Development of an Art Therapy Module for Burnout and Self-Adjustment in K-Drama-Addicted Students

Elni Yakub
Riau University, Riau, Indonesia
E-mail: elni.yakub@lecturer.unri.ac.id

Isnaria Rizki Hayati *)
Riau University, Riau, Indonesia
E-mail:isnariarh@lecturer.unri.ac.id

Amirah Diniaty
Suska Riau State Islamic University, Riau, Indonesia
E-mail: amirah.diniaty@uin-suska.ac.id

Siska Mardes
Riau University, Riau, Indonesia
E-mail: siska.mardes@lecturer.unri.ac.id

Najwa Adyani Dwitammi
Riau University, Riau, Indonesia
E-mail:
najwah.adyani0679@student.unri.ac.id

) Corresponding Author

Abstract: The increasing phenomenon of academic burnout and low self-adjustment among students addicted to Korean dramas presents a serious challenge for guidance and counseling services in schools. This study aims to develop an *Art Therapy* module as an intervention to reduce academic burnout and enhance students' self-adjustment. The research employed a Research and Development (R&D) approach using the 4D model (Define, Design, Develop, Disseminate). Data were collected through observation, interviews, academic burnout questionnaires, self-adjustment scales, and expert validation in content, design, and language. Data analysis included product validity assessment, module practicality evaluation, and effectiveness testing using the Wilcoxon Signed Ranks Test. The results indicated that the module demonstrated a high level of validity (average >90%), excellent practicality (92%), and statistically significant effectiveness in reducing academic burnout (from 85.86 to 76.97) and improving student self-adjustment (from 83.46 to 99.00). The Wilcoxon test confirmed significant differences between pretest and posttest scores for both academic burnout (p = 0.000) and self-adjustment (p = 0.000). In conclusion, the *Art Therapy* module is valid, practical, and effective as a medium for group counseling services to support students in coping with academic burnout and enhancing self-adjustment affected by Korean drama addiction.

Abstrak: *Fenomena meningkatnya kejenuhan akademik (academic burnout) dan rendahnya penyesuaian diri di kalangan siswa yang kecanduan drama Korea menjadi tantangan serius bagi layanan bimbingan dan konseling di sekolah. Penelitian ini bertujuan untuk mengembangkan modul Terapi Seni (Art Therapy) sebagai intervensi untuk mengurangi kejenuhan akademik dan meningkatkan penyesuaian diri siswa. Penelitian ini menggunakan pendekatan Research and Development (R&D) dengan model 4D (Define, Design, Develop, Disseminate). Data dikumpulkan melalui observasi, wawancara, kuesioner kejenuhan akademik, skala penyesuaian diri, serta validasi ahli dalam aspek konten, desain, dan bahasa. Analisis data mencakup penilaian validitas produk, evaluasi kepraktisan modul, dan uji efektivitas menggunakan Wilcoxon Signed Ranks Test. Hasil penelitian menunjukkan bahwa modul memiliki tingkat validitas yang tinggi (rata-rata >90%), kepraktisan yang sangat baik (92%), serta efektivitas yang signifikan secara statistik dalam mengurangi kejenuhan akademik (dari 85,86 menjadi 76,97) dan meningkatkan*

penyesuaian diri siswa (dari 83,46 menjadi 99,00). Uji Wilcoxon menunjukkan perbedaan yang signifikan antara skor pretest dan posttest baik untuk kejenuhan akademik (p = 0,000) maupun penyesuaian diri (p = 0,000). Kesimpulannya, modul Terapi Seni ini valid, praktis, dan efektif sebagai media layanan konseling kelompok untuk membantu siswa mengatasi kejenuhan akademik dan meningkatkan penyesuaian diri akibat kecanduan drama Korea.

INTRODUCTION

The rising phenomenon of academic burnout among Indonesian students has become one of the major challenges in the field of education. The *Merdeka Curriculum*, introduced by the Ministry of Education since 2019, was designed to create a more flexible and creative learning environment. Although this curriculum aims to foster student autonomy, in practice, it has led to increased pressure due to the large number of project-based tasks, minimal structured guidance, and high expectations for individual performance (Karlina dkk., 2024; Nur Rahmadani Muthaharoh, Riya Kusmita, M. Kurniawan, Selvi Afitri, & Ali Iskandar Zulkarnain, 2024; Ramadhan, 2023). Excessive academic pressure, accumulated assignments, and the demand for fast-paced achievement have become significant contributors to students' mental and emotional fatigue (Schaufeli, Martínez, Pinto, Salanova, & Bakker, 2002). Academic burnout is characterized by emotional exhaustion, loss of interest, and a decline in academic performance. This issue cannot be separated from the broader post-pandemic social and digital transformation context, which adds complexity to students' psychosocial challenges (Gao, Gao, Wang, & Qing, 2024).

Burnout is not solely triggered by internal academic factors, but also influenced by external variables such as social environment, overwhelming task loads, and lack of emotional support. Lesmana highlights that burnout often stems from persistent emotional discomfort and a decline in learning motivation (Lesmana, 2022). A national survey also revealed that most senior high school students in Indonesia experience burnout at moderate to high levels (Sabri, Yakub, & Umari, 2024).

Beyond academic demands, another emerging factor that exacerbates burnout is digital entertainment addiction—particularly Korean dramas (*K-Drama*). Adolescents often immerse themselves in emotionally driven K-Drama narratives as a form of escapism from academic stress, which paradoxically worsens their psychological imbalance (He & Sun, 2022). According to Jin, K-Drama is a prominent component of *Hallyu 2.0*, a Korean cultural wave widely disseminated through social media and intensively targeting digital-age adolescents. Its impact extends beyond mere distraction from study time; it disrupts students' adjustment processes, defined as their emotional, social, and behavioral adaptation to school environments (Jin, 2016).

Adjustment is a critical developmental aspect of adolescent life. According to Santrock (Santrock, 2019), adjustment is part of personality development and is marked by the individual's ability to navigate social conflict, set life goals, and form a stable identity. Students with low levels of adjustment often experience social anxiety, interpersonal conflicts, and difficulty regulating emotions (Desmita, 2011) In the context of digital entertainment addiction, poor adjustment has become a key barrier to students' academic success and social development.

Given these challenges, various approaches have been developed within the field of guidance and counseling to support students in addressing psychological difficulties. One proven method that effectively enhances student adjustment and reduces burnout is *Art Therapy*. According to

Malchiodi (Malchiodi, 2012) Art Therapy is an expressive therapeutic approach that uses art media to channel emotions, foster self-awareness, and manage stress and anxiety. It is especially effective in helping adolescents externalize internal conflicts that are difficult to express verbally, while also improving social skills and psychological balance (Haeyen, Van Hooren, & Hutschemaekers, 2015)

A growing body of research supports these findings. For example, Li et al. (Li et al., 2019) emphasize that engaging in artistic activities strengthens emotional resilience and reduces stress symptoms. Other studies have demonstrated that Art Therapy enhances students' adaptive capabilities. Research by Panggabean, Yakub, & Khadijah and Yakub, Umari, & Munawir shows that Art Therapy significantly contributes to improving the adjustment of high school students addicted to K-Dramas (Panggabean, Yakub, & Khadijah, 2023; Yakub, Umari, & Munawir, 2023). Furthermore, Sabri et al. found that students who participated in Art Therapy sessions experienced a significant reduction in academic burnout (Sabri et al., 2024).

Despite these encouraging results, there is still no structured, practical, and validated *Art Therapy* module available for use by school counselors in Indonesia. This absence represents a critical research gap. A standardized module could serve as a practical guide for school-based, art-integrated counseling, especially for counselors seeking to implement therapeutic approaches in group settings. Art Therapy holds great potential as a holistic intervention, addressing students' emotional, social, and cognitive domains simultaneously (Haeyen et al., 2015)

This research aims to develop an *Art Therapy* module that is valid, practical, and effective in reducing academic burnout and improving the adjustment of students addicted to K-Dramas. The development process follows the 4D model (Define, Design, Develop, Disseminate), with validation involving expert review, practicality testing by guidance teachers, and effectiveness evaluation through Wilcoxon testing on pre-test and post-test data. The outcomes of this research are expected to provide a meaningful contribution to the practice of educational counseling in Indonesia. The resulting module is not only a practical tool for teachers, but also an innovative intervention designed to promote students' psychological well-being, support academic success, and enable them to navigate digital cultural influences in a healthy and productive manner.

METHOD

This study employed a **Research and Development (R&D)** approach using the **4D development model**—Define, Design, Develop, and Disseminate—proposed by Thiagarajan (Thiagarajan, 1974). The R&D method was chosen as the study aimed to develop an *Art Therapy* module specifically designed to address high levels of academic burnout and low levels of student adjustment. The 4D model was applied systematically to produce a product that meets the criteria of being valid, practical, and effective.

Several instruments were utilized throughout the research process. To evaluate the validity of the module, validation sheets for language and design were administered to experts. To assess practicality, a practicality questionnaire was distributed to guidance counselors. For evaluating effectiveness, two standardized instruments were used: the Student Adjustment Scale and the Academic Burnout Scale, which were administered before and after the intervention.

Descriptive statistics were used to analyze the results of both **validity and practicality**, calculated using the following formula:

$$Validity\ Level\ (\%) = \left(\frac{Total\ Score\ Obtained\ from\ Validators}{Maximum\ Possible\ Score}\right) \times 100\%$$

$$Practicality(\%) = \left(\frac{Total\ Score\ Obtained\ from\ Users}{Maximum\ Possible\ Score}\right) \times 100\%$$

By interpretation:

Table 1. Interpretation of product validity/practicality

Presentase	Kategori
81% - 100%	Very Valid

61% - 80%	Valid	
41% - 60%	Fairly Valid	
21% - 40%	Less Valid	
0% - 20%	Not Valid	

Source : Adapted from Riduwan(Riduwan, 2015)

To evaluate the effectiveness of the *Art Therapy* module, this study employed a **pre-test and post-test design within the same group**. The sample consisted of students who met specific criteria—namely, those exhibiting addiction to Korean dramas and experiencing academic burnout. Participants were selected using **purposive sampling**, a deliberate selection technique based on characteristics relevant to the research objectives (Sugiyono, 2018).

The data analysis technique used was the **Wilcoxon Signed-Rank Test**, a non-parametric statistical test suitable for paired data that do not meet the assumption of normal distribution or when the sample size is relatively small (Gibbons & Chakraborti, 2010; Nachar, 2008). This test is appropriate for detecting significant differences between scores before and after an intervention within the same group, without requiring the normality assumption inherent in parametric tests such as the paired t-test (Field, 2013). Statistical significance was determined based on the **p-value**, with a threshold of $p < 0.05$ indicating a significant difference between pre-test and post-test conditions following the implementation of the *Art Therapy* module. The choice of the Wilcoxon test was further justified by the nature of the data, which was predominantly ordinal and obtained through psychological instruments assessing levels of addiction and burnout—making it consistent with the principles of non-parametric analysis, which is more robust to violations of normality assumptions (Pallant, 2020).

RESULTS AND DISCUSSION
Results

Modules are tested and validated first. Expert Validation involves BK material experts, design experts, and language experts.

1. Design Validation Results:

Table 2. Design Expert Validation Result

No	Validator	Presentation Validity	Criteria
1	Validator 1	86,00%	Very Valid
2	Validator 2	82,00%	Very Valid
3	Validator 3	96,00%	Very Valid
Average Validity		**88,00%**	**Very Valid**

Based on table 2, validation test results from 3 design experts, the average percentage of validity is 88.00%, which is in the Very Valid criteria, meaning that the module that has been developed has an attractive design and can be used in the next stage, namely trial distribution. widespread in several schools in city districts throughout Riau Province.

2. Language Validation Results:

Table 3. Linguist Expert Validation Results

No	Validator	Presentation Validity	Criteria
1	Validator 1	96,67%	Very Valid
2	Validator 2	93,33%	Very Valid
3	Validator 3	90,00%	Very Valid
Average Validity		**93,33%**	**Very Valid**

Based on table 3, it can be seen that the results of the language validation test from 3 language expert validators concluded that the product developed in terms of the language used received an average of 93.33% from validators in the Very Valid category, thus the language used in the module was can be well understood by guidance and counseling teachers at school to be used with their students.

3. Material Validation

Table 4. Material Expert Validation Results

No	Validator	Presentation Validity	Criteria
1	Validator 1	97%	Very Valid
2	Validator 2	100%	Very Valid
3	Validator 3	97%	Very Valid
Average Validity		**98%**	**Veryt Valid**

The results of research on material validation from 3 material experts, research findings show that the results are very valid, meaning that the material that has been prepared in the module is in accordance with the needs of students to overcome *Burnout* academic and low self-adjustment.

4. Module Practicality Test

The practicality test was given to 30 guidance and counseling teachers from various schools in Pelalawan district to determine the readability of the material by the guidance and counseling teachers for implementing *Art Therapy* with module media for their students. Research findings show that the module is very practical. This can be seen from the following data analysis.

Table 5. Module Practicality Results *Art Therapy*

Amount of Respondents	Average Practicality Percentage	Criteria
30 People	**92%**	**Very Practical**

5. Module *Art Therapy*

Based on the results of the availability of design experts, and language, as well as practicality results, the Module Art Therapy. The results can be seen in general as follows:

a. **Cover**

b. **Art Therapy Module Treatment Session**

TUJUAN

Sesi treatment 2 ini bertujuan untuk membantu peserta mengungkapkan dan menyadari (mindfulness) keadaan fisik yang tidak nyaman dan menghambat aktivitas dalam belajar atau menghambat aktivitas produktif sehari-hari. Kepada peserta diminta untuk mewarnai bagian tubuh pada kertas gambar tubuh manusia yang dibagikan pemimpin kelompok, yang dirasakan pada saat ini kurang nyaman, sakit, tegang dan seterusnya. Misal mereka merasa sakit pada kepala bagian kiri, lalu mereka mewarnai tubuh bagian kepala sebelah kiri, pada gambar yang dibagikan pemimpin kelompok.

Canva Stories

Tahap Peralihan

1. Pemimpin kelompok perlu mengalihkan perhatian anggota kelompok tentang kegiatan yang akan dilakukan selanjutnya. Kegiatan yang akan dilakukan yaitu art therapy.
2. Pemimpin kelompok mengamati anggota kelompok, apakah para anggota sudah siap menjalani kegiatan pada tahap selanjutnya.
3. Kemudian, Pemimpin kelompok membahas mengenai susunan kegiatan yang akan terjadi serta meningkatkan kemampuan keikutsertaan terhadap anggota kelompok.

Canva Stories

Langkah-Langkah
Bahan: Kertas HVS A4 yang di Print dengan Gambar Tubuh Manusia Lengkap, Crayon

Tahap Pembentukan

1. Menerima secara terbuka dan
2. mengucapkan terima kasih
3. Menjelaskan kegiatan bimbingan kelompok
4. Melaksanakan perkenalan
5. Ice breaking

Canva Stories

Tahap Inti

1. Diberikan kertas yang berisi gambar tubuh manusia
2. Diberikan instruksi kepada anggota kelompok untuk mewarnai bagian mana yang menandai rasa sakit/ tidak baik-baik saja pada kertas tersebut
3. Setelah selesai, anggota kelompok diberi kesempatan untuk menceritakan kondisi masing-masing sebagaimana kertas gambar yang telah mereka warnai secara bergiliran
4. Setelah semua anggota kelompok mempresentasikan, anggota kelompok yang lain diberi kesempatan untuk menanggapi ataupun bertanya mengenai apa dan bagaimana mengatasi kondisi yang tidak diinginkan tersebut.
5. Kemudian, Pemimpin kelompok mengarahkan dan menanggapi secara keseluruhan terkait proses yang terjadi dan gambar yang diceritakan masing-masing anggota kelompok

6. Module Effectiveness Test
   a. Module Effectiveness Test *Art Therapy* on Students' Self-Adjustment

Table 6. *Wilcoxon* Test for Self-Adjusment

	Posttest – Pretest
Z	-5.165[a]
Asymp. Sig. (2-tailed)	.000
a. Based on negative ranks.	
b. Wilcoxon Signed Ranks Test	

Based on table 6, it can be seen that the sig. 0.000 < 0.05 (significant level), it can be concluded that there is a significant difference between the results of the questionnaire on the pretest before using the module *Art Therapy* with post-tet results after using the module *Art Therapy.*
   a). Pretest: Average adjustment score was 83.46
   b). Posttest: After intervention, the average adjustment score was 99.00
   c). Statistical Analysis: The statistical test results show self-adjusting significance with the sig value. 0.000 < 0.05
   d). Conclusion: module *Art Therapy* effective for improving the adjustment of students who are addicted to watching Korean dramas.

a. Module Effectiveness Test *Art Therapy* To *Burnout* Student Academics

Table 7. *Wilcoxon* Test for *Burnout* Student Academics

	Posttest – Pretest
Z	-4.863[a]
Asymp. Sig. (2-tailed)	.000
a. Based on positive ranks.	
b. Wilcoxon Signed Ranks Test	

Based on table 7, it can be seen that the sig. 0.000 < 0.05 (significant level), it can be concluded that there is a significant difference between the results of the Self-Burnout scale on the pretest before using the at therapy module and the post-test results after using the at therapy module.

   a). Pretest: Average Academic Burnout score is 85.86
   b). Posttest: After intervention, the average Academic Burnout score was 76.97
   c). Statistical Analysis: The results of statistical tests show that Academic Burnout is significant with a sig value. 0.000 < 0.05
   d). Conclusion: the Art Therapy module is effective in reducing *Burnout* Student academics

Discussion

The validation results of the *Art Therapy* module, assessed by nine experts consisting of content, language, and design specialists, indicate a **very high level of validity**, with an average score exceeding 90%. This finding suggests that, in terms of conceptual, substantive, and visual aspects, the module aligns well with established academic and pedagogical standards. However, a high validation score does not diminish the importance of qualitative feedback provided by the validators. Suggestions from content experts, such as the need for concrete therapeutic activities that align with burnout indicators (e.g., collage making and TikTok choreography), greatly enriched the module's depth. These artistic activities serve not only

as recreational tasks but also as emotional outlets and channels for self-expression. As Malchiodi explains, art therapy allows individuals to express internal conflicts that are difficult to verbalize (Malchiodi, 2012). This is supported by Haeyen, Van Hooren, and Hutschemaekers, who found that *Art Therapy* helps individuals develop psychological balance through the creative process (Haeyen et al., 2015). .

From the linguistic perspective, revisions such as the standardization of foreign terms, correction of spelling, and clarification of sentence structure emphasize the critical role of language in the effectiveness of educational modules. According to Dick, Carey, and Carey (Dick, Carey, & Carey, 2015) clear, direct, and unambiguous language is a fundamental requirement in the development of effective instructional media. Meanwhile, suggestions from design experts enhanced the aesthetic and structural elements of the module, which are vital in fostering user motivation and engagement. Visuals that are thematically aligned with the content contribute to the success of art-based therapeutic processes, as explained in Reigeluth's theory of *instructional aesthetics* (Reigeluth, Beatty, & Myers, 2017).

The practicality test, involving 30 guidance and counseling teachers, revealed that the module is **highly practical**, with a score of 92%. This reflects a high level of readability, ease of implementation, and flexibility for use in various school settings. Sukmadinata (Sukmadinata, 2017) emphasized that the practicality of an educational product is reflected in how users perceive its comfort and ease of application in real-world contexts. This ease of use further contributes to increased self-efficacy among teachers in delivering interventions that might otherwise be perceived as complex or requiring specialized training.

Furthermore, the module's effectiveness test demonstrated **statistically significant results** in both reducing academic burnout and enhancing students' adjustment ($p = 0.000$). These findings are consistent with those of Sabri et al. (Sabri et al., 2024)who developed academically and

reported that *Art Therapy* is effective in addressing student burnout. Empirical support also comes from Heryadi, Handoyo, and Conia (Heryadi, Handoyo, & Conia, 2022), who found that art-based modules successfully reduced social anxiety in students who were victims of bullying. Additionally, Hjemdal et al. (Hjemdal et al., 2019)revealed that structured art activities help students cope with academic stress and enhance their sense of competence. Likewise, Mahardika concluded that through artistic activities such as drawing, painting, and collage-making in a group setting, students are given the space to express emotions, develop self-awareness, foster empathy, and strengthen social skills (Mahardika, 2017).

Thus, the relationship between validity, practicality, and effectiveness in this study forms a mutually reinforcing chain. Strong validation ensures the quality of the module's content and design; practicality facilitates consistent implementation in the field; and both directly contribute to the intervention's overall effectiveness. The module has proven to be an art-based counseling innovation that is not only **evidence-based**, but also **culturally relevant and practically applicable** within the context of contemporary Indonesian education.

CONCLUSION
The Art Therapy Module Demonstrates High Validity

The validation results from nine experts—comprising content, language, and design specialists—indicate that the *Art Therapy* module falls into the category of **highly valid**. This validity is reflected in the alignment of the module's content with the indicators of academic burnout and student adjustment, the clarity and accuracy of the language, as well as the visually appealing and informative design. The validation process also yielded constructive feedback that was accommodated in revising the module, thereby enhancing its substantive quality and practical applicability. These findings confirm that the module was developed academically and

methodologically in accordance with established principles of sound instructional product development

The Art Therapy Module is Highly Practical for School Implementation

Feedback from guidance and counseling teachers in Pelalawan Regency revealed that the module is **highly practical**, with an average score of 92%. This high score indicates that the module can be easily utilized by teachers without the need for special training. It includes clear instructions and can be effectively integrated into school counseling services. Features such as readability, logical flow of presentation, and the contextual relevance of activities contribute to the module's functionality and efficiency in real educational settings.

The Art Therapy Module is Proven Effective in Reducing Burnout and Enhancing Student Adjustment

Based on the effectiveness test using the **Wilcoxon Signed-Rank Test**, the *Art Therapy* module demonstrated **statistically significant results** in reducing academic burnout and improving student adjustment, particularly among students with an addiction to Korean dramas. The artistic activities embedded in the module-such as collage-making and TikTok choreography—proved to be therapeutic tools responsive to students' emotional needs. This success suggests that the module is not only theoretically sound, but also capable of bringing about measurable improvements in students' psychological well-being in practical school contexts.

REFERENCES

Desmita. (2011). *Psikologi perkembangan peserta didik: Panduan bagi orang tua dan guru dalam memahami psikologi anak usia SD, SMP, dan SMA*. Bandung: Remaja Rosdakarya.

Dick, W., Carey, L., & Carey, J. O. (2015). *The systematic design of instruction* (Eighth edition). Boston: Pearson.

Field, A. (2013). *Discovering statistics using IBM SPSS Statistics* (4th edition). Los Angeles London New Delhi Singapore Washington DC: Sage.

Gibbons, J. D., & Chakraborti, S. (2010). *Nonparametric Statistical Inference* (0 ed.). Chapman and Hall/CRC. https://doi.org/10.1201/9781439896129

Haeyen, S., Van Hooren, S., & Hutschemaekers, G. (2015). Perceived effects of art therapy in the treatment of personality disorders, cluster B/C: A qualitative study. *The Arts in Psychotherapy*, *45*, 1–10. https://doi.org/10.1016/j.aip.2015.04.005

He, Y., & Sun, Y. (2022). Breaking up with my idol: A qualitative study of the psychological adaptation process of renouncing fanship. *Frontiers in Psychology*, *13*, 1030470. https://doi.org/10.3389/fpsyg.2022.1030470

Heryadi, N. F., Handoyo, A. W., & Conia, P. D. D. (2022). Pengembangan Modul Layanan Konseling Individu Berbasis Art Therapy Untuk Mereduksi Kecemasan Sosial Siswa Korban Bullying. *Jurnal Bimbingan Dan Konseling Indonesia*, *7*(3), 438–444. https://doi.org/10.23887/jurnal_bk.v7i3.1484

Hjemdal, O., Solem, S., Hagen, R., Kennair, L. E. O., Nordahl, H. M., & Wells, A. (2019). A Randomized Controlled Trial of Metacognitive Therapy for Depression: Analysis of 1-Year Follow-Up. *Frontiers in Psychology*, *10*, 1842. https://doi.org/10.3389/fpsyg.2019.01842

Jin, D. Y. (2016). *New Korean Wave: Transnational Cultural Power in the Age of Social Media* (1 ed.). University of Illinois Press. https://doi.org/10.5406/illinois/9780252039973.001.0001

Karlina, S., Khoirany, N. S., Nurantika, R., Rahmani, S. N., Nurjamilah, S., & Syaeful Rahman, A. (2024). Tantangan Guru Dan Siswa Dalam Penerapan Kurikulum Merdeka Belajar Di Sekolah. *Sanskara Pendidikan dan Pengajaran*, *2*(03), 172–179. https://doi.org/10.58812/spp.v2i03.320

Lesmana, G. (2022). *Bimbingan Dan Konseling Belajar*. Jakarta: Kencana.

Li, Y., Gu, S., Wang, Z., Li, H., Xu, X., Zhu, H., … Huang, J. H. (2019). Relationship Between Stressful Life Events and Sleep Quality: Rumination as a Mediator and Resilience as a Moderator. *Frontiers in Psychiatry*, *10*, 348. https://doi.org/10.3389/fpsyt.2019.00348

Mahardika, B. (2017). Implementasi Metode Art Therapy dalam Mencerdaskan Emosional Siswa. *Utile: Jurnal Kependidikan*, *3*(2), 114–125. https://doi.org/10.37150/jut.v3i2.68

Malchiodi, C. A. (Ed.). (2012). *Handbook of art therapy* (2nd ed). New York: Guilford Press.

Nachar, N. (2008). The Mann-Whitney U: A Test for Assessing Whether Two Independent Samples Come from the Same Distribution. *Tutorials in Quantitative Methods for Psychology*, *4*(1), 13–20. https://doi.org/10.20982/tqmp.04.1.p013

Nur Rahmadani Muthaharoh, Riya Kusmita, M. Kurniawan, Selvi Afitri, & Ali Iskandar Zulkarnain. (2024). Eksplorasi Tantangan dan Solusi Dalam Pembelajaran Berdiferensiasi Pada Kurikulum Merdeka. *Al Qodiri : Jurnal Pendidikan, Sosial dan Keagamaan*, *22*(1), 46–53. https://doi.org/10.53515/qodiri.2024.22.1.46-53

Pallant, J. (2020). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using IBM SPSS* (7 ed.). Routledge. https://doi.org/10.4324/9781003117452

Panggabean, S. Y. P., Yakub, E., & Khadijah, K. (2023). Pengaruh Bimbingan Kelompok dengan Art Therapy terhadap Kontrol Diri Penggemar Drama Korea. *Journal of Education Research*, *4*(4), 2588–2593.

Ramadhan, I. (2023). Dinamika Implementasi Kurikulum Merdeka Di Sekolah Pada Aspek Perangkat Dan Proses Pembelajaran. *Academy of Education Journal*, *14*(2), 622–634. https://doi.org/10.47200/aoej.v14i2.1835

Reigeluth, C. M., Beatty, B. J., & Myers, R. D. (2017). *Instructional-design theories and models*. New York: Routledge. https://doi.org/10.4324/9781315795478

Riduwan. (2015). *Skala pengukuran variabel-variabel penelitian*. Bandung: Alfabeta.

Sabri, S. F., Yakub, E., & Umari, T. (2024). Pengaruh Bimbingan Kelompok dengan Teknik Art Therapy dalam Mengatasi Burnout Akademik Siswa. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, *7*(3), 2554–2557. https://doi.org/10.54371/jiip.v7i3.4097

Santrock, J. W. (2019). *Adolescence* (17 ed.). New York: McGraw-Hill Education.

Schaufeli, W. B., Martínez, I. M., Pinto, A. M., Salanova, M., & Bakker, A. B. (2002). Burnout and Engagement in University Students: A Cross-National Study. *Journal of Cross-Cultural Psychology*, *33*(5), 464–481. https://doi.org/10.1177/0022022102033005003

Sugiyono. (2018). *Metode penelitian pendidikan pendekatan kuantitatif kualitatif dan RD*. Bandung: Alfabeta.

Sukmadinata, N. S. (2017). *Metode Penelitian Pendidikan*. Bandung: Remaja Rosdakarya.

Thiagarajan, S. (1974). *Instructional Development for Training Teachers of Exceptional Children: A Sourcebook*. Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (Single Copy, $5. Diambil dari Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (Single Copy, $5 website: https://eric.ed.gov/?id=ED090725

Yakub, E., Umari, T., & Munawir, M. (2023). Adjustment of college students and high school students who like watching Korean dramas. *Jurnal Konseling dan Pendidikan*, *11*(3), 224. https://doi.org/10.29210/184300