

The Effectiveness of Art Therapy Approach Group Counseling in Reducing Academic Burnout in Tenth-grade High School Students

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Doi: 10.31316/g-couns.v10i02.7155

Abstract

Tenth-grade students often face a variety of new tasks and demands that are denser and more rigorous. This triggers academic burnout. Therefore, this study aims to examine the effectiveness of an art therapy approach in group counseling for reducing academic burnout among tenth-grade students. Using a pretest-posttest quasi-experimental design with 10 samples of students with high levels of academic burnout. Data were collected using the School Burnout Inventory (SBI) administered before and after 5 sessions of intervention meetings. The results of the analysis showed a significant decrease ($p = 0.002$) in the level of academic burnout in the experimental group (mean 25.80) compared to the control group (mean 28.20). The intervention appears effective in reducing academic burnout. Based on this, schools are advised to consider the use of group counseling with an art therapy approach as an intervention to address academic burnout, with the expectation that it will improve emotional well-being and academic achievement.

Keywords: group counseling, art therapy approach, academic burnout, tenth-grade students

Abstrak

Siswa kelas sepuluh kerap menghadapi berbagai tugas dan tuntutan baru yang lebih padat dan ketat. Hal ini memicu timbulnya fenomena *academic burnout*. Oleh karena itu, penelitian ini bertujuan menguji efektivitas konseling kelompok pendekatan *art therapy* dalam mereduksi *academic burnout* pada siswa kelas sepuluh. Menggunakan desain kuasi eksperimen pretest-posttest dengan 10 sampel peserta didik dengan tingkat *academic burnout* yang tinggi. Data dikumpulkan melalui instrumen *School Burnout Inventory (SBI)* yang diberikan sebelum dan sesudah 5 sesi pertemuan intervensi. Hasil analisis menunjukkan penurunan signifikan ($p = 0,002$) tingkat *academic burnout* pada kelompok eksperimen (rata-rata 25,80) dibandingkan kelompok kontrol (rata-rata 28,20). Dapat diartikan intervensi efektif dalam mereduksi *academic burnout*. Berdasarkan hal tersebut, sekolah disarankan untuk mempertimbangkan penerapan konseling kelompok pendekatan *art therapy* sebagai salah satu pilihan metode intervensi dalam mengatasi masalah *academic burnout*, sehingga diharapkan dapat meningkatkan kesejahteraan emosional dan prestasi akademik.

Kata kunci: konseling kelompok, pendekatan *art therapy*, *academic burnout*, siswa kelas sepuluh

Article info

Received November 2024, Revised March 2025, Accepted June 2025, Published December 2025



INTRODUCTION

Honing all students' abilities is the primary goal of education. Education in Indonesia continues to change, including the implementation of the Kurikulum Merdeka. This curriculum emphasizes in-depth, project-based learning. This has the potential to increase the intensity and complexity of academic tasks for students. For tenth-grade students entering high school, this transition can impose significant academic demands.

In the school learning process, tenth-grade students in the 2023/2024 academic year at Ignatius Slamet Riyadi Cijantung High School have used the Kurikulum Merdeka. Therefore, tenth-grade students are required to study 17 subjects. As a student who has just entered high school, I face many new tasks and demands that are denser and more rigorous. The tasks and demands in question include high academic expectations in each subject, demands to master the material, demands to keep up with the learning, demands to understand how the teacher teaches, and so on. These demands can affect students by causing learning saturation, contributing to academic burnout, and leading to inappropriate behavior. This phenomenon can hinder the achievement of learning objectives.

According to Maslach and Leiter (Tariskova dan Muyana, 2023) academic burnout is a common occurrence characterized by intense fatigue, feelings of cynicism in the form of indifference to academic responsibilities, and a diminished sense of accomplishment in one's academic efforts. It often arises from prolonged exposure to high levels of stress, excessive workload, and feelings of academic pressure (Biremanoe, 2021). Academic burnout is a common experience experienced by almost everyone in a career, often leading to feelings of loneliness and isolation (Jaremka, et al, 2020). According to Rebet (Magrur, et al, 2020), academic burnout does not produce results even though children spend a long time studying. Various other studies also mention that burnout results in decreased physical ability, increased fatigue, decreased enthusiasm or motivation, and decreased work productivity (Wijaya, 2019).

Madigan and Curran (2021) state that individuals who experience academic burnout feel characteristics or signs that are divided into three things, namely 1) academic fatigue is a characteristic or sign of fatigue caused by academic demands and responsibilities in the form of physical and psychological fatigue, such as dizziness, difficulty concentrating, easy stress, irritability, frustration, and so on, 2) academic apathy is a characteristic or sign of fatigue characterized by a sense of pessimism and decreased interest in doing academic tasks and obligations, and tends to try to avoid things related to school, and 3) academic inefficiency is a characteristic or sign of fatigue characterized by poor self-development in the academic field, feeling pessimistic about one's abilities, and feeling bored or uninterested in certain subjects that were previously interested or liked.

Students who experience academic burnout may find it difficult to maintain motivation, concentration, and interest in their academics. Academic burnout not only harms students' mental and physical health but also hinders their overall academic performance. Thus, the role of Guidance and Counseling is essential in addressing students' academic burnout. Group counseling services are selected based on the potential for interpersonal communication and dynamics to enhance knowledge and support efforts to alleviate the counselee's problems, particularly academic burnout. Group counseling helps overcome the counselee's problems by using group dynamics to build mutual emphasis and understanding among group members (Yandri, et al, 2022).



Group counseling employs a variety of techniques and approaches that can be used to address problems. One counseling approach that can help overcome academic burnout is art therapy. Art therapy is one type of psychotherapy. This therapy is conducted through the primary medium, namely art. Rooted in the belief that self-expression through art can be a powerful tool for introspection and healing, art therapy is used to assist individuals in exploring, expressing, and overcoming difficult emotions and experiences (Kusuma, et al, 2023). According to Landgarten (Agustini (2022), art therapy provides a creative channel to help individuals express their feelings, understand themselves, and understand functioning as individuals.

In the implementation of art therapy, many types and forms can be employed. Expressive art therapy involves the use of various types of art, such as drawing, coloring, movement, sound, music, sculpture, writing, and improvisation (Handayani, et al, 2020). It aims to help individuals experience and express their feelings. In this study, the art therapy approach will focus on the implementation of visual art therapy, namely drawing or painting activities.

The purpose of this study was to evaluate the effectiveness of an art therapy approach in group counseling for reducing academic burnout among tenth-grade students. In other words, the hypothesis is that group counseling using an art therapy approach is significantly effective in reducing academic burnout among tenth-grade students at Ignatius Slamet Riyadi Cijantung High School. This research contributes to the Guidance and Counseling literature by addressing the problem of academic burnout among students. Although various previous studies have examined academic burnout and art therapy, this study offers a new understanding of how interventions can effectively reduce academic burnout among tenth-grade students facing new demands arising from the implementation of the Kurikulum Merdeka.

METHOD

Using a quasi-experimental design, this research quantitatively seeks to determine the causal relationship between an experimental group that receives an intervention and a control group that does not receive an intervention with respect to specific characteristics (Abdullah, 2015). Quasi-experimental designs allow researchers to test the effectiveness of interventions under more naturalistic conditions and in educational contexts. Although its internal validity is not as strong as that of an experiment, this design still provides valuable information on the effectiveness of group counseling using an art-therapy approach in reducing academic burnout among students.

The pre-test was given to both experimental and control groups. The intervention was then administered to the experimental group, whereas the control group received no intervention. After all intervention sessions were completed, the post-test was administered to both the experimental and control groups.

Tenth-grade students in the 2023/2024 academic year at Ignatius Slamet Riyadi High School in Cijantung were the main population of this study, comprising 72 students. The sample was selected using purposive sampling. This technique selects samples based on standards relevant to the research question. Furthermore, the results of distributing the School Burnout Inventory (SBI) instrument show that out of a total of 72 students or respondents, 17 students or 23.6% are in the high category, 51 students or 70.8% are in the medium category, and only 4 students or 5.6% are in the low category.

The categorization is obtained from the calculation of the three-criterion categorization formula, according to Azwar (Anwar et al, 2023) which is intended to place



individuals in different positions on a measurement scale. The description of the research data enables grouping of the sample into three categories: low, medium, and high. The guidelines for categorizing measurement results into three categories are as follows.

Table 1.

Three Criteria Categorization Formula	
Category	Criteria
Low	$X < M - 1SD$
Medium	$M - 1SD \leq X < M + 1SD$
High	$M + 1SD < X$

Based on the results of these calculations, if the score results are more than or equal to 27, then the score is included in the high category. If the score falls between 18 and 26, it is classified as the medium category. If the score is less than 18, the score is classified as low. Thus, this research sample has inclusion criteria, namely tenth-grade students in the 2023/2024 academic year at Ignatius Slamet Riyadi Cijantung High School who are in the high academic burnout category.

The sample in this study amounted to 10 tenth-grade students who met the inclusion criteria. The sample will then be divided into two groups, namely the experimental group and the control group. The experimental group is the group given the intervention, with a total of 5 meetings, and each meeting takes approximately 60 minutes or one hour. In contrast, the control group does not receive the intervention. It should be noted that the small sample size is a limitation of this study. With a limited number of participants, the ability to generalize the results to a wider population is limited.

In this study, several ethical considerations were addressed to protect students' rights and welfare. Before the research began, informed consent was obtained from the students concerned and approved by the school. The confidentiality of students' identities was ensured, and all data obtained was securely stored and used solely for research purposes.

Data were collected through observation and questionnaires. The researcher conducted the observation to obtain direct data on the art therapy group counseling process and the students' responses during the counseling session. These observations included observations of facial expressions, behaviors, and interactions between students and group leaders. In addition, questionnaires were used to assess students' academic burnout levels before and after the intervention.

The intervention was delivered through group counseling to create a supportive environment in which students could share and learn from one another. Group counseling helps overcome the problems of the counselee by using group dynamics to build mutual emphasis and understanding among group members (Yandri, et al, 2022). In each session, students are invited to participate in group activities designed to engage with art.

The intervention was conducted in 5 sessions, each with a different focus and activity. The first session, Warm-up, used the Bilateral Drawing technique to build familiarity and relaxation. The second session, Recalling Event, invited participants to make "Journey Mapping" to recognize sources of academic stress. The third session, Emotional Expression and Issues, used the "My Jar of Feelings" activity to explore and express emotions. The fourth session, Restitution, focused on strengthening resilience through the "Me and My Resilience" activity. Finally, the fifth session, Termination, was filled with reflection activities, "Hope to Become a Better Person," to plan for the future.



This study uses the School Burnout Inventory (SBI) as an instrument to measure students' academic burnout levels. School Burnout Inventory (SBI) is an assessment tool used to measure the level of academic burnout in students, developed by Salmela-Aro and Näätänen, which has been translated Rahman (2020). This instrument offers greater efficiency over similar instruments with fewer items. The instrument has also been specifically customized to measure the level of burnout in students caused by various academic tasks. To ensure the instrument's validity and reliability in this study, validity and reliability tests were conducted on the instrument's translation for use with students. This test was conducted to ensure that the items in the instrument consistently measured the intended construct of academic burnout. The instrument comprises 9 statement items, divided into three indicators: emotional exhaustion, cynicism, and feelings of inadequacy.

Table 2.

Validity Test Result

Item Number	Corrected Item-Total Correlation	Interpretation
1	0.559	Very Useful
2	0.379	Very Useful
3	0.310	Useful
4	0.558	Very Useful
5	0.681	Very Useful
6	0.616	Very Useful
7	0.449	Very Useful
8	0.476	Very Useful
9	0.619	Very Useful

The instrument's validity is assessed using the Corrected Item-Total Correlation technique. Using this technique, the instrument can be ensured to have high quality and to produce accurate data. This validity test uses a coefficient based on Emery (Azwar, 2022) which states that item selection criteria based on item-total correlation can use the coefficient limit of 0.21-0.35, which is interpreted as applicable, and > 0.35 , which is interpreted as very useful.

Based on validity testing, the results indicate that 8 statement items have coefficients > 0.35 ; therefore, these items are interpreted as very useful. In contrast, the 1 statement item has a coefficient of 0.310, indicating that the item is interpreted as useful. Thus, the School Burnout Inventory (SBI) is a valid instrument. This instrument is consistent with the conditions and circumstances of the school referred to in the study.

Table 3.

Reliability Test Result

Cronbach's Alpha	N of Items
0.816	9

According to Ghozali (Artika and Shara, 2021), a research instrument is said to be reliable and consistent if Cronbach's Alpha result is greater than 0.70. Thus, the decision-making criterion for the reliability test is that Cronbach's alpha > 0.70 . The statement items in the research instrument are reliable (reliable), and if the Cronbach's Alpha value is < 0.70 , then the statement items in the research instrument are not reliable (unreliable).



Based on the reliability test of the School Burnout Inventory (SBI) instrument, processed in SPSS version 26, the reliability coefficient is 0.816, indicating that the instrument's Cronbach's Alpha exceeds 0.70. Based on these results, it can be concluded that the School Burnout Inventory (SBI) instrument is reliable and consistently used for research data collection.

After all the research data has been collected, the data will then be processed further. One objective of experimental research is to conduct comparisons. Data analysis in this study was conducted by comparing posttest and pretest scores between the experimental and control groups. If the difference in the experimental group score exceeds the difference in the control group score, it can be concluded that the intervention has a significant effect on the dependent variable.

The collected data were analyzed using two types of statistical analysis. First, descriptive statistics were used to characterize the sample and to assess the level of academic burnout at the beginning and end of the study. Data collected from the questionnaire will be analyzed using descriptive statistics, including frequency distributions, means, and standard deviations. Second, an inferential t-test is used to compare the mean academic burnout levels before and after the intervention. The results of the data analysis will be used to assess the effectiveness of the art therapy approach in group counseling for reducing academic burnout among students. All data will be analyzed systematically and quality-assured to ensure accuracy.

RESULT AND DISCUSSION

Result

To assess and clarify the level of academic burnout among tenth-grade students, the researcher administered the School Burnout Inventory (SBI). This instrument was compiled and developed by Salmela-Aro and Näätänen, who later translated it Rahman (2020). All tenth-grade students completed this questionnaire.

The results of distributing questionnaires to 3 classes indicated that the prevalence of academic burnout was relatively high. Of the 72 students or respondents who completed the questionnaire, 17 (23.6%) were in the high category, 51 (70.8%) were in the medium category, and 4 (5.6%) were in the low category.

The subjects in this study were selected from among up to 10 students with academic burnout in the high category. The subjects were then divided into two groups: the experimental group and the control group. A pre-test was administered to both groups to assess the level of academic burnout during the tenth-grade period. The experimental group received counseling using an art therapy approach, whereas the control group did not receive an intervention. After completion, both groups were administered a post-test again.



Table 4.
 Pre-test and Post-Test Results

Group	Students	Pre-test		Post-test	
		Score	Category	Score	Category
Experiment	KAD	36	High	27	High
Experiment	FSS	29	High	25	Medium
Experiment	QP	32	High	26	Medium
Experiment	VD	36	High	26	Medium
Experiment	CES	32	High	25	Medium
Control	GSR	30	High	28	High
Control	KV	29	High	29	High
Control	KDH	29	High	28	High
Control	CAE	28	High	27	High
Control	JE	30	High	29	High

Differences in academic burnout levels before and after the intervention were analyzed using pre-test and post-test data from each group. The pre-test data revealed the level of academic burnout before the intervention, whereas the post-test data indicated the level of academic burnout following the intervention.

The data collected from the pre-test and post-test of the experimental and control groups are analyzed descriptively to provide an initial understanding before a more in-depth analysis is conducted. Based on descriptive analysis, the research data were obtained as follows.

Table 5.
 Descriptive Analysis

	Pre-test		Post-test	
	Control	Experiment	Control	Experiment
Average	29.20	33	28.20	25.80
Highest Score	30	36	29	27
Lowest Score	28	29	27	25
Score Range	2	7	2	2
Std. Deviation	0.837	3.000	0.837	0.837

Before conducting parametric tests, the data are examined to determine whether they meet the assumption of normality. The normality assumption test used is with a significance value of $\alpha = 0,05$ and uses the Shapiro-Wilk normality test because the number of data studied is less than 50 ($N < 50$).

Table 6.
 Pre-test Data Normality Test Results

Tests of Normality	
Shapiro-Wilk	
Control	0.314
Experiment	0.295

Based on the results of testing the normality assumption for the pre-test data, the significance values for the control and experimental groups are 0.314 and 0.295,



respectively, indicating that both exceed 0.05. Thus, the pre-test data fulfill the assumption of normality.

Table 7.
 Post-test Data Normality Test Results

Tests of Normality	
Shapiro-Wilk	
Control	0.314
Experiment	0.314

Based on the results of testing the normality assumption of post-test data, the significance value of the control group is 0.31,4 and the significance value of the experimental group is 0.314, which means that the results of both are greater than 0,05 ($sig > 0,05$). Thus, the post-test data fulfill the assumption of normality.

Table 8.
 Post-test Data Homogeneity Test Results

		Levene	df1	df2	Sig.
		Statistic			
Post test	Based on Mean	0.000	1	8	1.000
	Based on Median	0.000	1	8	1.000
	Based on Median and with adjusted df	0.000	1	8.000	1.000
	Based on trimmed mean	0.000	1	8	1.000

In addition, a homogeneity test was also conducted on the post-test data. Based on the results of homogeneity testing on post-test data, it is known that the significance (P-value) is 1.000, which means that the significance (P-value) $> 0,05$. Thus, the post-test data is homogeneous. Thus, parametric tests can be carried out.

Statistical analysis was conducted to evaluate the changes observed. Statistical tests in the form of independent sample t-test were carried out to see the difference in mean scores between the two groups after being given different interventions.

Table 9.
 Hypothesis Testing Independent Sample T-test

T-test	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of Difference	
					Lower	Upper
Equal variances assumed	-4.536	8	0.002	-2.400	-3.620	-1.180
Equal variances not assumed	-4.536	8.000	0.002	-2.400	-3.620	-1.180

The results of the analysis show a significant decrease in the average score on the level of academic burnout between the control group and the experimental group, with the difference reaching 0.002 and meeting the significance requirement (2-tailed) < 0.05 . The interpretation of these results indicates that the intervention implemented contributes to reducing students' academic burnout. These results are evidenced by the pre-test average score of the experimental group, which obtained a score of 33, placing it in the



high category. After the intervention, the post-test results showed an average score of 25.80, which falls within the medium range. A significant decrease in the experimental group's post-test score indicates that the intervention is effective in reducing academic burnout. This finding is consistent with the research hypothesis (Ha) that art therapy group counseling is effective in reducing academic burnout among students.

Discussion

The purpose of this study was to assess the effectiveness of group counseling using an art-therapy approach in reducing academic burnout among tenth-grade students in the 2023/2024 academic year at Ignatius Slamet Riyadi Cijantung High School. Consistent with these objectives, the results of this study show that implementing group counseling interventions using an art therapy approach can significantly reduce academic burnout among students.

The significant decrease in academic burnout scores in this study is not just a statistical number. Still, it reflects a significant positive change in students' emotional well-being and academic achievement. This decrease indicates less emotional exhaustion, cynicism, and feelings of inadequacy experienced. These reductions contributed to improved mood, reduced anxiety. They enhanced stress-management skills, such that, in the long term, students have the resilience to academic pressure and are able to identify solutions to improve emotional well-being.

A significant decrease in the level of academic burnout in the experimental group is in line with the theory of art therapy, Landgarten in Agustini (2022) which states that the creative process carried out is able to express feelings, understand oneself, and understand the function as an individual through visual art media. In reducing academic burnout, art therapy helps alleviate academic pressure, facilitates emotional expression, and increases positive coping strategies when facing academic demands.

The results of the questionnaire analysis indicated a significant decrease in the academic burnout score following participation in the art therapy group counseling intervention. This finding was reinforced by observations indicating increased active participation in group activities. In addition, students reported feeling more able to overcome the symptoms of academic burnout and holding a more positive self-view after attending all intervention sessions.

The art therapy group counseling intervention in this study was implemented for approximately 3 weeks. Meetings or sessions were conducted 5 times, with mutual agreement, under a time contract. The stages carried out are based on Landgarten in Magdalena and Natalia (2018), namely warm-up, recalling events, emotional expression and issues, restitution, and termination.

On July 18, 2024, the first session of art therapy approach group counseling was held in the experimental group. The first session is a Warm-up that aims to introduce participants more deeply to one another and help them fit into the group. In this session, the work stage takes the form of Bilateral drawings that help individuals feel relaxed and comfortable, reduce stress and anxiety through repetitive movements, and provide a safe medium for expressing emotions that may be difficult to express verbally. The success of this session in creating a sense of comfort becomes an important foundation for deeper involvement in subsequent sessions.

On July 23, 2024, the second session was held, namely, Recalling events to explore their experiences in more depth and find ways to express emotions through art media. In this session, a "Journey Mapping" was conducted to visualize the experience



of academic burnout by creating a travel map from the beginning to the end of tenth grade. These activities help identify critical time points that contribute to the occurrence of academic burnout.

On July 25, 2024, the third session was held, namely Emotional Expression and Issues, or expressing feelings and problems experienced. This session aims to identify and recognize emotions related to academic burnout and to develop strategies to manage them. In this session, a work stage titled "My Jar of Feelings" is conducted to facilitate the expression, exploration, and understanding of emotions experienced in the context of academic burnout.

On August 6, 2024, the fourth session, Restitution, was held to address the problems that exist in themselves and so enable participants to identify solutions to overcome them. In this session, a work phase titled "Me and My Resilience" is conducted to help resolve or change the issue of academic burnout and to strengthen internal resources, such as self-esteem, resilience, and self-confidence.

On August 7, 2024, the fifth session, namely Termination, was held, which is the closing stage. This session was conducted with evaluation and brief discussion to assess the benefits each group member derived from the entire session. In this session, a work stage titled "Hope to Become a Better Person" was conducted, providing an opportunity to reflect on the process that had passed. In this session, group members are encouraged to express themselves freely on a canvas tote bag.

In the implementation of the intervention, group counseling revealed interesting dynamics and significant developments in students. At the beginning of the meeting or the first session, group members often remain reluctant to share their experiences. However, as the counseling progressed, the group members began to open to one another and to understand more fully the counseling process being conducted. A safe and supportive group Climate encourages each of them to be more active and open. This is reflected in several sessions: members of one group can provide constructive feedback or suggestions to other group members directly. The group members in question are also open to accepting the advice and input provided to them. The results are consistent with the theory of group counseling, which states that group counseling enables members to willingly accept the opinions and views of other members (Rasimin & Hamdi, 2021).

In addition, this is also seen in the dynamics of group members arguing with each other in the problems they are facing, so in this case, the role of the group leader is very crucial. In line with the duties of a group leader Tohirin (2019), a group leader plays an important role in managing every dynamic, such as conflict, so that the counseling process can run well. The group leader must be able to create an atmosphere conducive to self-exploration and problem-solving. The use of techniques such as reflection, feedback, and emotional expression is also effective in helping each member explore and become more aware of their problems.

Another interesting finding is the presence of mutual trust and empathy among in-group members. Members of the group share highly personal experiences. This enables them to understand one another and support one another. The results of this study are in line with the goals of group counseling according to Winkel (Rasimin and Hamdi, 2021), namely, group members can learn the ability to communicate to help each other. From these findings, it can be concluded that group counseling is not only effective in addressing problems but also in strengthening social relationships among members.

However, the group counseling process is also not perfect. Some members sometimes feel lackluster at certain sessions, and others tend to dominate or make noise.



The incident resulted in several factors that caused one group member (KAD) to experience a modest decrease in scores, namely, pre-test and post-test results that remained in the high category. This is consistent with Meldayani and Nurjannah (2023) the statement that there are weaknesses in art therapy that affect the intervention process, namely therapist skills, client conditions, concentration, and direction. During each counseling session, the group leader makes extra efforts to ensure the group counseling process runs smoothly and confirms that all group members have equal opportunities to participate.

Among the experimental group members, each student experienced a decrease in academic burnout, and the scores differed. KAD had a 9-point drop in score, from 36 to 27. The results revealed that KAD remains in the high category. FSS decreased their scores by 4 points, from 29 (high) to 25 (medium). QP decreased their scores by 6 points, from 32 (high) to 26 (medium). VD decreased their scores by 10 points, from 36 (high) to 26 (medium). This was the most significant drop in scores among the other members. CED decreased scores by 7 points, from 32 (high) to 25 (medium). Each student in the experimental group showed significant changes after the intervention.

The images or results of the work performed at each session have a meaningful value that is useful for understanding the condition of each group member. In the implementation of art therapy, symbols will appear that allow non-verbal delivery that expresses emotions, thoughts, feelings, and conflicts (Bosgraaf, et al, 2020). In the implementation of each counseling session, various symbols can be found that describe themselves as members of the group during academic burnout, for example, the results of the butterfly image which is interpreted as the desire for freedom, the image of the dark side that symbolizes difficult days and the bright side that symbolizes the hope of a better future, the image of the heart in which there is a sad emoji which is interpreted to be cheerful every day, the use of dominant colors symbolizing anger and saturation, and so on. Each group member then analyzes the results. This provides valuable insight, as group members increasingly feel less alone in confronting academic burnout.

The results of this study provide empirical support for the effectiveness of the group counseling art therapy approach in reducing academic burnout. The results of this study are consistent with prior research indicating that art therapy can improve emotional well-being and reduce stress symptoms. This is in line with Christadila, et al (2024) what was stated that the application of Group guidance with art therapy techniques was effective in reducing the saturation of learning for students, and also in line with Sekarini and Dinni (2024) what was stated that there was a decrease in stress symptoms after being given art therapy combined with group counseling. However, this study demonstrates the effectiveness of art therapy within group counseling among tenth-grade students. Thus, the intervention implemented in the experimental group effectively reduced various aspects of academic burnout, including emotional exhaustion at school, cynicism toward the meaning of school, and feelings of inadequacy at school.

However, note that this study has limitations, particularly the small sample size (10 students) and the short duration of the intervention (5 sessions). This limits the ability to generalize results and to explore the long-term effects of group counseling approaches in art therapy more deeply. The duration of the art therapy intervention may affect the outcome. Interventions of only 5 sessions may not be sufficient to produce profound, lasting changes in coping with academic burnout. Academic burnout is a complex problem that may take longer to resolve. These short durations are more likely to capture the short-term or momentary effects of the intervention but have not been able to indicate



whether those positive changes will persist over a longer period after the intervention ends. Long-term effects require continued monitoring and evaluation.

School-based art therapy is more complex because it involves cognitive-behavioral exploration that plays an important role in increasing the counselor's involvement and reducing his problems (Regev, 2021). Studies have shown that the timing and progression of therapy sessions are crucial in achieving positive results (Regev, 2021). Therefore, future studies are advised to use a larger, more representative sample size, extend the intervention duration, employ a more active control group, and consider more complex study designs to support the findings of this study. Further research may examine the effectiveness of group art therapy, using specific techniques to address different aspects of academic burnout. Longitudinal studies are needed to understand the long-term effects of these interventions.

Overall, the results of this study make a significant contribution to the understanding of group counseling and art therapy in addressing students' problems, particularly academic burnout. These findings have important implications for guidance and counseling, educators, and schools. Implementing an art therapy approach in group counseling within academic burnout prevention and treatment programs is expected to enhance students' emotional well-being and academic achievement. Data on the effectiveness of art therapy in reducing academic burnout can inform schools' allocation of greater resources to innovative, art-based counseling services. Schools may also consider providing a dedicated space conducive to art therapy activities. In addition, awareness of the importance of emotional expression and the development of coping skills through artistic media can encourage schools to integrate creative elements into teaching and learning activities more broadly.

CONCLUSION

Based on the results of this study, it can be concluded that the art therapy approach to group counseling is effective in reducing academic burnout among tenth-grade high school students. A comparative analysis between the experimental and control groups showed that students who participated in group counseling using an art therapy approach experienced a greater reduction in academic burnout than those in the control group, which did not receive the intervention. The findings have practical implications for schools and counselors. Schools and counselors can integrate art therapy into guidance and counseling programs by offering individual and group services as part of students' well-being support. For future studies, it is recommended to use a larger, more representative sample and extend the intervention duration to improve the generalizability of the study's results and to explore the intervention's long-term effects in greater depth.

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