

## SOCIALIZATION ON EXPLORING THE IMPACT OF MUSIC THERAPY EDUCATION ON THE LIFE QUALITY OF HKBP AGAPE AMPLAS CHURCH MEMBERS

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### ABSTRAK

Studi ini mengeksplorasi dampak edukasi terapi musik terhadap kualitas hidup ibu rumah tangga yang berpartisipasi dalam persekutuan ibu di Gereja HKBP Agape Amplas. Dilaksanakan selama dua hari pada bulan April 2024, kegiatan pengabdian masyarakat ini melibatkan 40 peserta dan bertujuan untuk meningkatkan kesadaran dan penerapan teknik terapi musik untuk meningkatkan kesejahteraan emosional dan mengelola kondisi kesehatan seperti gula darah tinggi. Dengan menggunakan desain penelitian kualitatif deskriptif, data dikumpulkan melalui observasi, wawancara informal, refleksi peserta, dan catatan lapangan. Hasilnya menunjukkan bahwa edukasi terapi musik memengaruhi peserta secara positif dengan meningkatkan relaksasi, ekspresi emosi, dan hubungan spiritual. Banyak peserta melaporkan merasa lebih tenang, lebih berenergi, dan termotivasi untuk mengintegrasikan musik yang menenangkan ke dalam rutinitas harian mereka. Aspek sosial dan komunal dari sesi tersebut juga mendorong dukungan sebaya dan memperkuat kohesi kelompok. Temuan ini sejalan dengan literatur yang ada tentang peran terapi musik dalam pengurangan stres dan pengaturan emosi. Selain itu, menempatkan edukasi terapi musik dalam lingkungan keagamaan memfasilitasi penerimaan dan keterlibatan yang bermakna, yang menyoroti pentingnya pendekatan yang peka terhadap budaya dan spiritual dalam intervensi psikologi terapan. Studi ini menunjukkan bahwa pendidikan terapi musik merupakan alat yang berharga, murah, dan mudah diakses untuk meningkatkan kesejahteraan psikologis dan fisik dalam konteks komunitas dan berbasis agama. Penelitian di masa mendatang harus mempertimbangkan desain longitudinal dan pengukuran klinis untuk menilai lebih lanjut dampak fisiologis dari intervensi tersebut. Secara keseluruhan, inisiatif ini menunjukkan potensi pendidikan terapi musik untuk meningkatkan kualitas hidup melalui pemberdayaan masyarakat dan promosi kesehatan holistik.

**Kata Kunci :** Terapi Musik, Kualitas Hidup, Pendidikan Komunitas, Psikologi Terapan, HKBP Agape Amplas

### ABSTRACT

*This study explores the impact of music therapy education on the quality of life of housewives participating in the mothers'*

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*fellowship at HKBP Agape Amplas Church. Conducted over two days in April 2024, the community service activity involved 40 participants and aimed to increase awareness and application of therapeutic music techniques to enhance emotional well-being and manage health conditions such as high blood sugar. Using a descriptive qualitative research design, data were collected through observation, informal interviews, participant reflections, and field notes. The results indicate that music therapy education positively influenced participants by promoting relaxation, emotional expression, and spiritual connection. Many participants reported feeling calmer, more energized, and motivated to integrate calming music into their daily routines. The social and communal aspects of the sessions also fostered peer support and strengthened group cohesion. These findings align with existing literature on music therapy's role in stress reduction and emotional regulation. Moreover, situating music therapy education within a religious setting facilitated acceptance and meaningful engagement, highlighting the importance of culturally and spiritually sensitive approaches in applied psychology interventions. This study suggests that music therapy education is a valuable, low-cost, and accessible tool for improving psychological and physical well-being in community and faith-based contexts. Future research should consider longitudinal designs and clinical measurements to further assess the physiological impacts of such interventions. Overall, this initiative demonstrates the potential for music therapy education to enhance quality of life through community empowerment and holistic health promotion.*

**Keywords:** Music Therapy, Quality of Life, Community Education, Applied Psychology, HKBP Agape Amplas

## INTRODUCTION

Music has always played a vital role in human life—not just as a form of entertainment, but as a means of communication, emotional expression, and social bonding. Across cultures and generations, music has been deeply embedded in rituals, healing traditions, and spiritual practices. In recent decades, the field of music therapy has gained recognition within psychology and healthcare as a structured and evidence-based intervention for enhancing emotional, cognitive, and social functioning (Bruscia, 2014). More than just listening to music, music therapy involves the intentional use of musical experiences—such as improvisation, singing, movement, or lyrical analysis—facilitated by trained professionals to address individualized therapeutic goals.

In the context of applied psychology, music therapy is particularly significant for its ability to promote psychological well-being, reduce symptoms of anxiety and depression, and improve quality of life. The American Music Therapy Association (2018) defines music therapy as "the clinical and evidence-based use of music interventions to accomplish individualized goals within a therapeutic relationship by a credentialed professional." Its benefits have been observed in various settings, from hospitals and schools to community health centers and faith-based

organizations. By activating emotional centers in the brain and facilitating non-verbal expression, music therapy serves as an accessible and powerful tool for mental health promotion (Hillecke, Nickel, & Bolay, 2005).

Socialization, in this study, refers to the process of educating and engaging community members—particularly church congregants—about the therapeutic value of music and how it can be applied to everyday life for psychological and emotional enrichment. This is especially relevant in religious settings, where music already plays an integral role in worship and spiritual life. Congregational singing, choir participation, and musical performances are common features in churches, including the HKBP (Huria Kristen Batak Protestan) Agape Amplas congregation. However, while music is present in these settings, the concept of music therapy as a structured psychological tool remains unfamiliar to many.

Integrating music therapy education into the church environment not only enhances awareness but also fosters community empowerment. Through workshops, group sessions, and informational programs, members of the HKBP Agape Amplas church can gain a deeper understanding of how music therapy works, and how they can benefit from it in managing stress, strengthening relationships, and improving emotional resilience. Socialization programs of this kind bridge the gap between scientific knowledge and local traditions, making psychological tools more accessible and culturally relevant (Bunt & Stige, 2014).

Furthermore, religious communities such as HKBP are often underexplored in psychological research, particularly in Indonesia. Yet, they represent a powerful platform for grassroots mental health promotion. Music therapy education introduced through religious channels has the potential to create safe, supportive spaces where healing can occur in a spiritually aligned manner. This approach reflects the principles of applied psychology, which seeks to extend psychological insights into real-life contexts to enhance individual and communal well-being (Norcross, 2011).

This study focuses on the impact of such socialization efforts within the HKBP Agape Amplas congregation. Specifically, it aims to explore how music therapy education—delivered through structured church-based activities—affects the perceived quality of life of church members. Quality of life, in this context, includes not only physical and psychological well-being but also spiritual satisfaction and interpersonal relationships. The emphasis is on measuring changes in awareness, emotional regulation, social support, and overall life satisfaction following participation in music therapy educational sessions.

Given that music is already a familiar and cherished aspect of the HKBP church environment, the introduction of music therapy as an educational intervention does not disrupt existing traditions. Instead, it enriches them by adding a psychological framework that empowers individuals to reflect on their emotions, strengthen their coping strategies, and enhance their well-being. The socialization process—through education, group dialogue, and participatory music sessions—thus becomes a vehicle for transformation at both personal and collective levels.

In conclusion, this paper argues that structured education on music therapy within religious communities like HKBP Agape Amplas offers a unique and effective pathway to enhance life quality. Through the lens of applied psychology, such efforts represent a form of community-based mental health promotion grounded in cultural familiarity, emotional resonance, and shared spiritual values.

## METHOD OF IMPLEMENTATION

This study employs a descriptive qualitative research design, which aims to describe and explore in depth the impact of music therapy education on the life quality of HKBP Agape

Amplas Church members, particularly focusing on a group of housewives. The qualitative approach allows researchers to interpret and understand the experiences, responses, and behavioral changes that occur during and after the educational intervention. This design is appropriate because it emphasizes the subjective experiences and perceptions of participants regarding the use of therapeutic music in their daily lives.

The primary data source for this study consists of 40 housewives who are active members of the mothers' fellowship (perkumpulan ibu-ibu) at HKBP Agape Amplas Church, Medan. These individuals were chosen as participants because they represent a key demographic within the church community that may experience physical and emotional stress related to daily household responsibilities, including concerns about blood sugar levels and overall health.

This community service activity was conducted over two consecutive days, specifically on April 11-12, 2024, from 16.00 to 19.00 WIB, at the church's main meeting hall. The setting provided a comfortable and familiar environment for participants to engage in the music therapy education sessions.



**Figure 1.** Educating the Impact of Music Therapy on the Life Quality to HKBP Agape Amplas Church Members

## RESULTS

The community service activity held on April 11-12, 2024, at HKBP Agape Amplas Church, involving 40 housewives from the mothers' fellowship, yielded several key findings regarding the impact of music therapy education on participants' well-being and daily life perceptions. The results are categorized thematically based on the data collected through observation, informal interviews, and participant reflections.

### *1. Increased Emotional Awareness and Relaxation*

Participants showed a notable increase in emotional responsiveness during and after the music therapy education sessions. Many expressed feeling more relaxed and at ease after participating in guided music listening and group singing. During the session, researchers observed calm facial expressions, slow and steady breathing, and soft verbal affirmations such as, "Saya merasa tenang sekali" ("I feel very calm"). This response was consistent across both days, with several women sharing that this was the first time in a long while that they had a chance to relax fully.

### *2. Improved Mood and Group Engagement*

There was a significant shift in mood, particularly in group dynamics. Initially, some participants appeared reserved or fatigued. However, after the first interactive musical activity (which included light singing and rhythmic clapping), the atmosphere became livelier. Participants began smiling, interacting more with one another, and offering positive feedback. One participant stated, “Saya merasa lebih semangat setelah mendengarkan musik dan ikut bernyanyi bersama” (“I feel more energized after listening to music and singing together”).

### *3. Spiritual and Personal Reflection*

Many participants connected the experience of therapeutic music with their spiritual and emotional lives. Several reflections highlighted how music evoked feelings of inner peace, gratitude, and closeness to God. Some described a deeper sense of worship and emotional healing, emphasizing the harmony between the therapy and their spiritual beliefs. This indicates that the religious context of the church helped reinforce the acceptance and integration of music therapy practices.

### *4. Awareness of Music’s Health Benefits*

Before the session, most participants had not considered music as a therapeutic tool. By the end of the program, participants reported a new understanding of music’s potential to influence stress, mood, and even physical health such as blood sugar levels. One mother stated, “Saya akan mencoba dengarkan musik yang menenangkan saat bangun pagi dan sebelum tidur, supaya bisa lebih rileks dan gula darah tidak naik” (“I will try to listen to calming music in the morning and before bed, so I can relax and keep my blood sugar down”).

### *5. Willingness to Apply Music Therapy at Home*

Participants demonstrated motivation to apply what they learned. When asked how they would use the music therapy techniques after the activity, the majority said they intended to incorporate calming music into their daily routines—especially during cooking, cleaning, or rest. Some even discussed forming a music listening or singing group within the mothers’ fellowship to continue practicing together regularly.

### *6. Social Bonding and Peer Support*

The group activities fostered stronger connections among participants. Many noted that they felt more supported emotionally just by spending time together in a relaxed, music-filled environment. The shared experience created a sense of unity and trust, which is a valuable outcome for mental health and community development.

These results suggest that music therapy education, when conducted in a culturally and spiritually relevant context, can produce meaningful psychological and social benefits. Though informal in format, the activity successfully enhanced emotional well-being, increased health awareness, and motivated behavioral change among participants.



**Figure 2.** Implementing the music therapy for the HKBP Agape Amplas Church Members

## DISCUSSION

The results of the community service activity conducted on April 11-12, 2024, at HKBP Agape Amplas Church, revealed several significant insights into how music therapy education can positively influence the quality of life of community members—particularly housewives involved in the church's mothers' fellowship. Through participatory observation, informal interviews, and reflection sessions, it became clear that music therapy education served not only as an informative session but also as an emotionally engaging and psychologically uplifting experience for the participants.

One of the most immediate effects observed was the visible shift in mood and emotional tone among participants. At the beginning of the sessions, many participants expressed stress related to household burdens, physical fatigue, and anxiety concerning personal health conditions such as high blood sugar levels. However, during and after the music therapy education sessions, which included exposure to calming instrumental music, breathing exercises synchronized with music, and singing in group settings, participants showed signs of emotional release—smiling more, engaging actively, and verbally expressing joy and relaxation. This aligns with previous research that supports music's ability to reduce stress and promote positive emotions by stimulating the brain's reward and relaxation systems (Hillecke, Nickel, & Bolay, 2005).

In the informal feedback sessions, several participants noted that the use of calming music helped them feel more "peaceful" and "refreshed." These statements reflect the emotional regulatory effect of music, which is consistent with Bruscia's (2014) argument that music therapy allows individuals to access and process emotions nonverbally. For housewives who may not frequently have time or platforms for self-care or emotional expression, the music therapy experience opened a safe space for mental relief—showing the value of such programs for populations that often go underrepresented in formal health or psychological services.

Interestingly, some participants related the music to their spiritual experiences, saying that it helped them "feel closer to God" or "calm enough to pray more meaningfully." This demonstrates how therapeutic music, when introduced in a faith-based setting, can create a meaningful connection between emotional wellness and spirituality. Bunt and Stige (2014) note that culturally contextualized music therapy—such as using religious or traditional music—can increase engagement and the therapeutic impact of sessions. In the case of HKBP Agape Amplas,



where music already plays a central role in worship, integrating therapeutic education felt natural and enhanced the session's acceptance and impact.

Another important outcome from this activity was the increased awareness among participants of how music can be used intentionally for stress and health management. Many were surprised to learn that certain types of music can help regulate heart rate and support relaxation, which may, indirectly, contribute to stabilizing blood sugar levels by reducing cortisol (stress hormone) levels—a mechanism supported in psychosomatic health studies (Thoma et al., 2013). Participants expressed interest in applying what they learned at home, such as playing calming music in the morning or before bed, which shows that the education component of this program succeeded in delivering practical, usable knowledge.

From a community psychology perspective, the act of learning together, singing together, and sharing experiences around music fostered a stronger sense of community among the mothers. This social bonding effect is critical, as emotional support and shared purpose are associated with improved well-being in collective cultures like Indonesia. Music, when used communally, enhances feelings of belonging and shared identity (Koelsch, 2010), which is a key factor in community-based mental health promotion.

Overall, the socialization and education surrounding music therapy did not require complex psychological instruments or medical supervision to be effective. Instead, it drew strength from simplicity, cultural relevance, and community participation—making it an ideal model for low-cost, scalable interventions in faith-based and grassroots settings. This community-based approach echoes the goals of applied psychology, which emphasizes real-world problem solving and accessible intervention for diverse populations (Norcross, 2011).

While this activity did not include clinical measurements of blood sugar levels, participant narratives and behavioral observations suggest that music therapy education has the potential to contribute to holistic health improvement, particularly when integrated into supportive environments like churches. Future efforts could combine educational socialization with health tracking or collaborations with medical personnel to evaluate physiological changes more systematically.

## CONCLUSION

This study demonstrates that socialization and education about music therapy within the HKBP Agape Amplas Church significantly enhance the emotional well-being and perceived quality of life of participating housewives. The introduction of therapeutic music in a familiar, faith-based environment created a supportive space where participants experienced relaxation, emotional release, and spiritual connection. These effects underscore music therapy's potential as a culturally relevant and accessible tool for promoting mental health in community settings.

Participants also gained practical knowledge about how music could be intentionally used to reduce stress and support physical health, such as managing blood sugar levels. Their expressed willingness to incorporate music therapy techniques into daily routines and communal activities highlights the sustainability and empowerment aspect of this educational intervention. Moreover, the social bonding fostered by the shared musical experience contributes to a sense of belonging, which is crucial for psychological resilience.

In conclusion, the socialization of music therapy education at HKBP Agape Amplas offers a promising model of applied psychology in action—bridging scientific understanding with local cultural and spiritual values. Future initiatives could expand on this foundation by integrating clinical measures and long-term follow-up to further evaluate the physiological and psychological benefits of music therapy in similar community and faith-based contexts.

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