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The Effectiveness of Group Counseling with Art Therapy Methods in Reducing Social Anxiety in Children with Tunagrahita

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Abstract

The existence of social anxiety that is not managed can develop into disorders that hinder daily function. Based on initial observations, some mentally retarded children show symptoms of social anxiety, such as blushing faces, lack of confidence, excessive sweating, stuttering when speaking, difficulty concentrating, closing themselves, and easily panicked. So it is necessary to reduce social anxiety through group counseling services with art therapy methods. This study aims to determine the level of social anxiety in mentally retarded children before and after group counseling with art therapy methods, and to determine the effectiveness of group counseling with art therapy methods to reduce social anxiety in mentally retarded children. The methodology in research is quantitative, type of pre-experimental research with one group pretest-posttest design. This study involved 7 subjects with conditions of age and IQ limitations determined by means of purposive sampling of 30 mentally retarded children in SLB-C Karya Ibu. The results showed the first, the TSR test (high, medium, low) was obtained the level of social anxiety in children with mental retardation increased (high and moderate) represented 95% after applied group counseling with the art therapy method of social anxiety in children with mental retardation decreased to 76%. Second, it is known from the results of the paired samples t test that the asymp.sig (2-tailed) was obtained worth 0.001 value of 0.001 <0.05, so it can be concluded HA is accepted and H0 is rejected. Means having a difference from the results of the pretest and posttest. So it is concluded that group counseling with art therapy methods is effective in reducing social anxiety in mentally retarded children in SLB C Karya Ibu.

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INTRODUCTION

Not everyone can experience peace within their heart; in fact, anxiety often shrouds individuals in their daily activities. One common form of anxiety is social anxiety. Social anxiety refers to the fear or worry when interacting with others due to the perception that they will be criticized or humiliated. This leads individuals to become more withdrawn, melancholic, and lose the courage to speak in public. According to Grace & Lopez, social anxiety refers to the distress experienced by individuals, causing them to avoid social contact and affecting the quality of their relationships with peers. This form of anxiety can disrupt interactions with those who should be close and provide support to the individual (Soma & Karneli, 2020).

According to the American Psychiatric Association (APA), social anxiety is a persistent fear of specific social situations, particularly those involving interactions with others or

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performing in front of an audience. Individuals with social anxiety worry about negative evaluation, embarrassment, or potential humiliation (Riyanti, 2020) Based on Butler's perspective, social anxiety can be identified through several characteristics: (1) Cognitive aspects, where individuals frequently recall others' remarks, struggle to concentrate, speak cautiously, and constantly dwell on past mistakes; (2) Behavioral aspects, reflected in unclear speech, avoidance of eye contact, and excessive caution in actions; (3) Physical symptoms, such as excessive sweating, facial flushing due to embarrassment, tension, difficulty relaxing, panic, increased heart rate, rapid breathing, and dizziness; and (4) Emotional reactions, including nervousness, low self-confidence, depression, sadness, anger, and frustration.(Fadhila & Pratiwi, 2020).

Social anxiety can develop into a disorder when heightened anxiety becomes irrational and disrupts daily activities. Allowing excessive anxiety to persist without intervention can lead to widespread negative impacts on an individual's life. The complexity of social anxiety generally has significant consequences, including a decline in subjective well-being and quality of life, disruptions in social functioning, and barriers to career development. Individuals with social anxiety often feel inferior compared to others, which, in turn, diminishes their abilities and performance. The significant impact of social anxiety is particularly evident in individuals with intellectual disabilities.(Batadal, 2021) Kustawan D. explains that individuals with intellectual disabilities experience cognitive impairments, characterized by below-average intelligence and limitations in adaptive behavior from an early stage of development. Children with this condition generally face significant academic challenges, necessitating curriculum modifications to better suit their learning needs (Sari et al., 2017).

SLB-C Karya Ibu is a formal educational institution specifically designed for children with special needs, primarily those with intellectual disabilities. This school implements an integrated education system under one roof, managing SDLB-C (Elementary School for Children with Intellectual Disabilities), TKLB-C (Kindergarten for Children with Intellectual Disabilities), SMALB-C (Senior High School for Children with Intellectual Disabilities), and SMPLB-C (Junior High School for Children with Intellectual Disabilities) within a single administrative entity. As an educational institution, Special Schools (SLB) are established to provide various programs aimed at fulfilling educational goals for children with intellectual limitations. Intellectual disability is characterized by below-average intelligence, leading to difficulties in learning and adapting to societal expectations that assume a normative level of intellectual ability. SDLB-C Karya Ibu Palembang serves as an educational center for children with special needs in Palembang, focusing on students with intellectual disabilities and adaptive challenges, distinguishing them from typically developing children (Ruliansyah et al., 2017). At SLB-C Karya Ibu, researchers have identified that social anxiety remains a common issue among children with intellectual disabilities.

According to the American Association on Mental Deficiency, intellectual disability is a condition that results in an IQ below 84, causing children with intellectual disabilities to experience difficulties in adaptive behavior. These challenges hinder their ability to achieve independence according to social standards and lead to difficulties in academic skills and social interactions with peers (Herliza & Mawardah, 2023). The American Association on Mental Deficiency (AAMD) classifies individuals with intellectual disabilities into four categories: Mild Intellectual Disability (IQ 70–55), Moderate Intellectual Disability (IQ 55–40), Severe Intellectual Disability, and Profound Intellectual Disability, where individuals have an IQ of 25 or lower.

Initial observations conducted by the researcher indicate that some children with intellectual disabilities continue to experience social anxiety. This is characterized by symptoms such as facial flushing when speaking due to embarrassment, lack of self-

confidence, excessive sweating, stammering speech, difficulty concentrating, a tendency to withdraw, and easy panic. These symptoms suggest the presence of social anxiety issues. This problem is highly relevant to real-world conditions. Therefore, based on these findings, the researcher intends to implement group counseling using the art therapy method as an intervention for children with intellectual disabilities at SLB-C Karya Ibu who exhibit tendencies toward social anxiety. To address this issue, the researcher will utilize group counseling, a form of guidance and counseling service.

According to Muro and Kottman, group counseling is a dynamic interpersonal process aimed at helping participants develop the ability to face and overcome challenges through appropriate thoughts, beliefs, and actions by utilizing the group environment (Astuti et al., 2022). In supporting individuals with social anxiety to express emotions and thoughts that are difficult to articulate directly, therapy that incorporates artistic media serves as an effective approach, including art therapy. Art therapy is an approach that can be applied in group counseling to reduce social anxiety in children with intellectual disabilities. This therapy utilizes the creative process to help individuals express their emotions, resolve conflicts and problems, develop interpersonal skills such as socialization, and enhance cognitive functioning. In the context of children with intellectual disabilities, art therapy can be an effective medium for helping them express their feelings and thoughts in a non-verbal manner while also improving their motor and sensory skills.

Through a group counseling program using the art therapy method, it is expected that children with intellectual disabilities at SLB-C Karya Ibu will receive support in reducing their social anxiety. The purpose of this program is not only to alleviate social anxiety but also to enhance self-confidence, social skills, and adaptive abilities. By doing so, these children can navigate daily life more effectively and reach their full potential. Over time, it is anticipated that participants in this program will show a decrease in social anxiety, which, in turn, may have a positive impact on other aspects of their lives, such as improved socialization skills. Therefore, this study aims to explore how group counseling with the art therapy method can help reduce social anxiety in children with intellectual disabilities at SLB-C Karya Ibu. By conducting this research, it is hoped that more effective strategies can be identified to support the development and potential of children with intellectual disabilities.

METHODS

This study applies a quantitative approach, which, according to Creswell, is a method that collects and analyzes data using numerical values and measurements. The aim of this approach is to describe, explain, and test the relationships between variables through statistical analysis (Ardiansyah et al., 2023). The research utilizes a quantitative approach with an experimental method, specifically the pre-experimental design, and more specifically, the One-Group Pretest-Posttest Design. This design involves a single sample group and measures the conditions before and after the treatment is applied (Arliana et al., 2022). The research design used is the One-Group Pretest-Posttest design, which serves as the guideline throughout the entire research process. The purpose of this design is to provide clear and structured guidance to the researcher during the study. According to Fachruddin, a research design is a structure or description of the procedures to be followed during the research process, with the expectation that it will provide a detailed overview and direction regarding the stages to be followed and the results expected upon completion (Sina, 2022). This research design involves two stages: the pre-test, conducted before the experiment, and the post-test, conducted after the experiment, with a single group of subjects.

Primary data refers to data collected directly from the source and processed by the relevant party for specific purposes. Primary data can include individual or group opinions, as

well as observations of the physical characteristics of objects, events, activities, and results from specific tests. In this study, two methods are used to collect primary data, involving seven children with intellectual disabilities. Secondary data refers to data collected from other parties and not directly from the primary source. Secondary data is usually in the form of documents or official reports issued by specific institutions. In this study, secondary data is obtained from various references, such as books, theses, journals, scientific articles, and other academic works related to the research topic. Additionally, data sources include parents and teachers of children with intellectual disabilities at SLB-C Karya Ibu.

Sugiyono defines population as a group of objects or subjects with specific qualities and characteristics determined by the researcher as the focus of analysis and conclusion drawing (Segoro & Kusuma Pratiwi, 2021). The population in this study consists of 30 children with moderate intellectual disabilities at SLB-C Karya Ibu. This study employs purposive sampling, a method that selects samples based on specific criteria relevant to the research. Purposive sampling is a type of non-random sampling in which sample selection is based on particular considerations or judgments (Sugiyono, 2022). With a total population of 30 children, and considering that students from grades 1 to 5 cannot be included due to their severe classification, the sample in this study consists of 7 children from grade 6 at SLB-C Karya Ibu. These children exhibit excessive social anxiety, have mild intellectual disabilities, and are 11–12 years old.

Data collection techniques play a crucial role in obtaining the necessary information for research. The techniques used in this study include: (1). Questionnaire (Survey) A questionnaire is a data collection method in which respondents are given a set of written questions to answer. This technique is highly efficient when the researcher has a clear understanding of the variables being measured and the expected responses from participants. The data collected through questionnaires consists of structured questions prepared by the researcher. In this study, the Likert scale is used to measure the extent of respondents' perceptions regarding the phenomenon being studied. According to Sugiyono, the Likert scale includes four response options: SS (Strongly Agree), S (Agree), TS (Disagree), and STS (Strongly Disagree). The questions provided to respondents; (2). Observation. Observation, also known as direct monitoring, involves systematically observing an object using all senses. Thus, observation serves as a data collection method that engages the researcher’s sensory perception and detailed documentation of the research object. In this study, the researcher will directly observe the behavior and attitudes related to social anxiety in children with intellectual disabilities at SLB-C Karya Ibu in real-life contexts; (3) Documentation. According to Sugiyono, documentation is a data collection method that involves various forms of information, such as books, archives, documents, numerical data, and images, which may include reports and records that support the research process (Prawiyogi et al., 2021).

Data analysis is a crucial stage in research, as it allows for hypothesis verification and helps researchers draw conclusions from the obtained results. In this study, the researcher employs inferential statistical analysis to process the collected data. Inferential statistics is a method used to analyze data derived from a sample and make generalizations about a population. The purpose of using inferential statistics in this study is to examine the effectiveness of group counseling with the art therapy method by evaluating the level of social anxiety experienced by children with intellectual disabilities before and after the treatment. This evaluation is conducted using a T-test. However, before performing the T-test, a normality test is conducted as a prerequisite to ensure that the data meets the necessary statistical assumptions.

The purpose of the normality test is to determine whether the sample comes from a population with a normal distribution. In this study, the Shapiro-Wilk test is applied using SPSS software with a 5% significance level. If the significance value > 0.05, the residual

values are considered normally distributed, whereas if the significance value < 0.05, the residual values are considered not normally distributed. Following the normality test, the researcher will use a T-test (paired samples) to analyze the data, employing both Microsoft Excel and SPSS. A paired sample refers to data collected from the same or similar population before and after an intervention. The decision rule for interpreting the T-test results is based on the probability value (Sig. 2-tailed) provided by SPSS. If the Sig. value > 0.05, then the null hypothesis (H_0) is accepted, indicating no significant difference. Conversely, if the Sig. value ≤ 0.05, then H_0 is rejected, meaning there is a statistically significant difference before and after the treatment (Nuryadi et al, 2020).

RESULTS AND DISCUSSION

Results

Below are the frequency values obtained to measure TSR (high, medium, low). The level of social anxiety before receiving treatment using the art therapy technique can be seen in Table 1 below.

Table 1. Anxiety Level Description Category

No	Mark	Range	Frequency	Presentation
1.	High	>98	4	57%
2.	Medium	92 – 98	3	43%
3.	Low	<92	0	0%
Total			7	100%

Based on the data above, the depiction of social anxiety levels in children with intellectual disabilities before treatment shows that there are 7 children who answered 30 items of questions. The breakdown is as follows: 4 children (57%) have high social anxiety, 3 children (43%) are in the moderate category, and 0 children (0%) have low social anxiety. In conclusion, there is a high level of social anxiety among children with intellectual disabilities in the high category.

The following frequency values are used to measure TSR (High, Medium, Low) to assess the level of social anxiety after receiving treatment using the art therapy technique, as shown in Table 2 below.

Table 2. Category Description of Anxiety Level

No	Mark	Range	Frequency	Presentation
1.	High	>85	0	0%
2.	Medium	67-85	1	14%
3.	Low	<67	6	86%
Total			7	100%

Based on the data above, the depiction of social anxiety levels in children with intellectual disabilities from a total of 30 questionnaire items, where 7 children provided answers, is as follows: 0 children (0%) in the high anxiety category, 1 child (14%) in the moderate category, and 6 children (86%) in the low anxiety category. In conclusion, there is a moderate to low level of social anxiety in children with intellectual disabilities in the high category.

The data collection was carried out by administering a questionnaire to the group before the intervention, with the purpose of assessing the effectiveness of the group counseling intervention using the art therapy method. The pretest results before the treatment showed an average score (Mean) of 95 (SD = 3). Based on the explanation above, it can be observed that

social anxiety in children with intellectual disabilities decreased after the intervention (posttest). The following table shows the improvement in social anxiety levels for each individual.

Table 3. Pretest and Posttest Results of Children with Mental Disabilities at SLB C Karya Ibu

No	Respondents Name	*Pretest*	%	Category	*Postest*	%	Category
1.	Aisyah	99	15%	High	92	17%	Medium
2.	Marissa	92	14%	Medium	76	14%	Low
3.	Meisyahrani	96	14%	High	77	15%	Low
4.	M. Rifki	91	14%	Medium	77	15%	Low
5.	Ardhana	92	14%	Medium	65	12%	Low
6.	Vilenix	97	15%	High	78	15%	Low
7.	Sifa	96	14%	High	66	12%	Low
Mean (SD) = 95 (3)					Mean (SD) = 76 (9)		

Based on the table above, it is evident that this group was able to reduce social anxiety in children with intellectual disabilities after receiving the treatment at SLB C Karya Ibu through group counseling with the art therapy method. The children, whose anxiety levels were previously categorized as high and moderate, now fall within the moderate and low categories. This data is shown in the graph below (Figure 1):

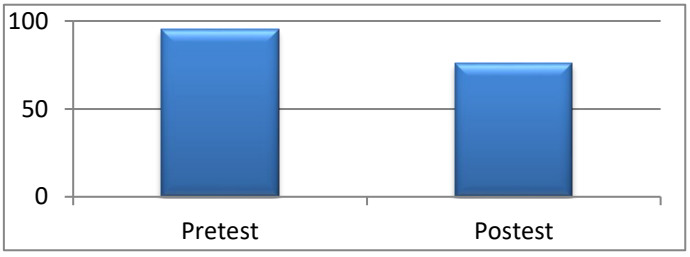


Figure 1. The Result of Pretest and Postest

Normality Test

The result of the normality test using the Shapiro-Wilk test is explained as follows. This test was conducted as a prerequisite before performing the T-test. The results of the normality test in this study can be seen in the table below.

Table 4. The Result of Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	,243	7	,200*	,900	7	,333
Postest	,263	7	,155	,879	7	,222

Based on the table above, the results indicate that the significance value for the pretest is 0.333, and for the posttest, it is 0.222. The Shapiro-Wilk test was applied to assess normality due to the sample size being less than 50. Therefore, it can be concluded that the pretest data is normally distributed, as the significance value (0.333) is greater than 0.05. Similarly, the posttest data is also normally distributed, as the significance value (0.222) is greater than 0.05.

T Test

To determine the effectiveness of group counseling with the art therapy method in reducing social anxiety among children with intellectual disabilities at SLB C Karya Ibu, a T-test was conducted using SPSS version 25. The results of the test can be seen in the table below.

Table 5. Paired Samples Test Results

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence of the Difference				
					Lower	Upper			
Pair 1	Pretest Postest	18,857	7,777	2,939	11,665	26,049	6,416	6	0,001

Based on the table above, the T-test result (Paired Samples Test) shows a value of 0.001, which is smaller than 0.05, indicating that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. This means that there is a significant difference between the condition before and after the group counseling service with the art therapy method for children with intellectual disabilities. After receiving the group counseling with the art therapy method, the social anxiety levels of the children with intellectual disabilities decreased compared to before the intervention. This indicates that group counseling with the art therapy method is effective in reducing social anxiety among children with intellectual disabilities at SLB C Karya Ibu.

Discussion

The researcher implemented a group counseling intervention using the art therapy method, resulting in a frequency percentage of 76%, categorized as moderate and low. Based on the total Social Anxiety Rating (TSR), it can be explained that the social anxiety levels of children with intellectual disabilities are categorized as moderate and low, as they received treatment through the art therapy method applied at SLB C Karya Ibu. It can be concluded that before receiving the intervention, the social anxiety levels of children with intellectual disabilities were high, with a percentage of 95%. However, after the group counseling intervention with art therapy, the social anxiety levels of these children decreased to 76%.

As found in the study by Rahmi Murnitamia and Siti Urbayatun, participants' anxiety before the intervention ranged from very severe to mild. After the intervention, a decrease in anxiety scores was recorded for all participants, moving from the moderate category to normal. Statistical analysis yielded a Z value of -2.032 with a significance of $p = 0.042$ ($p < 0.05$), indicating a significant difference in participants' anxiety levels before and after the group therapy intervention. Furthermore, research by Alfi Farhati, M. Azam Jundullah, and Muh. Febri Syihab Azzuhri, showed that difficulties in communication and social contact are major barriers for children with intellectual disabilities in social interactions, caused by limitations in their intellectual abilities and social development. Additionally, the study emphasizes the importance of counseling for children with mild intellectual disabilities at SLB Pertiwi Ponorogo, which can help them overcome problems and improve their skills and self-reliance.

Therefore, the social anxiety experienced by children with intellectual disabilities requires appropriate intervention. This study demonstrates that group counseling using the art therapy method is effective in reducing social anxiety in children with intellectual disabilities. Through art therapy, children are taught to manage feelings of fear, anxiety, nervousness, restlessness, and physical symptoms such as trembling and sweating, enabling them to interact more easily with others. These reactions often arise because children with intellectual

disabilities feel that what they want to do or communicate will be negatively judged or wrong. The advantage of the art therapy method lies in its simplicity, combining various techniques that can directly change an individual's behavior by involving their emotions and attitudes, and it can be applied either individually or in groups.

CONCLUSION

The results of the study conducted by the researcher found that by distributing questionnaires during the research process, the study aimed to assess the effectiveness of group counseling with the art therapy method in reducing social anxiety in children with intellectual disabilities. Based on the data analysis results obtained in this study, the following conclusions can be drawn: (1) The level of social anxiety in children with intellectual disabilities before the implementation of the art therapy method, with details showing that 7 children had high anxiety, none of them had high anxiety (0%), 1 child had moderate anxiety (14%), and 6 children had low anxiety (86%). (2) The level of social anxiety in children with intellectual disabilities after the implementation of the art therapy method, with details showing that 7 children had no high anxiety, 1 child had moderate anxiety (14%), and 6 children had low anxiety (86%), with no respondents showing high anxiety. (3) The effectiveness of group counseling with the art therapy method in reducing social anxiety in children with intellectual disabilities. Based on the hypothesis testing, namely the T-test, the paired samples T-test results showed that the Asymp.sig (2-tailed) value was 0.001, which is smaller than 0.05. Therefore, it can be concluded that Ha is accepted and H0 is rejected, and the group that received the intervention of group counseling with the art therapy method had an average pretest score of 95 and posttest score of 76, with an average difference of 19. The pretest and posttest results show a clear difference, leading to the conclusion that group counseling with the art therapy method is proven effective in reducing social anxiety in children with intellectual disabilities at SLB C Karya Ibu.

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AUTHOR CONTRIBUTION STATEMENT

This research was conducted by Bella Saskia, who was responsible for the entire research process, data analysis, and manuscript writing. Dr. Zhila Jannati, M.Pd., and Bela Janare Putra, M.Pd., served as advisors, providing guidance throughout the study and contributing ideas to the development of concepts and analysis of research findings.

COMPETING OF INTEREST

The authors declare no competing of interest.

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