

Art therapy facilities as a supportive environment for teen mental health recovery



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ABSTRACT

The prevalence of mental health issues among adolescents in Indonesia has significantly increased; however, this rise has not been accompanied by adequate recovery facilities, particularly for this vulnerable age group. Existing mental health recovery facilities predominantly emphasize conventional psychotherapy methods. In contrast, art therapy provides a more engaging and interactive approach by utilizing art as a medium to facilitate the recovery process. Therefore, this study aims to identify the essential facilities required in an art therapy center, particularly in supporting the recovery of mental health disorders among adolescents in Indonesia. The research approach was conducted using an inductive qualitative method, including observation and field surveys at established art therapy facilities. This method, is analyzes data, essentially involving producing an overall summary of the content of the data set. The findings indicate that art therapy is a deeply personal experience for each individual, as it involves expressing emotions. Because of this, the approach should be personalized to each person's unique needs and supported with a variety of art media and appropriate facilities to support a meaningful and effective creative process. Due to the complexity of various methods that can be used in art therapy, further research is needed to explore the relationship between art therapy methods and the design of specialized art therapy spaces.

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1. Introduction

Adolescence is a crucial developmental stage characterized by a shift in focus from family interactions to peer and social group engagement. According to Berk, during this period, adolescents begin to consolidate previously separate traits, such as intelligence and curiosity, into broader and more abstract self-descriptors [1]. During this identity formation stage, adolescents often prioritize social interactions as they explore and redefine their sense of self. The pressure to adapt or present different versions of themselves across varying social contexts can lead to feelings of hopelessness. As adolescents become increasingly aware of inconsistencies in their thoughts and behaviors, they may experience identity confusion, prompting intense self-reflection. This developmental dynamic makes adolescence a particularly vulnerable period, with the potential for complex mental health challenges to arise [2]. Data from the 2018 Basic Health Research (Riskesdas) indicate that over 19 million Indonesians aged 15 years and older experience mental and emotional disorders. The prevalence of mental and emotional disorders among individuals aged 15 years and older has increased significantly, rising from 4.4% to 8.4%. In addition, the proportion of individuals diagnosed with depression reached 5.1% [3].

According to the Indonesia National Adolescent Mental Health Survey, one in three Indonesian adolescents—approximately 15.5 million individuals—experiences mental health issues, with one in twenty (2.45 million individuals) diagnosed with a mental disorder in the past 12 months. The most prevalent disorders include anxiety disorders (3.7%), major depressive disorder (1.0%), behavioral disorders (0.9%), and both post-traumatic stress disorder (PTSD) and attention-deficit/hyperactivity disorder (ADHD) at 0.5% each [4]. Adolescents are particularly vulnerable to stress and depression due to various trigger factors, such as social demands, environmental pressures, internal conflicts, and self-imposed expectations. Developmental changes during adolescence further amplify this vulnerability as teenagers navigate identity formation in conjunction with evolving social roles, values, beliefs, and personal goals [5].

Despite the high prevalence of mental health issues, access to adequate services remains critically low. Data from the Indonesian Ministry of Health indicate that the proportion of individuals aged 15 years and above receiving mental health services is less than 10% in all provinces [3]. Furthermore, a report by UNICEF highlights significant barriers to mental health care among adolescents aged 15–19 years. About 57% of adolescents feel embarrassed or afraid to disclose their mental health conditions, while 22% perceive that seeking therapy or treatment for psychological recovery negatively impacts self-confidence and prospects [6] [7]. The societal stigma surrounding mental health issues in Indonesia exacerbates this challenge, with mental health still not receiving adequate public attention. These findings are further supported by data obtained from personal interviews with practitioners and researchers with practical experience in understanding and supporting adolescents facing health challenges, which are summarized in Table 1, highlighting the most common health problems faced by Indonesian adolescents in 2023 [8][9][2].

Table 1. Mental Health Challenges Among Indonesian Adolescents

Mental Health Challenges Among Indonesian Adolescents		
<i>Iskandar, T. A. (2023)</i> <i>Psychology Student</i>	<i>Rizky, I. (2023)</i> <i>Adult Clinical Psychologist</i>	<i>Halim, E. A. (2023)</i> <i>Art Therapist</i>
Anxiety	Stress	Stress
Depression	Anxiety	Emotional Disorders
Behavioral disorders	Depression	Depression
Stress	Self-Harm	Behavioral disorders
ADHD	Emotional Disorders	Relational Issues

Limited access to non-formal mental health recovery facilities and pervasive social stigmatization remain significant barriers to addressing mental health issues in Indonesia. While various formal mental health facilities, such as mental hospitals, are available, they primarily focus on treating severe mental illnesses rather than providing holistic recovery support. Around 50 percent of the 10,321 community health centers offer mental health services [10]. Mental health services in hospitals are also unevenly distributed; moreover, only 40 percent of general hospitals offer mental health services [11]. To date, Indonesia lacks a dedicated mental health recovery centre that emphasizes independent recovery approaches tailored to the unique conditions and characteristics of adolescents. Children and adolescents may find it difficult to formulate or express their experiences and feelings [12][13].

According to Azmul Fuady Idham, late adolescents are particularly vulnerable to intense stigma, as they are in a critical and productive stage of development, often encountering mental health disorders for the first time while still in the early stages of understanding their underlying causes [14]. Adolescents, as a vulnerable group, require facilities that not only address their mental health challenges but also provide a supportive environment free from stigma. Such facilities should focus on promoting self-expression, creativity, and positive social interactions, all of which are critical for adolescent mental health recovery. The pressures that occur during adolescence can be minimized in many ways, one of which is the art therapy method. Art therapy is a therapeutic art that defines art as a powerful tool in communicating [15].

There is a growing need for facilities that not only serve as recovery and improvement spaces but also offer recreational activities for stress relief. These facilities should not solely focus on formal treatment but also function as therapeutic environments that promote behavioral change and provide enjoyable alternatives for enhancing mental health. Art therapy, an alternative therapeutic approach, can be particularly effective for adolescents. Through the use of creative expression, such as drawing or painting, art therapy helps individuals address mental health challenges, including stress, anxiety,

depression, and trauma [9]. An Art Therapy Centre could provide a valuable solution to these issues by offering a dedicated space that combines therapeutic support with creative outlets. Malchiodi explains that art therapy uses movement, interaction, and sensory experiences to foster healthy attachments [16]. Johnson highlights the importance of the therapist's connection with the patient's inner world, recognizing their unique vision and expression [17]. McNiff emphasizes that creativity, driven by the imagination's healing power, underpins all forms of self-expression and art [18].

Art therapy is a versatile intervention that can treat a variety of mental health issues and is easily integrated into psychotherapy and counseling. Art therapy is a form of psychotherapy that utilizes creative processes to promote mental health, enhance social skills, and improve physical well-being. By engaging individuals in artistic activities such as drawing, painting, sculpture, and other forms of creative expression, art therapy enables them to explore emotions, gain insight into their experiences, and foster personal growth. The therapeutic process is not just about creating art but about using art as a medium for emotional expression and healing. There are two main types of art therapy: expressive art therapy and non-expressive art therapy.

According to Malchiodi A. C, expressive art therapy refers to the application and integration of various art forms, including Visual Arts, Dance/Movement, Drama, Creative Writing, and Imaginative Play. It is an action-oriented and sensory-based form of psychotherapy. Expressive art therapy acknowledges that each individual has a unique communication style, with a focus on action-driven therapeutic techniques. The non-expressive category of art therapy tends to emphasize the analysis and interpretation of artwork created by individuals, rather than focusing on the emotional expression during the creative process. Non-expressive methods are commonly used to explore and understand the psychological aspects of individuals, analyzing symbolic elements within their art [19].

This approach aims to uncover and gain a deeper understanding of a person's psychological dynamics [20]. Arts-based therapy is a comprehensive term that encompasses various forms or media of therapeutic expression. In mental health settings, arts-based practices typically include a range of techniques, such as dance/movement therapy, drama therapy, music therapy, visual arts therapy, and expressive writing therapy [21]. Treatment plans prescribed for disease are typically tailored to specific needs, activities are designed with a particular therapeutic goal in mind, and are usually developed by a rehabilitation specialist based on the patient's individual condition [22]. Numerous studies have demonstrated the effectiveness of art therapy in treating patients with mental health disorders, including stress, anxiety, and depression. As we have seen in Table 2, the following studies highlight the positive impact of art therapy in these treatment interventions.

Based literature review in Table 2, it can be concluded that art therapy can be used as a therapy method that is considered successful in improving mental health conditions of stress, depression, anxiety, ADHD, and PTSD, which are most common among adolescents. Based on this literature review, it can be concluded that the selection of art therapy methods is personalized to the specific type and severity of mental health conditions, and the duration required to achieve therapeutic effectiveness varies, with a minimum recommended period of four weeks. Previous research by Malchiodi A.C. demonstrated the benefits of creative expression for patients living with an introduction to art therapy in healthcare settings [23].

Existing research has not provided a detailed analysis of the types of facilities most suitable for addressing the current mental health conditions faced by adolescents. Many studies highlight the importance of therapy programs, yet there remains a lack of attention to the spatial and interior design aspects that directly support recovery. In response to this gap, the present study aims to identify the essential facilities required in an art therapy center, particularly those that can address the most common mental health challenges among adolescents in Indonesia, such as stress, anxiety, and depression. By examining the relationship between space, design, and therapeutic outcomes, this study seeks to generate recommendations that are not only functional but also responsive to the psychological needs of young users. The findings are expected to contribute significantly to the field of interior design, offering valuable insights for designers, art therapists, and psychologists. An art therapy center in this context is envisioned not only as a healing space but also as a place of recreation and non-formal education. Therefore, this research focuses on identifying and recommending the types of rooms and spatial arrangements most effective in supporting a comprehensive and adaptable art therapy environment in Indonesia.

Table 2. Research on the Effectiveness of Art Therapy Interventions for Mental Health Conditions

Sources	Mental Health Condition	Result
[24] Method: A 10-week art therapy intervention for patients with stress, anxiety, and depression.	Stress	The results of this study show a significant improvement in well-being
[25] Method: An 8-week group art therapy program, with 60-minute sessions each week.		The results of this study indicate that nature-based group art therapy has a positive impact on non-disabled children by enhancing their resilience to illness, boosting self-confidence, and reducing stress.
[26] Method: Weekly sessions for a duration of 4 or 2 weeks for cancer patients with depression and anxiety.	Anxiety	The results of this study indicate that after the group intervention, the anxiety and depression scale scores, initially at 9, decreased to 7 by the fourth therapy session.
[27] Method: Systematic review and meta-analysis.		The findings of this study show that the implementation of Art Therapy resulted in a significant reduction in anxiety symptoms, with a standardized mean difference (SMD) of -1.42
[28] Method: A 4-week program with 2 group sessions per week, conducted with depression patients.	Depression	The results of this study show a significant reduction in symptoms among individuals who participated in this therapy program.
[29] Method: A systematic review to minimize and eliminate subjectivity and bias.		The findings of this study indicate that group Art Therapy interventions, which involve active participation, can have a positive impact on the treatment outcomes of primary anxiety and depression.
[30] Method: minimal 15 sessions of art therapy	Behavioral disorders	Group art therapy and expressive art can reduce behavioural disorders, with the main benefit being that patients make progress in emotion regulation and emotional awareness. The main finding of this study regarding the added value of art therapy is its direct impact on emotions and its potential to actively improve emotion regulation, experiential acceptance, and integration at an intrapsychic level.
[31] Method: Systematic review with all interventions delivered over 7-25 sessions, 40'-60' per session.		The findings of this study provide evidence that art therapy is effective in improving the quality of life, anxiety, self-concept, problem-solving, attitudes, as well as behavioural and emotional difficulties in children.
[32] Method: one hour, min 16 sessions		Art therapy has promising benefits in the alleviation of ADHD symptoms, as well as comorbid social and emotional difficulties.
[33] Method: Data analysis review using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol	ADHD	This review indicates that Art Therapy is perceived positively in the treatment of children with ADHD, demonstrating significant benefits in their therapeutic outcomes.
[34] Method: 1 hour min 13 weeks	PTSD	According to the results of the questionnaire, the client was able to regulate her emotions more easily over time.
[34] Method: TFAT (Trauma-Focused Art Therapy) intervention consisting of 10 sessions, with one session lasting 1 hour per week		Additionally, the client's mental health increased, along with her resilience, self-esteem, and ability to control her emotions.
		The results of this study indicate that Art Therapy led to a reduction in the severity of PTSD symptoms, as well as improved adherence to and satisfaction with the treatment provided.

2. Method

This study was conducted over six months through a series of structured stages, gradually refining its focus on art therapy for adolescents. The research approach was conducted using an inductive qualitative method, including observation and field surveys at established art therapy facilities. Inductive qualitative is a method of analyzing data, essentially involving producing an overall summary of the content of the data set [35]. This method uses several steps, including: (1) Read and familiarize yourself, this study explores how art therapy can play a role in supporting the recovery of adolescent mental health, by first understanding the types of art therapy facilities available and how they function. It also looks into the current mental health challenges faced by adolescents in Indonesia, and how art therapy can serve as one of the potential solutions to address these issues. (2) First-round coding, after understanding the mental health challenges among adolescents, this study explores how art therapy can be part of the solution. It includes a review of existing literature on the link between art therapy and teen mental well-being, while also drawing insights from professionals such as art therapists and psychologists who work directly with issues like depression, anxiety, and stress. Analyzing precedent studies and comparative studies of places that already have a system in handling adolescents and their mental conditions; (3) Second-round coding, conduct interviews, analyze precedent studies, and analyze comparative studies of the targets selected above; (4) Refining, compares findings from interviews, precedent studies, and literature reviews to better understand the similarities and differences between various art therapy facilities. It also aims to observe the condition of the spaces provided in each facility; (5) Synthesis and interpretation, based on the analysis of literature reviews, interviews, precedent studies, comparative studies, and user activity observation this research gathers key findings to draw conclusions about the types of facilities that should be provided in art therapy, particularly those that address adolescent mental health challenges. The goal is to create a more comprehensive picture of what an ideal art therapy facility should include. The overall flow of this research is illustrated in Fig. 1.

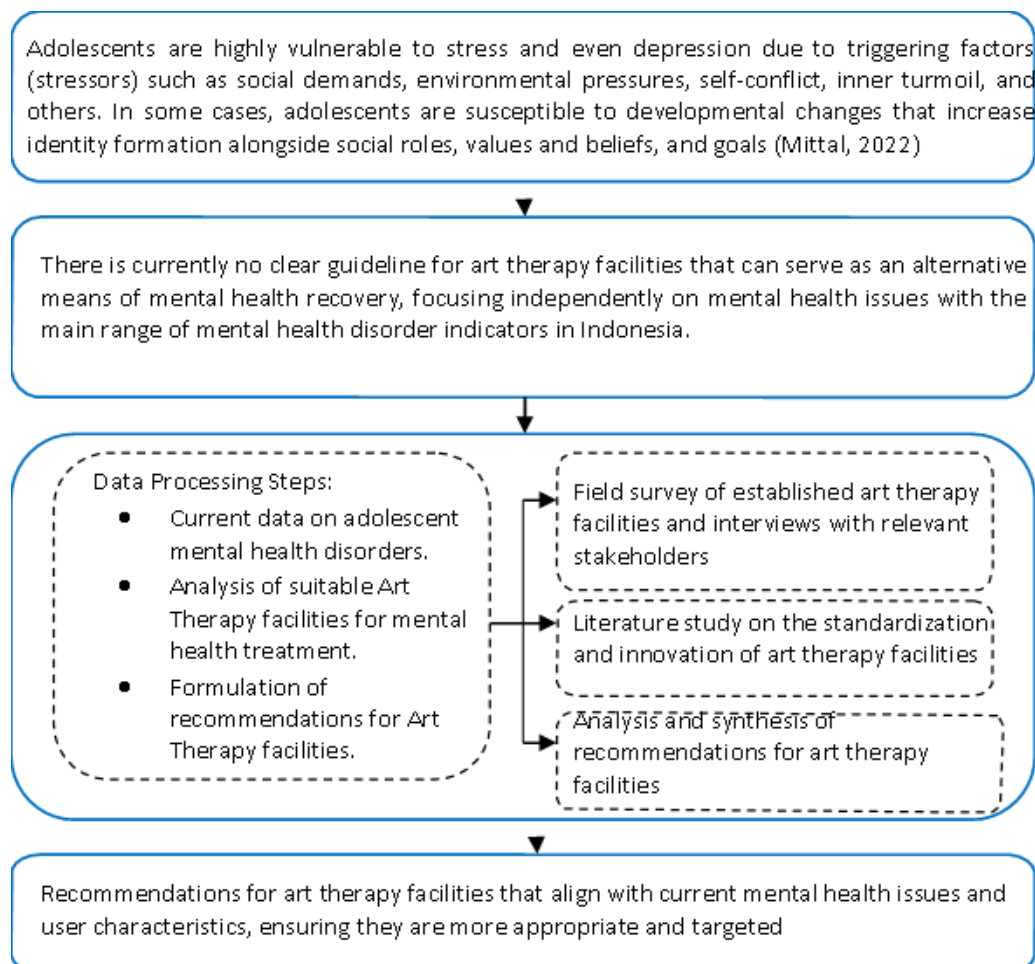


Fig. 1. Research Flowchart.

3. Result and Discussion

Two practitioners were interviewed to offer both a psychological and practice-based lens: Issara Rizkya, M.Psi., a clinical psychologist who explored adolescent behavioral patterns, emotional support systems, and the environmental conditions that influence therapeutic progress, and Emmanuela Ariana Halim, MA, AThR, one of only six certified art therapists in Indonesia in 2023. This interview allowed a detailed observation of how physical space, materials, and session structure contribute to the therapeutic process. Both perspectives emphasized the essential role of intentionally designed environments in facilitating emotional expression, supporting recovery, and addressing the specific needs of adolescents in therapy. Based on interviews conducted, several key considerations have been identified for designing an Art Therapy Centre. These considerations include the provision of appropriate room facilities and the organization of activity flows within the centre. Typically, the therapeutic process begins with a consultation between the patient and the psychologist in the consultation room. Following this stage, the psychologist directs the therapist, who provides explanations and recommends strategies for stress management. In this context, art therapy is employed, with the specific methods tailored to the patient’s interests and guided by the psychologist. The categorization of therapy methods varies depending on the individual’s needs and the outcomes of the initial counselling session. Consequently, the primary spaces required for an Art Therapy Centre have been summarized in Table 3.

Table 3. The Space Required in the Art Therapy Centre

The spaces required in the Art Therapy Centre [2]		The spaces required in the Art Therapy Centre [9]	
Facility	Capacity	Facility	Capacity
Consultation room	2 people	Consultation room	2 people
Art therapy room		Art therapy room	
a. Individual	2 people	a. Individual	2 people
b. Group	4 -6 people	b. Group	4 – 12 people
Emotion release/stress relief (therapeutic)	10 – 12 people	Studio for therapeutic art	10 – 12 people
a. Open	4 – 8 people	medium:	10 – 12 people
b. Close		Drawing	10 – 12 people
		Painting	
		Dance	

3.1. Precedent Study Analysis

The precedent study analysis explores the role of Art Therapy Centres in supporting the mental health needs of teenagers. Adolescence is a sensitive stage where stress, anxiety, and depression are common, making therapeutic environments crucial. Spatial facilities and interior design are not only functional but also influential in shaping emotional comfort and supporting recovery. Elements such as room configuration, lighting quality, color schemes, and flexible creative areas contribute directly to creating safe and supportive environments for young people to express themselves. Three international precedent studies were reviewed: the London Art Therapy Centre in the United Kingdom, Milwaukee Art Therapy in the United States, and Indigo Art Therapy Studio in the United States. These centres were chosen because of their experience in providing art therapy for adolescents and their reputation in integrating design with psychological treatment. Each presents a distinctive approach to spatial and therapeutic design. The London Art Therapy Centre emphasizes calmness through neutral colors, soft lighting, and semi-open layouts that balance privacy and social connection. Milwaukee Art Therapy provides large, adaptable rooms for various art forms, ensuring flexibility in therapy sessions. Indigo Art Therapy Studio adopts a more personalized, studio-like atmosphere that minimizes the stigma of clinical therapy and encourages autonomy in creative expression. The comparison highlights both similarities and differences. Shared principles include privacy, accessibility, and adaptability, which ensure teenagers feel safe while engaging in creative activities. However, variations appear in spatial organization, cultural context, and design philosophy. Some emphasize clinical structure, while others lean toward informal and flexible settings. As we can see in Fig. 2, each center provides dedicated individual art therapy studios with similar capacities (2–4 people), offering methods such as painting, crafting, and clay work. Notably, the London and Indigo studios include sand tray therapy, adding a sensory dimension to individual sessions. These variations reflect how facilities adapt therapeutic techniques to suit specific client needs and treatment styles.

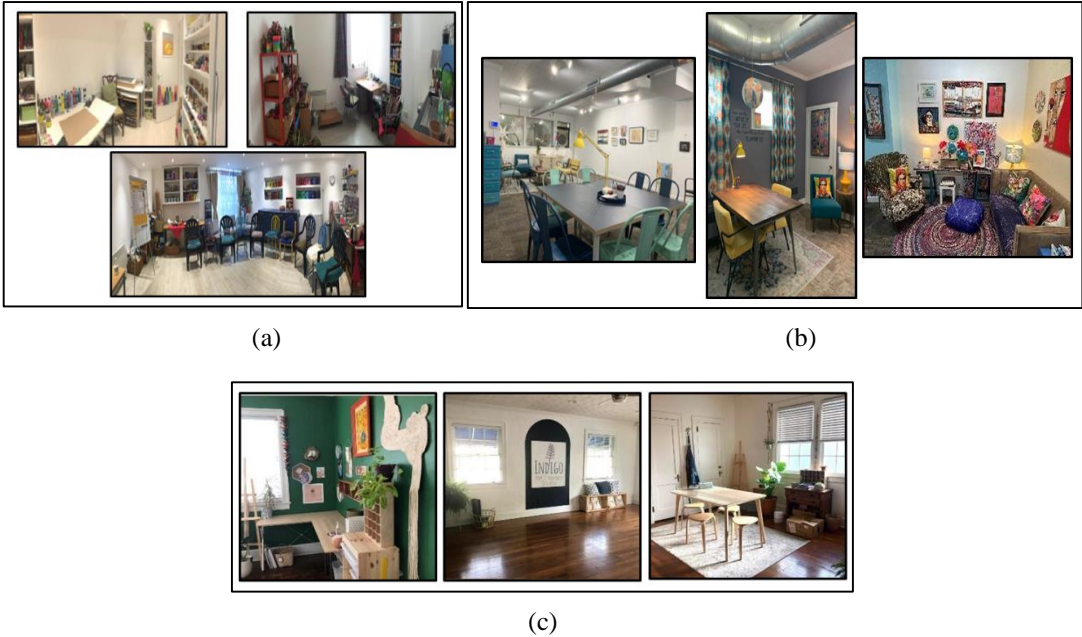


Fig. 2. Precedent Study Facilities in (a) London art therapy center; (b) Milwaukee Art Therapy, United States; and (c) Indigo Art Therapy Studio, Jacksonville

Conclusions drawn from the analysis of the precedent studies have resulted in the data presented in Table 4. Group art therapy is also a common feature across all three centers, though the number and size of group studios vary. Indigo stands out with four group studios accommodating up to 10 participants, while Milwaukee and London each have one larger-capacity room. The group sessions offer a wider range of media, including sculpture and collage, in addition to painting and crafting. All facilities are complemented by a private counseling room, underscoring the integration of both verbal and creative therapies within their programs.

Table 4. Art Therapy Facilities

Facilities	London Art Therapy Centre	Milwaukee Art Therapy, United States	Indigo Art Therapy Studio, Jacksonville
Art Therapy Studio	Individual Art Therapy Studio: 3 Studios Capacity: 2-4 people Art therapy methods: Sand tray, Painting, Crafting, Clay therapy	Individual Art Therapy Studio: 2 Studios Capacity: 2-3 people Art therapy methods: Painting, Crafting	Individual Art Therapy Studio: 1 Studio Capacity: 2-3 people Art therapy methods: Painting, Crafting, Clay
	Group Art Therapy Studio: 1 Studio Capacity: 10 people Art therapy methods: Sand tray, Painting, Crafting, Clay therapy	Group Art Therapy Studio: 1 Studio Capacity: 13 people Art therapy methods: Painting, Crafting	Group Art Therapy Studio: 4 Studios Capacity: 4-10 people Art therapy methods: Painting, Crafting, Clay, Sculpture, Collage
Counselling room	1 Room Capacity: 3 people Facilities: Desk and chair for a private counselling session	1 Room Capacity: 3 people Facilities: Desk and chair for a private counselling session	1 Room Capacity: 3 people Facilities: Desk and chair for a private counselling session

3.2. Comparative Study Analysis

The comparative study focused on two art therapy facilities located in Bandung. The first, Bright Beginnings Center, was selected due to its significance as the workplace of one of only six certified art therapists in Indonesia at the time, with a specialization in working with children and adolescents. The second, the Widyatama Art Therapy Center, offers a more specialized focus, providing art therapy services specifically for children and adolescents with special needs or disabilities. The inclusion of

both facilities provided a broader perspective on how art therapy is applied across different adolescent populations, from those facing general mental health challenges to those with developmental or cognitive differences. At Bright Beginnings Center, a direct spatial analysis was conducted, focusing on the dedicated therapy rooms where art therapy sessions regularly take place. As we saw in Fig. 3, the layout of the studios, the types of rooms available, and the structure of each session were observed in detail to understand how the physical environment supports therapeutic practices. In contrast, the Widyatama Art Therapy Center, while also providing therapeutic benefits, integrates art therapy within a more educational framework.

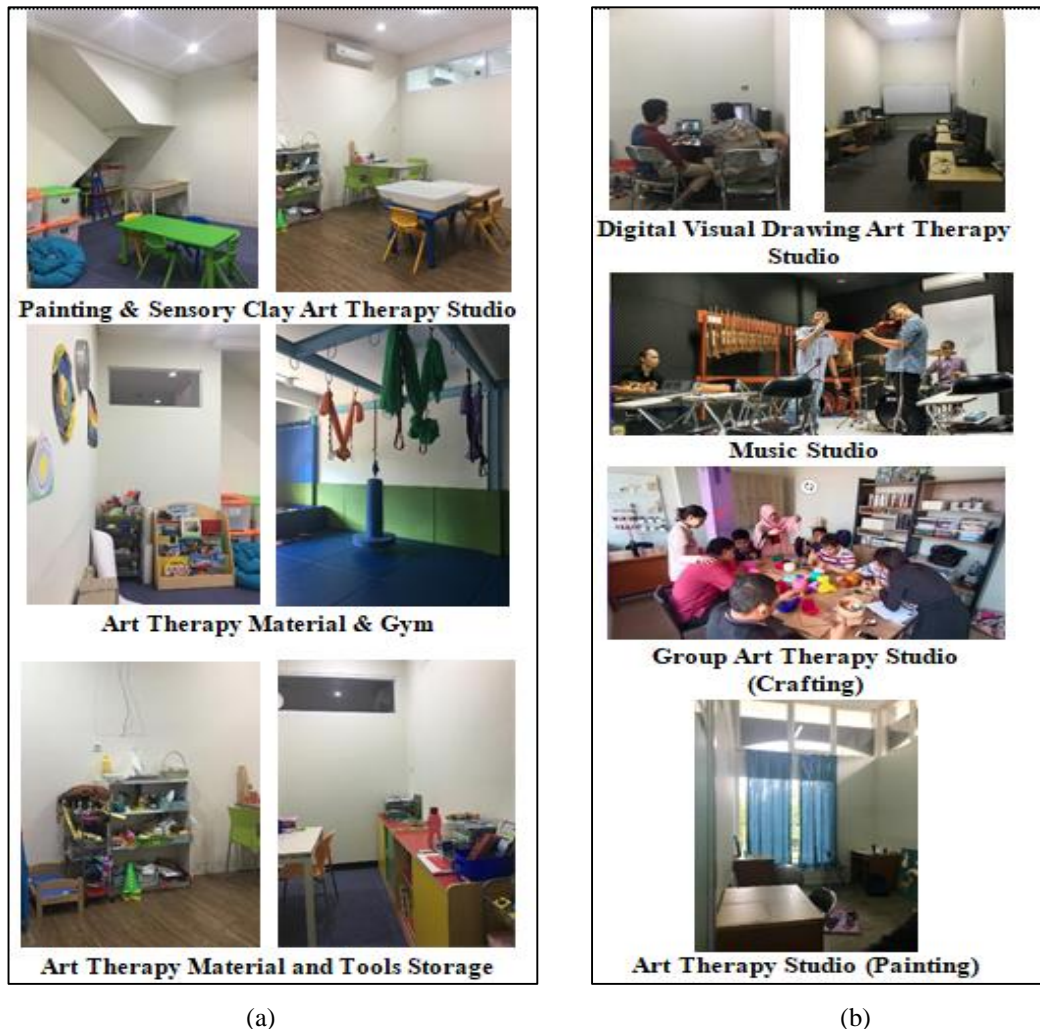


Fig. 3.Comparative Study Facilities in (a) Bright Beginnings Developmental Center, Bandung; and (b) Widyatama Art Therapy Center, Bandung

Conclusions drawn from the analysis of the precedent studies have resulted in the data presented in Table 5. A comparison of the two facilities shows both similarities and differences in their approach to art therapy. The Bright Beginnings Developmental Center and the Widyatama Art Therapy Center both provide individual and group sessions, allowing clients to choose between private reflection or social interaction. Counseling rooms are standard in both, ensuring that emotional guidance complements artistic activities and supports a holistic therapeutic process. Despite these common features, each centre adopts unique methods suited to client needs. The Bright Beginnings Developmental Center integrates movement-based activities such as gym sessions and play therapy, emphasizing physical engagement and kinesthetic expression as tools for stress release and developmental growth. Meanwhile, the Widyatama Art Therapy Center offers music therapy and digital drawing, broadening the scope of creativity by blending traditional and modern practices. This diversity highlights that art therapy is not limited to painting or crafting but is flexible and adaptable to each client's psychological, developmental, and personal preferences.

Table 5. Art Therapy Facilities

Facilities	Bright Beginnings Developmental Centre, Bandung	Widyatama Art Therapy Centre	Facilities
Art Therapy Studio	Individual Art Therapy Studio: 3 Studios Capacity: 2-4 people Art therapy methods: Painting, Crafting, Clay Group Art Therapy Studio: 2 Studios Capacity: 10 people Art therapy methods: Painting, Crafting, 1 Room	Individual Art Therapy Studio: 2 Studios Capacity: 2-3 people Art therapy methods: Painting, Crafting Group Art Therapy Studio: 1 Studio Capacity: 10-15 people Art therapy methods: Painting, Crafting,	Art Therapy Studio
Gym	Capacity: 6-10 people Art therapy methods: Movement therapy, play therapy	-	Gym
Music room	-	1 Room Capacity: 5-10 people Art therapy method: Music therapy	Music room
Digital drawing room	-	1 Room Capacity 10-12 people Art therapy method: Digital drawing therapy	Digital drawing room

3.3. Facility Requirements Based on User Activity

Based on precedent studies and direct observations of the case study objects, user activities in each case study play a crucial role in determining the necessary facilities for an art therapy center. Therefore, by analyzing and concluding user activities in these objects, a more comprehensive and suitable facility framework can be developed. The analysis and conclusions drawn from the observation of user activities, particularly in the case study objects, have resulted in the data presented in Table 6.

Table 6. Art Therapy Facilities Based on User Activity

User	Activity	Facility
Adolescents and Children	(1) Consultation session; (2) Individual art therapy, which offers a one-on-one setting; (3) Group art therapy, fostering social interaction and the sharing of experiences; (4) Art therapy workshops, which teach various art techniques to assist participants in their healing process and encourage self-expression; (5) Healing and recreational activities are incorporated, focusing on relaxation and mental recovery	Consultation room, individual art therapy room, group art therapy room, workshop classroom, healing vacation room
Parents and Companion	(1) Consultation session; (2) The primary role of parents or companions is to assist by waiting, supervising, and ensuring the smooth running of the therapy sessions	Consultation room, lobby, waiting room
Community	Participate in non-formal recreational and educational activities through workshops focused on mental health using an art-based approach.	Workshop classroom
Art Therapists and Educational Staff	(1) Data collection; (2) Consultation session; (3) Preparation for art therapy; (4) Art therapy session; (5) Workshop session; (6) Offering patients activities that complement the therapeutic process	Lobby, consultation room, meeting room, art therapist room, educational staff room, staff room, individual art therapy room, group art therapy room, workshop classroom, healing vacation room

In response to user needs, several additional spaces have been identified for an adequate art therapy facility. These include welcoming areas such as a lobby and waiting room, as well as functional spaces like a workshop classroom, and a healing or relaxation room. To support the daily operations and therapeutic work, the facility also requires meeting rooms, offices for art therapists, staff rooms, and spaces for educational personnel. The ideal standard for workspaces varies depending on the nature of activities performed and the geographical conditions of each country [36].

3.4. Art Therapy Facility

Drawing on a comprehensive review of the literature, interview data, analysis of precedent studies, comparative studies, and user observation, the essential facilities for an art therapy centre have been concluded in the data presented in Table 7.

Table 7. Art Therapy Facilities

Main Rooms	Capacity	Relevant Literature Studies
Consultation room	2 people	Spaces designated for individual or couples counselling should be sufficiently large to facilitate clients' self-expression through art, while also supporting meaningful interaction between clients and therapists [23].
Individual art therapy room	2-3 people	Art therapy rooms are meant to feel safe and grounding—they should have clear limits, offer a sense of calm, and create space for quiet reflection. More personal rooms are designed to help clients feel secure and fully present in the therapeutic process [37].
Group art therapy room	6-8 people	Small groups are more effective in fostering closer and deeper communication during group therapy sessions [38].
Movement studio (play therapy, drama play)	6-12 people	Research on spaces for artistic activities suggests that studios designed with adequate capacity can foster creativity while maintaining participant comfort [23].
Music studio	6-12 people	Research on spaces for artistic activities suggests that studios designed with adequate capacity can foster creativity while maintaining participant comfort [23].
Art studio (drawing, painting, digital art, expressive writing)	6-12 people	Research on spaces for artistic activities suggests that studios designed with adequate capacity can foster creativity while maintaining participant comfort [23].
Workshop classroom	5-20 people	Workshops with 15-20 participants are ideal for fostering productive yet controlled group dynamics [23].
Healing vacation room	2-4 people	Healing or recreation rooms should be smaller and more comfortable to minimize distractions and optimize the relaxation process [39].
Supporting Rooms		
Lobby and waiting area	Capacity	Source
Lobby and waiting area	10-15 people	A comfortable waiting room with a moderate capacity can enhance the overall experience for users [40].
Art therapist's room	2-3 people	The space is adjusted to different numbers of staff or therapists. It should offer private areas for focused work and shared spaces for team discussions, with easy access to storage and materials [41].
Educational staff room	2-3 people	The space is adjusted to different numbers of staff or therapists. It should offer private areas for focused work and shared spaces for team discussions, with easy access to storage and materials [41].
Staff room	1-3 people	The workspace design guide for health and social services facilities emphasizes the importance of comfort and functionality for staff working in often stressful conditions [42].
Meeting room	4-8 people	According to office space design standards, small meeting rooms with a capacity of 4-8 people are ideal for more personal meetings [43].
Toilet	10-15 people	To ensure comfort and functionality, toilet facilities should cover at least 2% of the building's total floor area, with separate spaces for male and female users [44].

4. Conclusion

Various studies support the effectiveness of art therapy in mental health recovery. Besides facilitating emotional expression, it creates a safe environment, especially for adolescents managing stress, anxiety, and depression. This research aims to contribute to the design of Art Therapy Centre facilities, promoting recovery and improving adolescent mental health. The facility is expected to incorporate healing, recreation, and non-formal education to offer an innovative solution for mental

well-being in Indonesia. The findings indicate that art therapy is a deeply personal experience for each individual, as it involves expressing emotions. Because of this, the approach should be personalized to each person's unique needs and supported with a variety of art media and appropriate facilities to support a meaningful and effective creative process. This research concludes that the primary facilities of an art therapy centre must include various art therapy spaces, such as individual and group art therapy rooms for both expressive and non-expressive therapies. The centre should also accommodate different types of art therapy, including movement, music, and visual arts therapies. The workshop classroom should provide educational activities through workshops. Healing vacation rooms are recommended for centres catering to out-of-town patients. Additionally, supporting facilities, such as lobbies, waiting areas, Art therapists' room, educational staff room, staff rooms, meeting room, and toilets, should be provided to accommodate user activities and to support the daily operations and therapeutic work. The recommended capacity of each room can be seen in Table 7. Due to the complexity of various methods that can be used in art therapy, further research is needed to explore the relationship between art therapy methods and the design of specialized art therapy spaces.

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