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ART THERAPY METHOD AS A MEANS OF MANAGING EMOTIONS FOR JUNIOR HIGH SCHOOL STUDENTS AT BANDUNG

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Abstract

In the psychological changes that occur in adolescence, one of them is socio-emotional changes, when they have high emotional tension. This creates the pressures for adolescents, such as the pressure of academic performance, the need to be popular, the desire to be accepted in an appropriate social group. The ability to be able managing the emotions for adolescents is related with habit of experiencing various problems that pressurize themselves such as stress, anxiety and depression. They should have the ability to manage adaptive of emotion. Some studies state that art therapy helps to explore one's feelings, reconcile emotional conflicts, develop social skills, reduce anxiety, etc. Researchers conducted research using descriptive qualitative methods, with data collection using observation and interviews with 5 adolescent respondents aged 11-15 years in one of the junior high schools in Bandung City. Based on the results of the study, it was found that the five respondents were able to manage their emotions adaptively, but there were still respondents who did not understand much about the types of emotions and how to respond when others showed negative emotions. Art therapy groups were given and the results showed that there were respondents who felt suitable for art therapy done in groups, but there were also those who preferred to work alone because they felt more free to express themselves. There needs to be clear rules given before the activity and needs to be done on an ongoing basis so that art therapy groups can be felt the benefits.

Keywords: Art therapy Group; Emotion; Middle school students

INTRODUCTION

In adolescence, individuals experience many changes including physiological and psychological changes. One of the psychological changes that occur in adolescence is socio-emotional changes, where adolescents have quite high emotional tension. Berk (2012) explained that in adolescence, individuals will begin to have an attraction to the opposite sex, career interests and identity exploration. This creates its own pressures for adolescents, such as pressure felt on academic performance, the need to be popular, the desire to be accepted, being able to feel suitable in the right social group, problems with relationships with the opposite sex and *body image*. Adolescents are also social creatures who are always part of the environment wherever the individual is who will be faced with certain expectations and demands from the environment (Widyastuti et al, 2024).

With these conditions and coupled with the emotional changes felt by adolescents, changes in interests, roles and environmental conditions that cause social pressure, make emotional tension in adolescents even higher.

Problems and pressures that exist in daily life, in essence, are a stage to make adolescents more mature when acting. In dealing with these stressful situations, to be able to bring out adaptive behavior, adolescents need good emotional regulation.

Hurlock (2011) explains that adolescents are said to have good emotional management, if they are able to assess the situation critically first before reacting emotionally. Meanwhile, the inability to manage emotions can make adolescents helpless to face stressful situations and conflicts. As a result, adolescents will take destructive actions to manage the emotions they are facing.

In Hasmarlin & Hirmaningsih (2019) it is stated that emotion regulation includes efforts to receive emotions, the ability to control impulsive behavior and the ability to use emotion regulation strategies according to the situation flexibly. Adaptive emotional regulation involves modulating the experience of emotions rather than eliminating certain emotions. The ability to manage emotions for adolescents is related to the habit of experiencing various problems that pressure them such as anxiety and depression. When the individual is able to manage his or her negative emotions (sadness, fear and anger), the adolescent has the endurance to avoid being affected by anxiety and depression.

Based on data collected by Regional Health Research / Riskesdas, the prevalence of GME (Emotional Mental Disorders) in the age group of 15-24 years has increased significantly from 2013 to 2018 (Suryanto & Salvia, 2021). If you look at the results of the Indonesia *National Adolescent Mental Health Survey* (I-NAMHS) report, it is stated that 1 in 3 Indonesian adolescents in the age range of 10-17 years have mental health problems with the type of disorder 3.7% experience anxiety disorders and only 2.6% of adolescents use mental health facilities or counseling related to emotional and behavioral problems (Santika, 2023). Looking at the data shows that Indonesian teenagers have low emotional regulation.

In the research, Fitriani and Alsa (2015) explained that the forms of low emotion regulation behavior shown are such as fighting with friends, hitting friends, arguing and saying rudely. There are also those who even commit actions that threaten them, such as injuring themselves by cutting their hands. Behaviors that arise due to an inability to control emotions, give rise to other effects such as low concentration and decreased learning achievement. The results of research from Flouri and McEwen (in Fitriani & Alsa, 2015) stated that there is a need for intervention programs that can be provided to be able to overcome the problem of emotional regulation experienced by adolescents.

Skills in managing emotions according to Prasetya and Gunawan (2018) can be characterized by the following behaviors: (1) Responsible, where individuals can take personal responsibility for their feelings and happiness; (2) Opportunities to develop, where individuals are able to transform negative emotions into a constructive learning process; (3) Utilization of emotions, where individuals are able to help others to recognize and utilize their emotions; (4) Open relationships, where individuals are able to preserve open and interactive relationships with happy and sad emotions; (5) Meaning and thought, where individuals can approach and stay away from certain emotions according to the meaning and thoughts they carry; (6) Monitoring, when individuals are able to monitor their own emotions and those of others; (7) Alleviate and strengthen emotions, where individuals are able to alleviate negative emotions and strengthen positive emotions.

When facing emotional problems or emotional regulation, it is necessary to have activities carried out to be able to increase intelligence in managing emotions, especially in adolescents. In research conducted by Fitriyani, Folastris and Ferry (2020) stated that *Art Therapy* can be used as a medium to help individuals communicate their emotions in a positive direction. Art Therapy activities can be done independently or in groups.

Art therapy group according to *the American Art Therapy Association* has the meaning of an intervention that is used as a support in mental health by using art media, creative processes, and works of art that are made to find out more deeply about feelings, relieve emotional conflicts, raise awareness of the self, regulate behavior and develop self-esteem in group situations (Mahardika, 2017). Even Schofield (2019) also stated that *art therapy groups* help to explore a person's feelings, reconcile emotional conflicts, increase self-awareness, manage behaviors and addictions, develop social skills, improve reality orientation, reduce anxiety, and improve self-esteem. *Art therapy groups* can be said to be good because they involve group members to actively participate in completing certain tasks (Mahardika, 2017).

Art therapy group *activities* are considered to have advantages because the method used is in accordance with the interests of the child, the setting that is carried out in groups makes the support of other group members who are motivated (Mahardika, 2017). Types of *art therapy groups* have various forms of activities. According to Geldard (in Mahardika, 2017), the form of *art therapy group* that is suitable for the age of students and the group setting is drawing, painting, making collages, play dough and clay. Drawing is considered an art therapy activity that is easier to do by only needing white paper and coloring tools or pencils.

The art therapy group itself has a therapeutic factor in it. Therapeutic factors of *the Art therapy group*, according to Robb (2022), there are elements that are therapeutic factors, namely (1) *Self Expression*, which is the ability to express both verbally and non-verbally using colors, symbols, body movements or words (Blomdahl, 2016). In therapy, it is hoped that this factor can increase self-expression and add personal meaning; (2) *Self-Awareness*, which is the ability of a person to be able to see or understand themselves according to how others see them or judge them (Kelman & Parloff, in Robb, 2022) In addition to being able to judge themselves according to their environment, but also being able to understand each other and the impact of their interpersonal relationships; (3) *Interpersonal Involvement* where in *art therapy groups*, interpersonal involvement is the response given by individuals in a group and also how individuals respond to the environment or others in their group so that they can harmonize with each other (Robb, 2022).

From the phenomenon that occurs in adolescents today related to how to manage their emotions, it encourages researchers to apply research based on the implementation of *art therapy groups* in improving students' skills in managing emotions.

METHOD

This study uses a descriptive qualitative approach. The qualitative descriptive research method is focused on problems based on facts carried out by observation, interviews, and studying documents. The data collection technique used in this study uses an assessment using a graphic test (Baum test and Draw A Person) on students, then continued with observation and interviews.

In the second stage, observation was carried out on the treatment of *art therapy group sessions* by the experiment as many as two meetings with *the art therapy group* procedure according to Liebmann which included the introduction or warm-up stage, activities of making artworks and discussions followed by the end of the session. The evaluation was carried out through an interview process and discussion related to the progress of emotional management felt in 2 weeks after the implementation of the treatment by the expert.

The research was conducted at one of the junior high schools in the city of Bandung. The respondents in this study were 5 junior high school students with an age range of 11-15 years. Data analysis was carried out in three stages. The first stage is to review the information obtained from the results of observations, interviews and initial analyses with teachers regarding the attitudes of students who are categorized as not conforming to school rules. The second stage is to present data in the form of a brief narrative from the interview data that has been reduced, then a treatment *art therapy group is carried out*. The third stage was a discussion and interview session in verifying or drawing conclusions about the progress of emotional management in students and the perceived effectiveness of *the art therapy group* that has been carried out.

RESULT AND DISCUSSION

The results of the interviews conducted with the respondents were related to the problems faced by the students and the understanding of emotions felt.

Overview of student problems

Responden 1 : AR

At first, AR felt disappointed that the school was where it was now. But over time he began to accept and get used to the school environment because according to him, the environment taught good manners so that it made him more comfortable. During school, AR had problems with both of his classmates.

Based on the results of the reconfirmation, AR admitted that he did not like them because it was difficult to cooperate and be given input. AR said that he had fought with his two friends until he was expelled from the *WhatsApp group*. So he needs the help of teachers to make him and his friends reconcile. AR admitted that he was very upset at that time, but chose to resign and accept the situation.

In the lesson, AR admitted that he had difficulty in Arabic lessons. From the reconfirmation, AR said that he did not understand the material and the teacher's way of explaining it. When asked what AR did when facing difficulties, he admitted that he had revealed to his Arabic teacher about his difficulties, but he felt that no change was felt. AR also admitted that he could not study in a noisy classroom. Meanwhile, according to her, her classmates are sometimes noisy (especially women) when in the middle of learning, especially when doing assignments. When experiencing this, AR admitted that he only reminded his friend 2-3 times, then ignored him even though he felt upset.

When asked what made him excited to learn, AR was silent for a long time. In the question form, he had seen his friend and followed the answer from his friend, namely getting pocket money. However, when asked directly, AR explained that meeting friends and learning/teachers he likes also motivates him to learn and enthusiasm for school. The subjects that AR likes to like while in school are Sports and Math. Because according to him, the teacher in the lesson is cool and good at teaching.

Responden 2 : A-Z

AZ entered this school because of his own choice, initially his parents gave him 2 school options and AZ chose his current school. According to AZ, when he sees his current school, he feels that the environment is good, even though the other school is better and bigger, but the school environment is not so good. However, when he entered school, AZ was a little disappointed because it was not in accordance with what was expected and felt that there were no extracurriculars and in terms of lessons there were no science lessons that were practical, but it did not have much effect.

AZ once had a problem when he first entered school with his friend who initially threw stones and kicked, then AZ replied to him and the other friends broke up, then in class he and the same friend had a fight because his friend started first by mocking and harassing AZ. Initially, AZ did not intend to retaliate, but his friend hit AZ until he fell in front of the woman, which made AZ embarrassed and began to attack his friend. But now his relationship is fine with the friend.

AZ also had problems with Indonesian teachers. At that time, AZ was reprimanded by his teacher because he made a property for drama activities and his teacher scolded him and threatened his grades and his friends would be bad, but AZ fought him by challenging the teacher if his grades were bad, indeed what would happen next. In addition, AZ once had problems when exercising, AZ did not participate in sports because he was actually feeling sick. Then the physical education teacher said he would report to the parents. This made AZ upset and stated that if the teacher wanted to report it, he was welcome.

In the lesson, AZ found it difficult in math lessons. AZ said that he had difficulty using formulas. When studying normally in class, he can do his assignments, but when it comes to exams, AZ finds it difficult to use formulas to answer problems. So that all this time he has overcome it in a way that he only remembers and often just answers without using formulas. During the class, he cannot learn when in a noisy classroom such as someone talking loudly or laughing. What he did was tell them to shut up by reprimanding him.

The thing that makes him enthusiastic about learning is the fun teacher. According to AZ, teachers who are fun for him are teachers who do not interfere too much in the affairs of their students in all matters or personal affairs. Then what makes him excited to go to school is to meet friends and then tell stories in everything such as games, games or events and others.

Responden 3 : MR

MR entered this school because of his own choice. Initially, he wanted to enter a public school through the tahfiz route, but finally he had his current school because of the very close distance, where his house was right in front of the school and still in the same scope. According to MR, this school has the advantage of having a fairly relaxed teacher. But in terms of lack of facilities, what he hopes for is a school that has a field and has walls. Even so, MR still feels comfortable being in this school.

During his time at school, he never had any problems with his friends or with his teachers. According to MR, the teacher he likes is Ustadz I, because he is never angry and relaxed, never gives assignments and is not so serious. According to MR, the teacher who is not very liked is Ustadz R, because he is too serious and firm. MR admitted that he had experienced difficulties when in tahfiz lessons because the teacher had changed. According to him, the teacher is different from others, he is more relaxed and not too firm. So when now the teacher is replaced with a more assertive one, MR finds it difficult.

The thing that can bother MR while studying in class is when there are noisy friends. What he did was to reprimand his friend. Meanwhile, the usual thing that makes him enthusiastic about learning is while listening to music. The music he likes is rap music. Because at school he is not allowed to use a cellphone, the thing that makes him enthusiastic when studying is that he does his homework while singing in his heart.

Responden 4 : HS

The feeling of HS when attending school here was initially happy because he was schooled in a place with few students. However, over time, HS felt that he had

often met with his people. At school, HS has experienced problems with friends, including problems in sorting out friends. According to him, many friends have not shown their true nature so that when their friends show their true nature like something strange, talking excessively is like revealing other people's secrets. This made respondents withdraw from their friends around them, so that this had an impact on their friendship environment. HS had heard his friends whispering about his case. HS admitted that he had never experienced problems with teachers.

In the learning process, HS admitted that he had obstacles in Arabic subjects, had difficulties in memorizing and how to write. When they feel that they do not understand the material presented, students usually ask their friends and teachers. Things that can disturb students in learning are noisy sounds, such as friends chatting in class discussing other things when the teacher is explaining the material. HS admitted that he had reminded his friend by speaking quietly and according to him his classmates followed him.

HS is enthusiastic about learning when faced with subjects they like. Motivation from friends has been obtained by HS when they feel difficult in learning and it affects HS. Calming the mind by staying silent while reading a book is a way that students can use to bring out a sense of enthusiasm when studying.

Responden 5 : MA

At first, MA felt disappointed when he first entered *the school offline* because the school did not have a wall in the classroom. However, MA also felt happy because he made new friends at the school. During his time at school, MA had problems with his classmates. Because his classmate likes to kick his friend inexplicably so that he feels irritated with his classmate. MA also had problems with the teacher who taught in his class, namely because he considered the teacher to be stupid, so MA once reported the teacher to his homeroom teacher.

In the MA lesson, he admitted that he had difficulty in mathematics lessons. From the reconfirmation, the Supreme Court explained that he had difficulty understanding the existing formulas. MA also admitted that he could not study in a noisy classroom. MA also explained that there were female friends who were sometimes noisy in the classroom.

When asked what made him enthusiastic about learning, MA directly answered, namely by getting pocket money given by his parents and listening to songs that could make MA focus on learning, but when asked further about what genre of music, MA could not answer the question. MA in getting enthusiasm while learning is by getting a teacher who is cool and not boring.

Table 1. Summary of Results of Student Problems

Indicators of Student Problems	Summary Results
Problems felt	From the results of interviews with the five respondents, four respondents admitted that they were disappointed with the small school facilities, no walls and narrow fields. Meanwhile, one respondent admitted that he was happy because he tended to be simple. Although they were disappointed with the existing facilities, the five respondents admitted that they were happy to have friends there and good teachers and tended to relax.

	Of the five respondents, there were three respondents who admitted that they had had problems with friends or teachers. And two respondents admitted that they had never had a problem with people at school.
Things that support learning	In terms of learning motivation, two respondents admitted that meeting a teacher was fun to motivate them while one respondent preferred it because of the lessons they liked. In one other respondent, he admitted that because he got pocket money, he was happy to go to school, while another respondent tended to respond when listening to music, which could make him focus and enthusiasm while studying.

Overview of centralized interview results related to emotional management

Responsible :

The five respondents were able to understand the emotions they were feeling. Four respondents said that on that day they were feeling ordinary, which means they did not feel sad, upset or happy. However, 1 person felt that on that day he was feeling happy because he met his friends. In addition, the five respondents knew what things made them unhappy and quite a variety of things that made them unhappy. There are those who feel unhappy when they are scolded by their parents for their carelessness, feel forced by their family and there is 1 child who does not know the cause, he often feels suddenly upset and angry. In addition, the five respondents understood the things that can make them happy, namely playing with friends, getting good grades and getting money.

Opportunities to develop :

Three respondents said that they often find it difficult to manage their finances. They are often wasteful and difficult to save so what they can currently do is to continue to save and save. While the other two respondents had difficulties when they first learned to ride a bicycle so they would continue to try and learn to ride a bicycle then there were also those who found it difficult to overcome the problem but were unable to tell others about it so they tried to calm down and find their own solution. So that the three respondents are able to change negative emotions when experiencing difficulties by building opportunities to overcome these difficulties.

Utilization of emotions :

Of the five respondents, there were 3 respondents who were able to recognize other people's emotions and help others. Meanwhile, the other 2 respondents felt that others did not experience emotions or difficulties like themselves and they were not sure that they would be able to help others when they experienced difficulties.

Open relationships :

The five respondents, when they are in a state of sadness or happiness, they are still able to maintain their relationships with others. They can share their feelings with those closest to them when they are sad or happy.

Meaning and thoughts :

Of the series of emotions, the most common in 3 respondents was upset or angry emotions while 2 respondents said happy and sad emotions. They like the things that make them happy and sometimes they don't like the things that make them unhappy or sad so they approach the things that make them happy and stay away from the things that can make them sad.

Monitoring :

Of the five respondents, there were 2 respondents who did not understand emotions while 3 respondents understood the meaning of emotions. But overall they understand that when asked about happy, sad or angry moments, they can give examples. Only one person still claims to be unable to recognize the emotions he feels. Within 1 week, 4 respondents admitted that they were feeling angry, 1 person felt nervous. Respondents who admitted that they were feeling angry gave some reasons such as being upset about losing games, when learning, because of friends and some who did not understand why they were upset.

Relieve and strengthen emotions :

Of the five respondents, there were 3 respondents who admitted that they would stay away from people who looked angry or who made them angry. Meanwhile, 1 respondent admitted to being sad and 1 other respondent asked his friend directly why he was upset. If at a sad moment, 3 respondents admitted that they tended to avoid it because they were afraid of getting sadder, afraid of being recalled. Meanwhile, 1 respondent answered that they tended not to know and 1 other respondent said they were trying to approach. When faced with irritation or sadness, 4 respondents admitted that they tried to overcome it by diverting it to other things such as reading, listening to music, reading istighfar. Meanwhile, 1 respondent admitted to seeking help or advice from another friend.

Table 2. Summary of Centralized Interview Results related to Managing Emotions

Managing Emotions	Knowing / Understanding	Don't Know / Don't Understand
Responsible	5 responden	0 responden
Opportunities to Grow	5 responden	0 responden
Utilization of Emotions	3 responden	2 responden
Open Relationships	5 responden	0 responden
Meaning and thoughts	5 responden	0 responden
Monitoring	3 responden	2 responden
Alleviating and Strengthening Emotion	5 responden	0 responden

Results of Art Therapy Group

In the *Art Therapy Group*, there are therapeutic factors that are elements in the therapy. The researcher conducted interviews with respondents and obtained results based on the category of elements in therapeutic factors.

Self Expression

Of the five respondents, all said that they did not know about the meaning of *art therapy* or examples. After being given a brief explanation, only then can the respondents mention examples such as drawing, coloring. In terms of expressing feelings, the five respondents admitted that they would show their feelings from facial expressions. From the results of the interview, almost all respondents admitted that expressing with their faces so that people could know what they were feeling.

If you look at the *art therapy group* activities carried out, it can be seen that the five respondents are interested and enthusiastic in participating in the activity. This can be seen from the faces of the five respondents who smiled and laughed a lot while working. However, because it was carried out in groups, so that of the five respondents there were 2 dominant respondents and many made pictures first. Meanwhile, 3 respondents tended to be silent and only paid attention to add an existing image.

Self Awareness

In terms of closeness with friends, 3 respondents admitted to feeling fine in their

friendship with 1 respondent admitted to being ordinary and 1 respondent admitted to being very close to his friends. Of the five respondents, 2 respondents were able to mention the positive and negative impacts felt on their friendships, 1 respondent mentioned more negatives, 1 respondent said more positive, and 1 other respondent said they did not feel any impact.

If you look at when *the art therapy group activity* is carried out, it can be seen that 2 respondents give more opinions and make pictures first by not discussing it with other colleagues. Meanwhile, the other 3 respondents tended to prefer to wait and only draw after the 2 colleagues finished. This is also supported by the results of the interview that the 3 respondents admitted that they were more happy with their own drawing activities compared to the group. Meanwhile, 2 respondents who tended to be dominant, admitted that they were more happy to work in groups because they felt more exciting.

When asked for the opinion of the 3 respondents, they admitted that they were upset because the image was destroyed because of the 2 colleagues. There were also those who commented that they didn't like it because the 2 colleagues became more dominating and did not discuss with other colleagues first. Meanwhile, 1 respondent said that he tried to be neutral and resigned to follow the theme that the 2 colleagues had made.

Interpersonal Engagement

When discussing their potential, 3 respondents admitted that they already knew about their potential and that of their friends, while 2 respondents admitted that they did not know or did not seem to understand.

At the time *of the art therapy group*, almost all of the five respondents appointed one of the respondents who was good at drawing. Meanwhile, the appointees were seen only smiling shyly while shaking their heads. When the drawing activity was carried out together, respondents who were good at drawing tended to be more silent and did not comment much. This was also supported in the interview that one of the respondents felt that his friend tended to be passive during the activity.

When it was seen that 2 respondents tended to be dominant in group activities while the other 3 respondents tended to just wait, one of the respondents (of the 3 people) was seen wearing an annoyed face and was heard commenting or reprimanding "already you tea" when the 2 respondents added unrelated images.

Table 3. Results of Centralized Interview Frequency Overview related to Art Therapy Group Factors

Art therapy Group Factors	Knowing / Understanding	Don't Know / Don't Understand
Self Expression	5	0
Self Awareness	4	1
Interpersonal Engagement	3	2

From the results that have been described, the five children have almost the same problems at school, namely disappointment with the facilities at school and not in accordance with their expectations or expectations. Of the five respondents, there were 3 respondents who admitted to having problems with their friends and some who had problems with their teachers. To be able to deal with stressful situations by displaying adaptive behavior, students need good emotional management. Managing emotions is a way to realize what's behind a feeling and learn how to deal with it.

Based on the results of the interviews, the respondents stated that when they are in a situation that arouses their emotions, the respondents understand what the respondents are feeling and what the causes are so that they are responsible for the emotions they experience. Respondents recognize and understand what things arouse negative emotions in themselves so that respondents begin to see these negative emotions as an opportunity to develop by looking for alternatives or solutions to overcome them. Respondents also stated that when they are in a state of happy or sad emotions, they are still able to maintain their relationships with others. However, there were still 2 respondents who stated that they could not talk about other people's emotions so that the respondents also expressed that they were not sure in terms of using their emotions, namely helping others to recognize their emotions and utilize their emotions. Of the series of emotions that most often occur in the respondents, they are angry, upset, happy and sad.

If you look at the results of the interviews conducted on the five respondents, they tend to be able to manage their emotions well and adaptively. Only in the monitoring and utilization of emotions are there still respondents who do not understand how. This shows that there are still respondents who do not understand too much about the types of emotions they feel other than happy, sad and angry, and do not understand how to respond when others show negative emotions (sad or angry).

In managing emotions, *art therapy* is one of the most effective interventions used according to *the American Art Therapy Association*. With the understanding that *art therapy group* is an intervention to support mental health using art media, creative processes, and artworks produced to explore feelings, reconcile emotional conflicts, increase self-awareness, manage behavior and addiction, develop social skills, improve reality orientation, reduce anxiety, and increase self-esteem in a group setting (Mahardika, 2017). According to Liebmann, *Art therapy* groups can be useful for providing social learning carried out in groups, providing opportunities between individuals to be able to give each other and help in problem solving.

From this understanding, if connected based on the results of the interview, there are two respondents who feel more comfortable when doing *art therapy* in groups while the other three respondents feel more comfortable doing it individually. These three respondents argued that there were two teammates who in their opinion tended to dominate and drew first without discussion. And choose to draw by yourself because you can freely decide what you want to draw. Meanwhile, according to the two dominant respondents, they tend to enjoy working in groups because it is more fun and exciting. So it can be concluded that *the benefits of art therapy groups* can be felt when group members discuss and express their opinions, so that no one tends to dominate and make other colleagues uncomfortable.

From the results of the interview, one of the respondents admitted that he was more happy to write a journal than to draw. Meanwhile, one of the other respondents who likes to draw and is recognized by his colleagues as qualified in drawing skills, admitted that he prefers to draw.

CONCLUSION

From the results of the research carried out, it can be concluded that art therapy groups in the form of drawing activities can still be given to junior high school teenagers to be a form of therapeutic activity in managing emotions. Even based on the results of the interview, there are still respondents who feel that they prefer to do their own activities. So that in *art therapy group activities* carried out on adolescents, it is still

necessary to be given direction and guidance so that activities carried out in groups and can be directed to discuss before doing their assignments.

In art *therapy group* activities, they can also do other things besides drawing. Such as doing journaling or writing therapy. According to the results of the interview, one of the respondents admitted that he prefers writing to drawing.

From the results of this study, suggestions can be obtained for future research that it is necessary to carry out *art therapy group* activities in a sustainable manner, so that the benefits can be felt for the respondents. Make rules or a more systematic explanation of the rules and regulations of activities in the group. As well as for respondents or schools, there needs to be information or explanations related to what and how to understand the emotions felt. This is based on data from adolescent respondents who tend to only know emotions in the form of anger, joy and sadness.

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