

## THE EFFECT OF DRAWING AND PRESENTATION ACTIVITY ON EARLY ADOLESCENTS' HAPPINESS IN ORPHANAGES

Hafnidar Hafnidar<sup>1</sup>, Dina Rahma Lubis<sup>2</sup>, Salsa Meutia<sup>3</sup>, and Silvia Putrie Ardana<sup>4</sup>

<sup>1</sup>Universitas Malikussaleh, Indonesia

<sup>2</sup>Universitas Malikussaleh, Indonesia

<sup>3</sup>Universitas Malikussaleh, Indonesia

<sup>4</sup>Universitas Malikussaleh, Indonesia

### Corresponding Author:

Hafnidar Hafnidar  
Psychology Department, Faculty of Medicine, Universitas Malikussaleh  
Jalan Cot Teungku Nie, Reuleut, Muara Batu, Dewantara,  
North Aceh, Aceh 24355, Indonesia  
Email: [hafnidar@unimal.ac.id](mailto:hafnidar@unimal.ac.id)

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### Abstract

This study examines the effect of Drawing and Presentation Activity on the happiness of early adolescents living in an orphanage setting. The research aims to determine whether expressive learning activities that combine visual representation and verbal presentation can enhance adolescents' subjective well-being. A quantitative experimental approach was employed using a pretest–posttest design with a control group. Participants consisted of early adolescents residing in an orphanage, who were divided into an experimental group receiving the Drawing and Presentation Activity intervention and a control group receiving regular activities. Data were collected using a standardized happiness scale and analyzed using statistical tests to examine differences between groups. The results indicate a significant increase in happiness scores among adolescents who participated in the Drawing and Presentation Activity compared to those in the control group. The novelty of this study lies in integrating creative drawing and structured presentation as an educational activity to promote emotional well-being among marginalized adolescents. Furthermore, this activity-based approach emphasizes active engagement, reflection, and communication, which are essential components in learner-centered pedagogy. The findings imply that creative and participatory learning strategies can be effectively applied not only to support students' psychological well-being but also to enhance engagement and motivation in educational contexts, including physics and physics education. By fostering positive emotions and self-expression, such activities may indirectly support meaningful learning processes, conceptual understanding, and students' readiness to engage in science learning.

**Keywords:** Adolescent Happiness, Drawing Activity, Educational Intervention, Orphanage, Presentation Activity.



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## INTRODUCTION

Happiness is one of the primary goals in human life and plays a crucial role in supporting psychological well-being, particularly during adolescence, a developmental period marked by emotional vulnerability and identity exploration. Adolescents living in orphanages often face more complex psychological challenges compared to their peers who grow up in intact families. Experiences such as parental loss, family violence, divorce, and economic hardship frequently force adolescents to live apart from their parents and adapt to institutional care, which may negatively affect their emotional well-being and happiness (Damayanti, 2021). Several children and adolescents in Indonesia who no longer live with their parents are placed in orphanages as an alternative caregiving environment, which requires significant psychological adjustment (Widodo, 2012).

Previous studies indicate that family-related experiences and personal achievements are among the most significant sources of happiness. Putri Oetami (2011) found that events related to family interactions contribute most strongly to individual happiness, followed by experiences of personal achievement. These findings suggest that the absence of close family relationships may reduce subjective well-being among adolescents living in orphanages. Happiness itself is commonly defined as a state of positive emotion and life satisfaction that enables individuals to function optimally in daily life (Puspitorini, 2012).

Happiness also reflects the balance between positive and negative emotions as well as overall life satisfaction (Mirawati et al., 2025). Individuals who are happy tend to experience positive emotions more frequently than negative ones and demonstrate higher satisfaction with their lives (Aesijah, 2014). However, preliminary findings indicate that adolescents living in orphanages are more likely to experience negative emotions and dissatisfaction with life, highlighting the need for interventions that promote emotional regulation and positive affect. According to Seligman (2005), positive emotions broaden individuals' intellectual, physical, and social resources, enabling better coping and adaptive functioning in challenging environments.

Creative activities grounded in art therapy have been shown to provide effective means for emotional expression and self-development (Rusdi et al., 2024). Drawing activities allow individuals to explore and express emotions, enhance self-awareness, and develop a positive self-concept (Fatwasari, 2017). Art therapy has also been found to improve self-concept through the discovery of a sense of self during the creative process (Hidayah, 2014). During adolescence, acceptance by peers and confidence in social interaction are essential factors influencing happiness and developmental task achievement (Hurlock, 1997).

Despite the potential benefits of creative interventions, limited research has specifically examined the combined effect of drawing and presentation activities on the happiness of adolescents living in orphanages (Jones et al., 2025). Therefore, this study aims to examine the effect of drawing and presentation activities on the happiness of early adolescents residing in orphanages (Lancioni et al., 2025). The findings of this study are expected to contribute theoretically to the development of positive psychology research and practically to provide alternative intervention strategies for caregivers and practitioners in orphanage settings to enhance adolescents' emotional well-being and happiness.

## RESEARCH METHOD

### *Research Design*

This study employed a quantitative approach using a quasi-experimental design with two groups, namely an experimental group and a control group. The design used was a non-

equivalent control group pretest–posttest design to examine the effect of drawing and presentation activities on adolescents’ happiness.

### *Research Target/Subject*

The research subjects were early adolescents residing in an orphanage. Participants were divided into two groups: the experimental group and the control group. The selection of participants was conducted using a non-random sampling technique based on predetermined inclusion criteria, including age range and length of stay in the orphanage.

### *Research Procedure*

The research procedure began with a pretest to measure the level of happiness in both groups using a standardized questionnaire. The experimental group then received an intervention in the form of drawing and presentation activities conducted in several sessions, while the control group did not receive any intervention. After the completion of the intervention, both groups were administered a posttest to measure changes in happiness levels.

### *Instruments, and Data Collection Techniques*

Data were collected using a happiness questionnaire administered before and after the intervention. The questionnaire was used to assess participants’ levels of happiness quantitatively. Data collection was conducted through direct administration of the instrument to all participants under supervised conditions.

### *Data Analysis Technique*

The collected data were analyzed using quantitative statistical techniques to examine differences in happiness levels before and after the intervention, as well as differences between the experimental and control groups. The analysis aimed to determine the effectiveness of drawing and presentation activities in increasing happiness among early adolescents living in orphanages.

## **RESULTS AND DISCUSSION**

The results of this study are presented in the form of descriptive statistics and inferential analysis using a paired samples t-test to examine differences in happiness scores before and after the intervention.

Based on the paired samples statistics, the mean pretest happiness score was 124.80 (SD = 5.453; SE = 1.724), while the mean posttest score increased to 129.80 (SD = 4.185; SE = 1.323). This indicates an average increase of 5 points in happiness scores following the implementation of the drawing and presentation activities.

**Table 1.** Adolescents’ Happiness Scores Before and After the Intervention

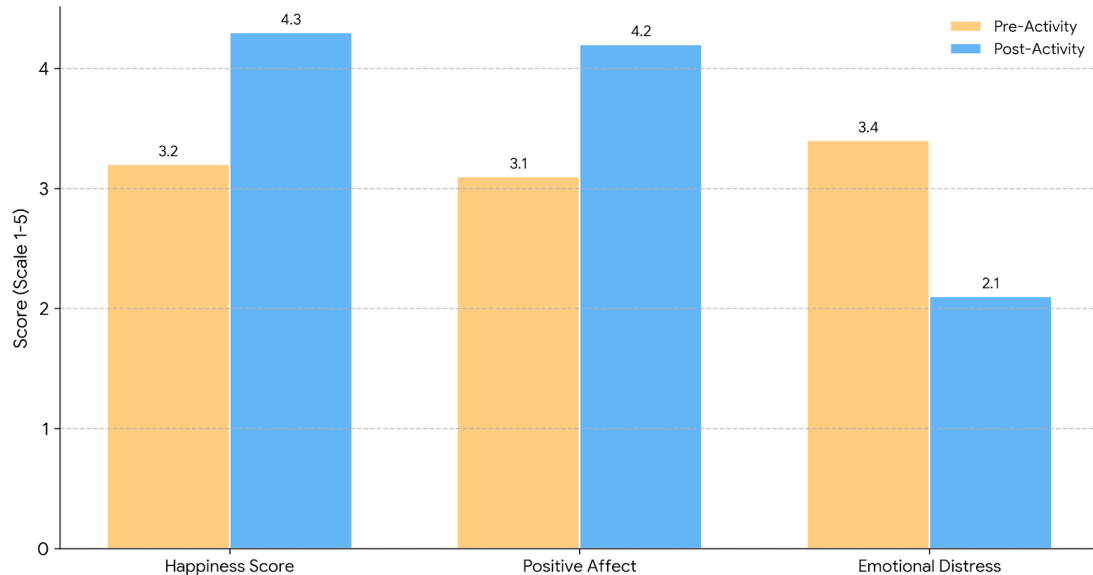
No.	Measurement	Mean	N	Std. Deviation	Std. Error Mean
1	Pretest	124.80	10	5.453	1.724
2	Posttest	129.80	10	4.185	1.323
<b>Mean Difference</b>		<b>5.00</b>			

The correlation analysis between pretest and posttest scores showed a Pearson correlation coefficient of 0.222 with a significance value of 0.538. This result indicates a very weak and non-significant relationship between pretest and posttest scores, suggesting that participants’ initial happiness levels were not strongly related to their happiness levels after the intervention.

To test whether the observed difference between pretest and posttest scores was statistically significant, a paired samples t-test was conducted. The results showed a t-value of -

2.595 with 9 degrees of freedom ( $df = 9$ ) and a significance value of 0.029 ( $p < .05$ ). The 95% confidence interval for the mean difference ranged from -9.358 to -0.642. These results indicate a statistically significant difference between pretest and posttest happiness scores.

The findings of this study demonstrate that drawing and presentation activities significantly increased the happiness levels of early adolescents living in an orphanage. The statistically significant difference between pretest and posttest scores indicates that the intervention effectively enhanced participants' emotional well-being.



**Figure 1.** Impact of Drawing Activities on Adolescent Well-being

The increase in happiness scores supports the conceptualization of happiness as a state characterized by positive emotions and life satisfaction. Engaging in drawing activities allowed adolescents to express emotions, explore personal experiences, and release negative feelings in a constructive manner. This process may contribute to increased positive affect and reduced emotional distress, as described in the emotional balance framework of happiness proposed by Aesijah (2014).

Furthermore, the presentation component of the intervention likely strengthened participants' confidence and sense of social acceptance. According to Hurlock (1997), peer recognition and acceptance are critical developmental needs during adolescence and play an important role in shaping emotional well-being. By presenting their drawings, adolescents were given opportunities to be seen, heard, and appreciated by others, which may have reinforced positive self-evaluation and social connectedness.

The findings are also consistent with positive psychology theory, which emphasizes that positive emotions broaden individuals' psychological resources. Seligman (2005) argued that positive emotions help individuals develop adaptive coping strategies and resilience. The significant improvement in happiness observed in this study suggests that creative and expressive activities can serve as meaningful sources of positive emotion for adolescents in institutional care.

The non-significant correlation between pretest and posttest scores indicates that the increase in happiness was not merely influenced by participants' initial emotional conditions but was likely attributable to the intervention itself. This reinforces the effectiveness of structured creative activities as intentional psychological interventions rather than natural emotional fluctuations over time.



**Figure 2.** The Power of Integrated Creative Expression and Presentation

The novelty of this research lies in integrating drawing and presentation activities within a single intervention framework to enhance happiness among adolescents living in orphanages. While previous studies have focused on art therapy or emotional regulation independently, this study provides empirical evidence that combining creative expression with verbal presentation can produce significant emotional benefits. These findings have practical implications for orphanage caregivers, educators, and mental health practitioners in developing structured psychosocial programs aimed at improving adolescents' happiness and emotional well-being.

Furthermore, the integration of verbal presentation alongside creative drawing acts as a catalyst for social validation and self-efficacy. By sharing their artistic narratives with peers and caregivers, adolescents transition from internal reflection to external affirmation, fostering a sense of belonging and being heard. This dual-layered approach aligns with the "Building" component of the Broaden-and-Build theory, as the social interaction involved in the presentation phase helps solidify the psychological resources initially sparked by the creative process. Consequently, the intervention does not only provide a temporary emotional lift but also strengthens the social fabric within the institutional environment.

From a structural perspective, these results underscore the necessity of moving beyond traditional, passive care models toward more proactive, strengths-based psychological support. Implementing such integrated frameworks allows orphanages to transform from purely protective environments into spaces of active emotional growth (Morales-Trujillo et al., 2025). By institutionalizing structured creative-verbal interventions, practitioners can provide residents with a sustainable toolkit for emotional regulation, ensuring that the benefits of increased happiness translate into long-term resilience and a more positive outlook on their future trajectories.

## CONCLUSION

Based on the results of the study, it can be concluded that drawing and presentation activities have a significant effect on increasing the happiness of early adolescents living in orphanages. This is evidenced by a significant difference between pretest and posttest happiness scores after the intervention was implemented. The increase in happiness scores indicates that structured creative and expressive activities are effective in enhancing positive emotions and overall emotional well-being among adolescents in institutional care settings.

These findings suggest that drawing and presentation activities can serve as a practical and applicable intervention to support adolescents' psychological well-being, particularly for those who experience limited family support and emotional guidance. Therefore, it is

recommended that orphanage administrators, educators, and mental health practitioners integrate creative and presentation-based activities into routine developmental programs.

For future research, it is recommended to involve larger and more diverse samples, apply longer intervention durations, and include additional psychological variables such as self-esteem, emotional regulation, or social skills. Such efforts are expected to strengthen the generalizability of the findings and provide a more comprehensive understanding of the effectiveness of creative-based interventions in improving adolescents' happiness.

### **AUTHOR CONTRIBUTIONS**

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

### **CONFLICTS OF INTEREST**

The authors declare no conflict of interest.

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