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# The Application of Information Services Through Film Media to Students' Social Interaction

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**ABSTRACT**

This study aims to examine the effect of information services delivered through film media on the social interaction of class X students at SMA Negeri 4 Palu. The research employed a quantitative approach using a pre-experimental method with a one-group pretest–posttest design. A total of 37 students from class X were selected as the research sample. Data were collected using a social interaction scale that measured two main aspects, namely social contact and communication. The data analysis was conducted using both descriptive and inferential statistics. Descriptive analysis was used to identify changes in students' levels of social interaction before and after the treatment, while inferential analysis was performed using a paired sample t-test to determine the significance of the differences. The results of the descriptive analysis indicated an improvement in students' social interaction following the intervention. The average pretest score was 66.35, which increased to 68.05 in the posttest. The results of the hypothesis testing showed a significance value of 0.000, which is lower than the 0.05 threshold. This indicates that there is a statistically significant difference between students' social interaction before and after receiving information services through film media. These findings suggest that the use of film media in information services has a positive influence on enhancing students' social interaction. This study points out the merits of film media as an engaging and effective tool in guidance and counseling practices. It can serve as an alternative strategy for educators and counselors to support the development of students' social interaction skills within the school environment, particularly by providing relatable scenarios and fostering discussions that enhance empathy and communication among peers.

**Keywords:** Guidance And Counseling, Media Films, Information Services, Social Interaction, Students

## INTRODUCTION

Human beings are essentially social creatures who by nature cannot live independently without the involvement of others in every aspect of their lives. The dynamics of daily life show that every individual is always in a network of dependence, where help, support, and collaboration between individuals are absolute prerequisites for meeting the complex needs of life. The existence of this social relationship is not just a complement but a crucial element that allows humans to build an effective communication system, foster a spirit of cooperation, and maintain order in the social order. Through the intensity of healthy social relationships, individuals can self-actualize and hone various fundamental interpersonal skills for harmonious survival (Saputraet al., 2022).

The manifestation of dynamic social relationships is rooted in the process of social interaction, which is a mechanism of reciprocal relationships that occurs continuously between individuals and other individuals, as well as between individuals and groups in the surrounding environment. Social interaction is not just a physical encounter but an exchange of symbols and meanings that occurs through social contact and communication that affect each other. This process is a fundamental foundation in the formation of a person's personality structure because the interaction contains the internalization of values, an understanding of

social norms, and the development of skills in diplomacy, communication, and building group consensus (Liana et al., 2024).

The urgency of social interaction skills reaches its peak in adolescence, a transitional period filled with emotional turmoil and the need for social recognition. In this developmental phase, adolescents have a strong urge to be accepted into peer groups and begin to formulate their identity amid a wider environment. Mastering qualified social interaction skills at this stage has been proven to be able to increase confidence, strengthen cooperation competence, and equip adolescents with constructive conflict resolution strategies (Susanto & Mufidah, 2024). However, the challenge that often arises is the inability of some adolescents to establish healthy relationships, which can ultimately trigger social isolation, barriers to adaptation, and psychological disorders that hinder their full potential development (Kusuma & Wirastania, 2025).

In the formal education ecosystem, schools hold a strategic responsibility to foster and optimize the social development of students. Schools should not only be seen as an institution for the transmission of academic knowledge but also as a social laboratory where students explore emotional intelligence and social skills through structured guidance. Guidance and Counseling Services are present as key instruments in facilitating these needs, one of which is through information services. This service is designed to equip students with a comprehensive understanding of personal, social, learning, and career aspects (Liana et al., 2024). Given the highly visual and dynamic character of the current generation of students, the effectiveness of this service is highly dependent on the innovation of learning media used so that information is not only theoretical, but also touches on the affective aspects of students (Saputra et al., 2022).

One of the instructional media that is considered to have strong allure and psychological impact is film media. Film as an audio-visual medium offers a concrete and contextual narrative through a combination of image aesthetics, sound power, and depth of storyline that can reflect real-life reality. In the domain of guidance and counseling, the use of film, both through cinematherapy and movie learning approaches, has been empirically proven to be able to activate learning interests and make it easier for students to absorb social values more deeply (Kusuma & Wirastania, 2025; Susanto & Mufidah, 2024). The immersive film characters allow students to observe various patterns of social behavior, hone empathy, and practice interpersonal communication skills through reflection on the characters shown.

Although the potential of film media in enhancing social interaction has been widely discussed, there is a *research gap* between ideal theory and the reality of implementation at the local level. So far, research on the effectiveness of film in counseling services still tends to focus on large urban areas or schools on the island of Java, with media variations that are sometimes less relevant to the dynamics of adolescents in areas such as Central Sulawesi. There have not been many studies that specifically explore the use of film as a medium of counseling guidance information services to deal with barriers to social interaction in grade X students in the Palu area, especially at SMA Negeri 4 Palu. In fact, the sociocultural characteristics and adaptation challenges of new students in this school require a fresher and more contextual approach so that BK services are not considered rigid or boring, which could be effectively addressed through innovative methods such as using film to engage students and facilitate their social interactions.

The need for this innovative approach is reinforced by the phenomenon found in the field. Based on the results of initial observations and interviews at SMA Negeri 4 Palu, the researcher identified symptoms of a decrease in the quality of social interaction in several class X students. If left unchecked, it is feared that this social barrier will disrupt social cohesion between students and hinder their learning process at school. Departing from the background and urgency of the above problems, the researcher considers the need for a creative audio-

visual media-based intervention to stimulate students' social interaction. Therefore, the researcher is interested in studying more deeply through experimental research entitled: "The Application of Information Services Through Film Media on Social Interaction of Class X Students at SMA Negeri 4 Palu.

## METHODS

This study uses a quantitative approach with an experimental method. A quantitative approach is used to test the influence of a treatment on a particular variable through the measurement of numerical data and statistical analysis, (Creswell & Creswell, 2017). The research design used is a pre-experimental design with a type of one group pretest–posttest design, which is a design that involves one group of subjects who are given treatment and measurements are taken before (pretest) and after treatment (posttest) to see the changes that occur after the intervention is given, (Anderson-Cook, 2005). The population in this study is all students of class X at SMA Negeri 4 Palu, while the research sample is 37 students selected from several classes at that level. The sampling technique is carried out through a lottery based on the number of student attendance in each class so that each member of the population has an equal opportunity to become a research sample, (Etikan & Bala, 2017). The data collection technique uses a social interaction scale that is compiled based on two main aspects, namely social contact and communication, which is then developed into several indicators and sub-indicators of students' social behavior.

**Table 1: Social Interaction Scale**

| Variables | Indicator | Sub-Indicators | Item number | | Amount |
|---|---|---|---|---|---|
| | | | *Favorabel* | *Unfavorabel* | |
| Social Interaction Aspects | (Social Contact) Events of social relations between one individual and another. | Smile | 1,2,7 | 9,10,18 | 6 |
| | | Handshake | 3,4,11,19 | 12,20,24 | 7 |
| | | Cooperation | 25,27,35 | 5,13,14,21,32 | 8 |
| | (Communication) Conveying information, ideas, knowledge and actions to others reciprocally as a transmitter or communicator and receiver or communicant | Information | 8,26,33,39 | 36,37 | 6 |
| | | Ideas | 22,38,34,31 | 30,40 | 6 |
| | | Conception | 15,16,28,29 | 23,17,6 | 7 |

The research instrument was then tested for reliability using Cronbach's Alpha coefficient to determine the level of consistency of the measuring instrument. The results of the reliability test showed that Cronbach's Alpha value was 0.841, which means that the instrument has a good level of reliability because the value is above the minimum reliability limit of 0.70, (Taber, 2018).

**Table 2: Reliability Test Results**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|
| .841 | .849 | 21 |

Source: (Taber, 2018)

The above output shows that Cronbach's Alpha value = 0.841, so that the scale of social interaction used in this study can be declared reliable and feasible as a research instrument. The data analysis in this study uses two techniques, namely descriptive statistical analysis and inferential statistical analysis. Descriptive analysis was used to describe the level of social interaction of students before and after treatment through the mean score. Inferential analysis was carried out using a t-test to determine the influence of information services through film media on students' social interaction. The decision-making criterion is that if t calculates ≥ t table, then an alternative hypothesis (Ha) is accepted, which means that information services through film media have a significant effect on students' social interaction. On the other hand, if t calculates ≤ t table, then the hypothesis of zero ($H_0$) is accepted, which means that the information services provided do not have a significant influence on students' social interactions, (Field, 2024).

## RESULT AND DISCUSSION

humans are basically social creatures who always need relationships with others. In the context of education, students' social interaction skills are an important part that supports the learning process and the development of students' personalities. Social interaction can be understood as a reciprocal relationship between two or more individuals that influence each other's behavior in a social environment, (Diwyarthi et al., 2021). In its development, social interaction is influenced by various factors, such as the family environment, school, and community environment where individuals learn to build social relationships, (Wentzel, 1991). Therefore, the development of students' social interaction skills is one of the aspects that need attention in the educational process, including through guidance and counseling services in schools.

Based on the results of the descriptive analysis in this study, it is known that the level of social interaction of students before being given treatment is in the relatively low category. This can be seen in Table 3 which shows the results of the pretest of the scale of students' social interaction.

**Table 3: Percentage (%) *of the Social* Interaction Scale Pretest**

| No. | Category | Interval | Frequency | Percentage |
|---|---|---|---|---|
| 1. | Good | X > 74 | 5 | 14% |
| 2. | Enough | 59 ≤ X ≤ 73 | 27 | 73% |
| 3. | Not enough | X < 59 | 5 | 14% |
| | **Amount** | | **37** | **100%** |

Source: research results, 2026

Based on the table, it is known that most students are in the sufficient category with a total of 27 students (73%). Meanwhile, there were 5 students (14%) who were in the good category and 5 students (14%) were in the poor category. These results show that in general, the level of social interaction of students before being provided with information services is still not optimal. This is in line with previous research findings that some students at the secondary school level often have difficulty building social relationships with peers due to a

lack of communication skills and social adjustment, (Yuan et al., 2022). After being given treatment in the form of information services using film media, there was a change in the level of social interaction of students. These changes can be seen in the posttest results presented in Table 4 below.:

**Table 4: Percentage (%) *Posttest* Social Interaction Scale**

| No. | Category | Interval | Frequency | Percentage |
|---|---|---|---|---|
| 1. | Good | X > 74 | 7 | 19% |
| 2. | Enough | 62 ≤ X ≤ 74 | 25 | 68% |
| 3. | Not enough | X < 62 | 5 | 14% |
| **Jumlah** | | | **37** | **100%** |

Source: research results, 2026

Based on the table, there is an increase in the number of students in the good category from 14% to 19%, as well as a decrease in the number of students in the sufficient category from 73% to 68%. These results show that after being provided with information services using film media, students' social interaction has increased. Film media in the process of information services can help students understand social values and provide concrete examples of good social interaction behavior in daily life. This is in line with research that states that audiovisual media such as films can improve students' understanding of social concepts because the message delivery is done visually and contextually, (Hilmi, 2017; Huda, 2019; Nicolaou et al., 2019; Yılmaz et al., 2019). In addition to descriptive analysis, this study also uses inferential analysis to find out if there is a significant difference between pretest and posttest results. The results of the hypothesis test using the paired sample t-test can be seen in Table 5 below:

**Tabel 5: Uji Paired Samples Test**

| | Paired Differences | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | .95% Confidence Interval of the Difference | | | | |
| | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | t | df | Sig. (2tailed) |
| Pair 1 Pre test - Post test | -1.703 | 2.159 | .355 | -1.707 | -1.698 | -4.798 | 36 | .000 |

Source: research results, 2026

Based on the results of the statistical test, a t-count value of -4.798 was obtained with a significance value (sig. 2-tailed) of 0.000 < 0.05, so it can be concluded that there is a significant difference between the pretest and posttest values. This shows that information services through film media have a significant influence on increasing social interaction of class X students of SMA Negeri 4 Palu. Thus, the research hypothesis that there is an influence of information services through film media on students' social interaction is acceptable.

The increase in students' social interaction can also be seen from the change in the average score obtained by students before and after treatment. The average pretest score showed a score of 66.35, while the average posttest score increased to 68.05. The increase shows that information services provided through film media can help students understand the importance of social interaction and encourage them to be more active in establishing social relationships with peers.

Although the results indicate an increase in the mean score of students' social interaction from 66.35 to 68.05, it is important to note that the magnitude of this improvement is relatively modest. This suggests that while the intervention using film media had a statistically significant effect, the practical or substantive impact may be limited. Therefore, the

effectiveness of the intervention should not only be interpreted based on statistical significance but also in terms of the size of the change observed.

This modest increase may be influenced by several factors, such as the short duration of the intervention, students' initial level of social interaction, or the limited intensity of the treatment provided. Future studies are encouraged to apply longer intervention periods or combine film media with other interactive strategies to achieve a more substantial improvement in students' social interaction.

In the process of implementing information services, the use of film media provides an interesting learning experience for students. Students seem more enthusiastic in participating in service activities because films can convey messages visually and emotionally so that they are easier to understand. Film media not only functions as a means of entertainment, but also has an educational and informative function in conveying social values to its audience, (Afandi et al., 2024; Erlitaviana & Tyas, 2025; Hilmi, 2017; Nicolaou et al., 2019). Melalui film, siswa dapat mengamati contoh perilaku sosial yang positif sehingga dapat menumbuhkan kesadaran mengenai pentingnya interaksi sosial dalam kehidupan sehari-hari.

The findings of this study also show that guidance and counselling services have an important role in helping students develop their social skills. Guidance and counseling teachers can utilize various learning media to deliver services more effectively. The use of audiovisual media such as film has been shown to increase student engagement in the service process because students can see firsthand examples of social behavior shown in films, (Hilmi, 2017; Huda, 2019; Nicolaou et al., 2019; Octaviyantari et al., 2020; Yılmaz et al., 2019). Thus, information services through film media can be one of the alternative strategies that are effective in increasing students' social interaction at school.

Overall, the results of this study show that information services using film media have a positive influence on increasing students' social interaction. The increase can be seen from changes in pretest and posttest results as well as the results of statistical analysis which show significant differences after treatment. Therefore, information services through film media can be used as one of the effective methods in the implementation of guidance and counseling services in schools to help students improve their social interaction skills. However, this study still has some limitations. One of the obstacles found during the research process was the limitation of audio devices that caused the sound of the film to not be heard optimally by all students in the class. These limitations are expected to be evaluated for future research so that the implementation of information services using film media can be carried out better and provide more optimal results.

The effectiveness of film media in improving students' social interaction can be further understood through its psychological and pedagogical mechanisms. Film provides concrete and contextual representations of social situations, allowing students to observe, interpret, and internalize appropriate social behaviors. Through visual and emotional engagement, students are more likely to develop empathy, understand social cues, and reflect on their own behavior.

In addition, film media facilitates observational learning, where students learn by modeling the behaviors of characters presented in the film. This aligns with social learning theory, which emphasizes that individuals acquire new behaviors through observation and imitation. As a result, students may become more confident in initiating communication, participating in group interactions, and responding to social situations.

Thus, the improvement in social interaction is not merely the result of exposure to media, but also the outcome of cognitive and affective processes stimulated by film-based learning. This explains why film media can serve as an effective tool in guidance and counseling services, particularly in enhancing students' interpersonal skills.

## CONCLUSION

Based on the results of the research and discussions that have been conducted, it can be concluded that information services using film media have a significant influence on the social interaction of class X students at SMA Negeri 4 Palu. This is shown by the results of descriptive analysis which shows changes in the level of social interaction of students before and after being given treatment and supported by the results of the paired sample t-test which shows a significance value of 0.000 < 0.05, so that an alternative hypothesis (Ha) is accepted. The increase can also be seen from the change in the average score of students' social interaction from 66.35 in the pretest to 68.05 in the posttest, which shows that the application of information services through film media is able to help students understand the importance of social interaction and encourage them to be more active in communicating and interacting with their social environment. Thus, the use of film media in information services can be one of the effective strategies for guidance and counseling teachers in improving students' social interaction in the school environment. Therefore, researchers are further advised to develop similar research by using a stronger research design, a larger sample size, and combining other innovative learning media in order to obtain more comprehensive results on efforts to improve students' social interaction.

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