Enhancing Emotional Intelligence Through Film-Based Symbolic Modeling in Behavioral Group Counseling

Dina Oktavia Sari

PGRI Kanjuruhan University Malang
Guidance and Counseling Study Program
Faculty of Educational Studies
Malang, Indonesia
oktaviasaridina9@gmail.com

Laily Tiarani Soejanto, S.Psi, M.Pd.

PGRI Kanjuruhan University Malang
Guidance and Counseling Study Program
Faculty of Educational Studies
Malang, Indonesia
lailytiarani@unikama.ac.id

Eva Kartika Wulansari, M.Pd, Cons.
PGRI Kanjuruhan University Malang
Guidance and Counseling Study Program
Faculty of Educational Studies
Malang, Indonesia
evakartikawulansari@unikama.ac.id

Abstract- *Effective emotional intelligence (EI) management involves harmonizing emotions, character, and moral instincts, including self-control and motivation. However, some adolescents still struggle to manage EI optimally. This study aims to analyze the effectiveness of behavioral group counseling using symbolic modeling techniques through films in improving students EI at Public Junior High School 29 Malang. The study employed a quantitative approach with a one-group pretest-posttest pre-experimental design. Five students from classes VII.1 and VII.2 with low pre-test EI scores were selected as participants. An emotional intelligence scale was used as the instrument, and data were analyzed using the wilcoxon test with SPSS version 25. The results showed no significant difference between pre-test and post-test scores, indicating that the intervention was not statistically effective. However, a positive trend in post-intervention scores suggests practical potential. Therefore, further development is needed by increasing intensity, extending the implementation duration, and strengthening reflective approaches in group counseling sessions to maximize the effectiveness of this technique.*

Keywords: Emotional Intelligence; Behavioral Counseling, Symbolic Modeling, Cinema, Group Counseling

I.   INTRODUCTION

Adolescence is generally considered when children have experienced sexual maturity and have entered the age of legal maturity and are experiencing a transition period with a crisis in themselves, namely doubts about their roles and responsibilities in society (Hurlock, 2011) . Opinion[2] when adolescents experience puberty which is characterized by physical and psychological changes, certainly need adjustments in shaping behavior, values, and interests. Sudden mood swings indicate the condition of hormones in the body. Inappropriate changes in emotions and moods due to lack of skills in managing emotions or social relationships cause

adolescents to have aggressive behavior, self-harm, and moral decadence . [3]When individuals have good emotional intelligence, they are able to have proper emotional management by understanding themselves and having motivation within themselves. According to[4] adolescents who are right in understanding their emotional intelligence can be measured through being able to understand emotions appropriately within themselves, generate motivation, are right in understanding the feelings of others, and have good social relationships in the surrounding environment. This is in line with the opinion of[5] that emotional intelligence is when individuals can feel emotions accurately by understanding themselves and understanding others, being able to use their emotions appropriately, and being able to understand the meaning of emotions with good management.

According to[6] emotional intelligence is when individuals are able to recognize, regulate, and control emotions appropriately where it forms the right emotions within themselves by directing motivational skills, empathy, and social skills, as well as recognizing other people's emotions to be appropriate and can get out of frustration and keep the pressure so as not to burden themselves not to experience *stress* . But there are still teenagers who do not understand the importance of managing emotional intelligence as shown by the attitude of being easily ignited, easily angry, easily discouraged, and difficult to make decisions. According to UNICEF data in 2016, juvenile delinquency in Indonesia is estimated to reach 50% which is identified with problems such as committing acts of violence such as bullying, consuming alcohol, smoking, and committing suicide . [7]

The data is also supported by the DIY Police in 2022, around 57.3% of juvenile delinquency occurred. DIY Police detailed juvenile delinquency that occurred in the area, namely in Yogyakarta City at 31% which ranks first and followed by Kulon Progo Regency at 18%[8] . Research conducted by[9] on the emotional intelligence of private high school students in Bandung City which is associated with juvenile delinquency with data results 83.3% of students have skipped class, 86.67% of students watch pornographic videos, 66.67% of students are involved in fights, and 40% of students consume alcohol. The opinion of[10] that individual emotional intelligence can be implemented according to the right portion as long as individuals are able to understand their feelings well, place emotions appropriately, the ability to empathize and the ability to build good relationships with people around them.

According to Goleman[6] individuals who have good emotional intelligence can be seen from five aspects such as (1) Self-Awareness, which is the individual's ability to recognize emotions in themselves properly so that they have an understanding of themselves in making decisions for the good of the future, and are not trapped in feelings that make them down, (2) Managing Emotions, which are individuals who can control and regulate emotions appropriately and by providing calmness within themselves so that there is no emotional storm that makes the mood uncontrollable, where skills in managing emotions are self-regulation to manage the balance of emotions in the body to be able to have a positive impact on oneself and others, (3) Motivation, namely individuals who try to be optimistic to move forward and rise to achieve goals with positive efforts and thoughts and believe in their own abilities and never give up, (4) Empathy, namely the ability of individuals to feel the feelings of others in themselves, there is an attitude of mutual help and mutual trust in each other, (5) Social Skills, individuals who are skilled in establishing friendships with people around them foster mutual love and help behavior. The skill of fostering good relationships with others makes individuals learn as a leader, displaying friendliness, teamwork skills, and deliberation in a group . [11]

Based on preliminary studies conducting interviews with guidance and counseling teachers at Public Junior High School 29 Malang revealed that there are still some students who do not have self-awareness, often harbor problems, say rude and dirty words, fight with their hands, and make friends with the gang system (*circle*). This is also supported by conducting interviews with several students in class VII, that there are several students who have difficulty in controlling emotions, such as getting angry easily when teased, lack of self-awareness such as not recognizing forms of emotion, like harboring problems, lack of focus in lessons, like to be alone in class and are still picky in friendship.

Group counseling services can help students in group situations to solve problems that are expected to help learners gain valuable learning, have attitudes and responsibilities in making decisions for themselves, help each other, collaborate, and increase knowledge. Combined with a behavioral approach using symbolic modeling techniques, it is expected that learners observe the model and learn from the observed model. The behavioral counseling approach teaches group members to have learning skills about new attitudes and behaviors that can be directed with the aim of self-improvement (Adhiputra, 2016) (cited from Aini, 2022) . The nature of the behavioral counseling approach is the process of helping clients carried out with learning situations in certain matters to solve problems that occur such as interpersonal, emotional, and decision-making problems by learning from new behaviors suitable for positive life . [13]

Modeling techniques based on social learning theory developed by Bandura suggest that humans absorb information and choose behaviors to adopt or practice based on the environment and the behavior of others around them[14] . Quoted from[15] Bandura also explained that there are two important things that affect human behavior, namely observational learning (*modeling*) or called *social* learning theory and self-regulation (*personality psychology*). The use of modeling techniques has four stages, (1) Attention, which means that individuals must pay attention to the behavior being modeled, which means that the characteristics of the individual modeling the behavior such as how closely the observer identifies with them also affect whether the behavior can be noticed or not, (2) Retention (memory), meaning that behavior will affect how well the behavior will be imitated. In other words, how well the observer can remember the specific behavior will affect how well the behavior is modeled. The retention stage is done by observation or realized by symbolic presentation in memory, (3) Reproduction, meaning that the modeled behavior will be reproduced by the observer. Feedback from others can help individuals adjust behavior at this stage, where this reproduction stage relies not only on

cognitive abilities but also the physical or motor skills needed to perform the behavior, and (4) Motivation, meaning evaluating whether the resulting behavior can have a good impact on the observer and whether there is an influence on the observer to always be motivated. At this stage of motivation, reinforcement is also carried out, that is, if the behavior produced can be reinforced with motivation by imitating models by paying attention, remembering, and imitating the model's behavior.

Symbolic modeling techniques using movies or cinema therapy can be applied and inspire students to values that can be used as learning. The use of films when conducting the counseling process is something that has a positive effect on the counselee[16] by watching movies is a therapy in providing insight and imitation as modeling by providing new behaviors and counselees learn to view social phenomena that occur in the environment [17]. Cinema therapy can be realized by providing innovation to the counselee in increasing self-awareness and learning to explore skills when solving problems that occur in life[18]. This is in line with research conducted by A. Amrah, A. Pandang, and A. Sinring [19] watching *movies* to students can be done by counselors in order to establish dynamic relationships in groups, establish interactions with each other and learn to exchange information or ideas and increase insight and character development to help each other . where the use of *films* during the counseling process is something that has a positive effect on the counselee.

Based on this background, researchers are interested in conducting research on "The effectiveness of film as a symbolic modeling media in group counseling for improving emotional intelligence". In this study, researchers want to analyze the effectiveness of films using symbolic modeling media in group counseling for emotional intelligence in junior high schools.

A. RESEARCH METHODS

This study uses two results from the expert test, the first expert test in the form of an emotional intelligence instrument scale and the second expert test in the form of an experimental guide. In this study using quantitative methods, where according to[20] quantitative research is a scientific method that has fulfilled scientific rules empirically, objectively, measurably, rationally and systematically. As for the research design using experiments, according to[20] experimental research is given a *treatment*, where to look for the effect of certain treatments on research variables related to controlled conditions. In experimental research, there are several designs, one of the designs that researchers use is a pre-experimental one-group pre-test post-test design, because researchers apply to increase emotional intelligence in only one group without a comparison group. The form of pre-experimental one-group pre-test post-test design used is:

Group	Pretest	Treatment	Posttest
Experiment	O^1	X	O^2

Source: [20]

To find out the difference in students' emotional intelligence, researchers gave an initial test (pre-test) and after that gave the final test (post-test) the point was to compare students' emotional intelligence before being given *treatment* and after being given *treatment* with behavioral group counseling services using symbolic modeling techniques. The subjects in this study were 5 students in classes VII 1 and VII 2 of Public Junior High School 29 Malang, who had low emotional intelligence pre-test scores.

The research instrument used is an emotional intelligence scale that has been modified from previous research[21] . The modification that the researcher did was to add several statement items, according to Azwar (2018) instrument modification is the process of changing the measuring instrument by changing behavioral indicators or adding items tailored to the researcher's objectives but sticking to the existing theoretical framework[22] , then for this research instrument using the Likert Scale model.

In the research instrument there are 51 statement items then tested the validity and reliability of the instrument using the help of Statistical Product and Service (SPSS) version 25, in determining the validity test if the value of r count > r table is said to be valid, then from the validity test it is stated that the value of r table is 0.361 and declared 29 items valid. In measuring reliability using the Cronbach Alpha formula and the result is 0.843 declared high. After that, the data obtained was carried out using the Wilcoxon Signed Rank Test analysis through the help of SPSS 25. The criteria for decision making are as follows: if the probability > 0.05 then Ha is accepted, and if the probability < 0.05 then Ho is rejected.

The expert test in the form of an experimental guide has been tested by a lecturer at PGRI Kanjuruhan University Malang from the Guidance and Counseling department, namely Mrs. Romia Hari Susanti, M.Pd. The purpose of the expert test of this experimental guide is to see the feasibility and accuracy of the treatment materials to be used in the study. The assessment is given on a scale of 1 to 4. Each number is given a meaning, namely, Number 1 is not appropriate / not useful / not interesting / not easy. Number 2 is less appropriate / less useful / less interesting / less easy. Number 3 is appropriate/useful/interesting/easy. Number 4 is very appropriate/very useful/very interesting/very easy.

The assessment of the expert test is quantitative in nature obtained from the rating scale and qualitative assessment in the form of comments such as criticisms and suggestions from the results of discussions with expert test lecturers. From the results of the quantitative assessment, an average score of 3.78 was obtained and it was eligible and feasible to use for research in the field. For the feasibility of this experiment guide, the assessment is also given in qualitative form by providing comments in the form of suggestions for improvements to the experiment guide such as on each instrument indicator there must be at least more than one statement item and categorization analysis needs to be added.

1) Results

The treatment process is given for 8 meetings with each meeting taking 8×45 minutes. The subjects in this study amounted to 5 students with low emotional intelligence pre-test results based on purposive sampling. Purposive sampling is sampling based on certain criteria or considerations . [20]

2) Giving Treatment Every Meeting
- The first meeting begins with the formation and transition stage, where at this stage the researcher builds good relations (rapport) with the aim of building group dynamics such as by making introductions, explaining the purpose of group counseling, agreeing on a contract for each meeting and explaining about emotional intelligence.

- The second meeting the researcher conducted an Assessment, the point is to explore the problems that occur in each group member, such as asking what makes group members have low emotional intelligence, asking about behaviors that group members are unable to do related to emotional intelligence, after that asking about how often these behaviors appear and whether group members have tried or eliminated these behaviors.

- The third meeting the researcher conducts Goal Setting or student goals to be achieved which is used to reduce or eliminate maladaptive behavior into adaptive behavior related to emotional intelligence.

- The fourth meeting the researcher carried out the stage of the modeling technique, namely Attention, where the researcher began showing a film with the title "Inside Out 2" and asked each group member to pay attention to the film by observing every behavior that the models showed in the film.

- The fifth meeting is still at the stage of the modelling technique, namely Attention and Retention. Here the researcher asks each group member to pay attention to the film and remember what behavior the models show which can later be exemplified at a later stage.

- The sixth meeting of the modelling technique carried out the Retention and Reproduction stages. After the group members watched the film, the researcher asked each of the members to model behaviors that could be used as role models for better behavior change.

- The seventh meeting of the modelling technique carried out the Reproduction and Motivation stages. After group members imitate the behavior in the film, then the researcher provides motivation with reinforcement in the form of motivation and appreciation so that the behavior that has been exemplified can be applied and applied.

- The eighth meeting was carried out with the Evaluation and Termination stage, namely the researcher conducted an evaluation and termination by asking about the development of group members while participating in behavioral group counseling services using symbolic modeling techniques. After that, ask for messages and impressions of members while participating in group counseling services. After finishing, the researcher distributed the post-test sheet.

3) Analysis

After the group counseling meeting was completed, the researcher analyzed the results of the pre-test and post-test to determine the effectiveness of behavioral group counseling using symbolic modeling techniques. The following is the data on the pre-test and post-test results of the five research subjects:

Table 1 Pre-test and Post-Test Results

No.	Name Initials	Pre-test		Post-test		Up and Down	
		Score	Category	Score	Category	Percentage	Category
1	AFA	71	Low	68	Low	3%	Down
2	RAH	71	Low	78	High	7%	Up
3	QAP	71	Low	78	High	7%	Up
4	ZZZ	70	Low	76	High	6%	Up
5	QZ	68	Low	85	High	17%	Up
	Total	**351**	Low	**385**	High		
	Average	70,2		77			

In table 1 above, a comparison of the pre-test and post-test results of students' emotional intelligence can be seen. The pre-test result score was 351 with an average of 70.2 and the post-test result score was 385 with an average of 77. It can be seen from table 1 above, that there was a decrease in one subject, namely AFA from the pre-test results to the post-test results, and four subjects saw an increase from the pre-test results to the post-test results.

4) Discussion

Based on the results of the pre-test and post-test scores by conducting behavioral group counseling services using symbolic modeling techniques, there was an increase in the number and average, known as the pre-test results with a total of 351 and an average of 70.2 and increased with the *post-test* results with a total of 385 and an average of 77. Then, continue the analysis using the statistical wilcoxon signed rank test with the help of SPSS version 25. The criteria for decision making using the wilcoxon test analysis are:

 If the probability > 0.05 then Ho is accepted and Ha is rejected and if the probability < 0.05 Ha is accepted and Ho is rejected.

From the results of the wilcoxon test analysis, it is known that the calculated Z value is -1.761 and the Asymp Sig (2-tailed) value is (0.078) > 0.05, it can be concluded that in this study Ho is accepted and Ha is rejected. Based on the statistical data analysis, there was no statistically significant difference between the pre-test and post-test results of students' emotional intelligence after participating in behavioral group counseling using symbolic modeling techniques. This finding indicates that the alternative hypothesis (Ha) is rejected, meaning that the treatment did not produce a quantitatively significant effect.

Theoretically, this condition can be explained through Bandura's theory (1986)[23], which emphasizes that the power of modeling effects lies in the observer's cognitive processes. The key stages of modeling are as follows: (1) Attention Process, where the observer must accurately notice and perceive the model's behavior. In this context, the success of learning is determined by the characteristics of both the model and the observer. (2) Retention Process, in which the information obtained through observation must be stored in memory. This retention can occur through imaginative storage or by encoding the modeled behavior into easily retrievable verbal symbols. Meaningful information that is relevant to previous experiences tends to be remembered more effectively. Additionally, mentally rehearsing or practicing the modeled behavior can further strengthen memory retention. The quality of retention is also influenced by the observer's cognitive skills and structure. (3) Reproduction Process, where symbolic representations of the model's behavior are translated into actual actions. To reproduce the behavior effectively, the observer requires an accurate cognitive representation, which is then compared to sensory feedback from the performed behavior to make necessary adjustments and achieve alignment with the modeled behavior. (4) Motivation, which plays a critical role in determining whether an individual will perform the learned behavior. Observers are more likely to adopt the modeled behavior if they internally evaluate it positively, perceive it as beneficial to the model, and anticipate external rewards. Expectations of positive or negative consequences influence which aspects of the modeled behavior are attended to or ignored.

Furthermore, several factors influence the effectiveness of counseling services. According to Saam (2014), the success of counseling is determined by three key elements: (1) the client as the recipient of the service, (2) the counselor as the facilitator of the service, and (3) the method or approach used during the counseling process. This is in line with the view of Backtiar (2019), who emphasized that the client's internal motivation to change is a critical factor in the success of counseling[24]. This matter is also related to emotional intelligence. As stated by Goleman, emotional intelligence as a psychological construct is not solely influenced by external stimuli such as modeling, but also requires the participant's emotional readiness and self-awareness. Without sufficient emotional awareness, the symbolic messages conveyed by the model will be difficult for participants to understand and internalize.

The purpose of the symbolic modeling technique is to learn new behaviors by observing the model and studying it[25] . The symbolic modeling technique is intended for counselees who have knowledge of behavioral performance but are not yet skilled to perform it, modeling techniques help and influence counselees and strengthen weak behaviors and learn behaviors from observed models to facilitate a response. The symbolic modeling technique can be used as a therapy to develop potential and can be used by guidance and counseling teachers to deal with student problems . [26]

In previous research conducted by Yanwar et al with the title "content mastery services with modeling techniques on the emotional intelligence of junior high school students in Bengkulu City" examined the problem of low emotional intelligence[27] . Providing content mastery techniques using symbolic modeling techniques has a significant effect using paired sample test analysis. The study used 31 subjects with the results of the percentage of low category 45.2%, medium category 22.6%, high category 9.7%, and very high category 22.6%. Hypothesis testing using the t-test obtained a value of t = -27.161 with a significance (2-tailed) of 0.000 (p>0.05), which means that there is a significant difference between emotional intelligence before the *pre-test* with a *mean of* 168.26 and after being given a post-test with a mean of 195.42 which is stated that content mastery services modeling techniques are effective for increasing the emotional intelligence of students in junior high school.

 Symbolic modeling in group counseling is based on Bandura's social learning theory which explains that humans learn by observing the behavior of models[28] . In this context, films are used as visual media that represent positive behaviors that students can observe, understand, and imitate[29], [30] . This process is carried out through four systematic stages: attention, retention, reproduction, and motivation, which are packaged in eight group counseling sessions. Each stage is designed to stimulate the internalization of emotional intelligence, such as focusing on movie scenes that display emotional dynamics and imitating the emotion management strategies of the characters in the movie.

Although the statistical findings of this study did not demonstrate significant effectiveness, the observed positive trend indicates potential in the implementation of the intervention. The strength of this research lies in the application of symbolic modeling within a group counseling context, rather than being limited to classroom-based instruction. One participant, however, experienced a decrease in emotional intelligence scores, highlighting the variability in individual responses to the intervention. Therefore, it is essential to consider individual differences when designing media-based counseling programs. The results revealed an increase in emotional intelligence scores among most participants, which supports the findings of previous research by Yanwar et al. (2018). This further reinforces the potential of symbolic modeling techniques in group counseling settings. Nevertheless, the decline in one participant's score underscores the need to account for personal factors in the planning and implementation of counseling interventions.

The relevance of the movie Inside Out 2 is considered very relevant because it presents emotional conflicts that are close to the reality of students. The process of identification with the film's characters encourages deep self-reflection and motivates positive behavior change, in a light but meaningful story, students are invited to realize that every emotion has a role and how to manage it is the key to feeling better[31] . The process of watching movies can create new awareness and generate deep reflection that is needed in the process of sustainable behavior change .[32]

5) Conclusion

From the results of research that has been conducted in the field and data analysis with the discussion that has been described, it can be concluded: (1) The level of emotional intelligence of students of SMP Negeri 29 Malang who were research subjects before being given treatment was in the "low" category with a total of 351 with an average of 70.2. (2) The level of emotional intelligence of students of Public Junior High School 29 Malang who are the subject of research after being given treatment is in the "high" category with a total of 385 with an average of 77. (3) The results of the wilcoxon test analysis from the results of calculations using the help of SPSS 25 are known that the calculated Z value is -1.761 and the sig value (2- tailed) is 0.078. If the probability > 0.05 and Ho is accepted and Ha is rejected. If the probability < 0.05 then Ho is rejected and Ha is accepted. From the results of the wilcoxon test analysis, it is stated that the sig value (2-tailed) is 0.078 > 0.05, The treatment provided has not yet shown statistically significant results. However, four research subjects demonstrated positive improvements, indicating that the potential of behavioral group counseling using symbolic modeling techniques shows promise.

From the results of the research above, that in providing *treatment* (*treatment*) the researcher has done optimally and each student has different information absorption. It is recommended for further research, it is hoped that researching for other factors on emotional intelligence. This can be expected so that further research can develop from the differences in other research factors.

REFERENCES

[1]   E. B. Hurlock, *PSIKOLOGI PERKEMBANGAN: Suatu Pendekatan Sepanjang Rentang Kehidupan*, 5th ed. Jakarta: Erlangga, 2011.
[2]   E. L. Natalia, *Dunia Remaja Permasalahan dan Solusinya*, Edisi Pert. Bantul: CV Ananda Vidya, 2024.
[3]   A. Hakim, "Emotional Quotient dan Kaitannya dengan Kenakalan Remaja," … *J. Pendidik. dan Kebud.*, vol. 4, no. November, pp. 155–166, 2022, [Online]. Available: http://www.jurnal.stitnualhikmah.ac.id/index.php/scholastica/article/view/1600%0Ahttps://www.jurnal.stitnualhikmah.ac.id/index.php/scholastica/article/download/1600/915.
[4]   S. R. Dewi and F. Yusri, "Kecerdasan Emosi Pada Remaja," *Educ. J. Pendidik.*, vol. 2, no. 1, pp. 65–71, 2023.
[5]   J. D. Mayer, D. R. Caruso, and P. Salovey, "The ability model of emotional intelligence: Principles and updates," *Emot. Rev.*, vol. 8, no. 4, pp. 290–300, 2016.
[6]   D. Goleman, *Emotional intelligence*. Bloomsbury Publishing, 2020.
[7]   UNICEF, "Profil Remaja 2021," *Unicef*, vol. 917, no. 2016, pp. 1–2, 2021, [Online]. Available: https://www.unicef.org/indonesia/media/9546/file/Profil Remaja.pdf.
[8]   Y. T. Tambunan, W. Widiantoro, and I. Wahyudi, "Hubungan Antara Kecerdasan Emosional dan Kenakalan Remaja Pada Siswa SMK Negeri 1 Samigaluh Kabupaten Kulon Progo," *J. Psikol.*, vol. 20, no. 1, pp. 56–62, 2024.
[9]   I. Darmawati and D. Yuniar, "Emotional Quotient Remaja Kota Bandung," 2018.
[10]   A. Zikkri and Fathul Khoiryah, "Kecerdasan Emosi Siswa serta Implikasinya terhadap Layanan Bimbingan dan Konseling," *J. Konseling Integr.*, vol. 1, no. 2, pp. 49–57, 2022, [Online]. Available: https://ojs.iainbatusangkar.ac.id/ojs/index.php/al-kaaffah.
[11]   C. Maitrianti, "Hubungan antara kecerdasan intrapersonal dengan kecerdasan emosional," *J. MUDARRISUNA Media Kaji. Pendidik.*

Agama Islam, vol. 11, no. 2, pp. 291–305, 2021.

[12] M. K. Aini, "Efektivitas Konseling Kelompok Behavior Teknik Modeling Untuk Meningkatkan Kecerdasan Sosial Bagi Siswa Sekolah Menengah Pertama di Kota Semarang," *QUANTA J. Kaji. Bimbing. dan Konseling dalam Pendidik.*, vol. 6, no. 3, pp. 66–73, 2022, doi: 10.22460/quanta.v6i3.3314.

[13] W. D. Andriyani, I. Salsabila, Y. Suparmika, H. K. Syammach, and N. Azizah, "Ragam Pendekatan Bimbingan Konseling," *J. Pendidik. Indones. Teor. Penelitian, dan Inov.*, vol. 2, no. 4, pp. 234–241, 2022, doi: 10.59818/jpi.v2i4.234.

[14] N. Wahyuni and W. Fitriani, "Relevansi Teori Belajar Sosial Albert Bandura dan Metode Pendidikan Keluarga dalam Islam," *Qalam J. Ilmu Kependidikan*, vol. 11, no. 2, pp. 60–66, 2022, doi: 10.33506/jq.v11i2.2060.

[15] Ansani and H. Muhammad Samsir, "Teori Pemodelan Bandura," *J. Multidisiplin Madani*, vol. 2, no. 7, pp. 3067–3080, 2022, doi: 10.55927/mudima.v2i7.692.

[16] Y. F. Ahfadzi, K. Bariyyah, and L. T. Soejanto, "Pengembangan Panduan Bimbingan Klasikal Teknik Sinema Edukasi untuk Meningkatkan Resiliensi Siswa SMKN 2 Malang," *SCHOULID Indones. J. Sch. Couns.*, vol. 8, no. 1, pp. 50–58, 2023.

[17] R. I. Yuni Irawati, K. Bariyyah, L. T. Soejanto, and P. R. Pambudi, "Movie in Guidance and Counseling Service: Could it help students to Improve their Problem-Solving Skill?," *Konselor*, vol. 9, no. 1, pp. 15–20, 2020, doi: 10.24036/0202091105933-0-00.

[18] S. Bahri, N. Nurbaity, and R. ARIFAH, "Efektivitas Cinema Therapy Berbasis Animasi Dalam Meningkatkan Empati Siswa Kelas VII-A SMP Muhammadiyah Kampung Pisang," *J. Al-Taujih Bingkai Bimbing. dan Konseling Islam.*, vol. 8, no. 2, pp. 142–149, 2022.

[19] A. Amrah, A. Pandang, and A. Sinring, "Pengaruh Konseling Kelompok Dengan Teknik Modeling Syimbolic Untuk Meningkatkan Motivasi Belajar Peserta Didik Sekolah Menengah Pertama The Influence of Group Counseling Using Symbolic Modeling Techniques to Increase Learning Motivation in Junior High Sch," vol. 3, no. 2, 2023.

[20] Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif dan R & D*. 2020.

[21] C. Fadillah, "Pengembangan Inventori Kecerdasan Emosional Untuk Siswa Sekolah Menengah Pertama (SMP) Negeri Di Kota Malang," Universitas Kanjuruhan Malang, 2016.

[22] F. D. Safitri, A. Fitriah, and Julaibib, "Modifikasi Alat Ukur Kesejahteraan Psikologis Pada Remaja Perilaku Self- Harm," *J. Fenom.*, vol. Vol 33, no. 1, pp. 115–130, 2024.

[23] S. M. Abdullah, F. Psikologi, and U. Mercu, "Social Cognitive Theory :," 2019, doi: 10.24167/psidim.v18i1.1708.

[24] Y. Karneli and F. Ainil, "Memahami Kesiapan Konselor dalam Pemberian Layanan Konseling Kepada Klien," vol. 6, no. 2, pp. 50–57, 2024.

[25] A. Adilvi, "pengaruh layanan penguasaan konten teknik modeling simbolik dengan media video terhadap kemandirian belajar siswa kelas VIII di SMP N 22 Kota Jambi." UNIVERSITAS JAMBI, 2022.

[26] I. Usman, M. Puluhulawa, and M. Bin Smith, "Teknik Modeling Simbolis Dalam Layanan Bimbingan Dan Konseling," in *Proceeding seminar dan lokakarya nasional revitalisasi laboratorium dan jurnal ilmiah dalam implementasi kurikulum bimbingan dan konseling berbasis kkni*, 2017, pp. 4–6.

[27] B. L. Yanwar, I. W. Dharmayana, and V. Afriyati, "Layanan Penguasaan Konten Dengan Teknik Modeling Terhadap Kecerdasan Emosional Siswa Smp Di Kota Bengkulu," *Cons. J. Ilm. Bimbing. dan Konseling*, vol. 1, no. 1, pp. 19–25, 2018, doi: 10.33369/consilia.1.1.19-25.

[28] S. Warini, Y. N. Hidayat, and D. Ilmi, "Teori belajar sosial dalam pembelajaran," *ANTHOR Educ. Learn. J.*, vol. 2, no. 4, pp. 566–576, 2023.

[29] M. Nurmila, "PENERAPAN TEKNIK MODELING SIMBOLIS DENGAN VISUALISASI FILM UNTUK MENINGKATKAN KEMAMPUAN KEPUTUSAN KARIER PADA SISWA MADRASAH ALIYAH DDI KANANG KABUPATEN POLEWALI MANDAR," 2022.

[30] A. Matthew, P. Lenahan, and A. Pavlov, *Cinemeducation: using film and other visual media in graduate and medical education*. CRC Press, 2024.

[31] Z. Wang, W. Lin, and X. Wu, "Learning Similarity between Movie Characters and Its Potential Implications on Understanding Human Experiences," *Proc. Third Work. Narrat. Underst.*, 2020, doi: 10.18653/V1/2021.NUSE-1.3.

[32] L. Makarova and L. Kumitskaya, "Cinematography in emotional intelligence development among students," *Psychol. J. GAUDEAMUS*, 2024, doi: 10.20310/1810-231x-2024-23-3-84-95.