

Learning Fine Arts With Therapeutic Art Approach To Improve Self-Concept And Creative Competence

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ABSTRACT

This research aims to analyze the application of fine art learning with therapeutic art approach to improve students' self-concept and creative competence. This research is a classroom action research conducted in 2 cycles at the Children's Special Guidance Institute of Class 1, Kutoarjo, Central Java. The subjects in this study are Penitentiary students during the criminal period totaling 15 children. The object of research is the level of self-concept and creative competence of students. The primary data are obtained through self-concept questionnaires, creative competency assessment tests, and interviews for learning activities for the interest and talent classes of fine arts. The minimum target score for the self-concept level of students is the high category, while the minimum score for creative competence is 75,00. The analytical technique is a descriptive qualitative analysis supported by data validity test activities using triangulation. Based on data analysis, it can be concluded that fine art learning with a therapeutic art approach can improve students' self-concept and creative competence by increasing the score of each indicator with an average in Cycle II, the level of self-concept of students is in the very high category and creative competence on average score up to 89.24.

Keywords: *Learning fine arts, therapeutic art, self-concept, creative competence.*



INTRODUCTION

The juvenile phase is an important transitional period in human life with certain characteristics distinguishing it from other periods. Concerning the transitional period of juvenile, Muawanah, Suroso & Pratikto (2012: 7) view that changes in the phase and the social environment in social interactions make children in uncontrolled dynamics and have a greater risk of being involved in juvenile delinquency. The delinquency committed by a child in the juvenile phase causes many violations of the norms that exist in society and the rule of law of the Indonesian state so that the child is faced with criminal law. The Special Child Development Institution, or hereinafter referred to as LPKA, is an institution used as a place for children who are undergoing a criminal period due to violations of state law. The criminal background committed by the child, adaptation to the coaching environment, and prisoner status puts pressure on children, which makes their self-concept low and harms their psychological conditions, as explained by Benu (2018: 138), including depression, stress, dissatisfaction with oneself, low self-confidence, anxiety conditions, panic, difficulty sleeping, and nightmares, low appetite and immunity, drug abuse, fear and guilty. According to Harsono, the situation in LPKA provides moral guidance, morality, and a sense of nationality. However, adaptation to new conditions in LPKA makes children feel a loss of liberty, loss of security, and loss of personal communication. These conditions are a psychological burden on them in a period of punishment (Benu, 2018: 140). These conditions make children lose the ability to assess themselves and find potential to express with creativity. According to Ahmad (2018: 50), the achievement of coaching and education at LPKA aims for the education itself to develop affective, cognitive, and psychomotor abilities and provide skills in the community.

Fulfilling educational needs at LPKA Class I, Kutoarjo by providing various kinds of educational activities to shape character, self-concept, and creative competence. One of which is learning fine art of interests and talents. In line with the results of Benu's research (2018: 137-152) that the provision of fine arts stimuli to imprisoned prisoners will provide benefits for expressing themselves visually in an art work, with an influence on the psychological condition of prisoners. In the results of Gussak's research (Benu, 2018: 139), "...drawing techniques is proven to be effective in reducing various psychological problems...". In line with the results of Azizah's research that the application of work activities at LPKA (2020: 77) "...a) Gaining new knowledge, skills, and experiences b) Penitentiary



students can express themselves c) Penitentiary students interact more d) Making their punishment does not feel long.” As expressed by Francesco (Sukarya, 2008: 3) that "art education has a contribution to individual development, namely helping mental, emotional, creative, aesthetic, social, and physical development.

In the application of fine art learning, an effective approach is needed to provide space for children to express themselves, develop their potential, and increase their self-assessment ability or self-concept. Judging from the needs of students, a therapeutic art approach is applied in the fine arts learning process. Glaister (2009: 22) provides an understanding in his research that "Therapeutic art at regularly spaced intervals provides a visual measurement of progress and change, from which clients can gain a sense of accomplishment and empowerment." Furthermore, Glaister (2009: 18) emphasizes in his definition that "Therapeutic art-making can provide a nonthreatening medium for expressing complex ideas and feelings that may be too complicated to identify in words." Therefore, the therapeutic art approach in fine art learning is the fulfillment of the needs of Penitentiary Students by applying visual artwork activities that pay attention to psychological healing to provide space for the expression of feelings in visual works. Ganim has four basic stages in performing art therapeutics, namely: (a) Expressing your emotions; (b) Healing the mind; (c) Healing the body; (d) Transforming the spirit. Techniques in the application of art therapy are classified into structured and unstructured techniques by providing themes that stimulate the psychological healing of students (Case & Dalley, 1992: 248). The application of fine art learning with a therapeutic art approach for Penitentiary Students at LPKA Class I, Kutoarjo, Central Java is an effort to improve self-concept and creative competence during the criminal period.

Methods and Materials:

This research is a classroom action research conducted in 2 cycles. This research is conducted at LPKA Class I Kutoarjo, Central Java. The subjects in this research are penitentiary students during the criminal period totaling 15 students. The object of this research is the level of self-concept and creative competence of Penitentiary Students in the criminal period. This research produces two types of data, namely quantitative data and qualitative data. Quantitative data aims to determine Penitentiary Students' self-concept in the criminal period, derived from statements presented in the self-concept

questionnaire and creative competency tests created by students and presented in the descriptive data processing. Qualitative aspects include the results of observations on Penitentiary Students in the criminal period before and after receiving Fine Arts learning with a therapeutic art approach, and interviews with LPKA Trustees and several Penitentiary Students during the criminal period to describe the learning situation and document review. The instruments used to obtain data are self-concept questionnaires, creative competency assessment tests, interview guidelines, activity programs, and document studies. The self-concept instrument consists of 8 indicators, namely age maturity, self-appearance, sexual propriety, names and nicknames, peers, family relationships, creativity, and ideas presented in 60 statements (favorable and unfavorable) with 4 alternative answers (Lestari, 2017: 17-21). The creative competency test is carried out as a practicum assessment after the action is conducted with indicators adapted from Robert (Purnamasari, 2009: 9), namely conception, operation, and synthesis. The learning instrument in this research is an activity program prepared before learning began and adjusted to the objectives, materials, time allocation, media, approaches in LPKA Class 1, Kutoarjo, Central Java, and the 2013 curriculum syllabus. The technique of validating the nature of this research on qualitative and quantitative data is carried out with the triangulation technique. Indicators of success are seen from the minimum achievement score, the level of self-concept in the high category, and creative competence with a score of 75.00.

Results and Discussion

1. Description of Pre-Cycle

The Pre-Cycle activity begins with an interview which is conducted on January 28th, 2021, with the supervisor of the education section and the Sub-Section of Head of Community Guidance and Child Alleviation to find out the initial description of the fulfillment of educational needs, the mentoring process in LPKA, the teaching and learning process, and the psychological condition of the Penitentiary Students during the Crime period in general. The implementation of the pre-cycle learning action is carried out on February 1st, 2021 by observing the learning process for the interest and artistic talent class for 2 x 45 minutes. Extracurricular learning activities or classes for fine art of interests and talents provide material for creating two-dimensional art using the medium painting on a mask. The

teacher uses the demonstration method by giving examples to students. Then students are asked to try the technique of plagiarizing existing works. The learning process occurs in unfavorable classroom conditions, with students chatting and playing with friends until many works are not finished. The lesson ends with a creative competency test assessment, and students are asked to answer a self-concept questionnaire. Based on the average percentage level of self-concept of Penitentiary Students in pre-cycle activities, as many as 66.7% are in the moderate category of 15 students who take part in the learning. The achievement of scores for each indicator of self-concept is not yet reached the minimum achievement target. For the creative competency test results, there are 80% of the 15 students in the category of Enough (C). The achievement of each indicator of creative competence has not yet reached the minimum score.

a) Reflection on Pre-cycle activities

Based on the results of questionnaires, art practice tests, interviews, and direct observations in the learning process, it can be concluded that the level of self-concept and creative competence of students in LPKA Class 1, Kutoarjo, Central Java needs to be increased to meet educational needs because the average score on the instrument is self-concept questionnaires and assessment of artwork in every aspect are still categorized as low. The use of inappropriate methods and approaches in the learning process is the reason, so that the learning objectives become less than optimal. Understanding of students' learning concepts is lacking, so the class conditions are not conducive. After analyzing the results of the Pre-cycle activities, coordination is carried out with the teacher to get a solution to the learning problem in the classroom to be applied to Cycle I activities.

2. Description of Cycle I

Cycle 1 is held twice, namely on February, 15th and 17th, 2021, held for 2 x 45 minutes. The implementation of learning activities is carried out with the stages of planning, implementing, and reflecting.

a. Planning

The planning stage is a preparation carried out by compiling a program of activities and several instruments that will be used in action.

- (i) The activity program consists of learning objectives, materials, media, themes, methods, approaches, time allocation, and evaluation. The learning objectives are that students can create 2-dimensional works of fine art with various media, provide soft skills, and form self-concepts. The learning material is creating two-dimensional fine art with painting media on a mask. The theme is the implementation of unstructured techniques by prioritizing freedom for students. The method is a demonstration with a personal center technique. The approach is a therapeutic art approach which consists of stages (a) Expressing your emotions; (b) Healing the mind; (c) Healing the body; (d) Transforming the spirit. The allocation of time for the application of learning is 2 x 45 minutes. Evaluating learning by giving creative competency assessment tests and self-concept questionnaires.
- (ii) Self-concept questionnaire consists of 60 statements (favorable and unfavorable) with 8 self-concept indicators.
- (iii) Creative competency assessment test consists of 3 creative competency indicators.

b. Implementation

The implementation stage is the implementation of the planning results in the learning process. The activity begins with prayer, attendance, and division of groups with 5 people for each group. Learning fine art is done with a therapeutic art approach using personal center techniques by applying all stages of the approach. Starting with Expressing your emotions stage, the teacher accompanies students in finding every feeling that is a burden in mind and visualizes it into work through objects and colors made them independently by emphasizing unspecified themes. The teacher then proceeds to the stage of Healing the mind by accompanying each student personally in the group to further stimulate them with questions about the object that is visualized as a feeling. The teacher then goes back to Healing the mind by assisting students in finding solutions for each feeling visualized in work. The last stage is the Transformation of the spirit. The teacher asks students to appreciate the work in front of the class and then respond to other students. The teacher motivates students so that they can transform positive things in students into their lives. The learning activity ends by filling out a self-concept questionnaire and conducting a creative competency test assessment and prayer.

c. Reflection

Reflection activity is an action analysis in the first cycle with the implementation of fine art learning using a therapeutic art approach in terms of self-concept questionnaires, creative competency tests, and direct observations.

- (i) In the learning process, class conditions are not conducive because the group division is too large, so the application of the Expressing your emotions stage is less than optimal, giving the impact that students cannot focus on expressing feelings in the work created.
- (ii) Time management in the learning process is not optimal, so that the implementation of the healing the mind and healing the body stages take excessive time. At the Transforming the Spirit stage, there is not enough time, so that the stimulus in the three stages is not optimal.
- (iii) The results of the self-concept questionnaire show an increase in each indicator, although 2 indicators are not reached the minimum target.
- (iv) The results of the creative competency test show that there is an increase in each indicator, although the synthesis indicator is not reached the minimum score target.

(Attachment)

Based on each reflection result, they coordinate with the teacher so that a solution was obtained to be applied in cycle II.

3. Description of Cycle II

Cycle II is held 3 times, namely, on February, 22th, 24th and on March, 1st 2021, held for 2 x 45 minutes. The implementation of learning activities is carried out in planning, implementing, and reflecting by applying each reflect result in Cycle I.

a. Planning

The planning stage is a preparation carried out by compiling a program of the act and several instruments used in action.

- (i) The activity program consists of learning objectives, materials, media, themes, methods, approaches, time allocation, and evaluation. The learning objectives are that students can create 2-dimensional works of fine art with various media, provide soft skills, and form self-concepts. The learning material is creating two-dimensional fine art with painting media on hats and t-shirts. The theme is implementing structured techniques by prioritizing freedom to students

with the themes "Me in the Future" and "Me and My Friends." The method used is a demonstration with a personal center technique. The approach is a therapeutic art approach which consists of stages (a) Expressing your emotions; (b) Healing the mind; (c) Healing the body; (d) Transforming the spirit. The allocation of time for the application of learning is 2 x 45 minutes. Evaluate learning by giving creative competency assessment tests and self-concept questionnaires.

(ii) The self-concept questionnaire consists of 60 statements (favorable and unfavorable) with 8 self-concept indicators.

(iii) Creative competency assessment test consists of 3 creative competency indicators.

b. Implementation

The implementation stage is the implementation of the planning results in the learning process. The activity begins with prayer, attendance, and division of groups with 3-4 people for each group. Fine art learning is carried out with a therapeutic art approach using a personal flashlight technique by applying all stages of the approach. Starting with the Expressing your emotions stage, the teacher accompanies students in finding every feeling that is a burden in mind and visualizes it into the form of work through objects and colors that are made independently by emphasizing the theme "I am in the future" and "Me and my friends." The teacher then proceeds to the stage of Healing the mind by accompanying each student personally in the group to further stimulate them with questions about the object that is visualized as a picture of feelings. The teacher then goes back to the Healing the mind stage by assisting students in finding solutions for every feeling in the work. The last stage is the Transforming the spirit. The teacher asks students to present their work in front of the class with appreciation from the coaches at LPKA. To be further responded by other students, the teacher motivates students to transform positive things into their lives. The learning activity ended by filling out a self-concept questionnaire and conducting a creative competency test assessment and prayer.

c. Reflection

Reflection activity is an action analysis in cycle II with the implementation of fine art learning using a therapeutic art approach in terms of self-concept questionnaires, creative competency tests, and direct observations.

- (i) In the learning process, class conditions are more conducive and active because of the narrower group divisions. The application of the Expressing your emotions stage is maximized, giving the impact that students can focus on expressing feelings in works made based on the given theme.
- (ii) Time management in the learning process is maximized to implement the healing the mind and healing the body stages are at the right time. The stage of Transforming the spirit has enough time.
- (iii) The results of the self-concept questionnaire show an increase in each indicator, with the achievement of indicators that reach the minimum target.
- (iv) The results of the creative competency test show that there is an increase in each indicator, with the achievement of all creative competency indicators reaches the minimum score target. the average creative competency test score reached 89.24

Based on each fine art learning activity at the Pre-Cycle, Cycle I, and Cycle II, which are reviewed from the results of the self-concept questionnaire and creative competency assessment tests that the use of the therapeutic art approach can improve the self-concept and creative competence of Penitentiary Students in LPKA Class I, Kutoarjo, Central Java. Viewing from the results of the Pre-Cycle, it can be analyzed that students have low self-concept and creative competence with an average score that is not reached the minimum target yet. In Cycle I activities, by learning using a therapeutic art approach, it can be analyzed that there is an increase in each indicator of self-concept and creative competence. However, some indicators are not reached the minimum target, so the reflection results in Cycle I are applied to Cycle II activities. The activity process in Cycle II gives satisfactory results. It pays attention to any mistakes in the previous cycle so that each indicator of self-concept and creative competence of learners is reached the minimum score target.

Conclusion

Applying fine art learning with a therapeutic art approach to Correctional Educators at LPKA Class I, Kutoarjo, Central Java can improve self-concept and creative competence. The application of learning actions with a therapeutic art approach with four main stages consists of expressing your emotions,

healing the mind, healing the body, and transforming the spirit. The instruments are self-concept questionnaires, creative competency assessment tests, interviews, and direct observation in the learning process. Indicators of self-concept consist of age of maturity, self-appearance, sexual propriety, names and nicknames, peers, family relationships, creativity, and ideas. Whereas, indicators of creative competence consist of conception, operation, and synthesis. The process of applying learning in the interest and talent class of fine arts (extracurricular) employs a therapeutic art approach to creating two-dimensional fine art (painting sub-materials with paint media on masks, hats, and t-shirts). In Cycle II, it can be seen that 53% of the 15 students have a very high self-concept and a self-concept value with an average score of 89.24 with an excellent category. So that the application of fine art learning with a therapeutic art approach to Penitentiary Students at LPKA class I, Kutoarjo, Central Java can improve self-concept and creative competence.

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Tables and Illustrations

Table 1. The results of the self-concept questionnaire of students are viewed from the aspect of indicators in the pre-cycle, cycle I, cycle II

Indicator	Score achievement			Target	Information
	Pre-cycle	Cycle I	Cycle II		
Maturity age	2,74	3,15	3,54	2,80	Reached
Self appearance	2,51	3,01	3,34	2,80	Reached
Sexual decency	1,88	2,45	3,05	2,80	Reached
Name and Nickname	2,47	3,03	3,13	2,80	Reached
Friends of same age	2,43	2,87	3,18	2,80	Reached
Family relationship	2,23	2,7	3,11	2,80	Reached
Creativity	2,24	2,9	3,2	2,80	Reached
Purpose	2,57	2,9	3,21	2,80	Reached

The table and figure above show a comparison of the results of the achievements between cycles. Although the achievement between Pre-Cycle and Cycle I scores for indicators of sexual propriety with a score of 2.45 and family relationships with an achievement score of 2.7 is not reached the minimum score target. After doing the analysis and action again in Cycle II, the achievement of the score of each indicator increases and reaches the minimum score target. The level of self-concept of students reaches an average of the High category with a percentage of 53% in the very high category, it can be concluded that learning with a therapeutic art approach can affect the level of self-concept of students.

Table 2. The results of the creative competence test of students in terms of indicators in the pre-cycle, cycle I, cycle II

Indicator	Score achievement			Target	Information
	Pre-cycle	Cycle I	Cycle II		
Conception	57,83	75,06	92,20	75,00	Reached
Operational	60,87	75,33	89,70	75,00	Reached
Synthesis	61,07	71,13	85,83	75,00	Reached

The table and figure above reveal that the comparison of achievement results between Pre-Cycle, Cycle I, and Cycle II for creative competence increase in each indicator after participating in fine art learning with a therapeutic art approach. For example, although the achievement between the Pre-Cycle and Cycle I scores for the synthesis indicator with 71.13 do not reach the minimum score target. However, after doing the analysis and action again in Cycle II, the achievement of the score of each indicator increases and reaches the minimum score target. As a result, the creative competence of students reaches an average score of 89.24, with a percentage of 67% of students getting a score in the excellent category.

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