



Art Therapy Training in Increasing Self-Esteem in High School Students

Abdul Hadi^{1*}, Eka Aryani², Anifa Tuzzuhroh Nurbaiti³

Universitas Mercu Buana Yogyakarta

Corresponding Author: Abdul Hadi hadi@mercubuana-yogya.ac.id

ARTICLE INFO

Keywords: Art Therapy, Self Esteem, Students

Received : 28, July

Revised : 24, August

Accepted: 26, September

©2024 Hadi, Aryani, Nurbaiti: This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

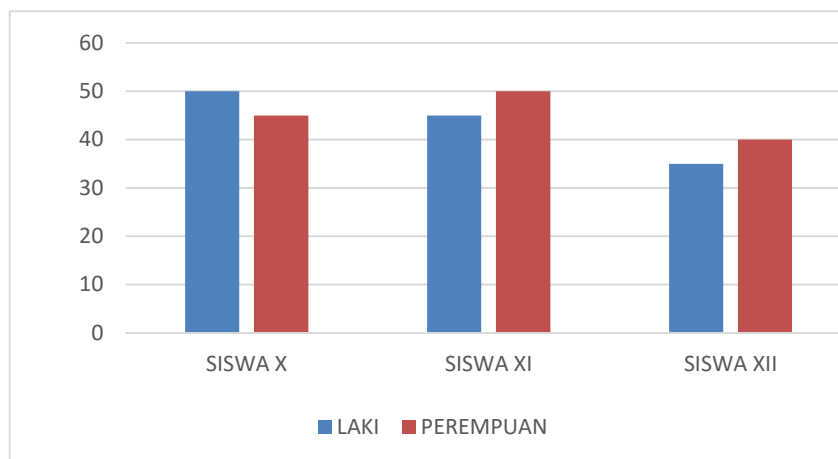
High school students' self-esteem problems can vary greatly and are influenced by many factors. Some common issues that can affect high school students' self-esteem include: social comparison, academic demands, and identity disorders and lack of social support. Responding to the problem of self-esteem, the service team provided an alternative solution with art therapy training to increase the self-esteem of high school students. The art therapy training process involved 40 high school students which included the process of drawing on aspects of the self including: strength, significance, ability and wisdom. The results of art therapy training using the paired T-test showed a figure of -6.17, mean -16.0, standard deviation 2.59, with a 2-tailed significance of 0.007. The results of the Paired Sample T-Test show that the T-value is -6.17 with a p-value of <0.001. The p-value is smaller than 0.05, which indicates that there is a significant difference in self-esteem abilities before and after participating in art therapy training. Apart from that, art therapy has an important role in adolescent mental health, especially in relation to individual self-esteem by overcoming social and emotional problems of adolescents after being given training.

INTRODUCTION

Senior High School (SMA) education is currently experiencing various developments and transformations to adapt to the demands of the times. The high school curriculum is undergoing updates to include educational standards that are more relevant to technological developments. These curricula often emphasize project-based learning, 21st century skills, and the integration of technology in learning. Today's high school education aims to prepare students for success in college and future careers. This includes providing information about educational and career paths, training in skills needed in the world of work, as well as provision in critical thinking, communication and teamwork skills (Hermanto, 2020). In addition, social education for high school students aims to equip them with the knowledge, skills and attitudes necessary to become active, caring and responsible members of society. By understanding their role in society and learning how to contribute positively, students are expected to become agents of change that have a positive impact on their society. Good social education starts from a good social environment. The social environment, including relationships with peers and support from teachers and school staff, can play an important role in shaping adolescents' self-esteem (Sirojudin & Pratiwi, 2020). By building positive relationships and receiving adequate social support, teenagers tend to feel valued and accepted by their surrounding environment.

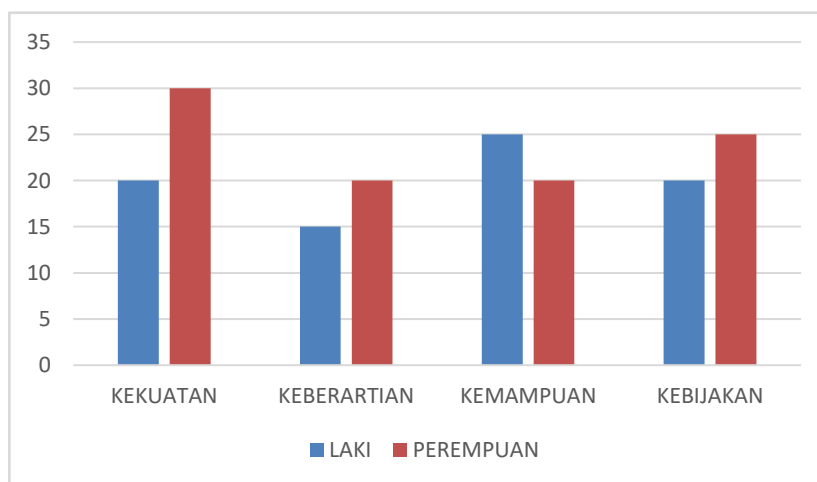
High school gives teens the opportunity to explore their interests, talents and aspirations in a supportive environment. Through this process, teenagers can strengthen their identity and self-image, which in turn can increase their self-esteem (Diananda, 2019). It is important for schools, teachers, and society as a whole to provide ongoing support to youth in high school to help them build positive self-esteem. This can be done through recognizing their achievements, providing encouragement and support when facing challenges, and creating an inclusive and supportive environment for all students. High school students' self-esteem problems can vary greatly and are influenced by many factors. Some common issues that can affect high school students' self-esteem include: social comparison, academic demands, and identity disorders and lack of social support. This problem apparently does not occur in high school students. It is hoped that high school students will be able to have a stable self-identity and have positive social support so that high school students are able to learn and achieve what they aspire to (Dewi & Herdiyanto, 2018).

Based on initial studies by the service team at SMA N 1 Sedayu, Bantul. There are several problems related to students' self-esteem abilities. The service team's initial study used a self-esteem scale with a random sampling method involving 60 students in grades X, XI, XII. As follows:



Picture 1. Student Self-Esteem Level

Based on the self-esteem scale, the average student self-esteem score is 50%, which should be 70%, whereas it is 90%. This is relatively low. Apart from that, from the self-esteem score data there is a difference in scores between male and female students, where female students' self-esteem scores are greater than male self-esteem scores, but female scores are still relatively low. Self-esteem includes several aspects, including aspects such as strength, significance, ability and wisdom. The service team explains the score percentage based on the self-esteem aspect as follows:



Picture 2. Percentage of Self-Esteem Aspects

Based on the analysis of the self-esteem aspect scores above, it can be concluded that the strength aspect for female students is the highest compared to male students and the meaningful aspect for male students is lowest compared to other aspects. This is also supported by the results of interviews with the service team which revealed that 50% of male students expressed that they did not understand their future careers and they did not know how meaningful it was to live high school life and also the majority of SMAN 1 Sedayu students were unable to make decisions when they experienced personal problems. , social learning and career. Problems also occur in female

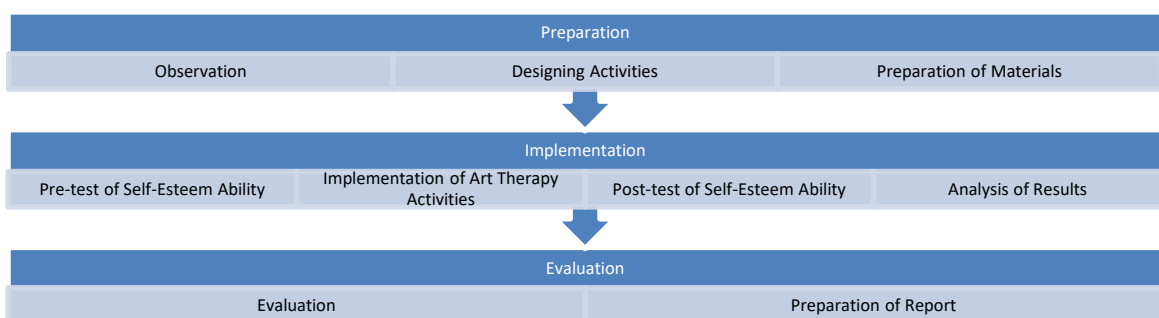
students, where they do not have the strength or self-defense when pressed against several problems they face in their lives.

The problems reflected at SMAN 1 Sedayu can at least be overcome with guidance and counseling services. The current guidance and counseling services provided are classical guidance services with the themes of self-esteem and individual counseling. However, this service is not optimal in overcoming self-esteem problems. Therefore, there is a need for a solution or method to increase the self-esteem of students at SMAN 1 Sedayu, one of which is the art therapy method. Art therapy is a form of creative therapy that uses artistic expression or creativity as a tool to improve a person's mental, emotional and physical health (Sara, 2021). Art therapy is a technique with media. Media stimulates multiple levels of visual and cognitive processing (Malik, 2022). In art therapy, individuals are given the opportunity to express themselves through various art media such as painting, drawing, water painting, collage, and various other artistic techniques. Some research on art therapy is "Drawing Art Therapy on the Ability to Draw Shapes in Low Self-Esteem Patients" (Indri Sarwili et al., 2021).

The research concluded that art therapy was effective in improving students who had low self-esteem. Apart from that, the research is entitled "Counselors in Group Guidance and Counseling with Expressive Arts Therapy" (Putriani, 2021). This research revealed that guidance and counseling services using art therapy had a positive impact on students who experienced emotional disorders, one of which was self-esteem. Based on the problems at SMA N 1 Sedayu and supported by relevant research, it is hoped that art therapy can increase the self-esteem of students at SMAN 1 Sedayu.

IMPLEMENTATION AND METHODS

The process of art therapy training activities in increasing the self-esteem of SMAN 1 Sedayu students goes through various stages, the stages are as follows:



Picture 3. Conceptual Framework

Firstly, in the preparation stage, the service team carried out field observations regarding the condition of students and guidance and counseling services in improving students' self-esteem abilities, then the researchers designed service activities that focused on problems experienced by students, namely self-esteem, as well as preparing equipment and materials. The second is the implementation stage, at the implementation stage the service team

determines the sample, then carries out a pre-test of self-esteem abilities. After conducting a pre-test, the researcher analyzed samples that had low self-esteem abilities and then provided action through art therapy media to improve students' self-esteem abilities. Next, the service team conducted a post-test to measure students' self-esteem abilities after being given the action. The third stage is the evaluation stage. In the third stage, the service team evaluates the process and results of service activities. The service population is 40 students consisting of classes XII IPA and XII IPS, the sampling technique is simple random sampling because the population is homogeneous. The equipment and materials needed are A3 sized drawing paper, pens, colored pencils and a projector.

RESULTS

The service team used the Paired Sample T-Test to test the average self-esteem abilities of SMA N 1 Sedayu students before and after attending art therapy training. The following is a table of different test results using the Paired Sample T-Test. The following are the results of the Paired Sample T-Test.

Table 1. Results of the Paired Sample T-Test

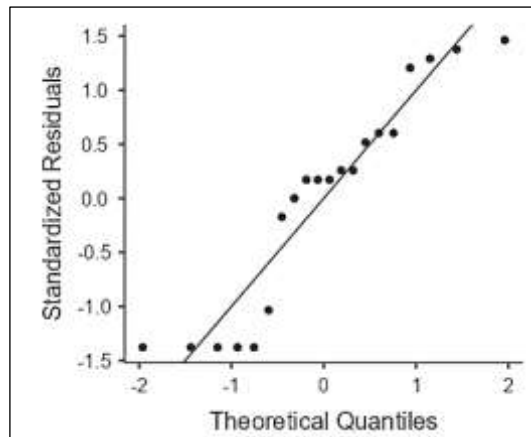
Paired Samples T-Test									
			statistic	df	p	Mean difference	SE difference	95% Confidence Interval	
								Lower	Upper
Pretest	Posttest	Student's t	-6.17	19.0	<.001	-16.0	2.59	-21.4	-10.6
<i>Note.</i> $H_a: \mu_{\text{Measure 1}} - \mu_{\text{Measure 2}} \neq 0$									

The paired T-test shows the figure -6.17, mean -16.0, standard deviation 2.59, with a 2-tailed significance of 0.007. The results of the Paired Sample T-Test show that the T-value is -6.17 with a p-value of <0.001. The p-value is smaller than 0.05, which indicates there is a significant difference in self-esteem abilities before and after participating in art therapy training. Based on the overall results of the training that has been carried out, there has been an increase in the self-esteem of students at SMAN 1 Sedayu. In addition, the service team conducted a data normality test using Shapiro-Wilk. This aims to determine the distribution of random data in a relatively small sample. The following is a presentation of the data in the normality test with Shapiro-Wilk.

Table 2. Normality test with Shapiro-WilkN

Normality Test (Shapiro-Wilk)				
			W	p
Pretest	-	Posttest	0.885	0.022
<i>Note.</i> A low p-value suggests a violation of the assumption of normality				

From the table above it can be concluded that the p-value is $0.002 > 0.05$. So the assumption of normality cannot be rejected. It can be concluded that the data is normally distributed. Apart from that, the service team uses scatter plot graphs to analyze changes in the value of the dependent variable from pre-test to post-test. The following is the display of the scatter plot graph in the service process:



Picture 4. Grafik Scatter Plots

In the graph it can be seen that the points are spread around the relationship line. On the graph, the points are spread tightly around the relationship line, so the change in the value of the dependent variable is quite strong. It can be concluded that there is a significant increase in students' self-esteem abilities after attending art therapy training. The following displays the average pre-test and post-test data.

Table 3. average pre-test and post-test data

Descriptives					
	N	Mean	Median	SD	SE
Pretest	20	36.8	35.0	10.42	2.33
Posttest	20	52.8	53.0	7.25	1.62

Based on this table, it can be concluded that the average post-test score of the 40 participants is higher than the pre-test score. This shows that the 40 participants after being given art therapy training had a higher difference in scores than before being given the training.

DISCUSSION

Based on the results of the self-esteem scale, students who should have scored 70%-90% in self-esteem only scored 50%. This proves that there are still students who experience problems with their self-esteem. Some students experience problems with self-esteem which are influenced by various factors, such as social comparison factors, academic demands, identity disorders, and social support. According to the results of research conducted by Sari & Fitriani (2022), it shows that there is a positive and significant influence of peer social

interaction and family support on adolescent self-esteem. Positive peer social interaction and strong family support can increase adolescent self-esteem. Academic demands also make students' self-esteem low, this is evidenced by research on the relationship between academic demands and self-esteem levels conducted by Alves-Martins et al. (2002) with research results showing a significant negative relationship between the two variables, indicating that higher academic demands are related to lower self-esteem.

Lack of student self-esteem causes various impacts on mental health. Low self-esteem is associated with a variety of mental health problems, including depression, anxiety, eating disorders, and substance abuse (Fanaj & Melonashi, 2014). Lack of self-esteem can also affect an individual's interaction with their environment. This is evidenced by research relating self-esteem to social support (Harris & Orth, 2020). In addition, self-esteem plays a role in student adjustment, where students who have high self-esteem will be able to adjust faster (Prasetyo et al., 2020). High self-esteem also affects students in achieving achievement. In line with research conducted by Huang (2011) in his research which showed the results of a significant positive relationship between self-esteem and academic achievement.

Self-esteem includes several aspects, including aspects such as strength, significance, ability and wisdom. In line with research conducted by Kurniawan et al., (2023) which shows strong social support, especially from family, can help adolescents with low self-esteem to increase their self-esteem. So it is important for students to increase their self-esteem to reduce the negative impact of the lack of self-esteem. The increase in students' self-esteem occurred after art therapy training that had been carried out by the community service team. Art therapy training is a technique that uses art to change individual behavior by expressing feelings to overcome mental problems. Art therapy is most often used to treat mental illness and can help control manifestations related to psychosocially challenging behavior, slow cognitive decline, and improve quality of life (Shukla et al., 2022).

Art therapy can help people express themselves more freely, improve mental health, and improve interpersonal relationships. The basis of art therapy is based on the idea that people can recover and feel better through artistic expression. Art therapy training is used to overcome mental health problems in adolescents, Art therapy has general benefits for the wider community as well as influencing its impact on mental and physical health (Mittal et al., 2022). Research conducted by Murnitamia et al., (2022) which examined the effectiveness of expressive art therapy in reducing anxiety in adolescents. The results of the study showed that there was a significant difference between anxiety levels before and after participating in the group therapy process. In addition, research with art therapy is also carried out to be able to adapt psychologically and socially to society and improve their quality of life as members of society (Kong & Han, 2024).

Students' self-esteem ability increased from an average pre-test score of 36.8 to 52.8 during the post-test. The increase in self-esteem scores is considered quite important for students. This is in line with the research of Misty & Stella

Tirta (2020) the results of the study showed that group art therapy is quite effective in increasing adolescent self-esteem. Research on art therapy in increasing self-esteem was also conducted by Paguio (2005), the results of the study showed that art therapy is effective in reducing anxiety and increasing self-esteem. Another study with art therapy was conducted by (Başlı et al., 2020), in this study it was found that art therapy techniques can be used to express oneself, reduce negative thoughts, express emotions and increase self-esteem. Art therapy has an important role in adolescent mental health, especially related to individual self-esteem by overcoming adolescent social and emotional problems. In line with Malchiodi's opinion (2003) on the role of art therapy in overcoming social and emotional problems in adolescents. Art therapy has the potential to facilitate improving mental well-being (Liza M. Hinchey, 2018), so that the art therapy technique is an alternative technique for use in guidance and counseling services.

CONCLUSIONS AND RECOMMENDATIONS

High school students' self-esteem problems can vary greatly and are influenced by many factors. Some common problems that can affect high school students' self-esteem include: social comparison, academic demands, and identity disorders and lack of social support. This is also supported by the results of the service team's interviews which revealed that 50% of male students said that they did not understand their future careers and they did not know how meaningful it was to live their high school life and also the majority of SMAN 1 Sedayu students were unable to make decisions when they experienced personal, social, learning and career problems. The service team provided an alternative solution with the art therapy method. Art therapy has an important role in adolescent mental health, especially related to individual self-esteem by overcoming adolescent social and emotional problems. The results of the service were that 40 participants after being given art therapy training had a higher score difference than before being given training. In addition, the role of art therapy in overcoming social and emotional problems in adolescents is to facilitate increased mental well-being.

ACKNOWLEDGMENT

The community service team would like to thank Mercu Buana University Yogyakarta for providing assistance and support both psychologically and materially during the community service process. In addition, we also thank SMAN 1 Sedayu for their participation so far in the community service process.

REFERENCES

- Alves-Martins, M., Peixoto, F., Gouveia-Pereira, M., Amaral, V., & Pedro, I. (2002). Self-esteem and academic achievement among adolescents. *Educational Psychology*, 22(1), 51–62. <https://doi.org/10.1080/01443410120101242>

- Başlı, E., Özmen, S., Demirci, E., Kendirci, M., Tatlı, Z. U., & Kondolot, M. (2020). The Effects of Art Therapy Techniques on Depression, Anxiety Levels and Quality of Life in the Adolescent with Type 1 Diabetes Mellitus: A Preliminary Study. *Erciyes Med J*, 42(4), 431–436. <https://doi.org/10.14744/etd.2020.45548>
- Cathy A. Malchiodi. (2003). HANDBOOK OF ART THERAPY.
- Fanaj, N., & Melonashi, E. (2014). A SYSTEMATIC LITERATURE REVIEW ON SELF-ESTEEM AND PSYCHOLOGICAL WELL-BEING IN KOSOVO. <http://www.hassacc.com>
- Harris, M. A., & Orth, U. (2020). The link between self-esteem and social relationships: A meta-analysis of longitudinal studies. *Journal of Personality and Social Psychology*, 119(6), 1459–1477. <https://doi.org/10.1037/pspp0000265>
- Huang, C. (2011). Self-concept and academic achievement: A meta-analysis of longitudinal relations. *Journal of School Psychology*, 49(5), 505–528. <https://doi.org/10.1016/J.JSP.2011.07.001>
- Kurniawan, K., Khoirunnisa, K., Casman, C., Budi Wijoyo, E., Rizka Azjunia, A., Irna Nurpadillah, E., Cahyani, G., Fajri, I., Najwa Wardani, L., Nizhan Nurfadillah, N., Kumala, R., Srirahayu, W., & Agnia Nurrohmah, Y. (2023). The Effectiveness of Social Support in Adolescents to Overcome Low Self-Esteem: Scoping Review. *Jurnal Kesehatan Pasak Bumi Kalimantan*, 5(1), 62–68. <https://e-journals.unmul.ac.id/index.php/JKPBK/article/view/7517>
- Kong, S., & Han, K. A. (2024). A meta-analysis of the effectiveness of group art therapy for children and adolescents of multicultural families: A focus on Korea. *Children and Youth Services Review*, 161, 107646. <https://doi.org/10.1016/J.CHILDYOUTH.2024.107646>
- Liza M. Hinchey. (2018). Mindfulness-Based Art Therapy: A Review of the Literature - Inquiries Journal. <http://www.inquiriesjournal.com/articles/1737/mindfulness-based-art-therapy-a-review-of-the-literature>
- Malik, S. (2022). Using neuroscience to explore creative media in art therapy: a systematic narrative review. *International Journal of Art Therapy*, 27(2), 48–60. <https://doi.org/10.1080/17454832.2021.1998165>
- Misty, E., & Stella Tirta, dan. (2020). GROUP ART THERAPY UNTUK MENINGKATKAN SELF-ESTEEM REMAJA DI LPKA TNG. *Jurnal Muara Ilmu Sosial, Humaniora, Dan Seni*, 4(1), 9–16. <https://doi.org/10.24912/JMISHUMSEN.V4I1.3872.2020>
- Mittal, S., Mahapatra, M., & Ansari, S. A. (2022). Effect of Art Therapy on Adolescents' Mental Health. *Russian Psychological Journal*, 19(4), 71–79. <https://doi.org/10.21702/RPJ.2022.4.4>

- Murnitamia, R., Urbayatun, S., Psikologi, F., & Dahlan, U. A. (n.d.). The Effectiveness of Expressive Art Therapy in Reducing Anxiety in Young Women in Islamic Boarding Schools Efektivitas Expressive Art Therapy Dalam Menurunkan Kecemasan Pada Remaja Putri di Pondok Pesantren. *Psikostudia Jurnal Psikologi*, 12(3), 321–325. <https://doi.org/10.30872/psikostudia.v12i3>
- Paguio, D. (2005). (PDF) Effectiveness of Art Therapy in Improving Self-Esteem and Alleviating Anxiety Among Children with Cancer. <https://doi.org/10.13140/RG.2.2.17616.43521>
- Prasetyo, F. W., Purnama, D. S., & Prasetya, A. B. (2020). The Influence of Self-Esteem toward Self-Adjustment. *PSIKOPEDAGOGIA Jurnal Bimbingan Dan Konseling*, 9(1), 37. <https://doi.org/10.12928/psikopedagogia.v9i1.19223>
- Shukla, A., Choudhari, S. G., Gaidhane, A. M., & Syed, Z. Q. (2022). Role of Art Therapy in the Promotion of Mental Health: A Critical Review. *Cureus*, 14(8). <https://doi.org/10.7759/CUREUS.28026>
- Chaerani, & Evin Novianti. (2021). View of Pengaruh Dukungan Keluarga dan Teman Sebaya terhadap Kecemasan Belajar saat Pandemi Covid 19 pada Remaja. <https://jikm.upnvj.ac.id/index.php/home/article/view/239/106>