

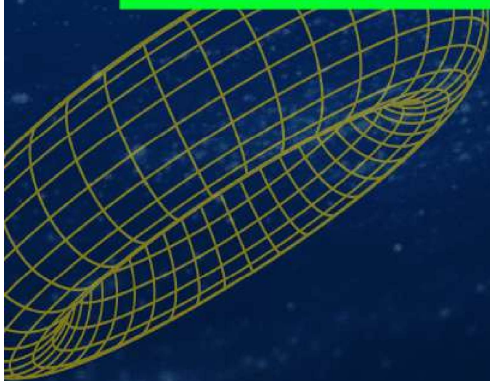


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DEVELOPMENT OF SHORT FILM MEDIA "SMOKE" TO INCREASE NEGATIVE ATTITUDES TOWARDS CIGARETTES IN JUNIOR HIGH SCHOOL STUDENTS IN YOGYAKARTA CITY

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Abstract

This research aims to produce a short film media "Smoke" that is considered feasible by material experts and media experts, as well as practical for guidance and counseling teachers and effective in increasing students' negative attitudes towards cigarettes. This study uses *the Research and Development method* with the ADDIE development model. The research subjects included students and guidance and counseling teachers in three trial stages: individual (6 students, 1 teacher), small group (12 students, 2 teachers), and field (114 students, 4 teachers). The main instrument is a scale of negative attitudes towards cigarettes in junior high school students who have been tested for validity and reliability. The results of the study showed: (1) the short film media "Smoke" consists of three series ("*Bad Habit*", "*Addiction*", "*Miserable!*") that has acquired IPR; (2) the validity of material experts (98%) and media (97%) is classified as "Very Feasible"; (3) the practicality of the media is very high (95-98%); and (4) the short film media was effective in increasing negative attitudes towards cigarettes, with *the results of the Wilcoxon test* showing a significance value of 0.001 (<0.05).

Keywords: negative attitudes towards cigarettes, short film media, guidance and counseling media

1 INTRODUCTION

Smoking behavior among Indonesian teenagers is now a serious problem in the world of education. Santrock (2016) explains that adolescence is a crucial phase in which individuals are vulnerable to environmental influences, including the urge to engage in risky behaviors such as smoking. Ministry of Health of the Republic of Indonesia (2024) noted an increase in the number of smokers aged 13-15 years from year to year. This phenomenon cannot be separated from the social pressure experienced by teenagers, where they smoke as a way to be accepted into the peer group (Baharuddin, 2017; Nursal et al., 2023). Adolescents' attitudes towards cigarettes are formed through various factors, ranging from personal experiences, social interactions, cultural values, to the influence of the media (Ajzen, 2005; Azwar, 2010).

Studies have proven that educational interventions use visual media such as video and *Leaflets* Effectively increase knowledge and change adolescents' attitudes towards the dangers of cigarettes (Adnani et al., 2021; Irnawati et al., 2019; Syam et al., 2022). However, the availability of counseling guidance media in schools is still minimal, while exposure to cigarette advertisements is actually very massive and easily accessible to adolescents (Fransiska & Firdaus, 2019; Munir, 2019). In fact, Guidance and Counseling teachers play a strategic role in efforts to prevent smoking behavior through educational services. Unfortunately, until now there is no interactive visual media specifically designed for classical guidance services at the junior high school level.

Short films are known as a powerful medium in conveying educational messages and social values. Through the process of symbolic modeling, films can influence the perspective and shape students' attitudes (Bandura, 1986; Morawski, 2016). Some previous studies have shown that short films are successful in improving student discipline (Shafari et al., 2024) and

interest in learning (Putri & Lestari, 2024). However, there has been no development of short film media that is specifically aimed at forming negative attitudes towards cigarettes in the context of schools. A preliminary study conducted at SMP Negeri 4, 5, and 6 in Yogyakarta City revealed that 97% of students were interested in the use of short films, and 92% of them supported the use of this media for education on the dangers of smoking.

Based on these needs, this research developed a short film media titled "Smoke" which consists of three episodes: "*Bad Habit*", "*Addiction*", and "*Miserable!*". Each film is equipped with a handbook to help BK teachers deliver the material in a structured manner and facilitate reflective discussions in the classroom. This media is expected to be a practical solution in classical guidance services to increase students' negative attitudes towards cigarettes and support the formation of a healthy lifestyle.

2 METHODOLOGY

This study uses the *research and development* (R&D) with ADDIE's instructional development model that includes five stages: *analyze*, *design*, *develop*, *implement*, and *evaluate* (Branch, 2009). The focus of the research is to develop products that meet the criteria of feasibility, practicality, and effectiveness to improve negative attitudes towards cigarettes in junior high school students.

The research subjects consisted of students and counseling guidance teachers at Yogyakarta City Junior High School who were involved in three trial stages. The first stage is an individual trial with 6 students and 1 teacher, the second stage is a small group trial with 12 students and 2 teachers, and the third stage is a field trial with 114 students and 4 teachers. The main instrument used was a scale of negative attitudes towards cigarettes based on opinions (Azwar, 2010). The validity of the instrument's content was assessed by three guidance and counseling experts using a formula *Aiken's V* with a score of 1.00 which indicates a very high level of validity. The reliability of the instrument is tested using the *Alpha Cronbach* and produces a reliability coefficient of 0.984 which is classified as high category (Garson, 2013).

Quantitative data were analyzed using descriptive statistics and *Wilcoxon* test to test the difference in *pre-test* and *post-test scores* to determine the effectiveness of the short film media "Smoke" in increasing students' negative attitudes towards cigarettes. Meanwhile, qualitative data was analyzed to assess the feasibility and practicality of short film media based on the input of experts and education practitioners.

The feasibility of the media was assessed by two *expert judgments* from the Educational Technology lecturer for the media aspect, and two Guidance and Counseling lecturers for the material aspect. Meanwhile, practicality was assessed by seven guidance and counseling teachers at Yogyakarta City Junior High School. The research instruments include: (1) the scale of negative attitudes towards cigarettes in junior high school students; (2) Short film media validation sheet by experts; and (3) practicality assessment sheets by BK teachers. All data were systematically analyzed to obtain a comprehensive picture of the feasibility, practicality, and effectiveness of the short film media "Smoke".

3 FINDINGS AND DISCUSSION

This development research produced an innovative media in the form of a short film titled "Smoke" which was designed to increase negative attitudes towards cigarettes in junior high

school students. This media is equipped with a guidebook that makes it easier for guidance and counseling teachers to apply it to classical guidance services. The development process follows the ADDIE (*Analysis, Design, Development, Implementation, and Evaluation*) model.

At the stage *analysis*, based on interviews with BK teachers, guidance media related to the issue of smoking in schools is still limited, so smoking behavior remains high among junior high school students. Fischhoff & Stuart (Hidayah, 2017) stated that movies are able to change a person's perspective and attitude. Similar findings were presented Rengel et al. (2019) that movies have a strong emotional influence on the audience, making them effective as a learning medium. Nugraini (2021) also stated that short films have a strong influence in shaping audience perception and behavior. The results of the interviews show that BK teachers need short film media that is appropriate for student development, practical, and effective for guidance services in increasing negative attitudes towards cigarettes.

Phase *Design* focused on designing the mechanism for using the short film "Smoke" outlined in the manual. The concept of development refers to the opinion of negative attitudes Azwar (2010) which includes cognitive, affective, and conative aspects. Negative attitudes toward cigarettes are defined as an individual's tendency in knowledge, feelings, and actions to refuse or avoid cigarettes. This opinion is the basis for the preparation of the scale for measuring negative attitudes and the design of the material. The Service Implementation Plan is prepared with reference to the Operational Guidelines for the Implementation of Guidance and Counseling. The short film "Smoke" serves as a *vicarious learning* and modeling to facilitate the improvement of all three aspects of negative attitudes towards cigarettes.

At the development stage, the media design was realized through a feasibility test by two *expert judgments* from Educational Technology lecturers for the media aspect, and two Guidance and Counseling lecturers for the material aspect. After revision based on expert input, a practicality test was carried out on BK teachers in the field.

In the *implementation stage*, the trial of students begins with a *pre-test*, followed by *treatment* by BK teachers, and ends with a *post-test*.

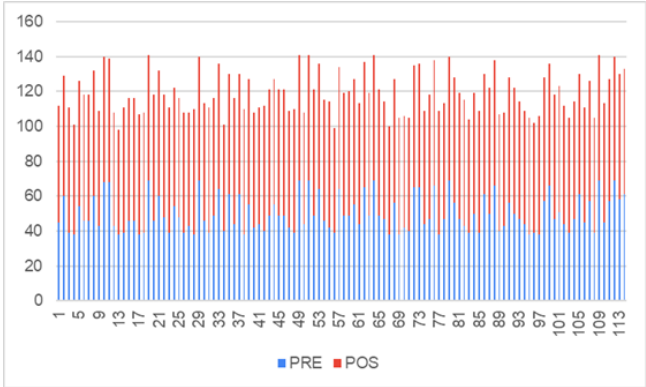


Fig 1. Comparison Chart of Pre-test and Post-test Field Trials

Based on the image, it can be seen that there is a significant change in the measurement results between the *pre-test* and *post-test* in the field trial. The increase in scores on the *post-test* indicated that the media tested had a positive influence on the increase in negative attitudes towards cigarettes in students.

Table 1. Wilcoxon Test Results

			Statistic	p
Post-test	Pre-test	Wilcoxon W	0.00	<.001

Note. $H_0: \mu_{\text{Measure 1}} - \mu_{\text{Measure 2}} \neq 0$

Based on the table above, *Wilcoxon's value* is 0.00 with a significance of ($p < 0.05$). This indicates that there is a difference in students' negative attitudes towards cigarettes in the *pre-test* and *post-test results*. Thus, the short film media "Smoke" was declared effective in increasing negative attitudes towards cigarettes.

The validation results of media experts showed the category of "Very Feasible" (97%), while the validation of material experts reached 98%. The practicality test on BK teachers resulted in a score of "Very Practical" (98%). The availability of infrastructure facilities in schools supports the implementation of this media, in line with the statement Suyono et al. (2022) that school infrastructure supports learning effectiveness.

The short film "Smoke" consists of three series with an average duration of 9 minutes that present *negative vicarious learning* (smoking behavior, forcing friends to smoke, lying to parents, using tuition money to buy cigarettes) and *positive vicarious learning* (reminding friends about the impact of smoking, rejecting the invitation to smoke). Each series features a different point of view to provide a comprehensive understanding. Lesilolo (2018) states that *modeling* provide unexpected learning that is beneficial to students.

Yeadon-Lee (2018) Presenting short films is able to provide new knowledge and direct behavior change. Aminah & Setiawan (2021) Found that short films in guidance services help students comprehensively understand the impact of sexual violence. The success of increasing negative attitudes is supported by the interaction of BK teachers in the classroom and system support in the form of media guides and infrastructure.

Social learning theory Bandura (1977) the basis of the social system in this media, emphasizing learning through *role model*. Saputro & Maulana (2020) proving that the modeling technique group guidance service is effective in improving manners. Collaboration between BK teachers and other schools creates meaningful learning (Noor & Wangid, 2019). Bandura (1986) emphasizing the importance of educators as *role model*. The involvement of subject teachers and homeroom teachers who show a negative attitude towards cigarettes provides a concrete example for students.

Phase *evaluation*, Based on the final evaluation and student interviews, it shows that the short film media "Smoke" is able to increase negative attitudes towards cigarettes. Through three encounters with three film series ("*Bad Habit*", "*Addiction*", "*Miserable!*"), smoking behavior material, and system support in classical guidance services, negative attitudes toward student cigarettes increase. Bandura (1989) explain *modeling* as a learning process through observation that results in a change in attitude.

This research is different from Aminah & Setiawan (2021) about the development of the short film "ASA" for the prevention of sexual violence in high school proves the feasibility of short films as a medium of guidance and research Setiawan (2022) about the short film "Move Together" for the prevention of sexual harassment has a different focus from this study. The

short film "Smoke" uses a negative attitude framework Azwar (2010) and produce dynamic media that can be implemented across classes for smoking behavior education in junior high school students. In addition, the short film media "Smoke" is a new development that has never been done before.

4 CONCLUSION

Based on the results of the research, the short film media "Smoke" was developed into three short film series, namely "*Bad Habit*", "*Addiction*", and "*Miserable!*" and equipped with a guidebook that already has an IP certificate. This media is considered very suitable to be used to increase negative attitudes towards cigarettes in junior high school students. Trials with guidance and counseling teachers showed that this medium is very practical in classical guidance services, and has been shown to be effective in increasing negative attitudes towards cigarettes in junior high school students.

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Digital technology is developing at an extraordinary pace and continues to reshape the global educational landscape. In the era of Education 5.0, education is no longer viewed merely as a process of transferring knowledge but as an effort to humanize technology in ways that make learning more inclusive, contextual, adaptive, and sustainable. Within this perspective, educational technology serves as a vital bridge between technological innovation and meaningful learning experiences. It enables the integration of digital tools, platforms, and systems while ensuring that essential human values such as empathy, collaboration, and ethical awareness remain central to the educational process.

This proceedings volume brings together research findings, case studies, and innovative practices in education technology. The contributions examine the design, implementation, and evaluation of technology-enhanced learning environments, including the use of learning management systems, artificial intelligence, digital media, and online collaborative platforms. The studies demonstrate how technology can support personalized learning, strengthen digital literacy, and foster learner independence. At the same time, they address key challenges such as unequal access to technology, varying levels of readiness, and the continuing need for pedagogical innovation. These proceedings underscore the necessity of aligning technology integration with pedagogical principles and learner needs. Technology is not simply a tool to be adopted but a means of transforming learning into a more student-centered, flexible, and interactive process. Overall, this volume highlights the future direction of education technology in the Education 5.0 era, stressing the need to balance innovation with human values to build inclusive, equitable, and sustainable educational ecosystems for learners facing complex global challenges.



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