

Watching Together the Film ‘Miracle in Cell No. 7’: Building Empathy and Togetherness

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Abstract. *The activity of watching the film ‘Miracle in Cell No. 7’ together with children aims to build empathy and togetherness among participants. This film, which tells the emotional relationship between a father and his child amidst significant challenges, offers profound humanitarian values. The methodology used includes organizing the event in the RT 08 RW 01 area, where children are invited to watch the film together, followed by an interactive discussion about the themes presented in the film. The results of this activity indicate an increase in children's understanding of the importance of empathy and cooperation, as well as creating a positive atmosphere of togetherness. This activity is expected to serve as a model for similar programs in the future, in an effort to strengthen social values among the younger generation.*

Keywords: *Empathy, togetherness, humanitarian values.*

Abstrak. Kegiatan menonton film 'Miracle in Cell No. 7' bersama anak-anak bertujuan untuk membangun empati dan kebersamaan di antara para peserta. Film yang mengisahkan hubungan emosional antara seorang ayah dan anak di tengah tantangan yang berat ini menawarkan nilai-nilai kemanusiaan yang mendalam. Metodologi yang digunakan antara lain dengan mengadakan acara di wilayah RT 08 RW 01, dimana anak-anak diajak untuk menonton film bersama, dilanjutkan dengan diskusi interaktif mengenai tema-tema yang disampaikan dalam film tersebut. Hasil dari kegiatan ini menunjukkan adanya peningkatan pemahaman anak-anak akan pentingnya empati dan kerjasama, serta terciptanya suasana kebersamaan yang positif. Kegiatan ini diharapkan dapat menjadi model bagi program serupa di masa mendatang, dalam upaya memperkuat nilai-nilai sosial di kalangan generasi muda.

Kata kunci: Empati, kebersamaan, nilai-nilai kemanusiaan.

1. BACKGROUND

Empathy and togetherness are two essential aspects of children's social development. In an increasingly complex world, the ability to understand and feel what others are experiencing becomes a highly valuable skill. Children who are trained to be empathetic tend to have better interpersonal relationships and can contribute to creating a harmonious social environment. Therefore, activities that encourage the development of empathy are necessary. The film ‘Miracle in Cell No. 7’ is one cinematic work that can evoke the feelings and emotions of its viewers (Sari, 2024). Telling the story of a father who faces injustice and his struggle to love his child, this film conveys deep moral messages and can spark discussions about humanitarian values. Through strong narration and relatable characters, this film can serve as an effective tool for teaching children about the importance of empathy, compassion, and social support. The film screening activity is designed as a means to introduce and discuss these values with children. By inviting them to watch together, it is hoped that a sense of togetherness that supports learning can be created. This activity aims

not only to entertain but also to provide an educational experience that strengthens the relationships among participants. Through this research, it is expected to determine the impact of the film screening activity on the development of empathy and togetherness among children. Thus, this activity becomes a first step in creating a more caring and supportive environment among the younger generation.

2. LITERATURE REVIEW

This literature review aims to provide a theoretical foundation regarding the importance of empathy and togetherness in the context of child development, as well as the relevance of using film as a learning tool.

Empathy in Child Development

Empathy is the ability to understand and feel the emotions of others. According to Hoffman (2000), empathy develops through certain stages in a child's life, ranging from basic empathy to more complex empathy that involves understanding others' perspectives (Fadhilah, 2015). Research shows that children with high levels of empathy tend to possess better social skills, including the ability to collaborate and communicate effectively.

Togetherness and Social Relationships

Togetherness is an essential element in building positive social relationships. According to Baumeister and Leary (1995), the need to form strong and supportive relationships is a fundamental human need (Rohmatika, 2023). Activities that strengthen togetherness, such as watching films together, can enhance feelings of connectedness and reinforce social bonds among children, which in turn positively impacts their emotional development.

a. The Use of Film in Learning

Film as a learning medium has proven effective in conveying moral messages and social values. According to Aufderheide (1997), films can create profound emotional experiences that facilitate understanding and reflection (Suwanto, 2018). *'Miracle in Cell No. 7'*, with its emotional narrative and strong characters, provides children with the opportunity to reflect on themes such as love, sacrifice, and justice. Research indicates that the use of film can enhance children's engagement and strengthen their understanding of broader social contexts.

Moral Values in Film

Films often convey important moral values. In the context of *'Miracle in Cell No. 7'*, values such as family love, sacrifice, and social justice become central themes (Zahro,

2023). Research shows that emotionally impactful films can stimulate deep discussions among viewers, encouraging them to explore these themes further. Drawing from this literature, the film screening activity of *'Miracle in Cell No. 7'* is expected to serve as an effective tool in building empathy and togetherness among children while providing a touching and educational learning experience.

3. RESEARCH METHODS

The methods used in the film screening activity of *'Miracle in Cell No. 7'* is a qualitative approach. In this screening event, the meanings of empathy and togetherness are explored through several scenes from the film. The analysis of *'Miracle in Cell No. 7'* involves observation, question-and-answer sessions, and documentation of the children who watch the film. Below are the details of the methodology applied:

Activity Design

This activity is designed as a film screening event that engages children in an interactive atmosphere. The event includes the screening of the film followed by a film discussion led by Mr. Yandi, where children can share their opinions and feelings about the themes raised in the film.

Target

The target participants for this activity are children from the RT 08 RW 01 community, involving around 15 children. Participants voluntarily participate, prioritizing children who have not watched the film before.

Implementation Procedure

The activity is carried out in several stages:

- a. Preparation: Organizing the event space, providing film screening equipment, and preparing question and answer materials related to *'Miracle in Cell No. 7.'*
- b. Film Screening: Children gather in the designated room to watch the film. Before the screening, a brief introduction about the film and the themes to be discussed is provided.
- c. Question and Answer: After the film is finished, the facilitator conducts a Q&A session, inviting children to share their opinions and respond to various questions related to the moral values present in the film, including empathy and togetherness.

Data Collection Techniques

Data is collected through three methods:

- a. **Observation:** The facilitator observes the interactions and responses of the children during the activity. Observation notes will include the children's reactions to *'Miracle in Cell No. 7'*.
- b. **Question and Answer:** Participants are asked questions about their understanding of empathy, togetherness, and their feelings after watching the film. This Q&A session is designed to measure the children's perspectives on the themes of *'Miracle in Cell No. 7'*.
- c. **Documentation:** Documentation is carried out during the event.

4. RESEARCH RESULTS

The results of the film screening activity of *'Miracle in Cell No. 7'* with children were analyzed based on data collected through observation and question-and-answer sessions. Below are the main findings from the activity:

Children's Experiences During the Activity

During the film screening, the children displayed high enthusiasm. They emotionally engaged with the story and characters in the film. Some children were seen crying during touching moments, while others showed empathetic reactions, such as offering support to friends who felt moved. This indicates that the film successfully created a profound emotional experience.

Changes in Attitudes and Interactions

After the film screening, the question and answer session revealed that the children were able to express their views on the themes presented in the film, such as love, sacrifice, and justice. Most children stated that they felt a greater understanding of others' feelings after watching the film. The Q&A session also demonstrated an increase in social interaction, where children listened to and valued each other's opinions.

Question and Answer

The questions posed after the activity indicated the children's understanding of empathy and togetherness. The children were able to comprehend the feelings of others and felt closer to their friends after discussing the film, which showed the strengthening of social relationships.

Initial Conclusion

From the results obtained, it can be concluded that the film screening activity of *'Miracle in Cell No. 7'* successfully achieved its goals in building empathy and togetherness among the children. The profound viewing experience, followed by interactive discussions, had a positive impact on their understanding and social attitudes. These findings provide a strong foundation for continuing similar programs in the future, with the hope of further strengthening social values among the younger generation.

In this film, the researcher also discovered meanings of empathy and togetherness in every scene of *'Miracle in Cell No. 7'*. Below are some scenes from the film that demonstrate empathy and togetherness:

Empathy Scene

The empathy scene is reflected in the change of heart among the inmates. This is evident when Dodo and Kartika share food, showcasing Dodo's love for Kartika as a father to his child. This act of kindness makes the other inmates feel guilty for their prior harsh treatment of Dodo.

Togetherness Scene

The togetherness scene is illustrated when the inmates collaborate to help Dodo prove his innocence. The inmates work together to resolve the misunderstandings Dodo faces, highlighting the supportive bonds that form among them.

5. DISCUSSION

The film screening activity of *'Miracle in Cell No. 7'* successfully created an educational and touching experience for the children, providing significant insights into the development of empathy and togetherness. This discussion will address several key points that emerged from the results of the activity, along with implications for the development of similar programs in the future.

Effectiveness of Film as a Learning Tool

Film as a learning medium has proven effective in conveying moral messages and social values. In this instance, *'Miracle in Cell No. 7'* succeeded in capturing the children's attention and eliciting their empathy. The emotional experiences encountered during the screening indicate that visual storytelling can enhance children's understanding of complex issues such as injustice and family love.

Increase in Empathy and Social Connections

This activity successfully created a space for deep discussions, where children could explore their feelings and reactions toward the characters in the film. This demonstrates that through open discussions, children can learn to be more sensitive to the feelings of others, which is an important step in their social development. With an increased sense of connectedness, it is hoped that children will find it easier to collaborate and positively interact within their social environments.

Dynamics of the Question and Answer Session

The question and answer session following the film screening exhibited positive dynamics. Children listened to and valued each other's opinions, creating a supportive environment for sharing experiences and feelings. This indicates that the activity not only enhanced their understanding of empathy but also strengthened their communication skills. These skills are crucial for children's social and emotional development, as they can help them build better relationships with their peers.

Challenges and Recommendations

Although this activity successfully achieved its intended goals, there are several challenges that need to be addressed. Some children may still feel hesitant to express their feelings, especially during discussions. Therefore, it is important to provide additional training for facilitators in facilitating inclusive and supportive discussions. Furthermore, this activity could be expanded by involving parents or caregivers, so that the values learned can be discussed and reinforced at home.

6. CONCLUSIONS AND SUGGESTIONS

Overall, the film screening activity of *'Miracle in Cell No. 7'* has successfully had a positive impact on building empathy and togetherness among children. This activity not only provided a touching viewing experience but also facilitated in depth discussions about humanitarian values. Therefore, similar activities in the future are highly recommended to continue supporting children's social development and strengthening social bonds within the community. This represents an important first step in creating a younger generation that is more sensitive and caring towards others.

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