



The Improving Self Confidence through Film Therapy in Adolescent Girls Experiencing Loneliness

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ARTICLE INFO

Keywords: Self Confidence, Film Therapy, Loneliness

Received : 22, September

Revised : 24, October

Accepted: 30, November

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ABSTRACT

This experimental study aims to determine the effect of film therapy on increasing self-confidence in adolescent girls experiencing loneliness. This study involved one participant through purposive sampling. The research model used was a single case subject design, assisted by a measuring instrument, namely the Self-Confidence Scale (22 items, $\alpha = 0.851$). The intervention carried out was to provide treatment including film therapy to the subject about the importance of self-confidence in life and during daily activities, as well as providing a Reflection Sheet to be filled out for 3 days after watching the film. The results of the study, when viewed from the comparison of the pre-test and post-test scores of 53 and 67, show a difference between the pre-test and post-test scores of 14. Based on this explanation, it can be concluded that there was an increase between before and after the treatment was given. This study supports the theory that film therapy can increase self-confidence. These findings can be used as a basis for developing an intervention model aimed at increasing self-confidence in adolescents experiencing loneliness.

INTRODUCTION

The word adolescent is derived from the Latin word “*adolescere*,” which means to mature or grow up. In other words, it has a broad meaning that includes mental, emotional, social, and physical maturity (Abidah & Maryam, 2024). Adolescents go through four stages of development, namely the pre-adolescent stage, which spans the ages of 10-12; the adolescent stage, which spans the ages of 12-15; the middle adolescent stage, which spans the ages of 15-18; and finally, the late adolescent stage, which spans the ages of 18-21 (Dewi, n.d). According to Ardhana (2021), during this adolescent phase, a person will be able to determine how their life will be in the future, and usually, the emotional development of an adolescent is highly dependent on the self-confidence of each individual. The higher the self-confidence of adolescents, the more courageous they will be, the more they will value themselves, be able to make choices, and be able to develop achievements in academic and non-academic fields. However, self-confidence can fade because the individual experiences loneliness.

The results of interviews conducted with the subjects in this study often felt less confident when outside their environment, even at school, because they often felt lonely. The subjects often closed themselves off from their school friends and even their families. The subjects were also unable to express their desires to many people, and they lacked self-control in both their school and family environments. In this study, the researchers focused on adolescent girls who lacked self-confidence because the subjects experienced loneliness, which had been studied in a previous study titled *A case study of loneliness in adolescent girls before and after losing a father figure* (Setyawan, 2025).

One method that can be used to build self-confidence is through film therapy. Film therapy is the use of films in the therapeutic process as symbols to strengthen the client's development and understanding (Suarez, 2006). Increasing self-confidence through film therapy is a topic that is gaining attention in the context of mental health, especially among women who experience loneliness. The phenomenon of loneliness is often associated with various mental health issues, including depression and anxiety (Solikhatin & Lubis, 2021).

Film therapy, or cinematherapy, is an approach that utilizes film as a medium to enable individuals to reflect on their feelings and experiences, as well as improve psychological well-being (Yuliatun & Megawati, 2021; Rahman et al., 2024). Solomon explains that films have the ability to take us out of ourselves and into the perspectives of their characters (Demir, 2007). The main objective of film therapy is to provide clients with a directly beneficial emotional experience. Many people are familiar with films or videos, so clients and therapists can share experiences that can strengthen the therapeutic relationship. This is supported by research conducted by Ferisa Surya Agestia, which shows that there is an increase in self-confidence in students after participating in film therapy (Ardhana, 2021). Based on these issues, the researcher was interested in conducting research on increasing self-confidence through film therapy in adolescent girls experiencing loneliness.

LITERATURE REVIEW

Loneliness is an uncomfortable feeling experienced psychologically by everyone, which arises because a person feels lacking in social interaction (Halim and Dariyo, 2016). According to Bian and Leung (in Sabrina, Syakarofath, Karmiyati, & Widyasari, 2022), feelings of loneliness are prone to affect teenagers even though they are involved in various busy activities. There are five specific types of loneliness, namely 1) loneliness of the inner self, 2) physical loneliness, 3) emotional loneliness, 4) social loneliness, 5) spiritual loneliness. The book *Loneliness: Human Nature and The Need for Social Connection* explains in detail the effects of loneliness, one of which is that loneliness causes individuals to lose motivation and physical endurance, and individuals who experience loneliness often tend to withdraw from social interaction (Sabrina, Syakarofath, Karmiyati, & Widyasari, 2022).

Self-confidence is an important element of personality that shows an individual's belief in their own abilities, so that they are not easily influenced by others and can act according to their wishes. Confident individuals tend to feel happy, optimistic, tolerant, and responsible (Ghufron and Risnawati, 2010). According to Sari (2022), self-confidence is a person's belief in their own abilities and their ability to use that potential appropriately to deal with various issues optimally and have a positive impact that can please others. Lautser says that self-confidence is closely related to all good deeds obtained through life experiences (Putri, 2020).

According to Andriyani (2020), children's self-confidence is influenced by the education provided by parents in daily activities related to life. Families play a role in providing good teachings that come from outside and within children, becoming the initial place and environment for learning how to interact with others, and helping children to recognize the difference between good and bad. There is a difference in self-confidence between male and female adolescents. Research conducted by Trimayanti, Sholichah & Alfinuha (2023) states that, in terms of gender, women have lower self-confidence than men. This is because girls often consider other people's views of themselves in relation to their self-confidence, while boys set their own standards of self-confidence (Hakim, in Trimayati, Sholichah & Alfinuha, 2023).

METODOLOGY

In this study, one subject was selected according to criteria established by the researcher. The criteria were female adolescents who were experiencing loneliness and had low self-confidence. The subject will later be given an intervention as determined by the researcher. This study used one scale instrument, namely the self-confidence scale, which was adapted from Putri's (2020) study entitled "The Relationship Between Self-Confidence and Anxiety in Facing the World of Work among Fresh Graduates at UIN Ar-Raniry". There are 22 items on the self-confidence scale with a Cronbach's Alpha reliability coefficient of $\alpha = 0.851$, which is considered reliable. This research scale was administered online via Google Form to collect pre-test and post-test data. The intervention used was a film therapy model with the title "Wonder (2017)" which

was given for 3 (three) days and writing reflection sheets at the end of each session to find out what the subjects felt before watching the film and what the subjects got after finishing watching the film. The film chosen was a film to increase self-confidence.

The model used in this study was a single case subject design, which is an experimental study conducted on one subject or one type of case. It can be used on a small number of subjects with characteristics such as strict control of experimental conditions, manipulation, and no random assignment. The single case subject design model is described as follows:

Table 1. Single Case Subject Design Model

A	B	A
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Information:

A → Baseline 1 = score before treatment (*pre-test*)

B → Treatment = when given treatment

A → Baseline 2 = score after treatment (*post-test*)

The intervention provided to the research subjects consisted of film therapy and psychoeducation on the importance of self-confidence for every individual, especially adolescent girls who are experiencing loneliness during their search for identity. In addition, this film therapy was expected to encourage the subjects to constantly reflect on themselves so as to increase their self-confidence. The intervention was administered over a period of three days at the Widya Mandala Catholic University Surabaya (Madiun Campus).

RESULT AND DISCUSSION

This study was conducted using a single case subject design model. This model is a study that uses only one type of case on one subject directly or face-to-face. The number of subjects selected in the film therapy series was one person with the criteria of being a teenage girl who felt insecure due to loneliness. This study lasted for 3 days, beginning with the completion of an informed consent form and the administration of a pre-test scale to determine the subject's initial level of self-confidence on the first day. Then, before the film therapy intervention began, the subject was asked to write down how she felt that day. The film was shown to the subject for 30 minutes, after which the subject was asked to write their reflections on a reflection sheet prepared by the researcher. In the final stage on the third day, the subject was given a post-test to determine whether there was an increase in self-confidence. The comparison of the initial score before the intervention and the final score after the intervention can be seen in the table below:

Table 2. Self Confidence Score Difference

<i>Pre-Test Score</i>	<i>Post-Test Score</i>	Score difference
53	67	14

Based on the table above, it can be seen that there was a change between the initial score (pre-test) and the final score (post-test), where the initial score (pre-test) was 53 while the final score (post-test) was 67, so the difference between

the initial score (pre-test) and the final score (post-test) was 14. The table above shows that there was an increase in self-confidence among the subjects.

Table 3. Comparison of Item Scores between Pre-test and Post-test

NO	Statement	PRE-TEST SCORE	POST-TEST SCORE
1.	I am confident in my abilities.	2	3
2.	If I fail at something, I will try again.	3	3
3.	I will take responsibility if I make a mistake in doing my schoolwork.	2	3
4.	I believe that to succeed in the high school/vocational school entrance selection process, you don't have to use connections.	3	4
5.	I am unable to cope with the competition in the world of friendship.	2	3
6.	I feel like I can't take the exam because I'm not smart enough.	2	3
7.	Sometimes I don't correct myself if I make a mistake in doing something.	2	3
8.	I believe in my strengths.	3	4
9.	I can always face new challenges.	3	3
10.	I feel that communication skills are very important.	2	3
11.	I am confident that I will pass the exam based on my abilities.	3	4
12.	I don't feel the need to prepare for the high school/vocational school entrance exam.	3	2
13.	I feel unable to adapt to the new environment.	3	3
14.	I have no hope of being as successful as other people.	2	3
15.	I am confident that what I do wholeheartedly will yield results.	2	3
16.	I have a clear purpose in life for the future.	2	3
17.	I'm not sure I'll pass after taking the job test.	2	3
18.	I want to prove to my parents that I am capable of doing a good job.	3	4
19.	I feel unsure about everything I do.	2	3
20.	I don't give up easily when faced with obstacles.	3	4
21.	I'm not sure my strengths will be successful.	2	3
22.	I don't have any skills	2	3
	TOTAL SCORE	53	67

Table 4. Results of the Self-Reflection Sheet Completed by the Subject

Day	Description
1	<p>Subject's Feelings: At the first meeting, the subject wrote that he was happy today because last night he had just topped up his Roblox account, and in the morning the package he had been waiting for arrived. Then suddenly he felt in a bad mood because he lost an online game, but the subject tried to lift his mood by watching a drama series.</p> <p>New insights gained: After watching the film, the subject wrote that tomorrow he wanted to be better in terms of socializing, behavior, attitude, and character. The subject felt. In addition, the subject learned about the importance of being grateful and not needing to feel perfect in order to be accepted. The subject realized that repaying evil with evil is not justified. If someone acts badly, it is better to remain calm and not retaliate. If a friend needs help, provide assistance if possible, and continue striving to be a better person.</p>
2	<p>Subject's feelings: At the second meeting, the subject wrote that he felt happy to meet many people, even though he is someone who gets bored easily. However, on this day, the subject felt that meeting many people could be more enjoyable and memorable.</p> <p>New insights gained: After watching the film, the subject wrote that he needed to improve his friendships. The subject learned from the film that people who appear to be good may not always act in a good manner. Friends may change, but true friends will remain the same because they appreciate our actions. Therefore, the subject wrote that it is important not to judge people solely by their appearance.</p>
3	<p>Subject's Feelings: At the third meeting, the subject felt happy because he had just won an online game, but the subject also felt moody because he was menstruating.</p> <p>New insights gained: After watching the film, the subject wrote that tomorrow he wanted to be more confident and become a better person so that he could understand himself better. The subject learned from the film that confidence is important and that every human being has their own strengths and weaknesses. The subject wanted to be someone who does not give up easily and does not despair; if he experiences failure, she will try again until he succeeds.</p>

The table above shows the results of the reflection sheets filled out during the film therapy intervention for the subjects, with different results for each session. The subjects were asked to fill out the reflection sheets to reflect on themselves after watching the films presented by the researchers. In completing the form, subjects were asked to write down how they felt today before watching the film, and to fill in what they had learned and their wishes for tomorrow after

watching the film. In general, the subjects' intervention over the three days was that they sometimes felt happy or moody. The subjects always hoped to have more confidence for tomorrow.

In the context of women experiencing loneliness, research shows that film therapy can be an effective tool in boosting self-confidence. Previous studies have found that the application of film therapy techniques has a positive impact on increasing self-confidence among students (Rahman et al., 2024). This is in line with research by Solikhatin and Lubis, which shows that film therapy has a significant effect on increasing participants' self-esteem (Solikhatin & Lubis, 2021). Film therapy allows individuals to connect with the characters they see on screen, helping them to form emotional connections and reflect on their personal experiences in a broader context.

On the other hand, loneliness can be considered a condition that lowers self-confidence, causing individuals to feel isolated and helpless (Solikhatin & Lubis, 2021). Through the experience of watching films, women experiencing loneliness can find emotional reinforcement and a sense of solidarity. This experience can be useful in opening up dialogue about their feelings and, in turn, building self-confidence (Yuliatun & Megawati, 2021; Rahman et al., 2024). One study shows that art-based therapy, including film therapy, is effective in improving an individual's mental well-being by promoting self-expression and reducing stress (Sakinah et al., 2023).

This can be seen from the results of a study showing a significant effect of film therapy on self-confidence in adolescent girls experiencing loneliness, as seen from the pre-test and post-test results, which increased from 53 to 63. Based on the results of the film therapy intervention, the researchers found an increase in the subjects' self-confidence. The results of the intervention showed that the subjects felt helped and benefited from the films used in the film therapy intervention in this study, even though the changes were slight. In addition, the subjects also wrote that they wanted to improve in terms of socializing, behavior, attitude, and character. The subjects also wrote that they wanted to become more confident and better individuals so that they could understand themselves better. This is also supported by researchers who explain that one method that can be used to build self-confidence is through film therapy.

Understanding the relationship between loneliness, self-confidence, and the film therapy approach is crucial amid the increasing prevalence of mental health disorders, especially among women (Rosyanti et al., 2022). This approach not only provides an alternative way of dealing with loneliness but also offers an opportunity to build self-confidence, which is often eroded by social stigma and difficult psychological conditions. Research by Mekhakyian and Szulc shows that film therapy has real therapeutic benefits, especially in the context of low self-confidence and anxiety in adolescents (Mekhakyian & Szulc, 2025). This therapeutic process involves deep interaction between the therapist and the client, driven by the experience of the films they watch, thus creating a reflective and profound experience. By using films that are relevant to the daily lives of adolescents, participants can feel a greater emotional connection and, in turn, increase their self-confidence.

Furthermore, research by Hilman et al. shows that narrative counseling techniques can also increase adolescent self-confidence (Hilman et al., 2023). In this approach, adolescents are helped to tell and understand their life stories, which is in line with the reflective elements of film therapy. The connection between these two approaches shows the importance of storytelling in both film and counseling to facilitate the strengthening of adolescents' identity and self-confidence. Considering the broader context, factors such as family support and social experiences also contribute significantly to adolescents' self-confidence levels. Research by Komariah et al. confirms that family support plays a significant role in shaping adolescents' self-confidence Komariah et al. (2023). Therefore, film therapy needs to be marketed as a method that can facilitate positive interactions between families and adolescents. Furthermore, research by Hadi et al. shows that strategies that combine film therapy with other self-development techniques, such as an artistic approach, can create greater opportunities to increase adolescent self-confidence Hadi et al. (2024). This research supports the effectiveness of this intervention method in reducing anxiety and improving adolescent self-confidence. In conclusion, film therapy is a highly potential method for improving adolescent self-confidence. By utilizing the power of narrative and emotion in films, adolescents can interact with various situations and characters that resonate with their experiences. The combination of film therapy, support from the social environment, and a narrative counseling approach can create a comprehensive and more effective intervention in improving self-confidence among adolescents, especially those experiencing loneliness.

CONCLUSION AND RECOMMENDATION

Based on the results of this study, it can be revealed that film therapy can have a significant effect on increasing the self-confidence of adolescent girls who experience loneliness. This can be seen from the slight difference between the pre-test and post-test scores, which was 14 points, with the pre-test score being 53 and the post-test score being 67. These findings form the basis for further research in developing an intervention model aimed at increasing self-confidence in adolescent girls experiencing loneliness.

FURTHER STUDY

In addition, further research can use other experimental design methods so that the exploration of film therapy methods using subjects of different genders can distinguish how effective film therapy is in increasing self-confidence in adolescents experiencing loneliness.

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