Psychoeducation: Creative Art Intervation to Prevent Bullying in Adolescent

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DOI : https://doi.org/10.55248/gengpi.5.1224.3439

A B S T R A C T

Bullying is aggressive behavior that occurs when there is an imbalance of power between the perpetrator and the victim, often occurring repeatedly over a period of time. One form of bullying prevention is through psychoeducation programs. This module contains Psychoeducation with Creative Art Intervention. The purpose of this module is to prevent bullying in adolescents through a comprehensive and interactive approach. This research method uses descriptive quantitative. The results that have been obtained are psychoeducation with creative art intervention effectively reduces bullying behavior in adolescents. The recommendation is to continue and develop this psychoeducation program and involve more related parties, such as teachers, parents, and the community to create a safer, more inclusive, and supportive environment for adolescents in dealing with the phenomenon of bullying.

Keywords: psychoeducation, bullying, creative art intervention, adolescents

1. Introduction

Bullying has been a widespread phenomenon for a long time. It remains a pervasive issue around the world and a major focus for effective intervention efforts. Bullying is an aggressive act that occurs when there is a power differential between the perpetrator and victim, often repeated over a period of time (Gaffney et al., 2019).

There are several factors that cause bullying such as bullying actions carried out by seniors against juniors with the intention of achieving superiority over individuals of lower status, the next factor is disharmony in the family where there is a lack of attention and affection from parents to children, then other factors are school conditions or education that are not harmonious and discriminatory such as seniority that occurs continuously (Nurlia & Suardiman, 2020).

The impact of bullying behavior can result in an increased risk of developing symptoms of anxiety, depression, mental health disorders, and suicidal ideation (Halliday et al., 2021). Children who experience frequent bullying tend to feel isolated in the school environment, while verbal bullying negatively affects the socialization process and feelings of acceptance among children at school (Armitage, 2021).

Bullying often occurs in schools, which should be a very important place to study, where many aspects of life are taught. The Ministry of Education, Culture, Research and Technology is currently actively campaigning for schools as a second home for students. This is not surprising since almost a third of children's time each day is spent at school, so the government encourages schools to be a safe place for children to study. However, lately there has been a lot of news about bullying cases in schools. Based on a report from the Indonesian Child Protection Commission (KPAI) during the 2016-2020 period, there were 480 complaints from children who were victims of bullying in their schools. In fact, according to data from the Program for International Students Assessment (PISA), children in Indonesia experienced 15 percent of intimidation, 19 percent were excluded, 22 percent were insulted, 14 percent were threatened, 18 percent were pushed to hit friends, and 20 percent were gossiped about bad news. No wonder Indonesia is ranked fifth in bullying cases in the world.

School is supposed to be a place where friends and acquaintances meet, but it often turns into a hostile place. Bullying can turn an initially pleasant situation into an unpleasant one and can even become a "nightmare" for students. Therefore, it is important to be aware of bullying behavior and take preventive measures. One of the steps that can be taken is the important role of schools in the growth and development of learners in a positive direction (Julistia et al., 2023).

One form of psychoeducation to prevent bullying behavior in students is creative art intervention. Art therapy through drawing has significant benefits in overcoming emotional conflict (Zimmermann & Mangelsdorf, 2020), increasing self-awareness, and solving problems (Sulistyanti, 2017). Art therapy is often used as a psychological intervention to address anxiety and trauma associated with cases of violence. Along with the development of psychological interventions involving the mind and body (mind-body intervention), art therapy can also be used as a psychological intervention

involving the mind and body. Research conducted by Yan, et al (2019) found that the art creative therapy method can effectively reduce vulnerability to bullying. In addition, the art creative intervention method can improve adolescents' ability to overcome feelings of anxiety, personal stress, increase social awareness, empathy, and the ability to take perspective (Mogro-Wilson & Tredinnick, 2020). Creativity-based interventions not only involve activities that aim to increase creativity and imagination, but also aim to express themselves (Ratna Kustanti et al., n.d.). Research conducted by Yan, et al (2019) found that the art creative therapy method can effectively reduce vulnerability to bullying. In addition, the art creative intervention method can improve adolescents' ability to overcome feelings of anxiety, personal stress, increase social awareness, empathy, and the ability to take perspective (Mogro-Wilson & Tredinnick, 2020).

In the face of increasing cases of bullying, it is important to provide education about this phenomenon. Therefore, researchers will conduct a psychoeducation program that focuses on understanding the definition of bullying behavior, the types of bullying that exist, the impact caused by bullying, and strategies in dealing with bullying behavior.

2. Method

This research is psychoeducation. Psychoeducation is an educational or training approach provided to individuals with psychiatric disorders to support the treatment and rehabilitation process. Lukens and McFarlane define psychoeducation as a form of professional treatment that integrates aspects of psychotherapy and education (Almigo et al., 2024). Meanwhile, Walsh explains that psychoeducation can serve as a primary intervention or be combined with other interventions to help participants overcome life challenges (Almigo et al., 2024). This approach focuses on individual strengths and current conditions.

This type of research uses descriptive quantitative. The method applied was one group pre-post test to compare conditions before and after the treatment was given. The subjects consisted of 24 participants, 11 women and 13 men. The analysis in this study used descriptive analysis, normality test using Wilcosxon. This was chosen because the data is ordinal, to compare conditions before and after treatment, and paired sample t-test hypothesis testing. The materials used include the introduction of bullying and emotions.

2.1 Material

Creative Art for the Prevention of Bullying in Teenagers

Bullying is a significant problem among adolescents, which can adversely affect the mental and physical health of victims. Creative art can be an effective tool to prevent and address bullying, as it allows for self-expression, emotional management, and the development of important social skills.

Self-expression through Creative art, such as drawing, painting and sketching, allows teens to express their feelings nonverbally. This is especially important for those who have difficulty expressing their emotions in words. This creative process helps adolescents identify and manage negative emotions, such as anger, anxiety, and sadness, which can be triggering factors for bullying behavior (Malchiodi, 2012).

Increasing Empathy and Self-Understanding with art activities that involve exploring social and emotional themes can increase empathy and self-understanding. When adolescents create art that depicts the experiences of others, they can better understand the feelings and perspectives of others. This helps to reduce bullying behavior by increasing awareness of the negative impact that such actions have on the victim (Serlin, 2007).

Creating a Positive School Environment, Implementation of creative arts programs in schools can help create a more positive and safe environment. By engaging students in art activities that encourage self-expression and cooperation, schools can reduce incidents of bullying and increase a sense of community. A well-designed arts program can also engage the entire school community, including teachers and staff, in bullying prevention efforts (Malchiodi, 2012).

2.2 Procedure

The flow of psychoeducation program activities will begin on the day of the initial introduction and the assessment process in the form of giving a questionnaire statement as initial data (prestest). Then the practitioner will screen and calculate the questionnaire scale on the prestest results. Furthermore, psychoeducation will be provided for two meetings and at the last meeting the final data will be collected (posttest). The following table describes each session of the implementation of the Psychoeducation program with Creative Art Intervention for the Prevention of Bullying in Adolescents.

In the first session in this study, the material was delivered about the introduction of bullying and emotions. Followed by creative art by drawing a face and its expression on an oval shape and then explaining it in front. In the second session, creative art was done by drawing the ideal self and imagery. In the third session, a poster was given with the theme of stop bullying with its explanation and story telling and art creative by showing a movie entitled Rainbow fish by Marcus Pfister. In the fourth session, fun games were held with the game "don't catch me".

2.3 Data analysis

The design of the psychoeducation program for participants was one group pretest posttest. Descriptive quantitative analysis was conducted with the help of SPSS version 25.

3. Result

There were 24 participants who completed the pretest, consisting of 11 women and 13 men. Based on the pretest data analysis that has been carried out, the lowest score is 21 and the highest score is 52. The mean value obtained from the pretest is 33.88. After providing psychoeducation, the posttest value was obtained with the lowest value of 19 and the highest value of 46 with a mean value increased to 27.67. The average results of the pretest and posttest can be seen in Table 1.

Table 1. Descriptive Test

	N	Min	Max	Mean
Prertest	24	21	52	33,88
Posttest	24	19	46	27,67

Before analyzing using the paired sample t-test, a normality test using Wilcoxon was first conducted on the research data to see if the data spread normally.

From the results of the normality test using Wilcoxon analysis, a significance value of 0.000 <0.05 was obtained. It can be concluded that the data is normally distributed and can be seen in Table 2.

Table 2. Normality Test

	Posttest-Pretest
Z	-4,203[b]
Asym. Sig. (2-tailed)	,000

Homogeneity test

Based on the results of the homogeneity test, a significant value of 0.029 <0.05 was obtained, which means that the variance of the prestest and posttest data is homogeneous. The results of the significance value can be seen in Table 3.

Table 3. Homogeneity Test

	Sig. (2-tailed)
Equal variances assumed	0,029
Equal variances not assumed	0,029

Hypothesis Test

Hypothesis testing was carried out using a paired sample t-test. It is known that the significant value of 0.000 <0.05, it can be concluded that there is a significant difference between bullying psychoeducation in pretest and posttest data. This means that there is a decrease in bullying behavior that occurs in students at school X. The significance value can be seen in Table 4.

Table 4. Paired Sample T-test

	Sig. (2-tailed)
Pretest-Posttest	0,000

4. Discussion

The hypothesis test results showed a significant difference between the pretest and posttest data in the participants' understanding of bullying. This shows that the psychoeducation program conducted successfully reduces bullying behavior that occurs in students at the school. In addition, the research method used was a one group pre-post test involving 24 participants consisting of 11 women and 13 men. The results of data analysis showed a decrease in the mean value from pretest (33.88) to posttest (27.67) indicating the effectiveness of the psychoeducation program in increasing participants' understanding of bullying.

In the context of psychoeducation for bullying prevention, the use of creative art intervention has been shown to be effective in increasing adolescents' empathy, self-understanding, and social skills (Yan et al., 2019). Through collaborative art activities and exploration of social and emotional themes, adolescents can better understand the feelings and perspectives of others, thereby reducing bullying behavior and building healthy social relationships (Safaria & Yunita, 2014). The results of this study also show that psychoeducation programs with a creative art intervention approach can help create a more positive and safe school environment (Gaffney et al., 2021). By engaging students in art activities that encourage self-expression and cooperation, schools can reduce the incidence of bullying and increase the sense of community among students (Yan et al., 2019).

Creative art has great potential in helping individuals overcome trauma for victims of bullying. Creative art, such as painting, music, or drama, can be an effective means for victims of bullying to express themselves and cope with the trauma they may be experiencing (Moore et al., 2019). Through the creative process, individuals can express emotions and experiences that are difficult to put into words. This expression is crucial as it allows victims to process their feelings in a healthy and constructive way. Interventions through creative art can also potentially increase levels of resilience and self-efficacy in victims of bullying (Moore et al., 2019). Resilience is an individual's ability to bounce back from adversity and trauma, while self-efficacy is the belief in one's own ability to overcome challenges. Both are key factors in the healing and recovery process from bullying.

Creative art has the unique ability to shape a culture of mutual respect among students. Assessment of the extent to which Creative art aligns with the values embedded in anti-bullying discourse is essential for sustained impact (Yende, 2024). Art activities often require collaboration and communication, which encourages students to work together and understand each other's perspectives. In this process, students learn to value each other's contributions and develop mutual respect. This is particularly important in preventing bullying, as students who feel respected and supported are less likely to engage in or be victims of bullying.

Overall, creative art offers a range of benefits to victims of bullying, from self-expression and emotional processing to confidence building and social support. Therefore, creative art-based interventions can be an important component in recovery programs for victims of bullying, helping them to overcome trauma and rebuild their lives in a positive and meaningful way.

5. Conclusions and recommendations

Psychoeducation with creative art intervention is an effective approach in preventing bullying in adolescents. The recommendation is to continue and develop this psychoeducation program and involve more related parties, such as teachers, parents, and the community to create a safer, more inclusive and supportive environment for adolescents in dealing with the phenomenon of bullying.

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