THE EFFECTIVENESS OF GROUP TUTORING SERVICES WITH ART THERAPY TECHNIQUES TO REDUCE NARCISSISTIC BEHAVIOR IN STUDENTS

[*1]Sufina Dewi, [2]Saiful Akhyar Lubis
[*1,2]Universitas Islam Negeri Sumatera Utara
Email: [*1]sufina303211005@uinsu.ac.id, [2]saifulakhyar@yahoo.com

Abstract
This study aims to determine the effectiveness of group counseling services using art therapy techniques in reducing narcissistic behavior among students. The approach employed is a quantitative method with an experimental research design, specifically a One-Group Pretest-Posttest Design. The research subjects consisted of 21 tenth-grade students (Class X-1) at MAPN 4 Medan who were identified as having high levels of narcissism based on the Narcissistic Personality Inventory (NPI-16) questionnaire. Data analysis techniques included normality test, homogeneity test, and the Wilcoxon Signed Ranks Test. The results of the normality test indicated that the data were not normally distributed (Sig. < 0.05), thus, non-parametric testing was applied. The homogeneity test showed that the variances of pretest and posttest data were homogeneous (Sig. > 0.05). The Wilcoxon test results revealed a significance value of 0.000 (p < 0.05), with all participants scoring lower on the posttest than the pretest, indicating a significant reduction in narcissistic behavior after the intervention. Therefore, group counseling services using art therapy techniques proved to be effective in reducing narcissistic behavior among students.
Keywords: Group Counseling, Art Therapy, Narcissistic Behavior

Abstrak
Penelitian ini bertujuan untuk mengetahui efektivitas layanan bimbingan kelompok dengan teknik art therapy dalam mengurangi perilaku narsistik pada siswa. Pendekatan yang digunakan adalah pendekatan kuantitatif dengan desain penelitian eksperimen jenis One Group Pretest-Posttest Design. Subjek penelitian berjumlah 21 siswa kelas X-1 disekolah MAPN 4 Medan yang teridentifikasi memiliki tingkat narsistik tinggi berdasarkan kuesioner Narsistic Personality Inventory (NPI-16). Teknik analisis data menggunakan uji normalitas, uji homogenitas, dan uji Wilcoxon Signed Ranks Test. Hasil uji normalitas menunjukkan data tidak berdistribusi normal (Sig. < 0,05), sehingga digunakan uji non-parametrik. Uji homogenitas menunjukkan varians data pretest dan posttest homogen (Sig. > 0,05). Hasil uji Wilcoxon menunjukkan nilai signifikansi sebesar 0,000 (p < 0,05) dengan skor posttest seluruh peserta lebih rendah dari pretest, yang mengindikasikan adanya penurunan perilaku narsistik secara signifikan setelah mengikuti intervensi. Dengan demikian, layanan bimbingan kelompok dengan teknik art therapy terbukti efektif dalam mengurangi perilaku narsistik pada siswa.
Kata kunci: Bimbingan Kelompok, Art Therapy, Perilaku Narsistik

INTRODUCTION

School is a strategic environment in the formation of students' character and personality. In it, the process of socialization, internalization of values, and complex emotional and social development takes place. However, this process often faces various challenges, one of which is the emergence of maladaptive behaviors such as narcissistic tendencies. Narcissism in adolescents is characterized by an attitude of feeling the most superior, thirst for recognition, and low empathy for others. This behavior can disrupt the harmony of relationships between friends, hinder cooperation in learning, and create social tension in the school environment. The phenomenon of narcissistic behavior among adolescents, including students of Madrasah Aliyah Preparatory Negeri 4 Medan, can be observed from the increase in excessive self-expression, dependence on external validation, especially through social media, and the lack of ability to foster healthy relationships. The imbalance between high self-image and low social adaptability often leads to conflicts between peers, triggers social anxiety, and hinders the process of building a balanced character. In the context of education based on religious and moral values, such as madrasah aliyah, this phenomenon is a challenge in itself that needs to be handled appropriately (Iskandar, 2022) (Sahputra, 2024).

This condition requires concrete efforts in the educational environment to help adolescents healthily manage narcissistic tendencies. One approach that is considered effective is group guidance services. Through interaction in small, targeted groups, students are given space to evaluate themselves, learn from peer experiences, and develop empathy and social skills. Group tutoring creates social dynamics that support emotional learning, while also being a safe space for students to understand and change maladaptive behaviors. In its implementation, the effectiveness of group guidance can be increased by integrating techniques that are expressive and reflective, one of which is *Art Therapy* (King dkk., 2023). This technique utilizes art media such as drawing, coloring, and creating visual symbols as a tool to express feelings and thoughts that are difficult to express verbally. Previous research has shown that (Wirastania, Kurniawati, & Hanifah, 2023) *Art Therapy* able to help individuals with narcissistic tendencies to better understand themselves, reduce egocentric attitudes, and increase social awareness and empathy.

Moreover, *Art Therapy* It has been proven effective in various contexts of psychosocial intervention, including in students who are victims of bullying and those who experience emotional dysregulation. Unfortunately, the application of this technique in handling narcissistic behavior in schools is still minimal, especially in Indonesia. The potential of this technique in facilitating emotional and social recovery is huge, especially for adolescents who need a safe and authentic space of expression. Group guidance equipped with techniques (Asyifa, 2021) *Art Therapy* has the opportunity to be an intervention that is not only informative, but also transformative. Through art activities combined with group reflection, students can explore themselves, develop social awareness, and learn to accept the existence of others as an important part of their lives. This process gradually

helps to reduce the narcissistic aspects and form a healthier and more balanced character (Anugrah & Noorizki, 2023).

Although various forms of guidance and counseling services have been widely implemented in schools to address adolescent psychosocial problems, the dominant focus of interventions still revolves around common issues such as academic stress, anxiety, emotional regulation, and bullying. Meanwhile, the phenomenon of narcissistic behavior that is increasingly emerging in adolescents, especially in today's digital era, has not received much attention in the form of structured psychopedagogic interventions. Narcissistic tendencies, characterized by excessive desire to gain recognition, feeling superior, and lack of empathy, are serious challenges to the harmony of social relations and the formation of students' character in school. However, studies that explicitly examine effective strategies in dealing with this behavior are still very limited, especially in the context of Indonesian education.

Technique *Art Therapy*, which has been shown to be effective in helping individuals express emotions and self-reflect through visual arts media, has been used in a variety of psychosocial interventions such as trauma recovery, stress management, and self-awareness development. Several previous studies have shown that art activities can be a safe and reflective medium for adolescents to explore their deepest feelings, strengthen empathy, and foster social sensitivity. However, the application of this technique in group guidance services to reduce narcissistic tendencies in students is still rarely used as a focus of research, especially in the context of religious-based education such as madrasah aliyah. This gap is an important gap in the literature, as well as clarifying the position of this research as an effort to answer the existing research gap. Until now, there have not been many studies in Indonesia that specifically combine group guidance services with the (Irawati & Wulandari, 2021) (Zubaidah, 2023) *Art Therapy* in order to reduce students' narcissistic behavior. There has also been no study that contextually implements this approach in the madrasah aliyah environment, which has distinctive characteristics of students and institutional values.

This research offers novelty in several important aspects. First, in terms of approach, this study integrates two methods that have not been empirically combined in school counseling practice, namely group guidance services and *Art Therapy* techniques. Second, the research focus is directed specifically at reducing adolescent narcissistic behavior, a focus that is still rare in counseling intervention research. Third, this research was carried out at Madrasah Aliyah Preparatory Negeri 4 Medan, providing a distinctive cultural and spiritual dimension to the implementation of art-based interventions. Thus, this research not only answers the need for contextual and humanistic psychosocial interventions but also contributes to the development of creative and transformative counseling service models in the Indonesian educational environment.

METHOD

This study uses a quantitative approach with a quasi-experiment type of research, aiming to test the effectiveness of group guidance services with *art therapy* in reducing narcissistic behavior in students. The design used is One Group Pretest-Posttest Design, which is an experimental design without a control group, where the same subjects are given measurements before and after treatment. This design scheme can be described as follows: (Hasibuan, 2023)

$O_1 - X - O_2$

Information:

O_1 = Pretest

X = Treatment (group guidance service with *art therapy techniques*)

O_2 = Posttest (final measurement)

The subjects of the study were all students of class X-1 of Madrasah Aliyah Preparatory Negeri (MAPN) 4 Medan which amounted to 29 people. The sample was selected by purposive sampling, which is based on special criteria relevant to the purpose of the study, namely students who have a high level of narcissism. Based on the results of filling out the initial narcissistic scale, 21 students who met these criteria were identified and used as samples in this study. The main instrument used to measure the level of narcissistic behavior is the 16-item version of the Narcissistic Personality Inventory (NPI-16) developed by. This scale consists of six main dimensions: authority, self-sufficiency, superiority, exhibitionism, exploitativeness, and entitlement. In the context of this study, the NPI-16 instrument was adopted from previous research by, and adjusted to the context of students in madrasas. However, the reliability values (such as Cronbach's Alpha) and the construct validity of these instruments are not presented explicitly, thus becoming one of the limitations of the study. (Ames, Rose, & Anderson, 2006) (Mutoharoh & Ifada, 2023)

The data collection techniques used include: (Creswell, 2020)

1. Questionnaire – used to measure the level of narcissistic behavior before and after treatment.

2. Observation – conducted during the group tutoring process to see students' emotional expression, engagement, and social interaction.

3. Interviews – conducted on a limited basis to BK students and teachers to enrich qualitative data related to the dynamics of student behavior change.

4. Documentation – in the form of activity notes, artwork during the session, and photos of the activity as evidence of the implementation of the intervention.

Intervention in the form of group guidance services with techniques *art therapy* It was held in six sessions over three weeks, each lasting 60–90 minutes. Each session is

designed based on the principles of art therapy that include drawing, painting, collage, and symbolic exploration activities relevant to themes of self, social relations, and empathy. The media used include drawing paper, crayons, watercolors, colored pencils, and used magazines. The activity was guided by a researcher who acted as a facilitator with a scientific background in guidance and counseling. Although this design allowed researchers to evaluate behavioral changes before and after the intervention, the absence of a control group made it difficult to eliminate the possible influence of other external factors on the study results. In addition, the relatively small sample size (n = 21) and the lack of empirical tests on the validity and reliability of the instrument in the context of this population are important notes in the limitations of this study (Sugiyono, 2022).

RESULTS AND DISCUSSION

To be able to find out who is indicated to be experiencing narcissistic behavior, the initial measurement utilizes *a pre-test* conducted by giving a questionnaire to class X-1 with a population of 29 students. After that, results with a high category were obtained by 21 students who were indicated to have narcissistic behavior. The following is the calculation of the *narcissistic scale* pre-test questionnaire for students:

Table 1. Narcissistic Scale Pre-test Data

NO	NAME	NARCISSISTIC		
		Total	Category	% (interval)
1	MK	27	Tall	84%
2	ABOVE	28	Tall	88%
3	SQ	27	Tall	84%
4	BISHOP	27	Tall	84%
5	FN	28	Tall	88%
6	MAR	29	Tall	91%
7	FY2019	28	Tall	88%
8	European Championships	27	Tall	84%
9	MMI	27	Tall	84%
10	RR	29	Tall	91%
11.	KS	29	Tall	91%
12	K	32	Tall	100%
13	AAK	30	Tall	94%
14	ALSO	28	Tall	88%

15	IP	27	Tall	84%
16	FT	27	Tall	84%
17	AA	28	Tall	88%
18	RA	27	Tall	84%
19	RAA	28	Tall	88%
20	HS	27	Tall	84%
21	LF	27	Tall	84%

Based on the data from the narcissistic scale pre-test results given to 21 participants, all respondents showed a level of narcissism that was classified as a high category. This is indicated by a total score that ranges from 27-32, with the percentage of the result interval being in the range of 84% - 100%. Most of the participants obtained a score of 27 with a percentage of 84%, which is the most value (mode) in this data, and was owned by 9 participants (MK, SQ, MGR, EK, MMI, IP, FT, RA, HS, and LF). In addition, there were 6 participants who obtained a score of 28 with a percentage of 88%, namely NAD, FN, FFY, DA, AA, and RAA. The other three participants (MAR, RR, and KS) had a score of 29 with a percentage of 91%, one participant (AAK) obtained a score of 30 with a percentage of 94%, and one participant (K) obtained the highest score, namely 32 with a percentage of 100%. These results showed that the majority of participants had a relatively high and evenly distributed narcissistic tendency.

This data shows that the majority of participants experience a very significant level of narcissism. Therefore, it is necessary to carry out the implementation of group guidance services with *Art Therapy* techniques in solving the problems of these students. After the intervention had been fully implemented, 21 research samples were directed to refill the same questionnaire. The intention is to see changes in the subject after being given an intervention. Based on post-test data given to 21 participants, the results showed that most participants were in the low category in terms of narcissistic behavior. The total score ranges from 22 - 26, with the percentage interval between 69% - 81%. A total of 20 out of 21 participants or 95% were included in the low category, with the highest score being 22 (7 participants: MK, SQ, MGR, EK, MMI, FT, and LF), which is equivalent to a percentage of 69%. Other participants had scores that varied between 23 to 25 with a percentage of 72%–78%, but remained in the low category. Meanwhile, one participant, namely K, obtained a score of 26 with a percentage of 81%, which is classified as a medium category. The results of the post-test can be seen based on the following table:

Table 2. Narcissistic Scale Post Test Data

NO	NAME	NARCISSISTIC		
		Total	Category	% (interval)

1	MK	22	Low	69%
2	ABOVE	23	Low	72%
3	SQ	22	Low	69%
4	BISHOP	22	Low	69%
5	FN	23	Low	72%
6	MAR	24	Low	75%
7	FY2019	23	Low	72%
8	European Championships	22	Low	69%
9	MMI	22	Low	69%
10	RR	24	Low	75%
11.	KS	24	Low	75%
12	K	26	Keep	81%
13	AAK	25	Low	78%
14	ALSO	24	Low	75%
15	IP	23	Low	72%
16	FT	22	Low	69%
17	AA	22	Low	69%
18	RA	22	Low	69%
19	RAA	23	Low	72%
20	HS	23	Low	72%
21	LF	22	Low	69%

When compared to the results of the narcissistic scale pre-test (Table 1), where all participants showed a high level of narcissism with a percentage between 84% - 100%, the post-test results showed a significant decrease in the form of behavior change, especially in narcissism. This indicates that the intervention or treatment given after the pre-test measurement is effective in reducing narcissistic behavior To determine the effectiveness of the intervention on students' narcissistic behavior, the researcher conducted several statistical tests, namely the normality test, the variance homogeneity test, and the Wilcoxon Signed Ranks Test.

Normality Test

TESTS OF NORMALITY

POSTTEST	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Itself.	Statistic	df	Itself.

PRETEST	pretest	.247	21	.002	.751	21	.000
	posttest	.238	21	.003	.821	21	.001

A. LILLIEFORS SIGNIFICANCE CORRECTION

The normality test was carried out using the Kolmogorov-Smirnov and Shapiro-Wilk methods on the pretest and posttest data. The results of the Kolmogorov-Smirnov test showed a significance value (Sig.) in the pretest data of 0.002 and a posttest of 0.003, while the results of the Shapiro-Wilk test showed a significance value of 0.000 and a posttest value of 0.001. Since the overall significance value < 0.05, it can be concluded that the data is not normally distributed. Therefore, a non-parametric test is used for further analysis.

Variance Homogeneity Test

TEST OF HOMOGENEITY OF VARIANCE

		Levene Statistic	df1	df2	Itself.
PRETEST	Based on Mean	.040	1	40	.843
	Based on Median	.036	1	40	.850
	Based on Median and with adjusted df	.036	1	38.483	.850
	Based on trimmed mean	.029	1	40	.866

The variance homogeneity test was performed using the Levene test to see if the variance of the pretest and posttest data was homogeneous. The test results showed significance values in all categories (mean, median, trimmed mean) above 0.05, ranging from 0.843 to 0.866. This shows that the pretest and posttest data have homogeneous variance.

Uji Wilcoxon Signed Ranks Test

WILCOXON SIGNED RANKS TEST

RANKS

		N	Mean Rank	Sum of Ranks
POSTTEST - PRETEST	Negative Ranks	21a	11.00	231.00
	Positive Ranks	0b	0.00	0.00
	Ties	0c		
	Total	21		

A. POSTTEST < PRETEST

	posttest - pretest
B. POSTTEST > PRETEST	
C. POSTTEST = PRETEST	
TEST STATISTICSA	
	posttest - pretest
WITH	-4.240b
ASYMP. SIG. (2-TAILED)	.000
A. WILCOXON SIGNED RANKS TEST	
B. BASED ON POSITIVE RANKS.	

Because the data is not normally distributed, the Wilcoxon Signed Ranks Test is used to see the difference between the pretest and the posttest. The test results showed: (a) There were 21 participants with posttest scores lower than the pretest (Negative Ranks); (b) No participant showed an improvement in score in the posttest compared to the pretest (Positive Ranks = 0); (c) There is no fixed value (Ties = 0); and (d) Z value = -4.240, with a significance value (Asymp. Sig. 2-tailed) of 0.000. Since the significance value is less than 0.05, it can be concluded that there is a significant difference between pretest and posttest scores. In this case, the posttest score was lower, indicating that there was a decrease in narcissistic behavior after the intervention was given. Based on the results of data analysis, the interventions provided were proven to be effective in reducing narcissistic behavior in students. This is shown by a significant decrease in scores from pretest to posttest and no increase in scores in the posttest.

To find out the students who were indicated to tend to narcissistic behavior, the researcher conducted an initial measurement (pre-test) using a narcissistic scale to 29 students in class X-1. The results of the pre-test showed that as many as 21 students were classified as high based on the total score which was in the range of 27 to 32, with the percentage of scores ranging from 84% to 100%. Most of the students (9 people) got a score of 27 (84%), making this score a data mode. This pre-test data showed that all subjects who were included in the high category had a fairly even narcissistic tendency. Therefore, the researcher continued by providing group guidance services using Art Therapy techniques to the 21 students. After the intervention was carried out, all participants filled out the same questionnaire again for post-test measurement.

Post-test results showed a significant decrease in narcissistic scores. A total of 20 out of 21 students (95%) were in the low category with scores ranging from 22 to 25 (percentage 69%–78%), while one student (K) obtained a score of 26 with a percentage of 81% and was classified in the medium category. The visualization of the boxplot in Figure 1 below shows the difference in score distribution between pre-test and post-test more clearly, showing a decrease in the median and narrowing of the score range after the intervention.
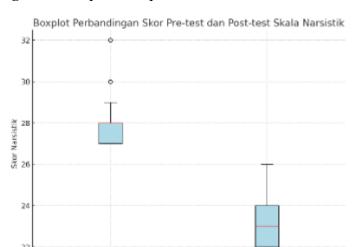
Figure 1. Boxplot Comparison of Pre-test and Post-test Scores of the Narcissistic Scale

Before the effectiveness test, the researcher conducted a normality test using Kolmogorov–Smirnov and Shapiro-Wilk. The results showed that the pre-test and post-test data were not normally distributed ($p < 0.05$), so the non-parametric Wilcoxon Signed Ranks Test was used. The variance homogeneity test through the Levene Test showed a significance result above 0.05 ($p > 0.843$), indicating that the data has homogeneous variance. The Wilcoxon test yielded a value of $Z = -4.240$ with a significance of $p = 0.000$, indicating a significant difference between pre-test and post-test scores. No participants were found to have increased scores, and there were no fixed scores (ties). This showed that all participants experienced a decrease in post-intervention narcissistic levels. To assess the strength of the intervention, the effect value of Wilcoxon was calculated using the formula $r = Z / \sqrt{N}$, with N = the total number of observations (21), so that it was obtained:

$r = -4.240 / \sqrt{21} \approx -0.925$

An *r* value of 0.925 indicates a large effect size according to Cohen's (1988) interpretation. This confirms that group guidance services with Art Therapy techniques have a strong influence in reducing students' narcissistic behavior. However, it should be noted that this study did not explicitly report whether an examination of outliers or data distribution after intervention had been performed using visual methods (such as histograms or scatterplots), which could help ensure the absence of extreme data that affected the results of statistical tests. Overall, these results show that the interventions provided are significantly and strongly effective in reducing students' narcissistic behavior. The art therapy approach in group guidance services has proven to be the right method in dealing with psychosocial problems such as narcissism in adolescents.

Based on the results of a study conducted on 21 students in class X-1 who were indicated to have high narcissistic behavior, it was found that group guidance services with *Art Therapy techniques* were proven to be effective and significant in reducing students' narcissistic levels. The pre-test results showed that all participants were in the high

category with scores of 27–32 (84%–100%), while the post-test results showed a clear decrease, with 95% of participants moving to the low category (score 22–25, percentage 69%–78%), and only one student in the medium category. The Wilcoxon Signed Ranks Test statistical test yielded values of Z = -4,240 and p = 0.000, which signifies a significant difference between pre-test and post-test. In addition, the calculation of effect size (r = 0.925) indicated a very strong impact of the intervention, according to the classification of *large effect size* according to Cohen. With no participants experiencing an increase in scores or fixed scores (ties), it can be concluded that the intervention had an overall effect on all participants. Overall, this study provides empirical evidence that *Art Therapy techniques* in group tutoring services are an appropriate and effective strategy in dealing with narcissistic behavior in adolescents in the school environment.

Art therapy techniques in group tutoring provide a safe, expressive medium for students to express thoughts and feelings that are difficult to express verbally. Creative processes in art, such as drawing, painting, or creating visual symbols, help participants in self-reflection and increase self-awareness. Thus, the student begins to understand the motives within him that drive narcissistic behavior, and gradually learns to dampen the need for excessive external validation (Wahyuni, 2021). Group dynamics also play an important role in the process of behavior change. In group tutoring, students interact with peers in a structured and supportive setting. These interactions allow participants to get direct social feedback on their behavior, including narcissistic tendencies. This feedback can help them see how their behavior affects others, thus building empathy and healthier social skills. (Siregar & Murni, 2020)

In addition, group tutoring strengthens social learning by developing assertive communication skills, active listening, and sharing personal experiences. In the context of students with narcissistic behavior, experiences like this are crucial because they tend to have difficulty building healthy relationships and mutual respect. Through art therapy techniques, students not only channel their egos into artworks, but are also guided to interpret their work psychologically in group forums. The findings of this study are consistent with research that shows that film media-based art counseling is able to increase students' self-esteem. The link between healthy self-esteem and low narcissistic behavior has been widely proven theoretically and empirically. Students with stable self-esteem are less likely to need excessive outside recognition and are able to build a realistic self-concept. This is an important basis for reducing narcissistic behavior (Wirastania, Kurniawati, & Hanifah, 2023).

Art therapy is also known to be effective in fostering better emotion regulation. In art therapy, participants are trained to symbolically express internal conflicts, which can lower psychological distress and the need for compensation for narcissistic behavior. With improved emotion regulation skills, students can manage insecurities without the need to show dominance, show off, or exploitation of others. (Anugrah & Noorizki, 2023). Interestingly, the art therapy approach not only provides an individualized therapeutic effect, but also supports social change within the group. Students are invited

to interpret the work of their group mates in an empathetic manner, which opens up space for cross-perspective understanding. In this process, narcissistic tendencies such as a lack of empathy can be naturally reduced through positive and accepting group experiences. Overall, the results of this study provide important implications for guidance and counseling practices in schools. The art therapy approach in group guidance can be an effective intervention strategy in dealing with narcissistic behavior problems in adolescents. These findings also fill the gap in the literature that has been researching art therapy in the context of trauma and emotional disorders, but not much has focused on narcissism among students. Therefore, this approach is very relevant for school counselors to apply in dealing with the psychosocial challenges of adolescents in the digital era. Although this study makes a strong contribution to the understanding and intervention of narcissistic behavior through the art therapy approach in group counseling services, there are several previous studies that are thematically less relevant, but still have conceptual relevance that can be used as critical comparison material.

Research conducted by shows that art therapy is effective in reducing anxiety in children affected by disasters. The focus of this research is different, namely on aspects of trauma and anxiety disorders, not personality behaviors such as narcissism. However, the approach of art as a medium of emotional expression still shows broad therapeutic potential. In this context, art therapy is able to help individuals manage psychological distress, which can indirectly support emotional regulation in students with narcissistic tendencies (Putri & Rahmawati, 2022). It is different with studies that examined the effectiveness of art therapy in increasing the learning concentration of students with ADHD. The main focus of this study is on improving cognitive function and attention, without touching on affective aspects related to personality regulation. However, the creative process in art therapy used still shows positive results in improving students' reflective abilities and self-discipline, two aspects that are also important in the process of reducing narcissistic behavior. Research on group tutoring to improve the communication skills of shy students is also an interesting comparison. While it doesn't directly address narcissism, this study suggests that group dynamics can strengthen students' social aspects, such as empathy, listening skills, and mutual interaction. These are weak points in narcissistic behavior characterized by dominance and a thirst for validation. Therefore, although the context is different, the results of this study are still relevant to show the power of group intervention in shaping adaptive social behavior. (Lestari & Sunarto, 2021) (Yusuf & Ananda, 2020)

Studies by those who apply music therapy to children with disabilities focus more on the stimulation of positive emotions. The approach is different from visual-based art therapy, but they both have similarities in utilizing non-verbal expression as a means of healing. Music therapy helps to create emotional comfort, while art therapy in the context of this study provides a space for deep reflection on the inner conflicts that drive narcissistic behavior. This comparison confirms that the effectiveness of expressive therapy depends on the psychological context being addressed. Through a comparison with some of the

studies above, it can be seen that the art therapy approach in this study occupies a unique and distinctive position because it is directly directed to deal with personality issues, not just general emotion regulation. In addition, the integration of these techniques in group counseling services makes a significant contribution to the development of self-awareness, empathy, and ego control that are at the core of handling narcissistic behavior. This means that this research not only strengthens the effectiveness of art therapy in the realm of education but also provides a new and more structured approach in dealing with adolescent behavioral dynamics. (Suharto, 2023). Thus, this study completes the gap in literature that has been more dominant in discussing art therapy in the context of trauma, depression, or other emotional problems, and not many have specifically focused on the problem of narcissism in the world of education. These findings are important as the basis for the development of adaptive psychopedagogic intervention models in schools, especially in the face of the social-emotional challenges of students in the digital age who are vulnerable to identity crises and excessive validation searches.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that group guidance services with *Art Therapy techniques* have been proven to be effective in reducing the level of narcissistic behavior in students in class X-1. Before the intervention, all participants were in the high narcissistic category, with pre-test scores ranging from 27 to 32. After being given an intervention through *the Art Therapy* approach, there was a significant decrease in post-test scores, where 95% of participants were in the low category and only one participant was in the medium category. The Wilcoxon Signed Ranks Test shows a significance value of 0.000, which means there is a significant difference between pre-test and post-test scores. An effect value of 0.925 indicates a huge power of the intervention, indicating that *Art Therapy* has a strong and comprehensive impact on changes in student behavior.

Based on these results, it is recommended that school counselors apply *Art Therapy* techniques in a structured and ongoing manner as part of group tutoring services, particularly to address behavioral problems such as narcissism that are often associated with identity crises, fragile self-esteem, and the need for excessive validation among adolescents. This approach can also be combined with other counseling strategies that emphasize aspects of self-expression, emotion regulation, and interpersonal empathy. For the school, it is important to provide space and time that supports art-based creative activities as a medium for student character development. Researchers are further expected to expand the scope of the study by involving more participants, using control groups, and extending the duration of interventions so that their long-term effectiveness can be measured more comprehensively. The implications of this study show that group guidance with *Art Therapy* techniques can be an alternative approach that is relevant in the context of modern education, especially in facing the increasingly complex psychosocial challenges of adolescents in the digital era. Through art activities, students are not only able to express themselves safely and constructively, but also learn to

recognize and reflect on the psychological dynamics that underlie their behavior. A supportive group process also provides space for students to build empathy, learn to listen, and receive positive feedback from peers.

Nevertheless, this study has some weaknesses. The sample size was limited to a single class, and the absence of a control group limited the generalization of the findings. In addition, the relatively short duration of the intervention could not ensure the extent to which such behavior changes persisted in the long term. This study also did not explore the qualitative aspects of the students' experience during the intervention process, even though the subjective insight can provide a deeper understanding of the effectiveness and dynamics of *the Art Therapy* process itself. Therefore, further research needs to consider a mixed-method approach to provide a more complete picture of the psychological impact of arts-based interventions in the world of education.

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