Psychological Support For School Students Through Biomorphic Abstract Art: A View

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ABSTRACT

Psychological disorders issue among school students increasingly and draw the researchers' attention. However, more non-clinical approaches and interventions need to be developed to help students with psychological disorders get helped from teachers effectively. Art can be used as a medium of expression. An expression of emotions is one of the appropriate methods used, especially for school students. This study discusses teachers' role as significant individual in students' lives and how they can provide psychological support through the application of biomorphic abstract art (modern art).

Keywords

Psychological, Students, Biomorphic, Expression, Art

Introduction

The Ministry of Education Malaysia has introduced a mentor-mentee program (Ministry of Education Malaysia, 2013) to ensure students in schools will get a good emotional support system and a favorable academic development. This program is formulated to provide space and opportunities for experienced teachers to guide their students after school hours. The mentor-mentee program is a two-way system where mentees (students) can meet with their mentor (teachers) at a specific time or based on an appointment to discuss any issues or problems that needed attention from the mentor. In schools, mental health development programs should be conducted by experts such as school counselors, school psychologists, or teachers who have received specific training related to dealing with mental health issues. This statement is also supported by the study of Leadbeater, Gladstone & Sukawathanakul, (2015); Leadbeater, (2010), where the mechanism used to promote mental health among students has a positive impact on mental health control in schools.

Psychological Support from Teachers

The child development process will shape children's self-identity. An intervention that is permanent, mandatory, and not manipulated is inappropriate, and it has a higher potential to fail where it is also explained in the study (Franklin et al., 2012; Evans, Axelrod & Sapia, 2009; Rowling, 2008). Interventions taken by teachers should include the differences in background, individual or groups in the school, and it needs trained and professional individuals who understand the process of formation, psychosocial and environmental factors that cause mental health problems in the school (Adelman & Taylor, 1992). Appropriate interventions can have a positive impact on the development of students' mental health in school. To ensure that teachers and schools play an essential role in controlling and addressing mental health issues, the National Mental Health Policy Guidelines issued in 2019 can be used as a basis by all counselors and teachers in Malaysia. The health mind program introduced in collaboration with the Ministry of Education Malaysia and the Ministry of Health Malaysia is adequate but limited to secondary schools. In contrast, in primary schools, it still needs to be improvised.

A study conducted by Powers, Kniesner & Croghan, (2002) showed that the Ireland government established mental health policies and interventions for children aged (12 to 15 years) in 2002. The program covered the social and emotional aspects of self-taught by teachers in schools. Teachers in schools who carry out tasks

in this intervention need to have information, encourage emotional relief to students, and it can be applied during the teaching and learning process; Powers, Kniesner & Croghan, (2002). In addition, Stephen et al., (2007) explained that students in schools who face problems with mental health should not be left out. Interventions designed by teachers can be used during the teaching and learning process to minimize teachers' burden. Teachers' role in addressing mental health issues in schools is closely linked to the implementation and evaluation of interventions based on the behaviors exhibited by students (Gresham, 2004). A study conducted by Froiland, (2014) also showed that interventions used by teachers to overcome mental health problems among students are crucial, and the effect can be seen during the learning process.

Students Mental Health

Past studies have shown that children with mental health problems experience poor self-confidence, easily give up, having difficulty concentrating, and struggle in their academic achievement. This statement is supported by (Panahon, Kern, & Gresham, 2011; Dix et al., 2011) through the findings of their study, which showed the development of mental health affected the academic achievement of students in school. Teachers' interventions can help teachers diagnose and take prevention or remedial action before students become worse, especially those who suffer from mental health. A study had been conducted by Fagan & Mihalic, (2003) linked to the development of mental health among lower secondary students where this three-year program is related to the obstacles faced by the school in implementing life skills training (LTS). This three-year program has successfully built a preventative intervention and helped students be resilient towards an issue, educate them with a high level of self -esteem and master their communication skills. In this study, teachers play a role as an implementer for the interventions during the teaching and learning process through observation, role play, giving feedback, and providing reinforcement.

Previous studies show that initiatives taken by schools and teachers who include mental health education during their teaching and learning process can produce competent students in social skills and improvement in their academic performance (Fagan & Mihalic, 2003; Morissey, Morissey, Fagan & Cocozza, 2009). Social and emotional competencies among students include self-awareness, social awareness, communication skills, and responsibility for decisions that have been made. This is also supported by Haggerty Elgin & Wolley, (2011); Kim et al., (2018); the interventions used by teachers during teaching and learning sessions can affect the process of socio-emotional development of students. Theoretical models as a basis of intervention are a need for teachers in achieving the goals, contents, and outcomes of the interventions taken. Therefore, the interventions carried out should include emotional literacy, strength and resilience to problems, educating children with the right skills, promoting good social behavior, mental health literacy, problem-solving, and stress management (Wang et al., 2008). The interventions provided must meet the needs or issues highlighted for positive impact or effect.

Studies show that the core factor in children's mental health problems involves their thinking and behaviors. Interventions need to be done for prevention, but rehabilitation should also be shaped if necessary. Therefore, the teachers need to share their mental health issues with students during their teaching and learning process. It is also supported through the previous studies by Kazdin et al., (1987); Kazdin & Weisz (1998); Kazdin & Kendall, (1998). Effection and caring teachers will be able to diagnose and prevent or recover the affected students.

Abstract Art

Abstract art began to emerge through the movement of World War II post or ideology in the United States by Alfred Barr in 1936. He introduced the value of expressionism in an analysis of art painting and design, the doctrine of emotional expression in the circumstances through artwork. Alfred is seen as a carrier to the

development of modern art when he observes and comments on artworks through the aspects of anti-realistic fiction, nationalism, realism, and expressionism. Alfred Barr uses the biomorphic term in his artwork to describe the abstract of art. Abstract art refers to non -objective art or non -figurative art. Abstract expressionism was used as symbolism in the abstract of art initially through sculptural art design. However, in 1964, art painting was implemented through the Art Movement and American Time Magazine (Ulabas & Hussein, 2021).

Biomorphic Abstract Artwork

The production of abstract works can be done through two processes; by describing the form of nature, it must be understood in detail, including the character of the form. Next, the simplification of the form is done; there are forms removed when they are not needed. As a result, some shapes cannot be guessed or deviated from the original form. The second process is through the mind and feelings of an artist. This process occurs by making in-depth reflection where it can be done both in the short or long term. When the feeling has reached its peak level, it explodes and becomes an expression. Each line and shape is produced spontaneously until a drawing or design occurs. This abstract art is also explained by Alfred Barr, where it is connected to the method of surrealism art, the movement or understanding of art that explores the subconscious mind as a creative source. It refers to soul and emotion versus thought, organic or biomorphic versus geometric, curved versus straight lines, decorative art versus just structural, romantic versus classical, and spontaneous versus irrational (Kantor, 2002). Abstract drawing is a technique that can be used in various fields such as research psychology (Frixione, 2009; McClure & Siegel, 2015), where abstract drawing helps brain function and psychological development. Even biomorphic abstract drawings are used as biological and physical science drawings. This can be seen by depicting micro-organisms drawn by researchers such as Haeckel, (2012), a German biologist and botanist who uses organic materials as a source of inspiration and education through his sketches and drawings.

Application of Biomorphic Abstract Art as an Intervention

The application of biomorphic design concepts can form critical thinking and train the cognitive functionality in problem-solving (Setchi et al., 2010). The use of biomorphic abstract art includes the aesthetic of elements, structural elements of form, organic lines, and other details. Gomes et al., (2006); Zainal et al., (2015); Nordin, (2017) also explains the development of biomorphic design and information can generate new ideas as well as help in the process of solving problems effectively. Alfred Barr explains how biomorphic concepts can be applied through the theoretical development of organic forms, biomorphic abstraction, continuous biomorphic abstraction, and automatism (Yoo, Cho, Eum & Kam, 2020). Each biomorphic design has its own specific meaning that becomes a significant symbol with an experience, event, or something. This biomorphic design has been used mainly in showing emotions based on the drawing or structure of an object. In past studies, many have shown how an artist applies the concept of biomorphic by using expressions that describe emotions.

Biomorphic Implementation Phase as an Intervention

Biomorphic aesthetics can be known as the aesthetics of fauna organisms and the aesthetics of floral organisms; this approach uses living organisms as a source of inspiration. The selected living organisms have a significant relationship with the current emotions (Nordin, 2020; Nordin & Bakar, 2020). Flora refers to the plants found in the area, while fauna refers to the animals that live in the area. Whereas Yoo, Cho, Eum & Kam, (2020) explained that flora in biomorphic refers to selecting plants as a source of inspiration. Whereas Nordin, (2017) explained that fauna in biomorphic refers to selecting animals or insects as a source of inspiration.

There are several phases in applying this concept of biomorphic abstract art. The first phase is to get inspiration by selecting flora and fauna that have significant value with the emotions to be expressed. The second phase is the aesthetics of the form structure, in which each structure produced has a significant value with the emotion that is trying to be exhibited. In comparison, the third phase is the aesthetics of the physical structure, where a deeper exploration or details meaning can be made to understand the emotions that a person is trying to express. The fourth phase is the aesthetics of the abdomen (if the selected fauna organism is an insect). In contrast, the aesthetics of the flora organism is the aesthetics of color, where it exhibits the emotional state in depth. The main problems of emotional triggers can be identified through this phase, and sharing sessions can provide short-term relief to a person. The use of color in art is very important in one's mutual interactions because it can affect an individual's emotions and psychology (Son, 2020).

Conclusion

In conclusion, the role of teachers is very important in helping students with psychological disorders. Students in schools are not exempted from experiencing psychological disorders. Therefore, the use of appropriate and effective interventions is essential. The view on implementation the concept of biomorphic abstract art can be an effective alternative intervention for students in expressing their emotions consolation.

Acknowledgement

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