

DEVELOPMENT OF A GROUP COUNSELING MODULE USING EXPRESSIVE ART THERAPY FOR ADOLESCENTS FACING DEPRESSION, ANXIETY, AND STRESS

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Abstract: Delinquent adolescents are those who tend to face turbulent emotions which affect their behavior. The untreated depression and anxiety are focused due to their negative impact on oneself and the surrounding society. Therefore, an appropriate intervention should be given so that quality humans can be developed. Integration between counselling and expressive art therapy is a platform of creative exploration as a healing process in helping relationships. The main objective of this TSE-trd is to assist delinquent adolescents in Malaysia to decrease depression, anxiety and stress among them. A validation stage was carried out by three experts' counselors, and Cronbach alpha .721 was obtained. A group of delinquent adolescents from aged 16 to 20 of ages involved in checking the module validity. Research implications are discussed from theoretical aspects, counselling professionals, counsellors and practitioners in the field of counselling, especially those who deal with delinquent adolescents.

Keywords: Expressive Arts Therapy, Counseling, Depression, Anxiety, Delinquency Adolescent

INTRODUCTION

Youth is an asset of the country's natural wealth and will play a huge and important role in shaping the future of Malaysia's politics, economy and

society. Noornajihan and Ab. Halim Tamuri (2013) stressed that the failure of an institution, organization, race, country or civilization is due to individual personality factors that have been damaged. This is also confirmed and proven through the theory of the birth and fall of civilization put forward by Ibn Khaldun (1993). Furthermore, we have recently been confronted with the issue of adolescent misconduct, which has been discussed by earlier academics and involves factors such as self, family, peers, western influences, surrounding society, mass media, and so on. (Fauziah et al. 2012; Zainudin & Norazmah 2011; Wan et al. 2013). The modernization and cultural shocks that plague today's adolescents are also factors that not only affect individuals but also involve the family, community and national institutions (Zainudin & Norazmah 2011; Tengku Elmi Azlina et al. 2015).

Adolescence is no longer a common and ordinary topic; it is a passionately discussed controversy among parents and teachers, and its effects can seriously affect mental health (Andang Andaiyani & Abdul Said 2020). Thus, recognizing the fact how heavy responsibility is to form a generation of moral adolescents, there is a need for researchers to study the factors that influence adolescents engaging in social problems. Malaysia, which is a country that is no exception in experiencing the changes of modernity, is also threatened by the problem of human capital, namely moral decay among Malaysians, especially among adolescents (Rohany Nasir et al. 2010). In Malaysia, statistics show that adolescents are the second largest population at 22.56 per cent when compared to other age groups (Department of Statistics Malaysia 2016). Considering that adolescents are the second largest group, it is appropriate for us to pay attention to all issues related to it. The issue of adolescents should not be taken lightly by society.

The issue of these social symptoms is actually at stake because teenagers intend to engage more in deviant activities and fall into delinquent behaviour. Delinquents not only violate societal norms but violate state law (Hurry & Rogers 2014). Furthermore, these delinquent individuals have erroneous values, and those values are contrary to societal norms (Noor Insyirah 2021). Looking at this issue, we should take more proactive steps to address this issue in line with the country's goal of strengthening excellent human capital.

We should take more proactive steps to address this issue in line with the goals. Social symptoms are similar to cancer that spreads through the bloodstream;

if it's left untreated, the social disease will become worsen. Individuals that engage in these delinquent actions are regarded as individuals who are solely concerned with their immediate needs without considering the future and the consequences they will face (Wilson & Daly 2006). Adolescents will be labelled delinquents if such behaviours lead to unlawful behaviour (Santrock 2007).

Adolescence is a psychological term that refers to the transition from childhood to adulthood, whereas the World Health Organization (WHO) defines adolescents as those aged 10 to 19. However, some adolescent development specialists believe that adolescence should last until the age of 21. Ibn Khaldun, on the other hand, emphasised that a country's civilisation will collapse if it does not protect and cares for teenagers from things that can harm their beliefs and identities (Aimi Khairunnisa Abdul Karim & Nurliana Suhaini 2020). Adolescence is characterised by biological, physical, mental, and emotional changes, as well as changes in responsibilities and social status. They will begin to look for their identity at this point, as well as desire more independence in their lives. They also want to be able to make their own decisions and choices. If coercion is used during this stage of adolescence, they will deviate even more and be in their own way.

In addition, their tendency is also to seek new experiences, explore sexual identities, be easily influenced and like to communicate in different ways. Most of them are irrational in thinking and making decisions based on emotions. In fact, these teenagers also constantly demand social autonomy from their families and communities and do not like to participate in their social and family functions. In line with these changes, it is our responsibility to deal with the situation in a wiser way in order to produce a great group of teenagers with integrity. Many of them, however, are still unable to accomplish the emotional well-being and behaviour that society expects, causing the goals that should have been planted to become stunted.

Future leaders' delinquency should be viewed as a major concern because it is increasing with time. Delinquency is defined by most sociologists as behaviour that violates any social law, and this behaviour has caused adolescents to become more aggressive, repressive, and irritable (Rohany Nasir et al. 2010). Delinquency, on the other hand, is defined by Azizi Yahaya et al. (2012) as behaviour that violates the norms and values of society's life,

and its members cannot accept the perpetrator's conduct regardless of whether it is subject to legal punishment or not. Non-delinquent behaviour ranges from minor infractions like skipping school and breaking school rules to more serious offences like extramarital sex, drug addiction, and so on (Intan Farhana 2018).

Rogers (1967) recognized the importance of group therapy treatments in developing an individual's self-potential. As a result, the Counseling Unit is the most significant organisation for nurturing and developing the elements required to boost emotional intelligence. Blocher (1973) defines group therapy as an interactive process that leads to a deeper understanding of oneself and one's surroundings, as well as the formulation and clarification of future behavioural goals and ideals. This description clearly demonstrates that a counselling technique can help an individual improve their feelings, thoughts, and behaviours.

Counselors in a counselling guidance environment are people who help delinquent adolescents by preventing and treating problems. Counsellors are individuals who play an important role in preventing and treating issues related to these delinquent adolescents. The counselling profession is no longer foreign to Malaysia as an alternative to help many troubled teenagers. Malaysia was the first country to implement counselling, which began in the 1960s (Aminah 1987). After the service circular instructed each school to have its own counselling teacher, counselling services were established in schools (Sidek Mohd Noah et al. 2006). Counsellors must comprehend the client's culture, ethnicity, and religion since cultural and religious values impact the client's personality, attitudes, and behaviours (Briggs & Rayle 2005).

Counselling services are professional relationships involving two or more individuals aimed at developing human capital, with the counsellor's purpose being to assist clients in adjusting or solving personal problems (Salleh Amat 2019). Counselling services will play a larger role in satisfying the needs of developed countries by 2020, which include producing people with strong identities, noble character, knowledge, and high skills (Ku Suhaila & Mohamad Isa 2019). Technological advancements and modernization currents, as well as rapid developments in all fields indirectly, trigger various current issues involving problems and conflicts in life. As a result, the value of guidance and counselling services is emphasized, particularly in schools.

METHODOLOGY

VALIDATION PROCESS

In the study, the phase involved conducting validity and reliability analyses. The phase was carried out with three identified experts in counseling around Malaysia. Each expert has great experience in group counseling and intervention programs. On top of that, other criterion experts were selected because they also practice and apply expressive arts therapy in their counseling practices. If not, they were at least practiced creative therapy and theory experts. Researchers identified five potential experts in counseling and an email was sent out to ask expert's willingness to become module evaluator. Only three experts responded positively via email. Later, an officially appointed letter was sent with a university letterhead by the second author of this study. Attached to the appointed letter was a set of completed modules of TSEtrd with a content validation score form. The form has five items on a Likert-scale of 1- Strongly Disagree to 10- Strongly Agree. The items included: the suitability of the target group; the suitability of time in conjunction with the objectives and procedures in an activity;

CALCULATION OF CONTENT VALIDITY SCORE

Researchers waited for all three feedbacks from experts on the module before carrying out a pilot study to measure the reliability of the module. It took at least seven days for researchers to amend according to expert's suggestions. An analysis was performed and calculated by using percentage (%). The formula to the module was followed as below:

$$\frac{\text{Total score from experts (X)}}{\text{Maximum Score (100)}} \times 100\% = \text{Content Validity Achievement}$$

The result calculation is in percentage (%). According to Sidek Mohd Noah and Jamaludin Ahmad (2005), if and only if the percentage of content validity achievement is more than 70%, then a module has a good content validity and if less than 70%, the module does not have a good validity result and it is advisable to researcher recheck the content according to the objective of study.

RESULTS

Table 4.1: Results of Validation Analysis

TSE-trd	Total of Validity Achievement (%)	Validity Index
Experts 1	96%	0.96
Experts 2	83%	0.83
Experts 3	90%	0.90

According to Bailey (1978), a content validity questionnaire is applied when a researcher knows how a concept needs to be measured. Items gathered in the questionnaire must be related to the concept. To validate a module, content validity has been completed in writing and be given by at least two language experts and three counselor experts. This relates to Thorndike (1997) who suggests that content validity will harmonize the terms, language and understanding of the real understanding of a module or a psychological instrument. The role of the language expert is to suggest simple and easily understood language. All statements have to be fully complete and comprehensive in nature.

The researchers appointed three counseling experts. All of them were Malay and practiced the Adler theory in their teaching and clinical counseling practices. They also hold doctorate degrees. Therefore, their knowledge and experience are respectable, reputable, and unquestionable in Malay language. The highest percentage was given by Experts 1 (96%) and the lowest percentage was given by Experts 2 (83%). The percentage between 83% and 96%. Almost all evaluators suggested that language usage has to be simple and easy to understand. This is because in this module, the researcher (so called facilitator) is going to teach the younger participants (aged 16 to 20) a comprehensive counseling theory. The researcher took note of this, and conveniences teaching materials and media will be used in her real experimental study. In accepting this suggestion, the researcher provides of manual for facilitators. Overall, all evaluators agreed that the content of TSE-trd is related to the objective of activity and valid for adolescents.

DISCUSSION

The findings show that there is a significant difference before and after the use of expressive art therapy in the adolescents' depression and anxiety in the treatment group. This can be seen through the difference in the mean score of anger before and after the test. In this study, the respondents were made up of respondents who were unable to control and defer depression and anxiety before undergoing expressive art therapy sessions.

After undergoing therapy sessions, the findings have reduced the level of anger of the respondents in line with the findings of Ramin, Masoumeh, & Naderah, (2014) who explained that expressive art therapy affects aggressive adolescent anger. Ramin et al study, (2014) by using the Art Therapy Program approach for two months managed to control the anger of the subjects involved, as well as enhanced their self-concept. In addition, McArdle & Byrt, (2001) study on expressive writing also demonstrated significant improvements in various physical health measures, decreased number of people visiting physicians and better functioning of the immune system. The writing approach in expressive arts therapy improves health in many ways, such as improvements in the expression of anger, stress, and depression (Heather & Jeremy, 2010). There have been several previous studies that have used expressive arts therapy as an application for counseling sessions and have produced positive results. However, studies related to the construction of a counseling module based on Adlerian expressive arts therapy for three aspects, namely depression, anxiety and adolescent stress, have never been conducted in Malaysia.

Rafidah and Noriah (2014) and Hamizah (2019) conducted studies on art therapy and play therapy, but they were given to gifted students. In addition, the limitation of the study by Rafidah and Noriah (2015) is that it can only be used. There is also a study by Shakira Sakari (2020) that used expressive arts therapy, but she studied self-esteem, cognitive distortions and spiritual well-being of adolescents. Similarly, a study in 2011 by Sh Marzety Adibah also used expressive arts therapy, but her study used a phenomenological design of 11 trainees at a rehabilitation center and the impact of her findings cannot be generalized.

The use of expressive arts therapy can be used as a specific module for researchers in counseling science, counselors, parents, teachers and all levels of society to continue to approach adolescents to reduce social problems

which are an issue and phenomenon that threatens the peace and well-being of the country. Since this therapy is a therapy that can understand adolescents such as those involved in this study, the module in this therapy can be presented to the parties involved to be highlighted and conveyed to individuals and those specifically involved in dealing with adolescents, especially in moral rehabilitation centers, shelters and youth care centers.

In the operational aspect module, the application of this module requires a facilitator who has basic skills and knowledge related to expressive therapy and has undergone initial training such as attending a successful practice workshop. In addition, the facilitator is proposed to consist of counselors, or individuals who have qualifications in the field of counseling. This is because the facilitator will make it easier to understand the behavioral patterns of participants and can handle the counseling process in each activity session. At the same time, the positive impact on a program is not entirely due to the module alone, but the intervention is also influenced by the expertise, experience and knowledge of the facilitator. The facilitator must be a trained person and pay attention to the aspects of the module, equipment, place of implementation, and financial resources throughout the module. These aspects are important to focus on so that the session runs smoothly, and ultimately a positive effect can be achieved.

Therefore, this study shows that the module contributes to the field of counseling for delinquent adolescents. Among them are the benchmarks for the effectiveness of counseling based on expressive arts therapy for delinquent adolescents, the module can use as counselor referrals and moral rehabilitation centers. Besides, as a counselor guidance on expressive arts therapy and alternatives to more creative counseling interventions. The implications of the study can be discussed as a social innovation for assistant care practitioners, especially counsellors to apply them in their actual service. Rafidah & Noriah (2013) stated that the use of art therapy in counselling can help counsellors obtain more information from clients. The counsellor also acquires additional skills that enable the counsellor to handle the counselling process smoothly and effectively. Such therapeutic processes lead clients to express what they conceived unaware of which they have been locked up by their own emotional disorders. The implications of the use of expressive art therapy in the field of counselling have helped the client through the process of emotional and

feelings expression which the effects help the client reduce emotions of anger within themselves.

As a conclusion, researchers in counselling, counsellors, parents, teachers, and people from all walks of life can utilize expressive art therapy treatment as a specific module to continue reaching out to adolescents to reduce social disorders, which is an issue and phenomenon that threatens peace and prosperity. The modules in this therapy can be presented to the parties involved to be highlighted and presented to individuals and those involved specifically to deal with adolescents, especially in moral rehabilitation centers, shelters, and adolescent care centers, because this therapy can understand adolescents like those involved in this study.

Ethical Considerations

This study involved human participants, and all participants were informed about the purpose and procedures of the study, and written informed consent was obtained from each participant prior to data collection. Participation was voluntary, and confidentiality of all participant data was strictly maintained. The authors affirm that all ethical safeguards were observed throughout the research process.

Conflict of Interest

The authors declare no conflicts of interest.

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