

## **THE EFFECT OF GESTALT PLAY THERAPY WITH DRAWING MEDIA ON CREATIVITY IN HIGH SCHOOL STUDENTS**

Tania Dhali Shonnareta<sup>1</sup>

SMA Negeri 1 Cisarua

[taniadhaliashonnareta@gmail.com](mailto:taniadhaliashonnareta@gmail.com)

Submitted : 18 January 2021

Firs Available Online : 17 March 2021

Firs Revised : 30 January 2021

Publivation Date : 17 March 2021

Accepted : 13 March 2021

**Abstract:** In-play therapy, children in complex situations come to express and make some sense of their experiences. The purpose of this study is to try to help teachers adapt guidance and counseling learning with Gestalt play therapy, using picture media. The descriptive method was chosen because the research carried out aimed at describing the data naturally to make factual and accurate descriptions of the data, the nature of the data, and the relationship between the phenomena under study. Play therapy gestalt by drawing develops to help children who are unable to express thoughts and feelings through words. This can be a reference for guidance and counseling services, by playing but it can help solve one of the counselee's problems.

**Keywords:** play therapy, creativity

**Psikoeduko: Jurnal Psikologi Edukasi dan Konseling**  
Website: <https://ejournal.upi.edu/index.php/Psikoeduko/index>

Permalink: <https://ejournal.upi.edu/index.php/Psikoeduko>  
How to cite (APA): Shonnareta, T.D. (2021). The Effect of Gestalt Play Therapy with Drawing Media on Creativity in High School Students. *Psikoeduko: Jurnal Psikologi Edukasi dan Konseling*, 1(1), 26-34.



This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License, which permits unrestricted use,

## **INTRODUCTION**

Pandemic Covid-19 has changed all learning activities in schools. Because face- to-face learning is closed, this changes some learning activities that were initially face-to-face into online or online learning. Online learning is distance learning (PJJ). Distance learning uses technology for the implementation of learning, starting from the simplest technology to the latest. In brief, the history of the development of distance learning can be grouped based on the dominant technology it uses. Taylor (2000) for example, classifies the generation of distance learning into five (5) generations, namely: (1) correspondence model, (2) multi-media model, (3) tele-learning model, (4) flexible learning model, and (5) The Intelligent Flexible Learning Model. Guidance and counseling provide

<sup>1</sup>SMAN Negeri 1 Cisarua, Indonesia, [taniadhaliashonnareta@gmail.co](mailto:taniadhaliashonnareta@gmail.co)

services during a pandemic. Guidance and Counseling teachers switch to providing services using technological media such as cellphones and laptops. This makes Guidance and Counseling teachers provide online services with supporting applications when providing a Guidance and Counseling service. Online learning activities are very diverse, including through google classroom, zoom, educational tv, interactive learning on the learning house portal, teacher room, and other online learning applications that have been recommended by the Ministry of Education and Culture or through social media such as WhatsApp (Settersten et al, 2020).

According to (Rudytik, 2020), along with the online learning process, technical explanations for project work are still served through Whatsapp conversations like 24-hour operators because of the enthusiasm of students in completing a given project, and Instagram is used to upload students' work. As well as other applications such as Zoom which are carried out by students in direct conversation learning online. Guidance and counseling learning that utilizes Zoom media which features direct online communication. The selection of Zoom media for Generation Z students who tend to like to share and are target-oriented is expected to attract interest in learning during the current pandemic, who only meet face to face but get learning through discussion and play screens.

Playing has an influence on children's development, one of which is a stimulus for creativity. Through experimentation in play, children discover that something new and different can lead to satisfaction. Playing by manipulating the objects they find is the effect of what they see around them (Swartz, 2005). Then they can shift their creative interest to situations outside the world of play. Through play, children develop combinatory imagination, which is the ability to combine elements from experiences in new situations and behaviors. This is important in shaping creativity (Russ & Fiorelli, 2012). As research conducted by (Howard-Jones, Taylor, & Sutton, 2002) that children who participate in games show a higher level of creativity.

(Komarudin, 2018) defines creativity as the ability to make new combinations, new associations based on materials, information, data, or pre-existing elements into things that are meaningful and useful. Something new does not need to be new at all but can be a combination of things that were already there. Whereas what is meant by information, data, or elements that already exist is all the experiences that have been obtained during his life both in the educational environment and the community environment. In this drawing, students play individually using google meet, play occurs when children play alone with their toys and only pay little attention to their surroundings (Ohki et al., 2006). The Gestalt Play Therapy intervention carried out on the subject has been shown to help the subject get to know his emotion

better, then learn to express them more appropriately, and produce a feeling of comfort and safety in situations that were previously considered threatening. Subjects as an early childhood begin to learn to understand the demands of their social environment and balance them with their own internal needs (Settersten et al, 2020).

## **METHOD**

In this study, researchers used a descriptive type of research method. Data collection is done by searching google scholar or google scholar. The descriptive method was chosen because the research aimed at describing the data naturally (Kim,Sefcik & B, 2017). This is in line with the opinion that the descriptive method aims to make factual and accurate descriptions of the data, the nature of the data, and the relationship between the phenomena under study. The keywords used in this search are gestalt play therapy and creativity. From the search results for relevant articles that have been published in online journals. The basis for taking the article is the data before and after the action in the form of a score.

## **FINDINGS AND DISCUSSIONS**

### **Creativity**

(Maitland & Rothenberg, 1980) describes how “the creative process involves the gradual excavation of the unconscious process of creative people initiating activities that lead to discovery and recognition of themselves or themselves in a very basic way. The excavation process like that is filled with great anxiety when it occurs. Also, anxiety and tension arise from performing high levels of performance in jobs that are very demanding for creative achievement.”Rothenberg also proposes that“ creative operations derive from healthy functioning, but generate mental conflict and tension. In addition to mental tension caused by the train's logical thinking, anxiety is generated because this mode also serves to extract unconscious material during the creative process.

### **Play Therapy**

Play is essential for children's optimal brain development and, as such, is essential for children's healthy functioning in the social, social domain. emotional, cognitive, and physical (Nijhof et al, 2018). The neurobiological perspective, then, play is very important for children whose development has been captured by sad life events. In-play therapy, children can concretely express themselves, using games and symbols in the same way adults use words. Uniquely humans, children's games represent their attempts to understand their experiences through symbolism, fantasy, and delusion. Play allows children to communicate for themselves and others, make meaning out

of their experiences, and work through sad and traumatic events in safe and nurturing relationships (Drisko, 2009). Through play therapy, the therapist is

allowed the opportunity to enter into the child's experience as it is played and to facilitate the child's growth and healing in a manner consistent with development (Pliske, Stauffer & Werner, 2021). Play therapy is the systematic use of theoretical models to construct interpersonal processes in which trained play therapists to use the therapeutic power of play to help clients prevent or resolve psychosocial difficulties to achieve optimal growth and development (Association for Play Therapy, 1997).

### **The Media Used Gestalt Play Therapy**

Gestalt play therapy has a variety of toys and expressive media used to facilitate children's creativity and self-adventure fantasy experiences as well as to provide a variety of sensory experiences. All household items, crafts, various drawing materials, collages, clay, air bubbles, dolls, creative drama, music, musical instruments, metaphors, and dreams (Oaklander, 2001). Based on Oaklander's works, for example, previous research was adapted by (Hessl et al, 2016), using play dough, and drawing.

### **Drawing**

Drawing is a fun activity to express feelings and thoughts in symbolic form. Drawing is not only used to hone fine motor skills to develop imagination and creativity but can also be used as a form of therapy. Drawing therapy was developed to help children who are unable to express thoughts and feelings through words. Pictures can provide meaning if they are associated with children who are injured, alienated, disappointed, and unable to express their thoughts and feelings to others (Djiwandono, 2005). Drawing is thought to facilitate children's emotional verbal reports of events in several ways. : reduce anxiety, help children feel comfortable with a therapist, accept the memory, organize narratives, and encourage children to tell in more detail than just verbal interviews (Thomas, 2003) Drawing Therapy Drawing is one of the activities that children enjoy. Both drawing expressions, drawing illustrations, and drawing decorations are required to master skills. The essence of drawing is the presentation of optical illusions or manipulation of space in a two-dimensional plane (Muharam and Wartu Sundaryanti, 2015).

**Table 1**  
**Analysis of the Journal of Play Therapy Gestalt with Creativity**

NO	TITLE	AUTHOR	RESULT
1.	How children makemeaning through drawing and play	Marit Holm Hopperstad	<p>This article presents a study of children aged 5-6 years in the first year in elementary school as they evolve and Norway involved in drawing plays in the drawing session begins by the teacher. The author discusses the quality of children's drawing games from a semiotic point of view and reflection on playing as a learning context.</p> <p>Lifting drawing and play media to the same prominent position as pictures in contemporary text, he demonstrates how they can be used to support children's competence in interpreting visual modes and using them to convey meaning (Hopperstad, 2008).</p>
2.	Creative group musicteaching and the principles of Gestalt Play Therapy in the Foundation Phase in South African education	Kim,Sefcik & Bradway,	<p>Study on the situation whether specific stages in Gestalt Play Therapy can be administered combined with group music classes. This study emphasizes the stages of child development, specifically physical, neurological, cognitive, and language development, must be taken into account when presenting lessons, and that children can be guided towards a higher level of integration and balance in themselves (Kim,Sefcik &amp; Bradway, 2017).</p>
3.	Gestalt Play Therapy Untuk Menangani Masalah Penyesuaian Sosial: Studi Kasus Pada Siswa Taman Kanak-Kanak	Dewi Arum Widhiyanti Metra Putri	<p>This research shows an increase in the ability of social adjustment in children as observed from the results of the checklist and the results of interviews with parents and teachers. Behaviors that show an increase in social adjustment in the subject include the ability to convey their desires to teachers at school, provide verbal responses to social stimuli given by teachers and friends at school, and begin to show independence at school without being watched by their parents when they go to school. Gestalt Play Therapy is carried out in several sessions using different methods, such as drawing, telling stories media books, and illustrations of situations at school (Settersten et al, 2020).</p>

4.	The Effect Of GestaltPlay Therapy On Feelings Of Anxiety Experienced By The Hospitalized Oncology Child	Hessl et al	Gestalt play therapy is done to help children express and overcome feelings of anxiety and emotional stress related to their current life experiences. Gestalt play therapy is presented with six case studies. Researchers explore and describe the experiences of each case study, researchers conclude and make recommendations (Hessl , 2016).
5.	Transformational leadership and creativity: A meta- analytic review and identification of anintegrated model	Dohyoung Koh, Kyootai Lee, dan Kailash Joshi	A journal studied by the author aims to intervene in the relationship between leadership transformation and creativity. The findings described in this journal found that there were no statistical differences that could affect the acceptance of the hypothesis and the overall suitability index. Findings regarding a stronger relationship between transformational leadership and creativity, identified with leaders for employees in Asian countries than in Western countries. These findings are the main points of research made by researchers in the journal for readers to understand from the results of the research that has been made (Koh, Lee, & Joshi, 2019)
6.	The effect of Gestalt play therapy in addressing symptoms associated with trauma in children in middle childhood	Leenarts et al	was concluded that Gestalt play therapy combines the suggestion to update the trauma of intervention with children who have experienced trauma, and with a strong sensory basis and utilization non-verbal and creative techniques, are appropriate therapeutic interventions to deal with trauma-related symptoms in children in childhood (Lenenarts et al, 2013).
7.	The Use Of Digital Media Within Gestalt Play Therapy	Hevner & Gregor	<p>One of the hallmarks of the journal Gestalt therapy is the creative potential that both therapists and clients have in their newly created fields, to develop awareness.</p> <p>Creativity is required in all aspects of play therapy, such as every child and each therapeutic relationship different. The many possibilities that digital technology has the potential to stimulate creativity to meet the many and varied needs of each individual and it can generate many ideas</p>

			to stimulate the therapist, the child, and the therapeutic process (Hevner & Gregor, 2022).
--	--	--	---

## CONCLUSION AND RECOMMENDATION

The results of several kinds of literature that have been analyzed by researchers show the relationship between gestalt play therapy and creativity, it is concluded that this therapy also increases the creativity of several attached journals. This article also needs to deepen some journal reviews for researchers to strengthen the benefits and how the application of gestalt play therapy for children and adolescents with various media such as drawing and digital media. Play therapy gestalt by drawing develops to help children who are unable to express thoughts and feelings through words. This can be a reference for guidance and counseling services, by playing but it can help solve one of the counselee's problems.

## ACKNOWLEDGEMENTS

Raise and thank the writer to Allah SWT, who always bestows His grace and guidance so that the author can complete this article. During the process of writing this article, the author received a lot of guidance, assistance, encouragement, and support from various parties. Therefore, the authors also want to thank:

1. As a lecturer in the subject of Prof. Dr. Ahman, M.Pd, and Dr. Eka Sakti Yudha, M.Pd Guidance and Counseling FIP, UPI has provided support and guidance during the learning process.
2. Both beloved parents, who tirelessly provide support, encouragement, and prayer. father and mother are indeed extraordinary.
3. All fellow Postgraduate Guidance and Counseling batches of 2019, who have always been there, encourage the completion of this article.

## REFERENCE

- Drisko, J. W. (2009). Eliana Gil and Athena A. Drewes (eds): Cultural Issues in Play Therapy. *Child and Adolescent Social Work Journal*. <https://doi.org/10.1007/s10560-009-0169>
- Hessl, D., Sansone, S. M., Berry-Kravis, E., Riley, K., Widaman, K. F., Abbeduto, L., ... & Gershon, R. C. (2016). The NIH Toolbox Cognitive Battery for intellectual disabilities: three preliminary studies and future directions. *Journal of neurodevelopmental disorders*, 8, 1-18..
- Hevner, A., & Gregor, S. (2022). Envisioning entrepreneurship and digital innovation through a design science research lens: A matrix approach. *Information & Management*, 59(3), 103350.
- Hopperstad, M. H. (2008). How children make meaning through drawing and

play. *Visual Communication*, 7(1), 77–96.  
<https://doi.org/10.1177/1470357207084866>

- Howard-Jones, P. A., Taylor, J. R., & Sutton, L. (2002). The effect of play on the creativity of young children during subsequent activity. *Early Child Development and Care*. <https://doi.org/10.1080/03004430212722>
- Kim, H., Sefcik, J. S., & Bradway, C. (2017). Characteristics of qualitative descriptive studies: A systematic review. *Research in nursing & health*, 40(1), 23-42.
- Koh, D., Lee, K., & Joshi, K. (2019). Transformational leadership and creativity: A meta-analytic review and identification of an integrated model. *Journal of Organizational Behavior*, 40(6), 625–650.  
<https://doi.org/10.1002/job.2355>
- Komarudin, D. (2018). HUBUNGAN ANTARA KREATIVITAS DENGAN
- Leenarts, L. E., Diehle, J., Doreleijers, T. A., Jansma, E. P., & Lindauer, R. J. (2013). Evidence-based treatments for children with trauma-related psychopathology as a result of childhood maltreatment: a systematic review. *European child & adolescent psychiatry*, 22, 269-283.
- Maitland, J., & Rothenberg, A. (1980). The Emerging Goddess: The Creative Process in Art, Science, and Other Fields. *The Journal of Aesthetics and Art Criticism*. <https://doi.org/10.2307/429817>
- Muharam dan Warti Sundaryanti. (2015). Peranan Terapi Menggambar Karakter Anak. *Jurnal Pendidikan Anak*.
- Nijhof, S. L., Vinkers, C. H., van Geelen, S. M., Duijff, S. N., Achterberg, E. M., Van Der Net, J., ... & Lesscher, H. M. (2018). Healthy play, better coping: The importance of play for the development of children in health and disease. *Neuroscience & Biobehavioral Reviews*, 95, 421-429.
- Oaklander, V. (2001). GESTALT PLAY THERAPY. *International Journal of Play Therapy*. <https://doi.org/10.1037/h0089479>
- Ohki, K., Chung, S., Kara, P., Hübener, M., Bonhoeffer, T., & Reid, R. C. (2006). Highly ordered arrangement of single neurons in orientation pinwheels. In *Nature* (Vol. 442, pp. 925–928).  
<https://doi.org/10.1038/nature05019>
- Pliske, M. M., Stauffer, S. D., & Werner-Lin, A. (2021). Healing from adverse childhood experiences through therapeutic powers of play: “I can do it with my hands”. *International Journal of Play Therapy*, 30(4), 244.
- PRESTASI BELAJAR SISWA. *Psymphatic: Jurnal Ilmiah Psikologi*. <https://doi.org/10.15575/psy.v4i1.2196>
- Russ, S. W., & Fiorelli, J. A. (2012). Developmental Approaches to Creativity. In *The Cambridge Handbook of Creativity*.  
<https://doi.org/10.1017/cbo9780511763205.015>



- Settersten Jr, R. A., Bernardi, L., Härkönen, J., Antonucci, T. C., Dykstra, P. A., Heckhausen, J., ... & Thomson, E. (2020). Understanding the effects of Covid-19 through a life course lens. *Advances in Life Course Research, 45*, 100360.
- Swartz, M. I. (2005). Playdough: What's Standard about It? *Young Children*.
- Thomas, S. G. (2003). Handbook of Art Therapy. *Psychiatric Services*.  
<https://doi.org/10.1176/appi.ps.54.9.1294-a>