



The Effectiveness of Short Film “Satu Atap” to Increase Tolerance in Junior High School Student in Sleman

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Abstract. Indonesia is a country full of diversity, but the many cases of intolerance pose a serious threat to existing diversity. Based on data from the Wahid Foundation, the intolerance score in Indonesia reached 49%. This figure is quite high, especially as there are widespread cases of intolerance due to religious differences. Therefore, it is important to provide material related to tolerance towards others, especially at school. Based on initial research, 70% of students agree that tolerance is material taught in class by guidance and counseling teachers. The material is provided using short films because short films can attract students and have an influence on the psychological aspects of the audience. This research aims to determine the effectiveness of the short film "Satu Atap" to increase tolerance in junior high school students. This is quantitative research with an experimental model. This research uses a one-group design with random sampling. There were 32 class VIII students who were research subjects in Sleman Regency. Researchers distributed pretest and posttest questionnaires, then carried out analysis using the T test and N-Gain test. Based on the T test results, the pretest score was 117.50 and the posttest score was 153.03, meaning there was an increase of 35,531. Then the N-Gain test results obtained a score of 0.6094, which is in the moderate category, and an N-Gain percentage score of 60.94%, which is in the quite effective category. Therefore, it can be concluded that the short film "Satu Atap" is effective in increasing tolerance among junior high school students in Sleman Regency.

Keywords: Short Films, Tolerance

1 Introduction

School should be a safe and comfortable space for students to learn many things, such as learning to study, developing character, interacting socially with peers, and learning discipline and responsibility. The character that students need to hone is tolerance. Indonesia, which is a pluralistic country, has differences. The formation of the character of tolerance between religious communities in religious learning is a learning content that not only focuses on aspects of students' knowledge but also aspects of students' attitudes and behavior[1]. An attitude of tolerance towards others who have different backgrounds, be it ethnicity, race, religion, economic status, or social status,

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is something that must be instilled in students. One of the most common cases among students is intolerance due to religious differences. Based on initial research conducted by researchers at one of the state junior high schools in Sleman, 63% of students had experienced and seen intolerant behavior between students. This is the homework of educators to instill an attitude of tolerance in students.

Indonesia is a nation full of diversity. This nation is united by the motto *Bhinneka Tunggal Ika*. However, the existence of this nation is often tested by major problems related to diversity [2]. There are several major cases related to intolerance. One of them is the case of the DKI Jakarta election in 2017, which was full of polarization. Identity politics is very dangerous for national and state life. The motto *Bhinneka Tunggal Ika* clearly states that Indonesia's diversity cannot be homogenized [3]. The ideal is that existing diversity becomes the foundation for Indonesia to continue to develop and becomes capital for maintaining harmony between religious communities. However, pluralism becomes a heavy burden for Indonesia because of the increasing number of cases of intolerance.

Sociologically, Indonesian citizens in general are a religious society and are full of high spirituality [4]. However, despite these values, the issue of tolerance is growing and becoming dangerous if not handled seriously. In social life, friction between groups, especially religious groups, cannot be avoided. Communities are required to maintain each other's rights and obligations. In essence, tolerance is an attitude and action that prohibits discrimination against groups that are different or cannot be accepted by the majority group in a society [5]. The majority often feels superior, so they can act arbitrarily and discriminate against minorities. This often happens in schools and is experienced by minority students. Tolerance is a person's ability and willingness to be aware of the rights of minority groups where these groups live within the rules determined by the majority, which is the basis of democracy [6]. Tolerance is also communication, freedom of thought, freedom of belief, harmony in diversity, understanding each other, and having peaceful relationships [7].

Intolerance is a serious threat to the diversity of the Indonesian nation. Based on Wahid Foundation research, the Indonesian nation's intolerance score is 49% [8]. These scores tend to be high and become a threat to the lives of the nation and state. The same thing was also found in a survey by LSI released in 2018, that more than 50% of the Indonesian population was intolerant towards other religions, and 63% of most teachers in schools had intolerant views towards different religions and beliefs [9]. Therefore, the cultivation of an attitude of tolerance needs to be instilled from an early age, especially at school. The role of schools as formal educational institutions is quite important in developing a learning environment that is tolerant for all. To create education that produces individuals who are aware of the importance of pluralism and tolerance, reconstruction of socio-religious education is needed [10]. Initial research conducted by researchers also showed that 70% of students agreed that tolerance should be material taught in class. This is the task of guidance and counseling teachers in providing classical services.

Guidance and counseling teachers can use interesting media to provide education on cultivating the character of tolerance in students. One interesting media is short films. The use of short film media is based on initial research, where as many as 85%

of students agree with the use of short film media as a medium in guidance and counseling services. Short films are considered to have the power to instill the character of tolerance in students. Films can create feelings of happiness in students, making it easier for guidance and counseling teachers to achieve the expected behavior [11]. Asri also expressed the same thing that short films can touch students' affection, so they can instill morals in students [12]. The use of short films in guidance and counseling services is considered effective, this is based on previous research found by researchers. Research by Setiawan et al [13] shows that short films can prevent bullying behavior and increase anti-bullying behavior in junior high school students. Then, research by Ratni et al [14] states that short films are effective in increasing anti-bullying behavior in students because short films are modeling material for students to imitate anti-bullying behavior. Setiawan & Suwarjo [15] also stated the same thing, that short film media is effective in increasing anti-sexual harassment behavior in students because short films are an interesting and reflective media, so that students can reflect on the meaning of the film and implement it in their daily lives to behave anti-sexual harassment. Based on the results of this research, it can be concluded that short film media is effective in providing behavioral changes to students at school through guidance and counseling services.

Short films are not only useful in sending messages to the audience but also make the audience feel and reflect on the meaning of each scene shown [16]. Short films shown in classical services in class become an integral part of guidance and counseling services, making the service more comprehensive in conveying anti-intolerance messages. The short films shown can also be therapeutic material for counselees in providing new perspectives because short films are able to display existing social realities [17]. The short film shown by researchers was entitled "Satu Atap" which tells the story of two friends who have different religions but still help each other. There are several symbols in the film that can serve as modeling material for the audience to increase attitudes of tolerance. The modeling process itself can be carried out through real models and symbolically [18]. The short film becomes modeling material for the audience, so that when students watch the short film "Satu Atap" it can make the audience reflect on the meaning of tolerance contained in the scenes in the short film.

2 Research Approach

Research on the effectiveness of short film media to increase tolerance in junior high school students uses a quantitative approach using a pre-experimental model. This research uses a one-group design, where there is only one class for pretest and posttest trials. The subjects in this research were students at SMP Negeri 2 Ngaglik in Sleman Regency, with a total of 32 students. The sampling technique used was simple random sampling for grade eight students.

The short film entitled "Satu Atap" which was developed by Antonius Ian Bayu Setiawan as the copyright holder. The short film "Satu Atap" is 6 minutes, 22 seconds. Measuring tolerance attitudes to determine the effectiveness of short film media

uses a tolerance attitude scale. The measurement results were analyzed using a Likert scale with five answer choices and data analysis techniques using the T test and N-Gain test.

3 Result and Discussion

Research on the effectiveness of the short film "Satu Atap" to increase tolerance in junior high school students was carried out in three stages. The first stage was that the researcher distributed a pretest by giving a tolerance attitude scale to 32 class VIII junior high school students. In the second stage, guidance and counseling teachers provide guidance and counseling services in the form of classical guidance. The guidance and counseling teacher followed the classical guidance steps but was given the addition of showing the short film "Satu Atap" which was 6 minutes, 22 seconds, to the students. The guidance and counseling teacher asked students to watch and then discuss the content and meaning of the short film "Satu Atap". Students were very enthusiastic and gave opinions regarding the meaning of the short film being shown. The short film "Satu Atap" tells the story of two characters named Andreas and Ahmad. The two characters help each other even though they have different religions. The short film "Satu Atap" invites viewers to care and help regardless of their religious background.

In the third stage, the researcher gave a tolerance attitude scale to junior high school students to find out the posttest results after watching the short film "Satu Atap". The collected pretest and posttest data were then tested for normality using Kolmogorov-Smirnov to determine whether the data distribution was normal or not. The following are the results of the normality test carried out by researchers:

Table 1. Normality Test Results

Kolmogorov-Smirnov			
	Statistic	df	Sig.
Pretest	.109	32	.200
Posttest	.102	32	.200

Based on the results of the normality test using Kolmogorov-Smirnov, the significance value in the pretest and posttest tables is 0.200, which indicates that the value in the normality test meets the criteria. So, it can be concluded that the tolerance attitude scale in the pretest and posttest data is normally distributed and is continued at the T test stage. The T test was carried out to see the effectiveness of short film media in increasing tolerance in junior high school students. The T test was carried out using SPSS. Here are the results of the T test:

Table. 2. T-Test Results

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pretest	153.03	42	7.494	1.325
Posttest	117.50	32	8.828	1.561

Based on the readability of the T test, which was tested on 32 junior high school students, the average posttest score was 153.03 and the average pretest score was 117.50. Based on the results of the T test carried out to determine the effectiveness of the short film "Satu Atap" it was stated that there was an increase between the pretest score and the posttest score, namely $117.50 < 153.03$.

The significance value obtained is 0.000, which indicates that there is a difference in the T test between the posttest score and the pretest score because it is < 0.05 . In the picture above, the average difference between the posttest and pretest is 35,531, which indicates that there was an increase in the score on the posttest. So, it can be concluded that the short film "Satu Atap" is effective in increasing tolerance in junior high school students. Then, after carrying out the T test, the researchers also carried out the N-Gain test to determine the level of effectiveness of using the short film "Satu Atap" to increase tolerance in junior high school students. The N-Gain test is carried out using the N-Gain score and N-Gain percentage. The following are the results of the N-Gain test:

Table. 3. N-Gain Score Test Results

N Gain Score		
	Statistic	Std. Error
Mean	.6094	.02617
Median	.6007	
Variance	.022	
Std. Deviation	.14804	
Minimum	.23	
Maximum	.90	
Range	.67	
Interquartile Range	.18	

Based on the results of the N-Gain score test, the result was 0.6094. This score is in the medium category because it is in the value range of $0.3 \leq g \leq 0.7$. Based on these values, it can be concluded that the short film "Satu Atap" has effectiveness in the medium category in increasing tolerance in students. Researchers continued the N-Gain score test to the N-Gain percentage test stage to determine the percentage effectiveness of short film media in increasing tolerance.

Table. 4. N-Gain Score Percentage Test Results

N Gain Score		
	Statistic	Std. Error
Mean	60.9436	2.617
Median	60.0713	
Variance	219.146	
Std. Deviation	14.804	
Minimum	22	
Maximum	90	
Range	67	
Interquartile Range	18	

The percentage N-Gain test result is 60.9%. Based on the readability of the N-Gain percentage test score, the score of 60.9% is in the 'quite effective' category because it is in the score range of 56%–75%. Therefore, it can be concluded that the short film "Satu Atap" is quite effective in increasing tolerance in junior high school students who are used in classical guidance services.

Indonesia, which consists of six major religions and various beliefs held by the people, indicates that this nation is a pluralistic nation. The religious diversity of this nation is something that cannot be denied or eliminated[19]. Diversity is something that needs to be maintained by instilling an attitude of tolerance between people, including people of different religions in Indonesia. Religious tolerance is tolerance that covers issues of human belief related to faith and the divinity that is believed in. This indicates that the freedom to embrace religion is something that anyone is free to choose. Tolerance can also be defined as attitudes and actions that prohibit discrimination against different people or groups [5]. Tolerance indicates an individual's attitude toward mutual respect and respect for the beliefs of followers of other religions with full awareness.

Respecting and appreciating other beliefs and religions is clearly stated in Pancasila, especially the first principle to invite individual people to fear God according to the individual's religion and beliefs. Therefore, all Indonesians are obliged to respect and appreciate religious differences by fostering harmony between communities and living side by side in a peaceful, just, and peaceful manner. In fact, the state guarantees the entire community the freedom to adhere to religion, as stated in Pasal 29 Ayat 2 UUD 1945, which states that the state guarantees the freedom of each resident to embrace their own religion and to worship according to their religion and beliefs [20]. This indicates that religious freedom is protected by the state, and anyone who obstructs religious freedom will face the law.

According to Ridwan [10], understanding the value of tolerance requires three prerequisites for building religious tolerance, namely: 1) active involvement of the entire community in maintaining differences into something that has positive value, is useful, and produces prosperity. 2) Not making claims about truth as a single thing, meaning that truth values are substantial and universal. 3) An attitude of tolerance and mutual respect throughout society. If these three things are implemented, they will create a harmonious, and peaceful society living side by side with one another, especially if implemented in the school environment.

To understand tolerance more deeply, there are three substantial things that need to be implemented in the school environment, namely implementing an accepting attitude, an attitude of respect, and an attitude of appreciation [21]. An accepting attitude is defined as acceptance of the presence of other people of different religions or beliefs in social relations at school. A person needs to accept other individuals, even though they have different religions, as a form of tolerance. An attitude of respect is related to not insulting or insulting the teachings of other religions, not disturbing the beliefs of different religions, and providing comfort for other people to worship according to their beliefs. An attitude of respect emphasizes the manifestation of respect for what other people believe in and implement. These three things are the key to being able to implement tolerance in social life at school and in society.

Basically, developing an attitude of tolerance in schools is part of the educational goal of forming students' personalities who are complete and have noble character [22]. This indicates that tolerance is an important foundation for social harmony as well as fostering unity and caring for diversity, which have existed since time immemorial. Developing an attitude of tolerance can be done through guidance and counseling services with classical services. This can be done by guidance and counseling teachers by showing the short film "Satu Atap" which tells the story of tolerance. Short films are used to support classical services so that students can watch short films and discuss them in class, guided by the guidance and counseling teacher. This is because short films can be used as learning media for students [23].



Fig. 1. Short Film Satu Atap Footage

The use of short films in guidance and counseling services makes students more interested in attending classes. Short films as media in class can encourage students to be

more involved in the discussion process [24]. This makes students understand more about tolerance material because they can discover and reflect on the meaning of tolerance by watching short films and through discussions in class. The short film "Satu Atap" provides a message and meaning for the audience to be more appreciative, respectful, and caring towards anyone, regardless of their religious background. In fact, the short film invites viewers to be willing to make sacrifices for other people of different religions, even as a practice of the value of tolerance.

4 Conclusion

Tolerance is an attitude or action that prohibits discrimination against different people or groups. Tolerance indicates a person's attitude toward mutual respect and acceptance of the beliefs of members of other religions. Developing an attitude of tolerance at school is a manifestation of the aim of education to form students who are complete and have noble character. One way that guidance and counseling teachers can increase tolerance is through classical services, using the short film "Satu Atap". Short film media can make students interested in attending class and encourage them to be involved in the discussion process.

Based on the T test results, the pretest score was 117.50 and the posttest score was 153.03, which indicated an increase of 35,531. This indicates that the short film "Satu Atap" is effective in increasing tolerance based on pretest and posttest scores. The N-Gain test results obtained a score of 0.6094, which is in the medium category, and the N-Gain percentage test obtained a score of 60.94%, which is in the effective category. Therefore, it can be concluded that the short film "Satu Atap" is effective in increasing tolerance among junior high school students in Sleman Regency.

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