prevent hate speech among students. Data analysis in quantitative research utilizes statistical formulas. Statistics in analysis are divided into two categories: descriptive statistics and inferential statistics. Descriptive statistics are used to analyze research data without drawing broader conclusions. Inferential statistics are used to draw broader conclusions. The statistics used are simple linear regression and MANOVA. The data analysis in this study used SPSS 25.0 for Windows.

The research data are empirical data obtained in the field. According to its classification, the data obtained is interval data, which is this type of data uses the same data distance. Descriptive analysis provides an overview or description of data seen from the mean, median, mode, standard deviation, maximum, minimum, range (Ghozali, 2011:19) which uses SPSS 25 for Windows software to analyze. The next step is to create a distribution table of answers to variables X and Y, determine the respondent's answer scores with predetermined provisions, add up the answers obtained by each respondent, enter the scores into the formula, the results are entered into the category table. The formula and category table are as follows taken from (Widhiarso, W: 2008).

RESULTS AND DISCUSSION

The research results that can be reported are about the description of hate speech before being given group guidance, a description of improving the description of hate speech of class VII C students of Muhammadiyah Palangka Raya Middle School before and after being given group guidance.

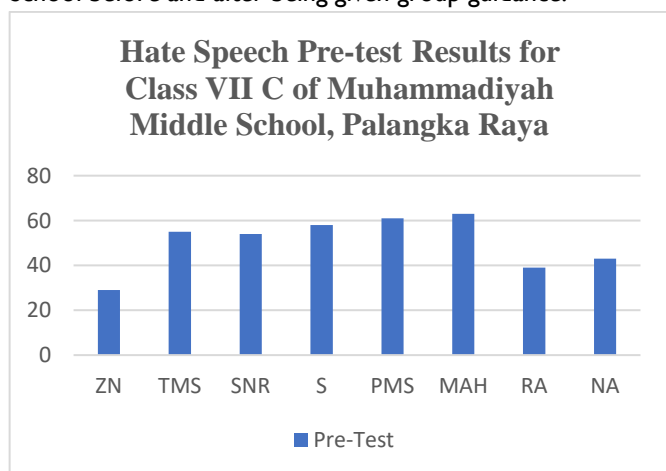


Figure I. Hate Speech before group guidance was given

The pre-test on the research subjects showed that all 8 students identified as hate speech were in the low category with a score of 20 to 40, totaling 2 people. The medium category with a score of 41 to 60, totaling 4 people. The high category with a score of 61 to 80, totaling 2 people. The post-test on the research subjects showed that all 8 students

identified as hate speech were in the medium category with a score of 41 to 60, totaling 6 people. The high category with a score of 61 to 80, totaling 2 people. Group Guidance Intervention was carried out 4 times to all students with the hope that this intervention could prevent hate speech acts. After the intervention, there was a change in hate speech levels, indicating that six of the eight students identified as having moderate hate speech, with a score ranging from 41 to 60. Two students were in the high category, with a score of 61 to 80. Changes in hate speech levels were identified through measurements using a hate speech scale conducted after the intervention (post-test).

During the pre-test, students in grade VII C of Muhammadiyah Middle School Palangka Raya obtained a score of 402. After receiving group guidance to improve their understanding of hate speech, students in grade VII C of Muhammadiyah Middle School Palangka Raya obtained a score of 427. The increase in hate speech levels in students can be seen from the difference in scores between before and after the intervention. These results indicate that grade VII C of Muhammadiyah Middle School Palangka Raya experienced an increase in hate speech scores, as seen in the graph.

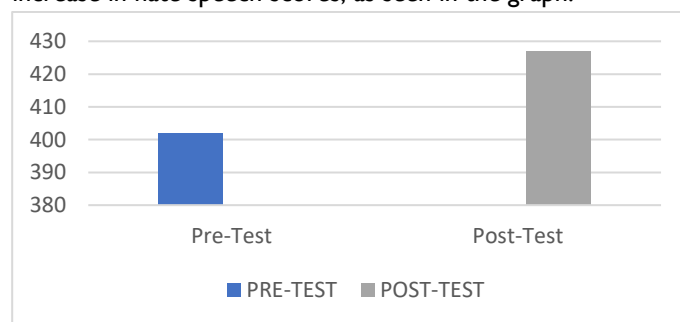


Figure II. Results of pre-test and post-test on research subjects

Research on reducing hate speech can be seen from the results of the Paired Sample T-Test statistical hypothesis testing. The Paired Sample T-Test, better known as the Pre-Post Design, is an analysis involving two measurements on the same subject regarding a specific effect or treatment. The second measurement is conducted after the treatment is administered. Calculations using SPSS version 25 compare the means between the pre-test and post-test to determine any changes.

The results of the calculations using SPSS version 25 are presented in a table. The results of the calculations using SPSS are as follows: Mean (Average) Based on the data, it is known that the total pre-test score was 402 with an average of 427 and the total post-test score was 50.25 with an average of 53.38. Standard Deviation:

Table I. Mean Value and Standard Deviation Using SPSS

Paired Samples Statistics					
Pair		Mean	N	Std. Deviation	Std. Error Mean
1	PRE_TEST	50,25	8	11,985	4,237
	POST_TEST	53,38	8	8,193	2,897

Based on the data above, the pre-test score was 402 with a standard deviation of 50.25 and the post-test score was 427 with a standard deviation of 53.38. Normality Test: The researcher has stated that he will use a paired sample t-test to test the research hypothesis. The main requirement in conducting a hypothesis test using a paired sample t-test is that the data to be analyzed must be normally distributed. Therefore, the researcher has conducted a normality test using the Shapiro-Wilk method. According to Sugiyono (Endang Subandi, 2017:65), the normality test for the study was conducted using the Shapiro-Wilk test because the sample in the study was less than 50.

In this study, the normality test used the Shapiro-Wilk with the help of the SPSS version 25 program, and the results. After conducting a normality test using the Shapiro Wilk formula, the sig value to determine whether it is normal or not is as follows: If the sig value is > 0.05 , it is said to be normal. Meanwhile, if the sig value is < 0.05 , it is said to be abnormal.

Table II. Results of Normality Test Using SPSS

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE_TEST	,248	8	,160	,908	8	,339
POST_TEST	,251	8	,148	,897	8	,271

a. Lilliefors Significance Correction

Based on the table above, it can be seen that the Pre-Test and Post-Test data are > 0.05 . So it can be concluded that the research data before and after group guidance is stated as normal. Therefore, the data in this study can be continued to be tested using the Paired Sample T-Test method. Hypothesis Testing Paired Sample T-Test method. Researchers conducted a hypothesis test using the Paired Sample T-Test method to see whether or not there was an increase in the level of hate speech in the research sample, after being given group guidance services using the SPSS version 25 program.

The main hypothesis in this study is H_0 : Influential in preventing hate speech. H_a : Educational cinema has an effect on preventing hate speech. The decision-making rule in testing the hypotheses in this study is: if the Sig (2-tailed) value is $<$ the significance level ($\alpha/2 = 0.05$), then H_0 is rejected and the decision H_a is accepted. Conversely, if the Sig (2-tailed) value is $>$ the significance level ($\alpha/2 = 0.05$), then H_a is rejected and the decision H_0 is accepted.

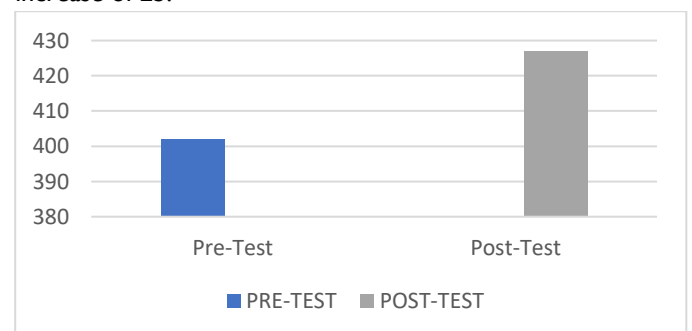
The results of the hypothesis testing using the Paired Sample T-Test method are described in the table. Results (Gill

Sans MT, 11pt, Use capital letters for every word except conjunctions). The study concludes from the calculations in the table above that the Sig (2-tailed) value is 0.369. This indicates that the Sig (2-tailed) value is $<$ the significance level ($\alpha/2 = 0.05$), i.e., $0.369 > 0.05$, indicating that H_0 is rejected and H_a is accepted, indicating that educational cinema has an effect on preventing hate speech.

In the researcher's observations, indicators of hate speech problems among students were found. These indicators included hate speech during teaching and learning. Some students engaged in hate speech, while others thought it was funny and were unaware of its impact on others.

The study was conducted in six meetings, both offline and online. This was because the students were taking their final semester exams. In the first meeting, a pre-test was administered, and hate speech was demonstrated to the students. Based on the pre-test results, group guidance services were provided to prevent hate speech. At this stage, many students still did not understand, apply, or interpret hate speech. In the second meeting, effective methods for preventing hate speech were explained.

Students who attended the offline group guidance meeting were enthusiastic and expressed their opinions regarding hate speech. In the third meeting, the researcher presented material and discussed how to prevent hate speech using educational cinema techniques. In the fourth meeting, students understood how to prevent hate speech and how to use educational cinema techniques. In the fifth meeting, the researcher used educational cinema techniques to determine whether students understood and prevented hate speech. In the sixth meeting, the researcher administered a post-test to students regarding hate speech. Before conducting the effectiveness test, the researcher identified several indicators of hate speech experienced by students in grade VII C of Muhammadiyah Middle School Palangka Raya. Hypothesis testing was conducted using a Sample T-Test and Paired-Sample T-Test, better known as a Pre-Test Design. Paired Sample Statistics showed that understanding of hate speech increased from an initial average of 402 to 427, with a mean increase of 25.

**Figure III.** Improvement in hate speech among grade VII C students

Group guidance using the Educational Cinema technique to improve understanding of hate speech among grade VII C students at Muhammadiyah Middle School, Palangka Raya.

There was an increase in the average pre-test and post-test scores. The initial average increased from 402 to 427, with an average increase of 25. Changes in the level of understanding of hate speech among the two subjects were evident in two criteria: differences in pre-test and post-test scores, and changes in understanding of hate speech, evidenced by evaluations conducted at the end of each session by the researcher. The statistical analysis results tended to correlate positively with changes in group guidance services. Examining each statistical analysis result, expressed in the form of hate speech scale scores, supported by expressions of change in group guidance services expressed by each research subject. Statements or expressions from the research subjects indicated an understanding of hate speech. Thus, the results of this study indicate that group guidance using the Educational Cinema technique improves understanding of hate speech among grade VII C students at Muhammadiyah Middle School, Palangka Raya.

CONCLUSION

Based on the results of data analysis and discussion in the study, that group guidance with educational cinema techniques to improve understanding of hate speech. This is based on the results of the pre-test and post-test tests which show the results of the Sig (2-tailed) value is 0.369. Because the Sig (2-tailed) value < the real level of significance ($\alpha / 2 = 0.05$) then H_0 is rejected and H_a is accepted. So it can be concluded that group guidance with educational cinema techniques can prevent students from understanding and acting on hate speech. The results of the analysis show that class VII C students of Muhammadiyah Palangka Raya Middle School experienced an increase in scores from before receiving services (pre-test) and (post-test) in understanding hate speech.

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