

Single Session Counseling Integrated with Expressive Art to Improve Students' Internet Altruistic Behavior

(Single Session Counseling dengan Integrasi Expressive Art untuk Meningkatkan Perilaku Altruistik Internet Siswa)

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Abstract: The internet is one of the means to obtain information, interact, and even provide help to others. To be able to give voluntary help based on empathy, one must have internet altruistic abilities. This study aims to determine the effectiveness of single-session counseling with expressive art integration to improve students' altruistic behavior on the internet. This study used a randomized pretest-posttest control group design. The intervention in the experimental group used a single session counseling strategy that was integrated with expressive art. The control group was given an intervention in the form of individual counseling without using a single session counseling approach. Research subjects were selected using random assignment to the experimental group or the control group according to the established criteria. The data was collected by giving the Internet Altruistic Behavior Scale (IABS) psychological scale which was adapted according to scientific rules with a reliability of 0.92. The data analysis used was mixed ANOVA repeated measure. The results showed that single session counseling with expressive art integration was effective in increasing students' altruistic behavior on the internet. Further research is recommended to expand the scope of research subjects, and be able to analyze gender and age differences between research subjects.

Keywords: single session counseling; expressive art; internet altruistic behavior

Abstrak: Internet merupakan salah satu sarana untuk memperoleh informasi, berinteraksi, bahkan memberikan pertolongan kepada orang lain. Untuk dapat memberi pertolongan secara sukarela berdasar empati, seseorang harus memiliki kemampuan altruistik internet. Penelitian ini bertujuan untuk mengetahui keefektifan konseling sesi tunggal dengan integrasi *expressive art* guna meningkatkan perilaku altruistik siswa di internet. Penelitian ini menggunakan desain *randomized pretest-posttest control group design*. Intervensi pada kelompok eksperimen menggunakan strategi *single session counseling* yang diintegrasikan dengan *expressive art*. Kelompok kontrol diberi intervensi berupa konseling individu tanpa menggunakan pendekatan *single session counseling*. Subjek penelitian dipilih menggunakan *random assignment* ke kelompok eksperimen atau kelompok kontrol sesuai kriteria yang ditetapkan. Pengumpulan data dilakukan dengan cara memberikan skala psikologis *Internet Altruistic Behavior Scale (IABS)* yang diadaptasi sesuai kaidah ilmiah dengan reliabilitas sebesar 0.92. Analisis data yang digunakan adalah *mixed ANOVA repeated measure*. Hasil penelitian menunjukkan bahwa *single session counseling* dengan integrasi *expressive art* efektif untuk meningkatkan perilaku altruistik siswa di internet. Penelitian selanjutnya direkomendasikan memperluas cakupan subjek penelitian, dan dapat menganalisis perbedaan gender serta usia antar subjek penelitian.

Kata kunci: *single session counseling; expressive art; perilaku altruistik internet*

INTRODUCTION

Helping includes prosocial behavior and altruistic behavior. Prosocial behavior is an action that only aims to improve the condition of the person being helped. Meanwhile, altruistic behavior is helping others voluntarily without coercion and expecting rewards from the people they are helping based on empathy (Li, Jiang, Yong, & Zhou, 2018; Zhang, Zhao, & Gao, 2019). High empathy is indeed related to altruistic behavior (Zhang et al., 2019). This is because empathy is one of the factors that support helping behavior (Li et al., 2018; Putranti, 2018). Empathy is an important thing because it can make a person a positive person, improve moral quality, and increase individual positive well-being (Zheng et al., 2016; Zheng & Zhao, 2015).

Altruism must be applied on the internet. This is because an individual can search for friends, get emotional support and help from others on the internet (Liu, Huang, Du, & Wu, 2014). Altruistic behavior on the internet is called internet altruistic behavior (IAB). Internet altruistic behavior is the behavior of helping someone on the internet network without being based on pressure from others or expecting a reward afterwards (Zheng et al., 2016). So far, several studies related to internet altruistic behavior that have been carried out are about its correlation with interpersonal relationships, empathy, self-esteem, social support, subjective well-being and self-efficacy (Li et al., 2018; Liu et al., 2014; Zhang et al., 2019; Zheng et al., 2016, 2018). There is no research that specifically examines single session counseling to improve internet altruistic behavior.

Single session counseling (SSC) is a single face-to-face meeting between counselor and counselee by not using the initial session or subsequent sessions in a counseling process (Mulawarman, 2019). In contrast to traditional counseling, single session counseling strategies can help problems responsively to the counselee's specific needs (Cannistrà et al., 2020). Previously, there were several studies on single session counseling that used several approaches or techniques in therapy, for example family therapy (O'Neill, 2017); rational emotive behavior therapy (REBT) (Dryden, 2020); online counseling (Chardon, Bagraith, & Robert, 2011; Rodda, Lubman, Cheetham, Dowling, & Jackson, 2015); and solution focused counseling (Littrell, Malia, & Vander Wood, 1995).

A number of studies reveal that more than 70% of counselees are satisfied with single session counseling services (Cannistrà et al., 2020; Dryden, 2021; Hymmen, Stalker, & Cait, 2013; O'Neill, 2017; Rodda et al., 2015) and some counselees reported that the result of attending single-session counseling was an increase in their psychological functioning (Ewen et al., 2018). Single session counseling is suitable to be applied in a school environment because of its effectiveness, efficiency of time and resources in addition to school counselors and students having limited time (Littrell et al., 1995; Mulawarman & Suharso, 2018). Single session counseling assumes that individuals have the ability to solve their own problems, focus on solving urgent problems, and are flexible in using various techniques from the counseling approach (Mulawarman, 2019; Young, Weir, & Rycroft, 2012).

In carrying out single session counseling, counselors must also be sensitive to all forms of language, both verbal and non-verbal. This is because in the counseling process, it is possible that the counselee feels unable or difficult to express his feelings through words but can convey it with expression. To help the counselee express what he wants to convey, the counselor can use expressive arts. Degges-White and Davis (2018) argues that expressive arts encourage counselees to find innovative solutions to achieve optimal goals. Expressive arts can take advantage of the counselee's perceptual, emotional and creative abilities so as to improve the counseling process (Denwigwe, 2016). The involvement of expressive arts allows individuals to explore hidden feelings, use symbols to represent them, as well as express internal problems physically (Degges-White & Davis, 2018).

This study aims to confirm the findings regarding single session counseling with the integration of expressive arts in an effort to improve students' altruistic behavior on the internet. It is hoped that the findings from this study will be able to provide a reference regarding the improvement of students' altruistic behavior on the internet.

METHOD

This study is an experimental study to analyze the effectiveness of a single session counseling strategy with expressive art integration in improving students' altruistic behavior on the internet by using the repeated measure method. In controlling for internal validity, researchers conducted two measurements to compare the performance of the group in an experimental treatment with the performance of other treatments. The research sample is 11th grade students of Senior High School 3 Tegal, Indonesia for the 2020/2021 academic year.

The pre-test was conducted to find out the initial data from the implementation of the experiment before the intervention was carried out in accordance with the acquisition of a very low to very high score on the psychological scale and according to the specified criteria. Next, an experimental group and a control group were formed consisting of five people in each group. The process of taking research subjects using random assignment. The intervention was carried out only once and after the intervention was given a post-test. Next, a follow-up was carried out by providing research instruments with a range of 3 weeks after the post-test.

The instrument used to measure students' altruism on the internet is the Internet Altruistic Behavior Scale (IABS) which was adapted from Zheng et al. (2016). The IABS scale consists of four indicators, namely internet support, internet guidance, internet sharing and internet reminding. This scale contains 26 items and has a Cronbach alpha score of 0.92.

In this study, the hypothesis was tested using a repeated measure mixed ANOVA test. This hypothesis test is to compare the difference in the average data of more than two by measuring where the participant's observational score is measured repeatedly. Mixed ANOVA repeated measure uses two sub-analyses, namely within subject test and between subject test.

RESULTS

The data came from 10 research subjects which were divided into two groups, namely the experimental group and the control group. Table 1 describes the data from the research subjects who will be given the intervention. Table 1 shows that the mixed ANOVA results support the hypothesis in this study. In the experimental group there was a significant effect of single-session counseling on students' altruistic behavior on the internet ($F(2.8) = 256.546$, $p < 0.01$).

Table 1. Hypothesis Test

Measurement Time	Experiment		Control		p
	M	SD	M	SD	
T1 (Pre-test)	37.20	0.83	37.00	0.70	< 0.01
T2 (Post-test)	77.20	5.89	39.40	0.89	< 0.01
T3 (Follow-up)	85.00	2.23	40.40	1.34	< 0.01
F (2.8)					256.546

The measurement results at T1, T2 and T3 have a tendency to increase students' altruistic behavior on the internet, especially in the experimental group. This is evident from the increasing average value from the low category to the high category (T1 M = 37.20; T2 M = 77.20; T3 M = 85.00). In the control group there was also an increase (T1 M = 37.00; T2 M = 39.40; T3 M = 40.40), but not as significant as the experimental group, and remained in the low category.

The single session counseling intervention with expressive art integration given to the experimental group in the T1 vs T2 period showed a significant difference ($t = -13.720$, $p > 0.5$), while the control group did not show a significant difference ($t = -9.798$, $p > 0.5$). In other words, the intervention in the

experimental group had a significant effect on increasing students' altruistic behavior on the internet during the T1 vs T2 measurement period compared to the control group as presented in Table 2. In table 2, T1 is the pre-test, T2 is the post-test, and T3 is the follow-up.

Table 2. Results of Comparison of Effects of Measurement Time

Measurement Time	t	
	M	SD
T1 vs. T2	-13.720	-9.798
T2 vs. T3	-3.440	-2.236
T1 vs. T3	-36.237	-5.667

In the T2 vs T3 period, the difference was not too significant ($t = -3.440$, $p > 0.5$), while the control group also did not show a significant difference ($t = -2.236$, $p > 0.5$). In other words, the intervention had an effect on both groups but not significantly.

In the T1 vs T3 period, there was a significant difference ($t = -36.237$, $p > 0.5$), while the control group ($t = -5.667$, $p > 0.5$). Thus, the intervention in the experimental group had a significant effect on increasing students' altruistic behavior on the internet during the T1 vs T3 measurement period compared to the control group.

Based on the data that has been obtained, it can be understood that after giving a single session counseling intervention with expressive art integration, the level of students' altruistic behavior on the internet in the experimental group increased significantly from low to high conditions. In the control group, students' altruistic behavior also increased, but remained in the low category.

DISCUSSION

In this study, there were two groups namely the experimental group and the control group. Both groups have the same initial conditions, namely having low internet altruism. The two groups were then given the same treatment, namely individual counseling, the difference was that the experimental group was given a single session counseling intervention with the solution-focused brief counseling approach which was integrated with expressive art, while the control group did not use the approach. This research proves that single session counseling with expressive art integration has an effect on increasing students' altruistic behavior on the internet. In contrast to the control group, which did not receive intervention, there was also a change in the control group, but not significant.

Single session counseling intervention with expressive art integration is effective to improve students' altruistic behavior on the internet because students are able to express their expectations through collage art. Collage art is created by referring to what is desired in relationships with other people on the internet. With the hope of being able to be applied in an internet forum in an effort to help other people who are having problems.

This is in line with several studies on single session counseling, which show that single session counseling is effective in overcoming problems regarding self-esteem (Taathadi, 2014), social adjustment and social competence (Ateş, 2016) and suitable to be applied in a school setting (Littrell et al., 1995; Mulawarman & Suharso, 2018).

So far, there has been no intervention specifically used to improve students' altruistic behavior on the internet. Several studies have been conducted regarding the correlation of internet altruistic behavior with interpersonal relationships, empathy, self-esteem, social support, subjective well-being and self-efficacy (Li et al., 2018; Liu et al., 2014; Zhang et al., 2019; Zheng et al., 2016, 2018). In line with research conducted by Hendar et al., (2019) and Ummah, (2012) counseling with solution-focused brief counseling approach is effective in increasing self-efficacy.

In the implementation of single session counseling, counselors collaborate with students to solve altruistic behavior problems on the internet that focus on solutions and direct students to altruistic behavior for a more positive life and have an optimistic outlook. Ideally, someone who has high empathy will have a high altruistic attitude too (McAuliffe, Forster, Philippe, & McCullough, 2018). Students will imagine being in a position as someone who has difficulty and needs help from others, so that a sense of empathy arises that motivates individuals to share something on the internet.

Single session counseling is a framework or strategy in counseling services that is only carried out in one meeting. Even if it is done only once, the counselor must be professional and able to build an environment to explore the client's feelings, beliefs, and behavior with the aim of including the client's understanding of himself and others, managing the client's reality, and client goals also proceeding towards a better direction shown with change (Awalya, Suharso, et al., 2020). Single session counseling is considered effective enough to overcome several problems such as anxiety, stress, parenting, and depression. However, there are some problems that cannot be handled using single-session counseling.

One example is psychotic illness, domestic violence and suicidal ideation (Hymmen et al., 2013). One of the benefits of single session counseling is that it can be integrated with various therapeutic techniques, one of which is art therapy (Wilson, 2021). In art therapy in single session counseling, the counselor offers the counselee assistance in solving problems by using art as a medium. This is so that the counselee can better express or express internal potential to formulate a solution to be achieved and to achieve an effective counseling process (Awalya, Abdillah, et al., 2020). The involvement of expressive arts allows the client to explore hidden feelings and use symbols to represent their feelings (Degges-White & Davis, 2018). Expressive art has also been shown to be effective at creating catharsis (Adibah & Zakaria, 2015); solve interpersonal problems (Bourke, Plant, & Wooldridge, 2018); increase self-awareness (Denwigwe, 2016); and increase resilience (Majeski & Stover, 2019).

CONCLUSION

Based on the measurement results, the experimental group showed a significant increase in altruistic behavior on the internet, while the increase in the control group was not significant. This shows that single session counseling with expressive art integration is significantly effective in increasing students' altruistic behavior on the internet. The next researcher who will conduct research on single session counseling with expressive art integration on students' altruistic behavior on the internet can expand the scope of research subjects and can analyze gender and age differences between research subjects.

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