

## Phototherapy Training to Improve Students' Physical Literacy and Psychological Support through Guidance and Counseling Services

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### ABSTRACT

The psychological well-being of primary and secondary school students is a crucial factor influencing their learning success. However, many teachers still face challenges in understanding and responding to students' emotional expressions. Phototherapy, a creative approach using visual media, has the potential to enhance physical literacy while supporting counseling practices in schools. The phototherapy training program was conducted through interactive workshops involving primary and secondary school teachers. The methods included participatory lectures, practical simulations, group discussions, and guided reflections. Data were collected through observation, interviews, and teachers' reflective notes regarding their experiences and application of phototherapy strategies in classroom and counseling contexts. The training improved teachers' knowledge and skills in using photographic media as a tool to recognize, explore, and manage students' emotional expressions. Teachers also demonstrated increased readiness to implement phototherapy approaches both in daily classroom activities and in counseling sessions. Phototherapy training proved to be relevant and beneficial for teachers, expanding their understanding of creative strategies to support students while strengthening their practical skills in education and counseling. This finding highlights the significance of integrating creative expression-based approaches into educational practice, offering an innovative model to promote students' psychological well-being in a sustainable way.

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## INTRODUCTION

In the context of basic education, classroom teachers and counseling teachers play an important role in shaping the foundation of students' personalities, emotions, and body awareness. As the developmental challenges of school-age children become more complex, conventional approaches to counseling and learning are being abandoned in favor of more contextual, reflective, and humanistic approaches.

Physical literacy not only emphasizes the ability to move or physical activity, but also includes understanding the body, emotional regulation, self-confidence and motivation. However, many teachers do not have the right media or strategies to facilitate the strengthening of the psychological aspects of physical literacy.

In response to this challenge, the service team developed and introduced visual-narrative media designed to facilitate students in expressing emotions, realizing bodily experiences, and building self-reflection in students. The activity was carried out in Muhammadiyah elementary schools in the Tasikmalaya City area in June-July 2025. The implementation method includes initial assessment, introduction of photo media, simulation of use and training for teachers of muhammadiyah elementary schools in Tasikmalaya city area.

## METHOD

The activity was carried out at Muhammadiyah Elementary Schools in Tasikmalaya City in June and July 2025. The implementation method included an initial assessment with observation checklist and questionnaire, an then introduction to photo media, a simulation of its use, and training for Muhammadiyah Elementary School teachers in Tasikmalaya City. The detailed steps of the community service program are as follows:

- Initial assessment of students' psychological well-being and physical literacy.
- Socialization of the concept of physical literacy within a psychological approach.
- Introduction to reflective photo media.
- Simulation of the use of student reflective cards and worksheets.
- Workshop on integration into guidance and counseling services and thematic learning.

## RESULTS AND DISCUSSION

The training activities were interactive and resulted in several important achievements, namely a) Increased teacher knowledge, Before the training, most teachers did not understand that physical literacy includes psychological aspects. After the training, they understand the importance of explicitly facilitating students' body awareness and emotions. b) Response to reflective photo media, teachers assessed that the photo media is visually appealing and easy to use, reflective questions spark discussion, flexible to be used in learning as well as in guidance and counseling services and PJOK subjects. Some teachers immediately designed weekly reflective activities using photo cards in classroom learning. Teachers suggested an advanced version for junior high school and integration with the Pancasila Learner Profile. Evaluation of the activity showed a very good level of satisfaction

(>90%).

The phototherapy training yielded several key findings: a) Improved Teacher Knowledge: Teachers gained a better understanding of the concept of phototherapy as a creative approach to exploring students' emotional expression. b) Strengthened Practical Skills: Teachers became proficient in using photography as a means of discussion and reflection with students, both in the classroom and in individual counseling services. c) Readiness for Implementation: Most teachers demonstrated readiness to integrate phototherapy into their teaching practices and psychological support for students. d) Positive Response: Teachers found the approach engaging, easy to understand, and relevant to the needs of elementary and secondary school students.

These results confirm that phototherapy can function as a reflective medium that encourages students to express their experiences, feelings, and identities. This aligns with reflective learning theory, which emphasizes the importance of providing space for students to reflect on their experiences as part of the learning process. Photos serve as visual stimuli that facilitate personal and social reflection. From a guidance and counseling perspective, phototherapy enriches the strategies of counselors and guidance counselors by providing a non-verbal alternative for understanding students' emotional states. This is relevant to a client-centered counseling approach, where students' free expression serves as a gateway to building a more empathetic counseling relationship. Furthermore, teachers' skills in integrating phototherapy are closely related to literacy development in schools. Literacy is understood not only as the ability to read and write, but also as visual and emotional literacy that enables students to interpret symbols, signs, and their life experiences. Therefore, this training supports a broader literacy education agenda.

Theoretically, the success of this training demonstrates that creative expression-based strategies can strengthen the cognitive, affective, and social dimensions of learning. Phototherapy practices are not only beneficial for detecting emotional problems but can also be a preventive and promotive tool in building students' psychological well-being. An important implication is the need to develop curricula that provide space for teachers to use reflective-creative approaches in teaching and counseling.



(A)



(B)

**FIGURE 1.** With Headmaster of Elementary School of Muhammadiyah Tasikmalaya



(C)



(D)

**FIGURE 2.** Socialization and mentoring sessions with students



**FIGURE 3.** Session Increased student physical activity



**FIGURE 4.** Mentoring session with teachers

## CONCLUSION

Phototherapy training has been shown to clearly and directly improve teachers' knowledge and skills in understanding students' emotional expressions through visual media. Teachers become more skilled at integrating this approach into classroom learning and counseling services. Thus, phototherapy can be

an effective, practical strategy for supporting students' psychological well-being in schools. This service activity succeeded in increasing teachers' knowledge and skills in using visual reflective media to support the psychological aspects of students' physical literacy. Photo media proved to be an applicable and relevant educational tool for classroom teachers and counseling teachers.

However, there are several challenges and limitations that need to be addressed, such as the limited scope of the training, the limited timeframe for implementation in schools, and the need for ongoing follow-up to ensure that the skills acquired do not stop at the initial training. The broader implication of this program is that phototherapy has the potential to be an innovative model for supporting students' psychological well-being. If implemented systematically with the support of school policies, this approach could empower guidance and counseling strategies based on physical literacy and creative expression at the elementary and secondary levels.

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