

Art therapy in expressing emotions and managing stress among students: interactive approach

Asti Haryati^{1*} | Syukri Hamzah² | I Wayan Dharmayana²

¹ Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Bengkulu, Indonesia

² Universitas Bengkulu, Bengkulu, Indonesia

Correspondence Email:

asti@mail.uinfasbengkulu.ac.id

Keywords

Art therapy
Expressing emotions
Managing stress
Evaluation
Interactive approach

Abstract

This study examines the effectiveness of Art Therapy as an intervention in managing stress and expressing emotions in students. By using the mixed methods method, the research population was carried out on 3rd Semester Guidance and Counseling students at UIN Fatmawati Sukarno Bengkulu, totaling 92 people. And the research sample used in the experimental group and control group was 20 people. this study involved experimental groups that received art therapy sessions and control groups that did not receive interventions. Stress and emotional scale are measured before and after intervention. The results show that the experimental group experienced a significant decrease in stress levels and increased emotional control compared to the control group. Art Therapy has proven to be an effective approach to improving students' mental well-being, providing self-expression media, and supporting stress management. These findings highlight the potential integration of art therapy in university counselling services to support student mental health.

INTRODUCTION

Students often face a myriad of challenges, including academic pressure, social adjustment, and personal difficulties, which can cause accumulation of stress and emotional turmoil. These emotional difficulties and behavior can have a significant impact on their overall welfare and academic performance. To overcome this problem, art therapy, a therapeutic approach that utilizes various forms of art as a means of self-expression and emotional processing, has emerged as a promising intervention (Emanuela et al., 2021). The existing literature shows that students experience a higher stress level compared to the general public. This increased stress can hurt their mental health, including depression and anxiety, which in turn can hurt their mental health academic achievement (Afidayani et al., 2023).

Transition to the university, which is marked by the disruption of social networks and the need for separation and individualization, can further worsen this challenge. Academics and teaching staff are also not immune to this stress trigger (Consoli, 1992), because they often face "the nature of the teaching profession of lonely universities" and limited opportunities to express and discuss their negative emotions. To overcome this challenge, as a practitioner reporting using various strategies, such as seeking social support and trying to express their feelings openly. According to research by the American College

Health Association (ACHA), around 30% of students experience significant anxiety, while 20% report serious symptoms of depression (Travia et al., 2020).

To overcome this problem, counseling services at the university are very important. Various therapeutic approaches have been implemented, one of which is Art Therapy. Art Therapy is a form of therapy that uses creative processes in the art to help individuals express themselves and overcome emotional problems (Linesch, 2015). This method has been proven effective in improving mental health, especially for individuals who have difficulty expressing feelings verbally (Ayu, 2021). Through art activities, students can channel their emotions, increase self-awareness, and find new ways to deal with the problems they face (Afidayani et al., 2023).

Although there is great potential in the application of Art Therapy, the evaluation of this counselling service program is still limited. Research on the effectiveness of art therapy in the context of higher education is needed to provide empirical evidence of its impact on student mental health. A comprehensive evaluation will not only provide insight into the success of the program but also help in identifying areas that need to be improved to improve service quality (Afidayani et al., 2023). Art Therapy is an approach that uses creative processes in the art to help individuals express themselves, manage emotions (Jones et al., 2019), and overcome psychological problems. For students who often face academic, social, and emotional stress (Samuel et al., 2022), Art Therapy can be an effective tool to channel emotions and reduce stress. The interactive approach in Art Therapy focuses on active student participation in the therapeutic process (Koo et al., 2020).

This approach can help them to feel more involved and motivated in their therapy. The interactive approach in Art Therapy involves active participation from students in the creative and reflection process (Hamat & Bakar, 2020). Here are some interactive methods that can be used: group session: holding art therapy sessions in groups allows students to share experiences and support each other. Group discussions after the art session can help in the process of reflection and self-understanding. Collaborative Project (Pelowski et al., 2017): Students can be invited to work together in larger art projects. This not only strengthens cooperation skills but also fosters a sense of community and social support. Game-Based Techniques (Cathy A, 2003): Using creative games in Art Therapy sessions can make the process more fun and attractive to students, so they are more involved and open. One-on-One session: an individual approach with the therapist allows students to get more personal attention and support, and focus on the specific issues they face. Technology Integration: Using digital tools such as art applications or online platforms to create and share artwork can be an interesting way to involve students who are more comfortable with technology (Purwadi & Saputra, 2023).

The art therapy activities for students in an interactive approach here are as follows: (a) Art Journal: Students can be invited to create visual journals that contain images, paintings, or collages that reflect their feelings and thoughts every day; (b) mandala colouring: drawing and colouring mandala can help in meditation and relaxation; (c) Mask Making: Making a mask that reflects "public face" and "personal face" they can help students explore the identities and roles they play in everyday life; (d) Art Prompt: Giving a prompt or theme for artwork can help focus creative processes and explore certain issues, such as "describing your stress" or "Create calmness" (Ottemiller & Awais, 2016). Art therapy has emerged as a significant tool in educational settings, particularly for students grappling with emotional challenges and stress. This therapeutic approach utilizes creative expression to facilitate emotional processing, enhance self-awareness, and improve interpersonal relationships among students. The interactive nature of art therapy not only fosters individual expression but also cultivates a supportive community environment, which is essential for managing stress and emotional difficulties.

One of the core benefits of art therapy is its ability to provide students with a non-verbal medium through which they can express complex emotions. For instance, Gad highlights that art therapy sessions conducted in a specialized studio setting allowed students to articulate their feelings on canvas, which

significantly reduced stress and combat depression during the transition period of graduation (Gad et al., 2023). This aligns with findings from Cortina and Fazel, who emphasize that targeted interventions like art therapy can lead to improved emotional and behavioral outcomes in students facing difficulties (Cortina & Fazel, 2015). Such interventions are crucial, especially in light of research indicating that emotional distress can adversely affect academic performance (Cortina & Fazel, 2015). Moreover, Yi and Ko's study on Chinese graduate students in South Korea illustrates how group art therapy can alleviate acculturative and academic stress by fostering internal group interactions and enhancing self-expression (Yi & Ko, 2023). This communal aspect of art therapy not only aids in stress reduction but also deepens life satisfaction, as participants feel more connected and understood within their group. The findings suggest that art therapy can serve as a vital resource for students navigating the pressures of academic life and cultural adaptation.

In addition to emotional expression, art therapy has been shown to enhance students' social and emotional competencies. Soponaru discusses the importance of implementing research-based programs in schools to support students' social-emotional development, particularly in the context of rising anxiety rates among youth (Soponaru, 2023). Art therapy, as a non-verbal form of communication, allows students to explore and process their emotions in a safe environment, which is especially beneficial for those who may struggle with traditional verbal communication methods. The effectiveness of art therapy is further supported by Hensel et al., who found that students reported positive impressions of art therapy classes, noting that these sessions provided a valuable outlet for emotional expression and stress relief (Hensel et al., 2012). This sentiment is echoed in the work of Mittal et al., who highlight the role of technology in enhancing the art therapy experience, suggesting that digital tools can complement traditional art-making processes to engage students more effectively (Mittal et al., 2022). The integration of technology into art therapy not only broadens access but also enriches the therapeutic experience, making it more relevant to contemporary student needs.

Furthermore, the concept of mindfulness in art therapy has gained traction, as evidenced by Douglas and Dykeman's exploration of mindfulness enhancement through art-making (Douglas & Dykeman, 2022). They argue that the meditative aspects of creating art can mirror mindfulness practices, thereby promoting emotional regulation and stress management. This connection underscores the multifaceted nature of art therapy, which can simultaneously address emotional, cognitive, and social dimensions of student well-being. The role of art therapy in promoting resilience among students, particularly in the context of the COVID-19 pandemic, has also been highlighted. Li and Peng's research indicates that expressive arts therapy can effectively bolster resilience in university students facing psychological stressors related to the pandemic (Li & Peng, 2022). This finding is crucial, as it suggests that art therapy can serve as a proactive measure in mental health care, equipping students with coping strategies to navigate challenging circumstances. Moreover, the implementation of art therapy in educational settings can create multifunctional spaces that promote relaxation and emotional well-being. Skliarenko et al. discuss the design of art-relaxation rooms in educational institutions, which serve as safe havens for students to engage in creative expression and alleviate stress (Skliarenko et al., 2023). Such environments not only foster individual well-being but also contribute to a positive school culture that prioritizes mental health.

The positive impact of art therapy extends beyond individual students to encompass broader educational outcomes. Peng and Chiang's study on incorporating art therapy into career planning courses demonstrates that students reported high satisfaction levels with the integration of therapeutic practices into their education (Peng & Chiang, 2018). This suggests that art therapy can enhance not only emotional well-being but also academic engagement and satisfaction. In conclusion, art therapy represents a powerful interactive approach to expressing emotions and managing stress among students. By providing a creative outlet for emotional expression, fostering community connections, and promoting resilience,

art therapy can significantly enhance the mental health and well-being of students. As educational institutions continue to recognize the importance of mental health support, integrating art therapy into curricula and school environments will be essential for nurturing emotionally healthy and academically successful students.

Art therapy, as an interactive approach, can provide valuable ways for students to channel their emotions, manage stress, and improve their overall welfare (Pelowski et al., 2017). Art therapy, or art therapy, is a psychotherapy approach that uses art as a medium to express themselves, explore emotions, and overcome problems (Huet, 2021). This approach has become increasingly popular in recent years, especially among students who face various pressures and stress. With an interactive approach in Art Therapy, students can more easily express themselves, understand their emotions, and develop effective strategies to overcome stress. This can contribute to improving their mental well-being and academic success. Thus, researchers are interested in conducting research with the title "Art Therapy in Expressing Emotions and Managing Stress among Students: Interactive Approach".

METHODS

This study will use the mixed methods method where the method which combines a qualitative and quantitative approach in terms of methodology (as in the data collection stage), and the study of mixed models combines two approaches in all stages of the research process. The research design is concealment EMMbedded Strategy, researchers collect quantitative and qualitative data simultaneously or together with the aim that one method will complete another method with one of the methods into the main method (Creswell, 2014; Creswell & Creswell, 2018; Justan & Aziz, 2024).

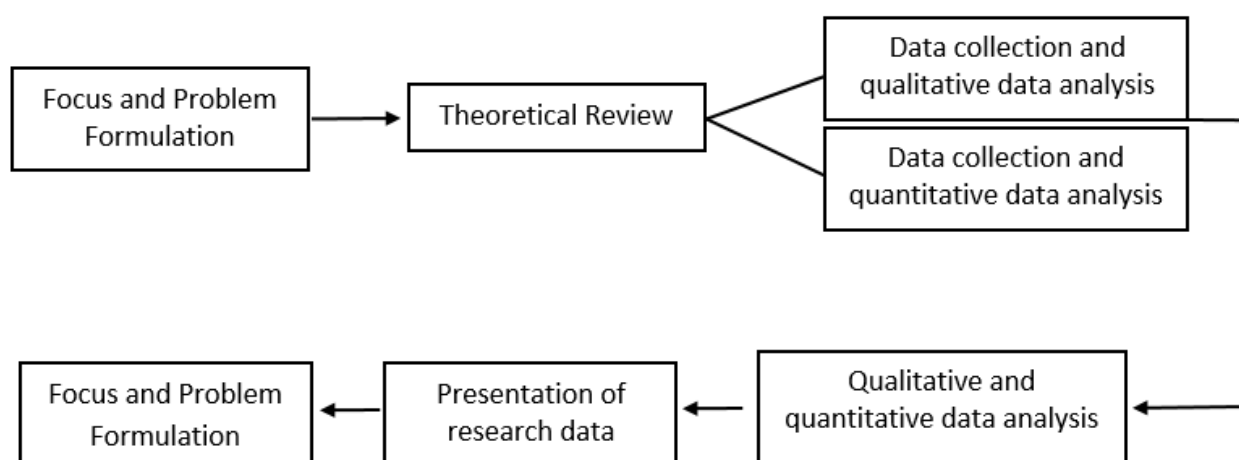


Figure 1 <Integrated Model together (Concurrent Embedded Strategy)>

In this study, qualitative and quantitative data were collected at the same time. Then the data is analyzed together so that data can be generated to be juxtaposed and will support each other. By using a combination of quantitative and qualitative sampling techniques, researchers can gather a comprehensive understanding of how the experiences and benefits of individuals are different from art therapy. This can help identify general themes and patterns in various populations, as well as highlight unique experiences that may have been ignored before. In addition, by actively looking for participants from a community that is less represented, researchers can ensure that the benefits of art therapy can be accessed by all, regardless of background or identity. The research population was carried out on 3rd Semester Guidance and Counseling students at UIN Fatmawati Sukarno Bengkulu, totaling 92 people. And the research sample used in the experimental group and control group was 20 people. Quality instruments were used using Positive and Negative Affect Schedules before the Art Therapy session, each participant

in both groups (experimental groups and control groups) measured stress and emotional levels to obtain initial data. The experimental group underwent art therapy in several sessions 4-6 meetings, while the control group was not given intervention. After the intervention session is complete, the measurement of stress and emotional levels is again carried out in both groups to see whether there is a difference between the initial data and the final data. Data from the pre-test and post-test are analyzed to test whether there are significant differences between the experimental group and the control group. Qualitative instruments are used in interviews to support quota -data.

RESULTS AND DISCUSSIONS

The analysis showed that the experimental group that took part in the Art Therapy program experienced a significant decrease in stress levels compared to the control group.

Table 1 <Stress Levels>

Group	After	Before
Eksperiment	7,5	5,2
Control	7,2	6,8
N	10	10

In SPSS, you can follow these steps to analyze changes between pre-test and post-test: (1) Step 1: Use the Paired Sample T-Test to compare the pre-test and post-test averages for each variable (stress, negative emotions, and positive emotions) for the experimental group; (2) Step 2: Repeat the same test on the control group to see the difference without intervention: (a) The average stress level in the pre-test was 7.5 and decreased to 5.2 in the post-test, indicating a decrease of around 30.7%; (b) Negative emotions fell from 5.5 to 3.8, indicating a decrease of 30.9%; (c) Positive emotions increased from 4.0 to 6.0, indicating an increase of 50%. Control Group: (1) The average stress level in the pre-test was 7.2 and slightly decreased to 6.8 in the post-test, showing an insignificant decrease, only around 5.6%; (2) Negative emotions and positive emotions experienced insignificant changes with percentage changes of 3% and 2% respectively.

With these results, we can conclude that art therapy has a significant impact in reducing stress levels and negative emotions and increasing positive emotions in students compared to the group that did not receive intervention. Diagram to display changes in stress levels, negative emotions, and positive emotions in pre-test and post-test.

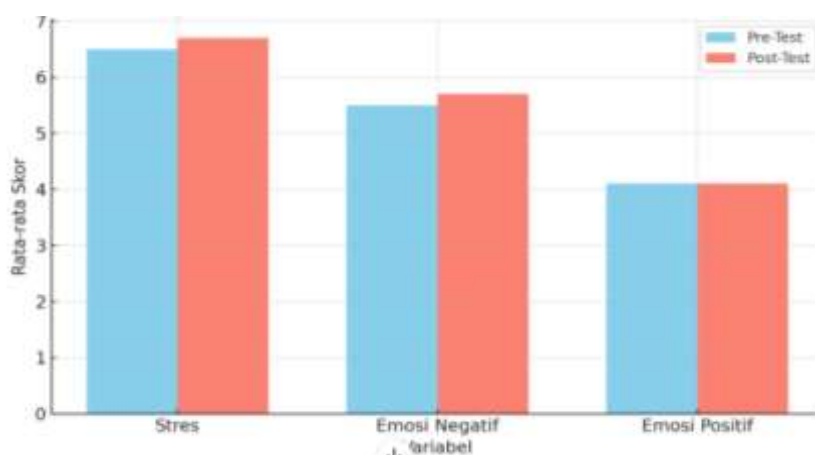


Figure 2 <Stress Levels, Negative Emotions, and Positive Emotions in Pre-Test and Post-Test>

From this data, the control group shows stability in stress scores, negative emotions, and positive emotions between pre-test and post-test. Control groups generally report that daily activities do not

affect significant changes in their emotional conditions in this short period of time. This observation indicates that without special interventions, such as art therapy, stress and emotional levels may remain constant under normal conditions, and significant changes require special approaches or interventions.

Art therapy has been proven to be an effective tool in helping students channel emotions and manage stress. Research shows that through the creative process, students can overcome negative feelings and improve their mental well-being. Art therapy not only provides an outlet for self-expression but also creates a supportive environment where students can share experiences and build positive social relationships. These findings are consistent with previous research showing that expressing emotions through art can help individuals cope with stress and improve mental well-being. One relevant study is by Yi and Ko, who show that art group therapy can reduce academic stress and acculturation among international students in South Korea Yi & Ko (2023). This research underscores the importance of group interaction in art therapy, where students can support each other and share experiences, which in couples reduces feelings of isolation and increases life satisfaction. This is in line with the findings of Hensel et al., who reported that students felt more connected and able to express their emotions through art therapy classes, which contributed to stress reduction (Hensel et al., 2012).

Furthermore, research by Fitriyanti et al. The emphasis is that art therapy can provide insight and skills for students in managing their emotions (Fitriyanti et al., 2020). Through art activities, students learn to recognize and deal with their feelings in constructive ways. This is important in the educational context, where academic pressure often leads to high levels of anxiety and stress. This research suggests that art therapy can be an effective tool for improving students' ability to manage their emotions, which in turn can improve their academic performance. Additionally, research by Mittal et al. suggests that the use of technology in art therapy can increase student engagement and therapy effectiveness (Mittal et al., 2022). By utilizing digital tools, students can more easily engage in the creative process, which can help them express themselves in more innovative ways. This suggests that the integration of technology in art therapy can expand access and enhance the therapeutic experience for students. Discussions regarding the effectiveness of art therapy also include aspects of social and emotional development. According to Abbing et al.'s research, art therapy can help individuals deal with their emotions in an easier and less threatening way, because these emotions are manifested in an external form through works of art (Abbing et al., 2019). This shows that art therapy not only functions as a tool for expression, but also as a method for increasing self-understanding and acceptance of emotions. In an educational context, it is important to integrate art therapy in the curriculum as part of a holistic approach to student mental health.

Research by Peng and Chiang shows that students involved in programs that combine art therapy and spirituality report high levels of satisfaction, indicating that this approach can increase students' self-understanding and connectedness to their abilities (Li & Peng, 2022). This shows that education that pays attention to students' emotional and spiritual aspects can produce better outcomes in terms of mental and academic well-being. Overall, art therapy is an effective approach in helping students express emotions and manage stress. Through the creative process, students can find outlets to share experiences, build social connections, and improve their ability to cope with academic pressure. By integrating art therapy into education, we can create a learning environment that is more supportive and considerate of students' mental health.

The ability to express themselves creatively through art allows them to explore and process their emotions in a safe and supportive environment, which leads to a deeper understanding of themselves and their experiences. The transformative power of art therapy is proven in the in-depth changes experienced by participants (Haeyen & Wanten, 2024), both internally and externally. Compared to previous research findings, research has shown that art therapy can have a significant impact on improving mental health results in students. Research conducted by Hu et al. (2021) found that participants involved in art therapy reported lower levels of anxiety and depression, as well as increasing

feelings of self-esteem and self-efficacy (Emanuela et al., 2021). This shows that art therapy can be an effective intervention to overcome mental health challenges in students, give them creative outlets to express their emotions and overcome stress. In addition, the meta-analysis carried out by Jones and Brown (2019) found that art therapy is associated with improving the welfare and overall quality of life in individuals with mental health problems. This finding highlights the potential benefits of including art therapy in school-based interventions to support student mental health and prosperity.

Art therapy offers a unique approach to mental health care by combining the benefits of creative expressions with the guidance of trained therapists (Toroghi, 2015). By being involved in the activities of making art, students can explore and process their thoughts and feelings in non-verbal ways, which can be very beneficial for those who might struggle to articulate their emotions verbally. In addition, the collaborative environment and supporting art therapy sessions can help students build self-confidence, develop social skills and increase their self-esteem as a whole (Sarah & Ayu, 2021). Overall, including art therapy in school-based interventions have the potential to have a positive impact on student's mental health and welfare holistically and sustainably (Mahdi, 2023).

By giving creative outlets for self-expression, art therapy can also help students overcome stress, anxiety, and other emotional challenges that they may face. Through the use of various materials and art techniques, students can externalize their internal struggles and get a sense of control over their emotions (Hamat & Bakar, 2020). This can cause an increase in self-awareness and a greater ability to regulate their emotions healthily. In addition, the process of creating art can be inherently therapeutic, offering a sense of achievement and empowerment that can increase student self-esteem and resilience. In this way, art therapy can function as a valuable tool to promote emotional well-being and foster a positive school climate (Damajanti et al., 2022).

In addition, art therapy can also help students develop important coping skills and improve their problem-solving skills. By being involved in the creative process, students can explore various perspectives and solutions for their challenges, which leads to increased resilience and ability to adapt. This can be very useful for students who might struggle with communication or express their emotions verbally (Nasrah et al., 2022). Art therapy provides nonverbal outlets for self-expression and reflection, which allows students to process their feelings in a safe and supportive environment. As a result, students can develop a deeper understanding of themselves and their emotions, which ultimately leads to improving mental health and overall welfare (Sehenuk, 2022).

In addition, art therapy can also help students build important coping skills and strategies for managing stress and anxiety. Through a creative process, students can learn to manage their emotions and find healthy ways to overcome difficult situations (Ottemiller & Awais, 2016). This can be very valuable for students who may experience trauma or other significant challenges in their lives. By being involved in art therapy (Karyati, 2015), students can learn to process and cure from past experiences, ultimately promoting a sense of empowerment and control over their mental health. Overall, art therapy can be a powerful tool to support students' emotional welfare and help them navigate the complexity of adolescence (Alwledat et al., 2023).

In addition, art therapy can also help students develop important skills such as problem-solving, self-expression, and self-awareness. By exploring their thoughts and feelings through various forms of art, students can gain a deeper understanding of themselves and their emotions. This self-exploration can cause increased self-confidence and a greater sense of self-acceptance (Herdi, 2012). In addition, art therapy can provide a safe space for students to express themselves without fear of assessment, allowing them to explore their creativity and emotions in a supportive environment. In the end, art therapy can play an important role in helping students build resilience and develop a healthy coping mechanism to manage stress and anxiety (Ayu, 2018).

One of the implications of the results for counselling services at the university is the potential to combine art therapy as a valuable tool for students who seek support (Purwadi & Saputra, 2023). By recognizing the benefits of art therapy in promoting self-exploration and emotional expressions, counselling centres can offer a more holistic approach to mental health care. This can help students develop a deeper understanding of themselves and their emotions, which ultimately leads to improving mental well-being (Fitriyanti & Bilqis, 2020). In addition, integrating art therapy into counselling services can create a variety of more inclusive and diverse therapeutic choices for students with various needs and preferences. Overall, the merging of art therapy in university counselling services can increase the effectiveness and accessibility of overall mental health support for students (Dewi, 2020).

By including art therapy in counselling services, universities can give students the outlet and creativity to process their emotions and experiences. This form of therapy allows individuals to express themselves in a way that may be difficult to articulate verbally, making it very useful for those who struggle to communicate their feelings (Hu et al., 2021). Through the use of different artistic media, such as painting, drawing, or sculpting, students can explore their minds and emotions in a safe and supportive environment. This can cause an increase in self-awareness, self-esteem (Koo et al., 2020), and emotional regulation, ultimately contributing to a greater sense of prosperity and resilience (Jati, 2021).

Art therapy can also be a powerful tool to overcome trauma and help individuals process and heal from past experiences. By creating a visual representation of their feelings and memories, clients can work through difficult emotions in non-verbal ways, allowing deeper understanding and their past integration (Jones et al., 2019; Pelowski et al., 2017). This can be very beneficial for those who experience trauma or harassment because it provides safe and creative outlets to process and express their pain. In addition, art therapy can help individuals develop coping skills and strategies for managing stress and anxiety, which leads to improving mental health and overall quality of life (Fitria & Putri, 2022).

Art therapy can also be a valuable tool to increase self-esteem and self-awareness. Through the process of creating art, individuals can gain insights into their thoughts and feelings, helping them to better understand themselves and their behavior (Afidayani et al., 2023; Linesch, 2015; Samuel et al., 2022). This increased self-awareness can cause a greater sense of empowerment and control of one's life. In addition, art therapy can foster a sense of connection and community, because individuals gather to make and share their artwork in a supportive environment (Toroghi, 2015). This sense of belonging can be very healing for those who might feel isolated or alone in their struggle.

By being involved in art therapy, individuals can also develop new coping skills and strategies to manage stress and emotions. The act of creating art can be a form of self-expression that allows individuals to release hidden feelings and emotions healthily. This can help reduce feelings of anxiety, depression, and other mental health problems (Nia, 2020). In addition, the process of making art can be a meditative and soothing experience, helping individuals to relax and find inner peace. Overall, art therapy offers unique and strong ways for individuals to explore and express themselves, which leads to improving mental and emotional well-being (Wong & Kurnianingrum, 2018).

Art therapy can also provide a sense of achievement and self-esteem when individuals see their creation alive. This can increase self-confidence and self-esteem, help individuals to feel more empowered and control their emotions (Anggawijayanto et al., 2024). In addition, the creative process of making art can trigger inspiration and foster a sense of creativity and innovation in individuals (Aninda et al., 2023). This can cause greater goals and satisfaction in life when individuals use their inner creativity and imagination (Atr & Joseph, 2006). Overall, art therapy can be a transformative and healing experience for individuals who want to improve their mental and emotional well-being (Cathy A, 2003).

Through the use of various art media, individuals can express themselves in ways that may be difficult to articulate through words (Fauziyyah et al., 2020). This can cause a deeper understanding of their thoughts and feelings, allowing a sense of catharsis and release (Triana Dewi & Meiyutariningsih,

2021). As individuals involved in artistic processes, they can also find new insights and perspectives on themselves and their experiences. This self-discovery can empower and transformatively (Aisa, 2021), ultimately leading to greater self-awareness and personal growth. Art therapy has been proven to be very effective in helping individuals work through trauma, anxiety, and depression. By being involved in the creative process, individuals can externalize their internal struggles and get a sense of control over their emotions (Jamain et al., 2023). This can be very useful for those who have difficulty expressing their feelings or who may feel overwhelmed by their emotions (Nurpratiwi, 2023). In addition, the act of creating art can be a meditative and soothing experience, helping individuals to relax and reduce stress levels (Dinar et al., 2022). Overall, art therapy offers a unique and strong way for individuals to explore and process their emotions, which ultimately leads to improving mental and emotional well-being. Suggest that the Art Therapy program can be integrated into counselling programs in college to help students overcome stress (Atr & Joseph, 2006; Fauziyyah et al., 2020). Further research needs to be done to explore the long-term effects of Art Therapy and to identify the type of art that is most effective in reducing stress.

Include a small sample size and lack of diversity among participants, which can limit the generalization of findings (Habibie et al., 2019). In addition, this research does not assess the long-term effects of art therapy on mental health outcomes (Upadhyay & Pal, 2024), leaving unanswered questions about the eternal impact of this intervention. Future research must aim to overcome this limitation and further explore the potential benefits of art therapy for individuals who struggle with stress and trauma. In addition, more research is needed to better understand the mechanisms through which art therapy promotes healing and resilience in individuals who face difficulties (Siri & Niklas, 2022).

This can involve conducting longitudinal studies to track the effects of art therapy for a long period, as well as exploring how various factors such as age, gender, and cultural background can affect the results of art therapy (Gustems-carnicer et al., 2019). In addition, qualitative research can be done to gain a deeper understanding of the subjective experience of individuals who participate in art therapy, explaining how this intervention can help individuals overcome and overcome their challenges. By overcoming this gap in the literature, researchers can provide a more comprehensive understanding of the potential benefits of art therapy and inform the development of more effective interventions for those in need. The results of this study suggest that art therapy programs can be integrated into counseling programs in higher education to help students deal with stress. Further research needs to be conducted to explore the long-term effects of art therapy and to identify the types of artwork that are most effective in reducing stress.

CONCLUSIONS

These results indicate the importance of interventions such as art therapy to manage stress and emotions effectively. This data can be a comparison for experimental groups who receive art therapy interventions, to see whether the therapy really plays a role in helping participants manage stress and emotions better. Overall, the control group illustrates that changes in psychological conditions such as stress and emotions require special interventions to produce significant impacts, which in this context are expected to be achieved through art therapy.

AUTHOR CONTRIBUTION STATEMENT

Researchers in the completion of this research contribute to their expertise, such as full contribution in designing, making concepts, writing, and revision of research scripts.

REFERENCES

- Abbing, A. C., Baars, E. W., Sonnevile, L. de, Ponstein, A. S., & Swaab, H. (2019). The Effectiveness of Art Therapy for Anxiety in Adult Women: A Randomized Controlled Trial. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.01203>
- Afidayani, K., Khairani, W., & Laasara, N. (2023). The Effect of Coloring Art Therapy on Academic Anxiety of Midwifery Final Year Students. *Caring : Jurnal Keperawatan*, 12(2), 78–86. <https://doi.org/DOI:https://doi.org/10.29238/caring.v12i2.2141> Journal
- Aisa, A. (2021). Terapi mewarnai solusi untuk mengurangi stres akademik mahasiswa terhadap kuliah online. *Edu Consilium : Jurnal BK Pendidikan Islam*, 2(2), 62–77. <https://doi.org/10.1905/ec.v1i1.1808>
- Alwledat, K., Al-Amer, R., Ali, A. M., Abuzied, Y., Adnan Khudeir, F., Alzahrani, N. S., Alshammari, S. R., AlBashtawy, M., Thananayagam, T., & Dehghan, M. (2023). Creative Art Therapy for Improving Depression, Anxiety, and Stress in Patients with Stroke: A Quasi-Interventional Study. *SAGE Open Nursing*, 9(3678). <https://doi.org/10.1177/23779608231160473>
- Anggawijayanto, E., Putrikita, K. A., & Widanarti, M. (2024). Improving the Generation Z's Self-Esteem and Decreasing their Mental Issues by Creative Expression Art Therapy. *Journal of Educational, Health and Community Psychology*, 13(3), 849. <https://doi.org/10.12928/jehcp.v13i3.28667>
- Aninda, P., Savitri, C., Luh, N., & Desira, I. (2023). Intervensi Kecemasan Pada Mahasiswa : Literature Review. *Psikobuletin: Buletin Ilmiah Psikologi*, 4(1), 42–54. <https://doi.org/DOI:10.24014/pib.v4i1.20628> Intervensi
- Atr, C. J., & Joseph, C. (2006). Creative Alliance: The Healing Power of Art Therapy. *Art Therapy: Journal of the American Art Therapy Association*, 23(1), 37–41. <https://doi.org/10.1080/07421656.2006.10129531>
- Ayu, A. (2018). *Model creative art dalam konseling untuk meningkatkan quality of work life dan coping stress pada karyawan di polteknik LP31 Kampus Medan Baru*. Universitas Medan Area.
- Ayu, A. (2021). Enhancement coping stress with creative art. In *Proceedings of the International Conference on Social and Islamic Studies* (pp. 2013–2019). <https://doi.org/ISSN2809-6339>
- Cathy A, M. (2003). *Handbook of art therapy*. THE GUILFORD PRESS.
- Consoli, J. J. (1992). The Art Therapist's Third Hand—Reflections on Art, Art Therapy and Society. *Art Therapy*, 9(1), 48–49. <https://doi.org/10.1080/07421656.1992.10758937>
- Cortina, M. A., & Fazel, M. (2015). The Art Room: An Evaluation of a Targeted School-Based Group Intervention for Students With Emotional and Behavioural Difficulties. *The Arts in Psychotherapy*, 42, 35–40. <https://doi.org/10.1016/j.aip.2014.12.003>
- Creswell, J. W. (2014). *Research design : qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Creswell, J. W., & Creswell, J. D. (2018). Research Design : Qualitative, Quantitate, and Mixed Methodes Approaches. In *Research Defign: Qualitative, Quantitative, and Mixed M ethods Approaches* (Fifth Edit). SAGE Publications.
- Damajanti, I., Riswarie, A., Fitri, L. L., Wachyuni, R. S., & Wedyaswari, M. (2022). Distance Therapeutic Artmaking: *Journal of Visual Art and Design*, 13(2), 131–143. <https://doi.org/10.5614/j.vad.2021.13.2.4>
- Dewi, I. K. (2020). Model Creative Art Dalam Konseling Untuk Meningkatkan Empati dan Hubungan Interpersonal Pada Mahasiswa Politeknik Lp3i Medan Kampus Medan Baru. *Jurnal Penelitian Pendidikan, Psikologi Dan Kesehatan (J-P3K)*, 1(1), 34–43. <https://doi.org/10.51849/j-p3k.v1i1.15>

- Dinar, S., Dwita, P., Alifia, U. M. H., Alfina, R., & Gusti, A. P. D. (2022). Penerapan Minfulness Based Art Therapy (MBAT) terhadap Gejala Depresi yang dialami Mahasiswa. *Inquiry : Jurnal Ilmiah Psikologi*, 13(2), 1–22. <https://doi.org/https://doi.org/10.51353/inquiry.v13i02.660>
- Douglas, E., & Dykeman, C. (2022). *The Impact of Adding Art Therapy to a Mindfulness Enhancement Training With a Medical Student*. <https://doi.org/10.31234/osf.io/z82cv>
- Emanuela, C., Satiadarma, M. P., & Roswiyani, R. (2021). The Effectiveness of Coloring in Reducing Anxiety and Improving PWB in Adolescents. *IAFOR Journal of Arts & Humanities*, 8(1), 36–48. <https://doi.org/10.22492/ijah.8.1.03>
- Fauziyyah, S. A., Ildil, I., & Putri, Y. E. (2020). *Art Therapy Sebagai Penyaluran Emosi Anak*. 5, 109–114. <https://doi.org/10.1007/08972011>
- Fitria, L., & Putri, A. M. (2022). Model bimbingan kelompok dengan art therapy untuk mereduksi stres akademik mahasiswa mengikuti perkuliahan daring dalam kondisi pandemi (Covid-19). *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, 8(1), 53. <https://doi.org/10.29210/020221460>
- Fitriyanti, E., & Bilqis, F. (2020). Penguasaan konten analisis doodle art meningkatkan self efficacy mahasiswa UPBK Unindra dalam memberikan layanan konseling. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, 4(2), 175–182. <https://doi.org/10.26539/teraputik.42344>
- Fitriyanti, E., Folastri, S., & Ferry, F. (2020). PKM Kelompok Remaja SMPN 163 Jakarta Dan UPBK Unindra: Penggunaan Art Therapy Sebagai Media Ekspresi Emosi. *Psychocentrum Review*, 2(1), 48–55. <https://doi.org/10.26539/pcr.21195>
- Gad, S., Youssef, E., Yousif, N. B. A., & Almalek, M. (2023). The Ways of Overcoming the Impact of Graduation From School on the Mental State of Students and Their Parents: Counseling With a Social Worker to Solve Social and Psychological Problems. *Social Sciences*, 12(10), 559. <https://doi.org/10.3390/socsci12100559>
- Gustems-carnicer, J., Calderón, C., Calderón-garrido, D., Gustems-carnicer, J., & Calderón, C. (2019). Stress , coping strategies and academic achievement in teacher education students teacher education students. *European Journal of Teacher Education*, 00(00), 1–16. <https://doi.org/10.1080/02619768.2019.1576629>
- Habibie, A., Syakarofath, N. A., & Anwar, Z. (2019). *Peran Religiusitas terhadap Quarter-Life Crisis (QLC) pada Mahasiswa*. 5(2), 129–138. <https://doi.org/10.22146/gamajop.48948>
- Haeyen, S., & Wanten, F. (2024). Effectiveness of Trauma-Focused Art Therapy (TFAT) for psychological trauma: A mixed method single case study. *Arts in Psychotherapy*, 91(May), 102218. <https://doi.org/10.1016/j.aip.2024.102218>
- Hamat, W. M. B. W., & Bakar, A. Y. A. (2020). Art therapy as counseling modality to help delinquent students. *Journal of Counseling, Education and Society*, 1(1), 35. <https://doi.org/10.29210/08jces48200>
- Hensel, D., Bradburn, T. C., Kelly, A. S., Manahan, I., Merriman, H., Metzinger, F., & Moore, H. (2012). Student Impressions of an Art Therapy Class. *Journal of Holistic Nursing*, 30(4), 264–269. <https://doi.org/10.1177/0898010112455947>
- Herdi. (2012). Model Pelatihan Untuk Meningkatkan Kompetensi Calon Konselor Multikultural. *Jurnal Ilmiah VISI P2TK PAUD NI*, 7(2), 106–116.
- Hu, J., Zhang, J., Hu, L., Yu, H., & Xu, J. (2021). Art Therapy: A Complementary Treatment for Mental Disorders. *Frontiers in Psychology*, 12(August), 1–9. <https://doi.org/10.3389/fpsyg.2021.686005>
- Huet, V. (2021). *International Advances in Art Therapy Research and Practice: The Emerging ...* - Google Books. June. https://books.google.co.in/books?hl=en&lr=&id=v3owEAAAQBAJ&oi=fnd&pg=PA194&dq=Creative+arts+%2B+Mental+health+%2B+India&ots=ch2eXiy7T7&sig=Q0CUxv1u9HG6C6xm8YH4eCNEeG0&redir_esc=y#v=onepage&q=Creative+arts+%2B+Mental+health+%2B+India&f=false

- Jamain, R. R., Sari, N. P., & Ningrum, S. M. (2023). *Benarkah terjadi Fase Quarterlife Crisis pada Mahasiswa ?* 133–137.
- Jati, P. (2021). Visual Art sebagai Media untuk Membantu Konseli Mengekspresikan Perasaan dan Permasalahan. *PsyArXiv, September*, 3–6. <https://doi.org/10.31234/osf.io/8g54p>
- Jones, S. M., McGarrah, M. W., & Kahn, J. (2019). Social and Emotional Learning: A Principled Science of Human Development in Context. *Educational Psychologist*, 54(3), 129–143. <https://doi.org/10.1080/00461520.2019.1625776>
- Justan, R., & Aziz, A. (2024). *Penelitian Kombinasi (Mixed Methods)*. 3(2), 253–263.
- Karyati. (2015). Konseling Art dengan Media Gambar Untuk Meningkatkan Self Disclosure Mahasiswa. *Anterior Jurnal*, 15(1), 55–61.
- Koo, M., Chen, H., & Yeh, Y. (2020). Coloring Activities for Anxiety Reduction and Mood Improvement in Taiwanese Community-Dwelling Older Adults: A Randomized Controlled Study. *Evidence-Based Complementary and Alternative Medicine*, 2020(1), 1–6. <https://doi.org/10.1155/2020/6964737>
- Li, Y., & Peng, J. (2022). Evaluation of Expressive Arts Therapy on the Resilience of University Students in COVID-19: A Network Analysis Approach. *International Journal of Environmental Research and Public Health*, 19(13), 7658. <https://doi.org/10.3390/ijerph19137658>
- Linesch, D. (2015). Art Therapy with Adolescents. *The Wiley Handbook of Art Therapy*, 252–261. <https://doi.org/10.1002/9781118306543.ch25>
- Mahdi. (2023). Manajemen empati konselor. *Jurnal At-Taujih :Bimbingan Dan Konseling Islam*, 6(1), 40–55.
- Mittal, S., Mahapatra, M., & Ansari, S. (2022). Art Therapy and Technology in Secondary Education. *International Journal of Health Sciences*, 11117–11125. <https://doi.org/10.53730/ijhs.v6ns6.13045>
- Nasrah, S., Siraj, S., & Dahrum, D. (2022). Pengembangan Model Layanan Pendidikan Creative Art Play Therapy bagi Anak Berkebutuhan Khusus. *Jurnal Paedagogy*, 9(1), 1. <https://doi.org/10.33394/jp.v9i1.4547>
- Nia, N. (2020). BOYS SHOULDN'T HAVE TO JUST BE BOYS": THE ROLE OF ART THERAPY IN HELPING ADOLESCENT MALES TO OVERCOME HARMFUL PARADIGMS OF MASCULINITY. In 1-43 (Issue August). Concordia University Montreal, Quebec, Canada.
- Nurpratiwi, G. (2023). Mandala Art Therapy for Adults with Generalized Anxiety Disorder Mandala Art Therapy pada Individu Dewasa dengan Generalized Anxiety Disorder. *Psikoborneo Jurnal*, 11(4), 502–510. <https://doi.org/http://dx.doi.org/10.30872/psikoborneo.v11i4>
- Ottmiller, D. D., & Awais, Y. J. (2016). A Model for Art Therapists in Community-Based Practice. *Art Therapy*, 33(3), 144–150. <https://doi.org/10.1080/07421656.2016.1199245>
- Pelowski, M., Leder, H., & Tinio, P. P. L. (2017). Creativity in the visual arts. In *The Cambridge Handbook of Creativity across Domains* (Issue December). <https://doi.org/10.1017/9781316274385.006>
- Peng, H., & Chiang, S.-Y. (2018). Action Research on College Students' Learning Satisfaction of Incorporating Art Therapy and Spirituality Into a Career Planning Course. *International Journal of Psychological Studies*, 10(1), 38. <https://doi.org/10.5539/ijps.v10n1p38>
- Purwadi, P., & Saputra, W. N. E. (2023). Creative reality counseling model: Acceptability and effectiveness at improving self-regulated learning. *International Journal of Evaluation and Research in Education*, 12(3), 1290–1298. <https://doi.org/10.11591/ijere.v12i3.24755>
- Samuel, B., Wang, H., Shi, C., Pan, Y., Yu, Y., Zhu, W., & Jing, Z. (2022). *The effects of coloring therapy on patients with generalized anxiety disorder*. May, 1–10. <https://doi.org/10.1002/ame2.12256>
- Sarah, Y., & Ayu, A. (2021). Model Creative Art dalam Konseling untuk Meningkatkan Quality of Work Life dan Coping Stress Pada Karyawan di Politeknik LP3I Kampus Medan Baru. *Jurnal Penelitian Pendidikan, Psikologi Dan Kesehatan (J-P3K)*, 2(1), 28–38. <https://doi.org/10.51849/j-p3k.v2i1.85>

- Sehenuk, B. (2022). Integrating creative arts in counseling : Review and recommendations. In S. Renee (Ed.), *JMU Scholarly Commons Educational* (pp. 1–45). Department of Graduate Psychology.
- Siri, J. S., & Niklas, J. (2022). The Effect of Mandala Coloring on State Anxiety: A Systematic Review and Meta-Analysis. *Art Therapy*, 39(4), 173–181. <https://doi.org/10.1080/07421656.2021.2003144>
- Skliarenko, N., Didukh, A. S., Kolosnichenko, O., & Pashkevych, K. (2023). Multifunctional Space of Art-Relaxation in an Educational Institution: Design Concept Revision. *The International Journal of Designed Objects*, 17(1), 45–65. <https://doi.org/10.18848/2325-1379/cgp/v17i01/45-65>
- Soponaru, C. (2023). Art Therapy and Social Emotional Development in Students With Special Educational Needs: Effects on Anxiety, Empathy, and Prosocial Behaviour. *Revista Romaneasca Pentru Educatie Multidimensionala*, 15(1), 606–621. <https://doi.org/10.18662/rrem/15.1/714>
- Toroghi, L. M. (2015). The Effectiveness of Art Therapy On Housewives General Health, Anxiety and Self-efficacy in Tehran. *European Psychiatry*, 30, 852. [https://doi.org/10.1016/S0924-9338\(15\)30665-9](https://doi.org/10.1016/S0924-9338(15)30665-9)
- Travia, R. M., College, B., Larcus, J. G., Thibodeau, K. R., Consultant, W., Hutchinson, C. R., & Consultant, O. W. (2020). Measuring well-being in a college campus setting. In *American College Health Foundation (ACHF)* (pp. 1–52).
- Triana Dewi, G. A. N., & Meiyutariningsih, T. (2021). Efektivitas Art Therapy Sebagai Katarsis untuk Mengurangi Tingkat Kecemasan Akademik pada Remaja. *Syntax Literate ; Jurnal Ilmiah Indonesia*, 6(10), 5006. <https://doi.org/10.36418/syntax-literate.v6i10.4263>
- Upadhyay, D., & Pal, R. (2024). A Review Paper on Expressive Art Therapy and Its Implication on Mental Health. *The International Journal of Indian Psychology*, 12(2), 303–309. <https://doi.org/10.25215/1202.030>
- Wong, A., & Kurnianingrum, W. (2018). Penerapan Art Therapy Untuk Meningkatkan Self-Esteem Anak Usia Middle Childhood. *Jurnal Muara Ilmu Sosial, Humaniora, Dan Seni*, 2(1), 198. <https://doi.org/10.24912/jmishumsen.v2i1.1595>
- Yi, Y., & Ko, K. S. (2023). The Effect of Group Art Therapy on Acculturative and Academic Stress of Chinese Graduate Students in South Korea. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1179778>