

Implementation of Counseling Techniques: *Art Therapy* Techniques to Explore the Problems of *Introverted* Students Experiencing Academic Procrastination

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ABSTRACT. This research aim is to describe the implementation of art therapy technique in individual conseling to explore the problems of introvert students. The research method was qualitative method with case study approach. the research subject was 1 student at x grade students in Tembilahan. The technique in collecting data used interview, observation and documentation. the research data analyzed triangulation data. Based on the result, it shws that the art therapy technique can explore the problems of introvert students. the students can tell their story, and have confidence in solving their problems after following conseling by art therapy technique. art therapy technique in conseling can apply flexsibly as a tool to open the conversation, or combine the media of art therapy technique with the profesional ability of conseling teacher as communication media in therapeutic relathionship. Art therapy technique can help the students to express their thought and feelings througt drawing, painting, or coloring the observed object based on feeling and mood. art thechnique can help the students who cannot express their problems verbally and this technique can help the students to express their problems implicitly through a series of arts.

Key word: art therapytechnique, introvert students, problems,case study.

ABSTRAK. Penelitian ini bertujuan untuk mendeskripsikan penerapan teknik terapi seni dalam konseling individual untuk mengeksplorasi permasalahan siswa introvert. Metode penelitian yang digunakan adalah metode kualitatif dengan pendekatan studi kasus. Subjek penelitian adalah 1 orang siswa kelas X di Tembilahan. Teknik pengumpulan data menggunakan wawancara, observasi dan dokumentasi. data penelitian menganalisis data triangulasi. Berdasarkan hasil penelitian menunjukkan bahwa teknik terapi seni dapat mengeksplorasi permasalahan siswa introvert. siswa dapat menceritakan kisahnya, dan percaya diri dalam menyelesaikan permasalahannya setelah mengikuti konseling dengan teknik terapi seni. Teknik seni terapi dalam konseling dapat menggunakan fleksibilitas sebagai alat untuk membuka percakapan, atau memadukan media teknik terapi seni dengan kemampuan profesional guru konseling sebagai media komunikasi dalam hubungan terapeutik. Teknik terapi seni dapat membantu siswa untuk mengekspresikan pikiran dan perasaannya melalui menggambar, melukis, atau mewarnai objek yang diamati berdasarkan perasaan dan suasana hatinya. Teknik seni dapat membantu siswa yang tidak dapat mengungkapkan permasalahannya secara verbal dan teknik ini dapat membantu siswa mengungkapkan permasalahannya secara implisit melalui serangkaian seni.

Kata kunci: teknik terapi seni, siswa introvert, permasalahan, studi kasus

INTRODUCTION

Guidance and Counseling Services have an important role in helping overcome problems faced by students as students at school. Students in following the education program at school tend to experience difficulties. These difficulties include developing potential and understanding the exact situation and conditions in their environment (Nurbaiti, 2019). One of the principles underlying the implementation of counseling is openness, but not all students are able to do so. Some individuals who experience problems prefer to keep them to themselves and are unwilling to talk about their problems to others. Individuals with introverted personalities, for example, are more careful in choosing listeners, and tend to prefer to be seen in small conversations rather than large social situations.

Guidance and counseling is a science that seeks to facilitate individual growth and development. In addition, guidance and counseling as a discipline is also related to various other disciplines that serve as the foundation of guidance and counseling. (Hariko, 2016) Meanwhile, counseling is a profession that exists as a response to the needs of individuals to understand themselves, the environment, and other things related to their lives (Hariko, 2017). Permendikbud No. 111/2014 Article 3, states that guidance and counseling services aim to help students achieve optimal development and complete independence in personal, learning, social, and career aspects. Creative guidance and counseling teachers are expected to be able to provide services in order to achieve optimal development and complete independence (Netrawati, Karneli, et al., 2018). Guidance and counseling teachers work hand-in-hand with class teachers and subject teachers in helping students achieve optimal development. In the absence of a guidance and counseling teacher or BK teacher, trained class teachers can be assigned to provide guidance and counseling services (Netrawati, Khairani, et al., 2018)

Individual development related to physical, cognitive, and psychosocial aspects goes hand in hand according to the age of development under normal conditions. Development takes place throughout the human life span, from children, adolescents, adults, to the elderly. The developmental stage in adolescence is a vulnerable condition because adolescents are in the transition period from children to adults. Many problems from physical, hormonal, emotional, social, psychological, and psychiatric aspects arise in adolescence. There are changes in body shape, emotional maturity, social roles and responsibilities. Various adolescent problems include: identity confusion, conflict with parents, intergroup competition, juvenile delinquency, and so on (Haryati et al., 2015).

Based on the problems found in one of the vocational high schools in Tembilahan, it was found that class X students with the initials SAZ experienced academic procrastination. SAZ students often do not do homework, look never enthusiastic when learning at school takes place, limp, unfocused and every time the BK teacher calls SAZ's parents, they never attend. In addition, when the BK teacher asked the student why he was like that at school and also why his parents never wanted to come to school SAZ always answered that it was okay, repeatedly conducted counseling SAZ never wanted to talk about it.

Individual counseling is a counseling service held by a counseling teacher for a counselee in the context of alleviating the counselee's personal problems. In a face-to-face atmosphere, direct interaction is carried out between the counselee and the counseling teacher to discuss various matters regarding the problems experienced by the counselee (Ferdiansa & Karneli, 2021). During the individual counseling process, the problems being faced by students are discussed in order to alleviate students' personal problems, with the existence of individual counseling, thoughts, feelings and attitudes become more directed (Muthohharoh & Karneli, 2020). Based on the problems experienced by SAZ, SAZ deserves help through individual counseling services, where this service really needs to be given to those students who are experiencing problems, especially students who find it difficult to tell their problems.

One of the techniques used by the author in the implementation of individual counseling services is *art therapy* techniques with drawing. The reason the author chose the *art therapy* technique is because *art therapy* is an effective and innovative therapy for students of all ages. Art therapy defines art as a powerful tool in communication. It is now widely recognized that artistic expression is a way to visually communicate thoughts and feelings that are too painful to put into words. Art Therapy can also help people of all ages to explore emotions and beliefs, reduce stress, resolve problems and conflicts, and increase happiness. *Art therapy* is used to express individual thoughts and feelings, through drawing, painting, or coloring objects of interest according to feelings or moods (Haryati et al., 2015).

Art therapy is a combination of two scientific disciplines, namely art and psychology, which produces an interesting technique, and aims to express thoughts and feelings that cannot be expressed (Astuti et al., 2022). Art therapy is a therapeutic process that uses art media as an assessment and intervention (Alvina & Kurnianingrum, 2018). *The Hand Book of Art Therapy* says that *art therapy* is a type of therapy using several art media as interventions, so that patients or students can express and work through their problems and concerns. Many approaches and interventions can be given in this therapy, ranging from drawing, knitting or embroidery, making objects, singing and playing music. Through this art therapy a person can bring up subconscious experiences and from there feelings will be visible (Haryati et al., 2015).

Ganim and Fox state that “within us there is a silent language that expresses the truth of our thoughts, feelings, and emotions far more fluently than words, That language is parable. Ganim and Fox note the importance of using art to “reduce stress, release anger, resolve conflict, get in touch with feelings, and give voice to the soul. The drawing, painting, or coloring can be something recognizable or it can be abstract, whatever the heart sees (Bridges, 2022). The goals of Art Therapy vary according to the specific needs of the individual and with the therapist working on the case (Aiyuda, 2019).

Art therapy uses symbols that allow clients to freely express their desires, dreams, goals, fears, and internal conflicts. Through art, all experiences are expressed more freely and easily. In connection with the problem of SAZ who is difficult to tell the problem which results in BK teachers difficult to explore SAZ's problems, *art therapy* is one of the nonverbal means in exploring student problems. This is especially valuable for those who have difficulty communicating with those around them, who have difficulty describing experiences verbally (Nigmatullina & Gerasimenko, 2016).

Based on this, the purpose of writing this research is to help students overcome the problems they face through the application of individual counseling services using *art therapy* techniques in exploring student problems. It is hoped that after the application of individual counseling services using *art therapy* techniques SAZ can overcome his problems and better follow the entire learning process at school.

LITERATURE REVIEW

Art therapy is one of the various types of expressive therapies that involve individuals in creative activity in the form of creation. Art Therapy supports the belief that all individuals have the capacity to express themselves creatively (Haryati et al., 2015). Art reflects life with its changing realities and many options. Feelings that students are unable to express verbally can often be released when creating art (Sutherland et al., 2010). (Astuti et al., 2022). *Art therapy* is used to express individual thoughts and feelings, through drawing, painting, or coloring objects of interest according to feelings or moods (Aiyuda, 2019).

Art therapy is a means of expression, a communication tool that represents imagination through non-verbal means, Art therapy is an ideal instrument for students of all ages. Students are

able to express themselves better through their bodies or gestures, material modeling, dance, or describing their fears in pictures, than through words; the use of artistic expression can help students who have difficulty in describing experiences verbally. Art therapy can help them express and process emotions to deal with their conflicts, and regain confidence. Among the art forms mainly used in art therapy, you can mention all the graphic arts, from drawing to writing; dance; music; theater and cinematography. What matters primarily is the creative process within itself: expressing oneself, creating, not the final artistic product (Lydia & Aurora, 2014).

In practice, *Art Therapy* involves the process and making of images (from raw forms that are then formed into symbolic expressions) and provides a therapeutic relationship. From the explicitly exploratory student-therapist relationship of the drawings and objects created by the subject, this allows the therapist to gain a better understanding of the self and the nature, difficulties and stresses experienced by the student which in turn can lead to positive and lasting changes in the student, current relationships and overall quality of life (Aiyuda, 2019).

The relationship between *art therapy* and guidance and counseling, Chibbaro & Camacho revealed that art intervention is an ideal intervention in counseling. The use of *art therapy* in counseling is applied flexibly, it can be as a means to open a conversation only, or combine *art therapy* media with professional counseling teacher skills as communication in a therapeutic relationship that needs interpretation of artwork. *Art therapy* is applied flexibly. This is in accordance with what is written in *Art Therapy Resources* that *art therapy* is one of the most flexible therapies in terms of developing a treatment plan, in general, there are 3 important stages of the application of art therapy, consisting of pre-art making (introduction), art making (making art), and post-art making (closing). In terms of intervention settings, *art therapy* is able to work with individuals, groups, families, with various abilities and disorders (Asyifa et al., 2022).

Art therapy is a therapy that uses art materials for people who have experienced trauma, or life challenges, as well as people who want to develop themselves as a form of communication and self-expression (Nurbaiti, 2019). The number of art therapy intervention sessions varies, and can be conducted on a long-term or short-term basis. *Art therapy* conducted on a long-term basis can be conducted over several years, while *art therapy* conducted on a short-term basis can range from 1 session to 12 sessions or more (Asyifa et al., 2022). *Art Therapy* in research is conducted individually (individual counseling).

Every individual is inseparable from various kinds of problems in his life such as personal, social, learning and career problems, to alleviate these problems individuals need help from someone who is an expert in their field, namely counseling teachers, through individual counseling counseling teachers can help individuals to alleviate their problems (Dewany et al., 2023). Individual counseling is a service provided by counseling teachers to individuals or one student to be able to solve a problem independently and aims as a form of developing student potential. It is also said by Hellen that this individual counseling service is carried out face-to-face with the supervising teacher in order to discuss, discuss, and resolve personal problems (Rahmadani, 2022).

In counseling, students' problems are examined and sought to be alleviated, as much as possible with the students' own strengths. Counseling is considered the most important service effort in the implementation of the function of alleviating student problems. It is even said that counseling is the "heart of the heart" of guidance services as a whole. Counseling is a core service whose implementation demands high requirements and quality of effort (Prayitno & Amti, 2013). In individual counseling services, the counseling teacher or guidance counselor provides a space and atmosphere that allows students to open themselves as transparently as possible (Prayitno, 2018).

In the implementation of individual counseling, there are several stages that must be passed. Between one stage and another stage cannot be separated in real terms, but is distinguished based on the orientation content of each stage of counseling undertaken. When

viewed from the stretch of the process from the beginning to the end of counseling, Prayitno divides it into five stages. The first stage is called *introduction*, the second stage is *investigation*, the third stage is *interpretation*, the fourth stage is *intervention*, and the fifth stage is *evaluation* (Taufik & Karneli, 2017).

METHODOLOGY

This research uses a qualitative approach with a case study method. A case study is a study in which researchers explore a particular phenomenon (case) in a time and activity (program, event, process, institution or social group) and collect detailed and in-depth information using various data collection procedures over a period of time (John W. Creswell, 1998). The data analysis technique uses triangulation of data. Stake states that case study research aims to reveal the peculiarities or uniqueness of the characteristics contained in the case under study. the case itself is the cause of case study research, therefore the purpose and main focus of case study research is on the case that is the object of research. Case studies focus attention on one particular object that is raised as a case to be studied in depth so as to be able to uncover the reality behind the phenomenon (Assyakurrohim et al., 2022).

FINDINGS

SAZ is a student with an *introverted* personality. SAZ has severe academic procrastination. The condition of academic procrastination is quite severe, SAZ's homeroom teacher feels it is important to help SAZ to solve the problem by referring to the guidance and counseling (BK) teacher to undergo individual counseling. After the first counseling passed, the BK teacher realized that SAZ was not open to telling her problems. SAZ is more silent and answers only as much as possible. In connection with the problems that occur in SAZ, researchers then apply *art therapy* techniques to explore SAZ's problems. The stages of implementing individual counseling services with *art therapy* techniques that are held refer to the stages of individual counseling according to Prayitno (Taufik & Karneli, 2017), which is as follows:

Introduction Stage

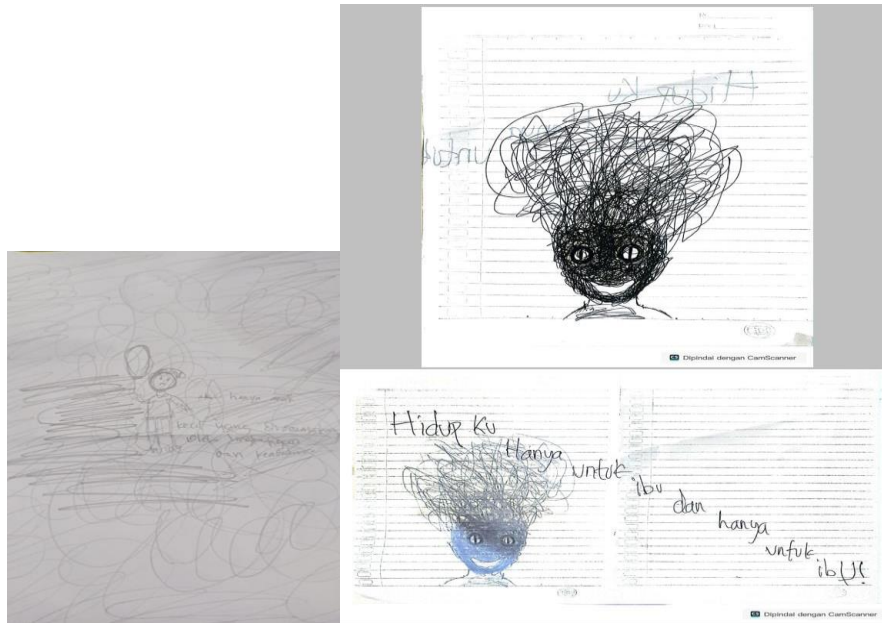
Basically the introduction stage contains efforts to deliver students to enter counseling activities. In this case the counseling teacher SAZ warmly, and what it is. After that, the counseling teacher explained about the meaning, purpose, principles of counseling and the benefits he would get after undergoing the counseling process to SAZ.

Investigation Stage

At this stage the counseling teacher seeks to explore or explore matters relating to the problems and development of problems experienced by SAZ. The counseling teacher seeks to uncover and explore the information needed in order to understand the student's condition both at the present time and at the previous time. In exploratory activities, counseling teachers discuss matters concerning students (potential, attitudes, behavior, habits, views, beliefs, feelings, opportunities, life history, hope experiences, future plans, and so on) that are related to the problems they are experiencing.

However, because SAZ is difficult to be open and difficult to tell his problems to the counseling teacher, *art therapy* techniques were chosen as an alternative in exploring SAZ's problems which are difficult to express problems verbally, *Art therapy* is an alternative to *art therapy* used to express SAZ's thoughts and feelings through the activity of drawing objects of interest according to SAZ's feelings or mood. In art therapy activities, the BK teacher prepares tools and materials (paper and pen), checks the student's historical records (if any), then identifies factors or

conditions that cause contraindications, then develops rapport and explains the activity (purpose, procedure, time) then directs SAZ to draw according to his wishes (Sholihah, 2017). Next, SAZ draws according to what he feels.



The results of SAZ's drawing showed making scribbles on all parts of the paper with very messy and irregular scribbles, then SAZ made a picture in the middle of the scribbles of a child holding a balloon. In addition, SAZ also wrote in the picture the sentence "I'm just a child who is matured by the environment and circumstances". Then after the drawing activity was finished, the BK teacher asked questions related to SAZ's drawing results by starting with questions about how SAZ was feeling at the moment. SAZ answered that he was very confused and tired. Then the BK teacher continued with the second question, asking about his father, mother and siblings, followed by the question of how many siblings SAZ had. SAZ answered that he had three siblings, all of his older siblings had dropped out of school, only SAZ was currently studying. He said that his mother was healthy but he did not know about his father, then SAZ fell silent. Then, the BK teacher continued with the question "Alhamdulillah, if my mother is healthy, why don't you know about my father, where is my father?" Then SAZ answered, "Hmm, but ma'am, I've never told anyone about this. I promise not to tell anyone else because I always keep this to myself." The guidance counselor answered, "Yes, son." Then SAZ told him about his problem.:

"So, ma'am, my father and mother have been separated for a long time, my father left me, my mother and my siblings when I was in second grade of elementary school, at that time I didn't understand ma'am what happened so I just kept quiet until I was in sixth grade of elementary school, my father came home but my mother was angry and kicked my father out, and finally my father left and never came back again until now. I always asked my mother why my father left us but my mother cried and didn't answer until finally I decided not to ask my mother about it again until now. But when I was in 6th grade of elementary school I had communicated with my father ma'am, there my father said to ask to meet me, and I said yes then my cousin took me to my father's place, there I met and talked with my father, and I was given money by my father. But my mother found out about it which caused her to be very angry with me. Since that incident I have completely lost communication with my father until now.

The guidance counselor then asked another question, "So now SAZ only lives with his mother and two older siblings, does that mean that currently his mother and older siblings are the ones earning money for the family?" SAZ answered.:

"My older siblings don't want to work, ma'am. My older siblings dropped out of school in junior high school and high school, but not because they didn't have the money, but because they didn't want to go to school. So, only my mother earns money by becoming a washer and ironer, ma'am. But when I entered junior high school, I decided to work with the fishermen in my area to catch fish in the sea until now, because I feel sorry for my mother earning money by herself. My older siblings don't want to work, I've asked ma'am but I got scolded, even though they just relax at home and ask my mother for money, but don't want to help earn money, but my mother never scolds my older siblings. I once almost died because I fell in the middle of the sea while fishing because there were high waves at that time but thank God I was saved because there was something like a cork that I could hold onto when I fell into the sea until finally I was helped by the men who were at sea with me, my head was bleeding and had to be stitched at that time, my hands and feet were also injured but I didn't tell my mother, I was only helped by the men who were at sea with me. Afraid that my mother would worry, I tried to hide my wounds so that they wouldn't find out. I always work every holiday ma'am sometimes I also go to sea at night, that's why sometimes I feel weak and unmotivated because I don't get enough sleep and am exhausted ma'am. I want to be like other children ma'am to be able to play with my friends, but in reality I can't I have to keep working to help my mother, my mother is also busy working that's why I never want to go to school because if it's a holiday I don't get money ma'am. I'm tired ma'am, sometimes because of this I become unmotivated I feel uncertain and chaotic ".

From the drawing results carried out by SAZ, the problems currently being experienced by SAZ were revealed. The results of this exploration will be the basis for the smooth running of the next stage, namely the interpretation stage.

Interpretation Stage

At the interpretation stage, the BK teacher tries to interpret the results of the disclosure and acquisition of data and information from the exploration stage in the form of art therapy results in the form of drawing carried out at the exploration stage by SAZ. A number of pieces of information regarding the student and the environment are interpreted, concluded and their meanings are taken accurately. The results of this interpretation are then used for prognosis purposes and in determining the type of appropriate intervention. Based on the results of the counseling interview from the exploration stage, it is known that the thing that makes SAZ often not do his homework is because SAZ also works to help his mother earn a living. SAZ is sleep deprived and exhausted, so he is not focused when following the learning process.

Coaching Stage (Intervention)

The coaching stage is when the BK teacher influences and proposes alternative solutions to problems experienced by students. Together with students, the BK teacher can discuss alternatives and possibilities that students can do. The focus of this stage is an effort to provide solutions, change perceptions, beliefs, habits, behavior, and so on in order to bring students out of the problems they are experiencing.

Evaluation Stage (Evaluation)

The evaluation stage is the final stage that contains an assessment of the counseling process and results. At this stage, the BK teacher can directly assess the counseling process and results that have been carried out with students. The assessment can take place when the counseling is about

to end or during continued counseling. Basically, the assessment is divided into three, namely immediate, short-term, and long-term assessments.

Based on the immediate assessment (Laiseq) SAZ stated that he felt very relieved after telling his problem because he mentioned that he had never told this problem to anyone else, besides that he said that he gained a lot of new understanding and knowledge during the counseling process. And he said he would be more enthusiastic and active in studying and working to make his mother proud. Meanwhile, for the short-term assessment, it was seen when the author entered his class to provide information services, SAZ was more enthusiastic than usual, and actively answered and asked questions. For the long-term assessment carried out one month after the counseling was carried out, it was seen that SAZ was always enthusiastic, cheerful and there were no more reports from the subject teacher that he did not do his homework.

DISCUSSION

Art Therapy Technique is a technique that can express a person's feelings and thoughts that are difficult to express verbally so that a person can express them in a creative way that produces a work of art. Art Therapy Technique has many types that can be done, one of which is drawing. Artworks in the form of pictures can provide treatment for someone who has a high level of anxiety or academic procrastination problems.

From the findings of the research conducted by the BK teacher, after conducting several times the art therapy technique provided a change that previously SAZ did not want to do homework, was gloomy, often alone, with the technique implemented SAZ experienced a change to be more cheerful, without enthusiasm in the learning process, both in class and interacting with his friends, and always doing the homework given by the subject teacher. This indicates that the art therapy technique is effective in dealing with the problem of academic procrastination. As the theory of Art Therapy can also help everyone at all ages to explore emotions and beliefs, reduce stress, solve problems and conflicts, and increase happiness. Art therapy is used to express individual thoughts and feelings, through drawing, painting, or coloring objects of interest according to feelings or moods (Haryati et al., 2015).

CONCLUSION

Based on the results of the study, it shows that art therapy techniques can explore the problems of introverted students. Students in this study were able to tell stories and have confidence in solving their problems after undergoing counseling with art therapy. The use of art therapy in counseling is applied flexibly, as a means to open a conversation, or combine art therapy media with the skills of professional BK teachers as a medium of communication in a therapeutic relationship. Through art therapy techniques, students can express their thoughts and feelings through drawing, painting, or coloring objects of interest according to their feelings or mood. The application of this technique to help students who cannot express their problems verbally can be conveyed implicitly through a series of arts.

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