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Art Therapy as Group Guidance: Improve the Adjusment of Muslim Student Who are Addicted to Watching Korean Dramas

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Abstract

Many students are addicted to watching Korean dramas on their gadgets, exceeding 5 episodes in one day, which has an impact on students' low ability to adjust to campus, Muslim students. For this reason, treatment needs to be given so that there is a healthy adjustment. Research reveals the contribution of Art Therapy in improving the self-adjustment of Muslim students addicted to Korean dramas. The research design is quasi-experimental with a one-group pretest-one-group posttest model. The research sample was taken using the snowball sampling technique to obtain a sample of 40 people. Data analysis uses Pearson Correlation analysis and T-test. The results of data processing revealed that the level of adjustment of Muslim students before being given treatment was mostly in the low and medium categories. After six Art Therapy treatment sessions, there was an increase in the self-adjustment of most respondents in the high and very high categories. Art Therapy's contribution to personal adjustment is 22%, and the remainder can be recommended with other treatments for future researchers.

Keywords: Art Therapy, Self Adjusment, Korean Drama

Introduction

Research on the adjustment behavior of the younger generation of Indonesian Muslims in relation to the influence of television media has been widely studied by experts. Rosidi and Khotimah (2020); and Setijadi (2005) found that the young Muslim

generation finds it very easy to accept foreign culture through television media such as Asian TV dramas, especially Korean dramas (Behlil, 2021). Several researchers have studied that Korean dramas create space for Indonesian audiences to understand their living conditions (Bell, 2006; Tambunan, 2015; Koike 2002), but have the effect of addiction (Adita et al., 2018; Herpina & Amri, 2017) which has negative impacts such as the low ability for students to adjust to campus (Yakub, et al, 2022).

Herpina & Amri (2017) found from their research that watching Korean dramas has an impact on the emotional aspects of individuals, especially teenagers, such as often being carried away by the atmosphere, emotional feelings such as feeling sad and touched, angry, irritated, happy and excited, and even annoyed or angry. They feel uncomfortable with the conditions of their environment, and feel less satisfied when alone and interacting with other people (Yakub, et al, 2022). As a result, they socialize less with their family and community (Agustina, 2009). Along with this, Fortunata & Umami (2021) emphasized that addiction to watching Korean dramas causes the emergence of deviant social behavior, followed by irresponsible behavior, emotional disorders, intellectual disorders, and social disorders. In other words, adjustment disorders occur in individuals addicted to Korean dramas, which are exacerbated by the tendency for emotional turmoil during the early to late stages of adolescent development such as impulsive behavior, and conflicts with peers and authority figures (Gunarsa & Yulia 2008).

Therefore, proper guidance to be able to adjust to complex life problems is very necessary for teenagers, especially students who are addicted to watching Korean dramas. Schneiders (1964) emphasized that self-adjustment is needed to align and harmonize between oneself and the environment, as a form of mental response and behavior, to overcome the needs within oneself, tensions, conflicts, and frustrations, that affect mental health (Siswanto, 2007). One of the treatments carried out in this case is Art Therapy, which uses art and creativity to help individuals express themselves, overcome stress, and improve emotional well-being (Malchiodi, 2003). Waller (Malchiodi, 2003) explains the group approach with the Art Therapy method which is widely used in family sessions, with teenagers, and children to eliminate negative emotions into positive ones and help them adjust to the environment better. Art Therapy is a form of art therapy that defines art as a powerful communication instrument. It is generally recognized that artistic expression is a means of conveying thoughts and emotions that are too beautiful visually to be expressed in words. Art Therapy can also help individuals of all ages explore their emotions and beliefs, reduce stress, solve problems and conflicts, and increase their happiness (Malchiodi, 2003).

Furthermore, Laird & Mulvihill (2022) explained that if Art Therapy is used alone without being combined with group services, the results will have less effect on clients. Azizah et al., (2023) proved that group guidance with the sociodrama method overcomes students' addiction to watching Korean dramas. Kartina (2021) has used Art Therapy groups in the world of psychiatry and is widely used for depressed clients by Blomdahl et al. (2016). Soejanto et al., (2020) conducted a study of group Art Therapy for students experiencing academic stress. Especially for fans of Korean Pop (K-Pop) in the form of Korean vocal art that is widely loved by teenagers, Puspitasari & Menanti, (2020) have conducted group guidance in their research to help overcome academic resilience problems in K-Pop fan students, results of which affect reducing the resilience of these students.

About all the above studies, research that specifically uses group guidance services (Prayitno, 2017) with Art Therapy for Muslim students who are addicted to watching Korean dramas has not been found, and this is the purpose of the study. More specifically, this study aims to see the effect of group guidance services with the Art Therapy method on the adjustment of Muslim students who are addicted to watching Korean dramas. The research hypothesis is that there is a significant difference in the adjustment of Muslim students who are addicted to watching Korean dramas before and after being given group guidance services with the Art Therapy method.

Method

This study uses a quantitative approach with the One-Group Pretest-Posttest Design quasi-experimental method (Sulastri et al, 2020). This design was chosen because a pretest was carried out before treatment was given, then a comparison of the conditions before and after treatment was seen so that the research results were more accurate. The researcher conducted treatment in the form of therapy on Muslim students at a state university in Pekanbaru City who were addicted to watching Korean dramas using Art Therapy in group guidance. They were indicated to have low and moderate levels of self-adjustment, through the results of filling out the self-adjustment questionnaire instrument, which consisted of 4 aspects of maturity, namely emotional, intellectual, social, and responsibility. The instrument was compiled based on Lazarus' theory (Desmita, 2011) with the following indicators and number of items:

Table 1 Self-Adjustment Instrument

No	Aspect	Indikator	Number of Items
1	Maturity Emotional	a. Stability of the emotional life atmosphere. b. The stability of the atmosphere of life together with	9 item

		others. c. Ability to relax, be happy and express annoyance. d. Attitudes and feelings towards one's own abilities and reality.	
2	Maturity Intellectual	a. The ability to achieve self-insight. b. The ability to understand other people and their diversity. c. Ability to make decisions. d. d. Openness in getting to know the environment.	8 item
3	Maturity Social	a. Engagement in social participation. b. Willingness to cooperate. c. Leadership abilities. d. Tolerance attitude. e. It is. Familiarity in relationships.	10 item
4	Responsibility	a. Productive attitude in developing yourself. b. Plan and implement it flexibly. c. Altruism, empathy, friendship in interpersonal relationships. d. Awareness of ethics and living honestly. e. Viewing behavior in terms of consequences based on a value system Ability to act independently.	8 item

The questionnaire was distributed via Google form to Muslim students of study programs at FKIP using the snowball sampling technique. From the data processing, it is known that 40 people are addicted to watching Korean dramas and have low and medium levels of self-adjustment.

Treatment was carried out in 6 sessions. According to (Prayitno, 2017) Group guidance at each meeting consists of the formation, transition, activity, and ending stages. Art Therapy is carried out in the activity stage with steps based on Liebmann's theory (in Malchiodi, 2003), namely art patterns, art processes, discussions, interpretations, endings, and evaluations. The art patterns are carried out in the form of pictures and words of poetry. The treatment was carried out in one room on campus, and data collection was carried out from September - November 2023.

After the treatment, the research respondents were asked to fill out a questionnaire about self-adjustment. The research data in the form of scores were analyzed using descriptive statistical techniques and parametric statistics using T-test analysis to determine the differences in self-adjustment of Muslim students before and after being given treatment and using the Pearson Correlation test to determine the contribution of Art Therapy to improving the self-adjustment of students who are addicted to watching Korean dramas. For data analysis and testing the hypothesis, this study used SPPS version 25. The implementation of treatment through group guidance with student subjects experienced limitations in gathering students to take part in

therapy sessions due to student schedules that did not match between 1 class and another so student participation in therapy sessions was less than optimal.

Theoritical Review

Art Therapy in Counseling and Group Guidance

Art Therapy is defined as an effort to facilitate clients using art media, creative processes, and works of art to explore feelings, and emotional conflicts, increase self-awareness, manage behavior and addictions, develop social skills, improve reality orientation, and reduce anxiety, and increase self-esteem (Malchiodi, 2003). Sholihah (2017) explains that in the context of counseling, Art Therapy can be a useful tool to help individuals understand and communicate their inner experiences, as a form of relaxation and stress reduction, which can be very helpful for individuals facing anxiety, depression, or other mental health challenges.

The Art Therapy model in group therapy has been widely studied by experts as quoted by Malchiodi (2003), namely Sullivan (1953); Yalom (1985); Harry Strack (1953); Aveline (1988); Bloch and Crouch (1985), Waller (1993), and Malchiodi (2003) that a person's behavior can be modified and improved by introducing art materials. The advantages of Art Therapy in a group therapy setting are to promote social skills, there is mutual support and assistance with joint problem-solving in a group, the formation of a sense of belonging and identity, and help members see certain issues from different perspectives from one another. Various art therapy models in group settings have been created by experts, as stated by Richardson (2016) there are 4 models, namely understanding the client's world, fostering a sense of security in the client, processing trauma with special techniques, and reclamation, reframing, repairing, and reorienting. Another model of Art Therapy was put forward by Rappaport Laury (2009) which is focused, and rooted in existential philosophy with six steps in a therapy session: Clearing Space, Choosing a Problem, Dealing with, Expressing, Asking, and Accepting little by little the client's feelings and thoughts.

Self Adjusment

Self-adjustment is interpreted as a natural and dynamic effort made by individuals to change their behavior and environment to be more in line with their needs (Fitria et al 2016; Desmita, 2011). Schneiders (1968) emphasized that this process is part of personality, with the principle that:

1. Each individual has different self-adjustments

2. Self-adjustment is largely determined by the individual's internal capacity or the master that has been achieved
3. Self-adjustment is determined by the environment of the individual concerned

Furthermore, Well Adjustment can occur, related to a healthy personality or the opposite maladjustment, namely an unhealthy personality. Lazarus in Desmita (2011) emphasized, ".. personality and adjustment are totality interrelated subjects of study. They are two sides of the same coin. It is impossible to speak of one without the other." Good self-adjustment is seen from four aspects of personality, namely emotional maturity, intellectual maturity, social maturity, and responsibility (Desmita, 2011).

Muslim Students Are Addicted to Korean Dramas

Setijadi (2005) criticized the concept of cultural proximity to explain the reasons behind the acceptance of East Asian TV dramas among local Indonesian audiences, including Muslim students. Malik (2014) argued that globalization has encouraged the growth of global cultural products in Indonesia, then claimed that these cultural products spread foreign values, and then the audience accepted these values. The flow of Asian culture has been established since the early 20th century which allows the transformation of cultural products between countries in Asia to run faster and smoother, including in Muslim Southeast Asia such as Indonesia and Malaysia, where the rise of cultural products from peripheral countries is in line with the abundance of western cultural products available through television, radio, cinema, billboards, online sites, and mobile phones (Rosidi, 2021).

The tendency that occurs from the results of Yuri et al.'s research, (2020) is that Indonesian audiences passively accept all representations of Asian cultural products broadcast on Indonesian television. This is due to the availability of multi-platform media and accessibility ranging from personal computers, laptops, and internet access with just one click to the portability of smartphones with various applications that produce and convey various information including Korean dramas (Rosidi, 2021). Jenkins (2006) emphasized that there has been a culture of convergence in the younger generation, including in Indonesia, namely the freedom to choose the products they are interested in from various digital media, and this is one of the reasons why Korean dramas with many episodes with interesting players are easily accepted as favorites among Muslim students. On the other hand, modernization in the lives of Indonesian Muslims supports the phenomenon of the entry and acceptance of global culture. Azra (2010) emphasized that although Islam influences the daily lives of its people, Islam in Indonesia is different from Islam in other parts of the world, especially in terms of

culture. The growth of Islam in the field of Indonesian culture is not monolithic but rather shows plurality, in other words, its ideological position in the public sphere (Weintraub, 2011).

Discussion

The analysis of the research results mapping the level of respondents' self-adjustment before and after treatment can be seen in Table 2.

Tabel 2 Data Analysis Result

Aspect	Before Treatment		After Treatment	
	%	Categorization	%	Categorization
Maturity Emotional	42,56	Low	78,24	High
Maturity Intellectual	50,4	Currently	69. 62	Currently
Maturity Social	32,50	Low	80, 23	High
Responsibility	58,32	Currently	88,00	Very High

As seen in the table above, the level of self-adjustment of 40 students who were addicted to watching Korean dramas before being given treatment for 4 aspects was in the medium and low categories. Here it can be seen that students have low emotional maturity and social maturity. This can be seen from the lowest score item for the emotional maturity aspect for most respondents, namely "I tend to be indifferent and unfriendly to friends who don't like me because I'm focused on watching Korean dramas". Furthermore, the lowest score item for the social maturity aspect is the item "I tend to be quiet/indifferent when working on group assignments because I'm watching Korean dramas because I don't want to miss the episode". According to Fatimah (2006), children with low self-adjustment are unable to regulate impulses from within their thoughts, emotions, attitudes, and behavior. For this reason, it is necessary to provide an action or treatment so that self-adjustment becomes positive or high. After being given group guidance treatment with Art Therapy, the level of student self-adjustment increased, especially in the aspect of social maturity from low to high. The difference in self-adjustment of students who were addicted to watching Korean dramas before and after being given treatment was carried out by the T-test explained in Tables 3 and 4 below.

Table 3 Paired Samples Correlations Result

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	40	.471	.002

Table 4 Paired Samples Test Result

Paired Samples Test

		Paired Differences			T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Pair 1	Pre - Post	-56.275	9.766	1.544	-36.442	39	.000

In the significance column, 0.002 is smaller than 0.05, meaning that there is a significant difference in the level of student adjustment before and after being given treatment. Furthermore, this difference can also be seen from the results of the average value of the two samples (Mean) which is 56.275. In line with the results of the study (Husna & Sutoyo, 2014) which concluded that there was a difference in student adjustment before and after being given group guidance services with game techniques from low to high.

To determine the contribution of group guidance services with the Art Therapy method to improving the adjustment of students who are addicted to watching Korean dramas, a Pearson correlation test was carried out.

Table 5 Pearson Correlation Test Results

Correlations

		Before	After
Before	Pearson Correlation	1	.471**
	Sig. (2-tailed)		.002
	N	40	40
After	Pearson Correlation	.471**	1
	Sig. (2-tailed)	.002	
	N	40	40

**. Correlation is significant at the 0.01 level (2-tailed)

The results show that the significance (2-tailed) of 0.002 is smaller than 0.005. This means that the two variables are significantly correlated. Furthermore, to see the contribution of treatment to self-adjustment, the correlation value is squared and then the percentage is found. The contribution of Art Therapy to improving the self-adjustment of students who are addicted to watching Korean dramas is 22%. So there is a significant influence of group guidance services with the Art Therapy method on the self-adjustment of students who are addicted to watching Korean dramas, the hypothesis is accepted. In line with the research results of Asyifa et al., (2022) who stated that solving academic, personal-social, and career problems with the application of Art Therapy has proven to be effective. The results of data processing show that the treatment used in this experiment is very effective in improving the self-adjustment of

Muslim students who are addicted to watching Korean dramas. There was an increase in students' self-adjustment scores, very significant in the aspect of responsibility. Likewise in the aspects of social and emotional maturity. This finding is supported by the research results of Prabowo et al., (2021); and Nurismawan et al, (2020) who found the reality of less social behavior, and less responsibility for themselves in adolescents such as not doing assignments, doing assignments carelessly, and the emergence of academic procrastination behavior, which is caused by addiction to watching Korean dramas.

The results of this study have the advantage of group guidance services by utilizing group dynamics where group members who participate in working on artwork feel happy and there is a dynamic group dynamic. The following is one of the respondent's artwork documents which can be seen in the picture :



Picture 1 Drawing thoughts and feelings in a human head pattern

With the Art Therapy media used in group guidance, participants can demonstrate their extension of responsibility for the tasks given by the therapist. The findings of this study are reinforced by the results of research by Fitria & Putri, (2022) with the finding that students' academic stress can be reduced with a group guidance model that uses Art Therapy during online lectures during the Covid-19 pandemic. Simultaneously, improvements also occurred in aspects of social and emotional maturity where therapy participants were very enthusiastic and happy when expressing the results of the art they created, one by one the participants actively made emoticons which were motivations for them and were useful for the academic activities they participated in. Aspects of the adjustment of students who are addicted to watching Korean dramas can be improved by involving them in Art Therapy activities in group guidance. Confirmation of these findings was stated by Putri et al., (2021) who obtained research results that stress, anxiety, and even mental disorders in adolescents can be reduced with Art Therapy activities. Along with that, Kusumawardhani et al., (2018) also found in a study on inmates in prisons, that there was an increase in self-control of

participants who committed violations, so that those who were initially lazy, unable to control themselves, and had weak emotional regulation, could become even better.

The results of the study by Blomdahl et al., (2022) stated that treatment using Art Therapy recovers depression faster than regular treatment, the results were maintained 6 months after the treatment ended. This shows that Art Therapy is a very important treatment and supports the client's recovery from depression. This is in line with the results of the study by Haeyen et al., (2018) which showed that Art Therapy encourages awareness that focuses on the present and encourages emotional processes caused by material interactions.

Furthermore, besides this study having advantages, there are also weaknesses where the contribution of Art Therapy to the adjustment of students who are addicted to watching Korean dramas is in the small category of only 22%. According to Azwar (1986), social sciences should contribute the least to a variable above 30%. This study has limitations in that the students' focus on carrying out the treatment is still low and participation is not optimal. This is because the students come from different study programs and the treatment session is short in the afternoon after effective lecture hours and lasts for 50-70 minutes.

Conclusion

The results of this study indicate that Art Therapy has a significant effect on improving the adjustment of students who are addicted to watching Korean dramas. Respondents' adjustment was observed to change after comparing the scores before treatment with those after treatment, and the hypothesis of this study was accepted. The category of change is still small at 22%, due to the limitations of the study concerning the psychological situational conditions of the respondents. Especially the low or high participation in the experiments conducted will affect the results of the behavioral changes shown. For this reason, it is recommended that subsequent studies condition the implementation of Art Therapy that pays more attention to the period and active participation of research respondents, to obtain a greater influence from the Art Therapy carried out. Finally, to prepare a more adaptive and resilient Muslim generation against the flood of global culture that enters through internet media such as Korean dramas, and films from other Asian countries, it is recommended that counselors in universities and academic advisors minimize the addiction of students who watch Korean dramas using Art Therapy as one of the media to change the behavior of these students. The combination of Art Therapy with an Islamic approach is also interesting to be studied further by subsequent researchers.

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