Does Adlerian Play Therapy Increase Social, Physical, and Task Appeal More Than Content Mastery Services in Elementary School Students?

Fajar Bilqis¹*

¹ Department of Guidance and Counseling, Universitas Indraprasta PGRI, Jakarta, Indonesia
*Email: fajarbilqis@gmail.com

DOI: 10.33086/cej.v3i1.1812

Abstract

This study examined the difference in effectiveness between Adlerian Play Therapy and content mastery services in increasing physical, social, and task attractiveness to students in primary schools. The factorial design experimental method was applied to 72 fifth-grade students from two public elementary schools in Bandung, Indonesia, whose dimensions of attractiveness were lower than the other study groups. Each intervention carried out six meetings in different schools. Adlerian Play Therapy starts from the one-session relationship-building stage, the lifestyle investigation stage through the three-session secret book, the lifestyle understanding stage through one-session games, and the reorientation & re-education stage through one-session games. Classical guidance services for content mastery with a community circle strategy start from building relationships in two sessions, introducing the importance of one session, improving the social aspects of one session, and improving the physical aspects of one session. Classical guidance services for content mastery with a community circle strategy start from building relationships in two sessions, introducing the importance of one session, improving the social aspects of one session, and improving the physical aspects of one session. Manova analyzed the Interpersonal Attraction Scale (IAS) instrument. Adlerian Play Therapy further enhances all dimensions of interpersonal attractiveness than content mastery services. Recommendations are aimed at counseling teachers to use Adlerian Play Therapy to increase children's social, physical, and assignment attractiveness. It is hoped that other researchers will research further related to increasing task attractiveness.

Keywords:

Adlerian Play Therapy, Content Mastery, Classical Counseling, Social and Physical Task, Interpersonal Attraction
A. Introduction

Social development is the essence of child development because social aspects can affect emotional, moral, academic, and even career aspects. Good social development makes children have a good self-concept (Benninger & Savahl, 2017) and makes children easier to adjust (Santrock, 2018). The children have trust in other people (Kress & Elias, 2019), then this belief will build the children's social spirit (Huysmans et al., 2019). With this social spirit, children will create a reflection on themselves (Green, 2019). He will also learn moral values (Aminin et al., 2018), the ability to work together (Fitriyah et al., 2020), and be responsible for his life (Cutler & Slicker, 2020). Good social development also makes children active in learning and independent (Aghnaita, 2017). This social development will fulfill the children's social needs (Perlin & Li, 2020). With the fulfillment of children's social requirements, it will also be easier to build a vocational identity (Nadiah et al., 2021) and achieve success (Goldberg et al., 2019).

Children need interpersonal attraction to build good social relationships. Good social connections will help children's social development. Interpersonal attractiveness is a positive assessment of a person in their friends' social, physical, and task dimensions (Bilqis, 2018). Social attractiveness has an effect of 38.8% on students' prosocial behavior (Sari & Siswati, 2017). Physical attraction can increase the assertiveness and reluctance of others to listen more (Blake et al., 2020). Task attractiveness has the most significant favorable influence on all factors of service justice (Kim, 2018).

The preliminary studies at two Bandung State Elementary Schools show that there are students who have a low profile of attractiveness in physical dimensions, social dimensions, and interpersonal task dimensions. The physical dimensions & tasks of children's interpersonal beauty
are measured using the Interpersonal Attraction Questioner (Bilqis, 2018), while the social dimensions can be measured using sociometry (Bilqis, 2019c). Of the seventy-two students in primary schools that were used as research sites, it was found that the distribution of low interpersonal attractiveness scores was 44% in the physical dimension and 75% in the task dimension. 58% of students are in the controversial, neglected, and rejected categories in the social size.

This low profile of physical, task, and social attractiveness indicates that children have less interpersonal beauty in their environment. Children who are in the dimension of low interpersonal attractiveness, in other words, are disliked. This will result in a less flexible relationship between children, and the child's social need to learn to develop themselves is also hampered. If the child is disliked, then other people will see everything from that person negatively. This negative assessment results in children's communication being ineffective or less listened to (Santhanam & Hewitt, 2020; Alia & Irvansyah, 2018). As a result, it causes self-concept (Irawan, 2017; Aronson, 2019; Fahriza et al., 2020), and children's self-efficacy will be low (Fitriyanti & Bilqis, 2020; Fitriyanti & Bilqis, 2020a). This failure in social relations will also result in stress for the child (Bilqis, 2019a). This is in line with research (Bilqis, 2013) that a person's perceptions will influence their behavior. This behavior will affect the perceptions of others who are addressed. Other people's perceptions will influence other people's behavior as well. What if the perceptions you have are negative perceptions? The child will have a negative self-perception. As a result, children's behavior becomes less active, and their social development is hampered (Harvey et al., 2018). From one perception of another person, that is influence each other to influence the behavior and development of others.

Seeing the impact above, of course, the Counseling Guidance teacher cannot remain silent. According to Bridgers et al. (2020), children need help from other people or teachers to develop. Counselors as educators must actively provide services that facilitate the child's development environment in schools (Bilqis et al., 2019). Therefore, the teacher's role is needed in increasing the dimensions of children's interpersonal attractiveness.

The role of counseling teachers in increasing students' interpersonal attractiveness must use scientific methods. To increase the interpersonal attractiveness, it is necessary to improve social acceptance among students. Several interesting ways are to be raised in this study, starting from the most efficient and easy to apply method, namely classical guidance services (Bardhoshi et al., 2017) to play therapy. Classical guidance services are guidance services oriented to groups of students in a sizeable number of 30-40 students in a class (Khanifa et al., 2020; Broglio et al., 2017). Classical guidance services are the most effective way of identifying students who need extra attention (Supriyati, 2017; Rafisa, n.d.; Forgas, 2011). Meanwhile, empirical evidence also reveals that play therapy can also help children's social development (Sanatgar & Esmaeili, 2020; Fitriyah, 2010; Fitriyah, 2019). The question that arises is "What if the easiest method to apply, efficient time and place with a large number of students is more effective than play therapy?". If you want to compare the two, "What play therapy model and classical counseling service strategy should you choose?"

When viewed from the types of play therapy, the group play therapy model in improving social acceptance is more suitable than the individual play therapy model (Bilqis et al., 2017; Stockston et al., 2019). The next question is, "What is a suitable group play therapy approach based on grand theory?" The Adlerian approach is an approach that increases social interest the most relevant compared to psychodynamic approaches, release therapy, client-centered, Gestalt, and
Jungian play therapy (Meany-Walen & Kottman, 2019). This is because the psychodynamic, release, client-centered, Gestalt, and Jungian approaches focus more on expressing children's emotions rather than social improvement.

This type of content mastery service is more suitable than other types of services in classical guidance. The research literature does mention a lot about the effectiveness of guidance services in the classical format of content mastery in improving academic abilities. Starting from cognitive abilities (Marisa & Fitriyanti, 2019; Asfarina et al., 2019), enthusiasm for learning (Lin et al., 2018; Asrori & Tjalla, 2021), to learning skills (Juniyarti et al., 2018; Subikasari & Neviyarni, 2019; Folastrì et al., 2018). However, other research states that classical guidance services for content mastery are also relevant to improve the emotional intelligence (Putri et al., 2019), the development of prosocial attitudes (Widiana et al., 2020; Kang et al., 2018; Ashraf et al., 2019; Sunarich & Rowan, 2017), moral development (Tobing & Pamungkas, 2020), and even career development (Hanifah, 2020).

In providing content mastery services in the classical format, an instructional strategy innovation is needed (Agarwal, 2018). Several strategies can be used to increase social acceptance. The strategy is a learning strategy that involves joint group activities. There are also many group learning strategies. The choice of this strategy can be seen from the existing research literature.

Learning strategies related to teamwork are cooperative learning models (Ermanto, 2020). Although this strategy is proven to develop relationships between groups and acceptance of academically weak friends, in practice, the content is obtained through the reading and writing process (JO & Ojo, n.d.; Kourgiantakis et al., 2020). Therefore, cooperative learning strategies were not chosen.

Another strategy uses Group Investigation that combines heterogeneous students to work together to investigate a topic (Ulya, 2019; Seherrie, 2020). Another strategy is a simulation technique, namely learning exercises through "pretend to be" exercises to attain behavior in real life (Suartama et al., 2019; ZILA, 2017). The advantage of this simulation method is that it makes all students practice fun in concrete situations and is full of interactions, and trains students' critical reasoning. However, the effectiveness of this method has not been tested (Suharti et al., 2020). Another strategy there is role-playing acting as if you are someone else. There is also a community circle interpersonal strategy. Community circles help increase member participation by increasing engagement among members (Li et al., 2021; Kayi-Aydar & Goering, 2019). Community circle teaching strategies are the most prominent interpersonal strategies (Silver et al., 2012). Therefore, a community circle learning strategy was chosen to apply content mastery classical format guidance services to increase the dimensions of children's interpersonal attractiveness.

How can Adlerian play therapy and classical guidance on content mastery of community circle strategies increase physical, social, and task attractiveness to children? Adlerian play therapy and classical guidance on mastery of community circle strategy content have the same advantages, namely involving activities between students. This involvement causes closeness between students. This closeness increases familiarity (a sense of knowing & trusting more). As mentioned by (Saripah & Bilqis, 2019), closeness and familiarity can increase interpersonal attractiveness, both in social, physical, and task dimensions.

To find out which Adlerian play therapy in community circle content mastery services is more effective in increasing the dimensions of interpersonal attractiveness, this experimental
comparative study was conducted. Meanwhile, there was no research on efforts to increase social, physical, and duty attractiveness to children in the search from the database of international journals and national journals. If formulated, the formulation of the problem is "How is the comparison of the effectiveness between Adlerian play therapy and classical content mastery guidance services (PKo) strategies in increasing physical, social, and task attractiveness to children?".

B. Methodology

This research method is a factorial design experimental (Creswell & Creswell, 2017). This study's two treatment categories; Adlerian Play Therapy (APT) and classical content mastery guidance service (PKoLK). The three dimensions of interpersonal attractiveness in question are social attractiveness, physical attractiveness, and task attractiveness.

The operational definition of the Adlerian Play Therapy variable is counseling teacher assistance for fifth-grade elementary school students using the Adlerian approach. The treatment consists of four stages; (1) building relationship, (2) investigating lifestyle, (3) understanding lifestyle through group games, and (4) re-education to increase interpersonal attractiveness. Classical guidance services for community circle content mastery are counseling services for fifth-grade SD students in the class to master skills to increase interpersonal attractiveness by forming circles in class with activities starting from building relationships, providing essential values, and rising social attractiveness, physical, and task. Social attractiveness is an optimistic assessment based on thoughts of similar behavior, a feeling of comfort in the presence of one another, and the behavior of approaching others. Physical attractiveness is satisfaction with the student's physical appearance and appearance so that self-confidence will emerge. The attractiveness of assignments is a responsibility to learn and a willingness to cooperate & respect friends in doing tasks.

The population was 158 students of fifth-grades in two Elementary Schools in Bandung. Purposive sampling resulted in 72 students from the class whose dimensions of attractiveness were lower than the other study groups. The research begins with a preliminary study, conducting field experiments, and making reports and journal articles as research outputs. The duration of time required in the field was two months, while the total time for the study from start to finish was twenty-two months. The operational research framework is depicted in Figure 1 below. Each treatment method described in Figure 1 was conducted in six meetings in different schools. Equipment and materials used in research include: 1) Development of service activity units; 2) The game "basa and dumplings" to form a group in the first meeting; 3) Service materials; 4) "Secret book" to reveal students' lifestyle; 5) A selection of images that have been double-tapped to show the student's lifestyle regarding self, family members (Ratnasari & Bilqis, 2020), friends; 6) Guidelines for assessment & lifestyle analysis; 7) The instrument of interviewing the homeroom teacher to reveal isolated students; 8) Whiteboard; 9) Markers; 10) Name tag; 11) Twelve flipchart papers; 12) Prizes for winners and students who actively express their opinions, and 13) Supervision questionnaire to evaluate the implementation of the intervention.

Data collection was obtained from the pre-test & post-test with the instrument of Interpersonal Attraction Scale (IAS). This instrument is adapted from Bilqis (2018) research and has passed the content & construct validity test. The instrument has also passed the internal consistency reliability test and is highly reliable. Quantitative data analysis used Multivariate Analysis of Variance (Creswell & Creswell, 2017). The limitation of this research method is that
it requires a more complicated analysis than the pre-experimental, quasi-experimental, comparative descriptive, or correlative designs.

C. Result and Discussion
The research hypothesis is "There is a difference in the effectiveness of Adlerian Play Therapy (APT) and community circle strategy content mastery service (PKo) in increasing social, physical, & task attractiveness". To test the hypothesis, statistical analysis techniques were used using Multivariate Analysis of Variance (Manova). One of the prerequisites for conducting the Manova test is the variance homogeneity test first. The results of the homogeneity test of variance obtained data in table 1. below.
Table 1. Box’s Test of Equality of Covariance Matrices

| Effect   | Value  | F     | Hypothesis df | Error df | Sig   | Partial Eta Squared |
|----------|--------|-------|---------------|----------|-------|---------------------|
| Intercept |        |       |               |          |       |                     |
| Pillai’s Trace | .986  | 1549.624* | 3.000 | 65.000 | .000  | .986                |
| Wilks’ Lambda  | .014   | 1549.624* | 3.000 | 65.000 | .000  | .986                |
| Hotelling’s Trace | 71.52 | 1549.624* | 3.000 | 65.000 | .000  | .986                |
| Roy’s Largest Root  | 71.52 | 1549.624* | 3.000 | 65.000 | .000  | .986                |
| Model Intervensi |        |       |               |          |       |                     |
| Pillai’s Trace | .689   | 48.077*  | 3.000 | 65.000 | .000  | .689                |
| Wilks’ Lambda  | .311   | 48.077*  | 3.000 | 65.000 | .000  | .689                |
| Hotelling’s Trace | 2.219 | 48.077*  | 3.000 | 65.000 | .000  | .689                |
| Roy’s Largest Root  | 2.219 | 48.077*  | 3.000 | 65.000 | .000  | .689                |

Based on the results of the Box’s Test of Equality of Covariance in table 1, it is found that F (6; 32446.5) = 1.03 with p = 0.403, whose value is p> 0.05. This means that the existing data has variance homogeneity. Then, the results of the homogeneity test used Levene Statistic. The results of the Levene Statistic test regarding the dimensions of social attractiveness obtained a significance of 0.182 with p> 0.05, which means that the data in this aspect has homogeneity of variance. A significance level of 0.685 with p> 0.05 is obtained in the physical dimension, which means that the data in this aspect has homogeneity of variance. In the task dimension, a significance level of 0.267 with p> 0.05 was obtained, which means that the data in this aspect has homogeneity of variance. This shows that all data on the psychological toughness aspect are homogeneous. Thus, the prerequisites for using Manova were met. The results of testing using Manova obtained data in Table 2 as follows.

Table 2. Multivariate Tests

| Effect   | Value  | F     | Hypothesis df | Error df | Sig   | Partial Eta Squared |
|----------|--------|-------|---------------|----------|-------|---------------------|
| Intercept |        |       |               |          |       |                     |
| Pillai’s Trace | .986  | 1549.624* | 3.000 | 65.000 | .000  | .986                |
| Wilks’ Lambda  | .014   | 1549.624* | 3.000 | 65.000 | .000  | .986                |
| Hotelling’s Trace | 71.52 | 1549.624* | 3.000 | 65.000 | .000  | .986                |
| Roy’s Largest Root  | 71.52 | 1549.624* | 3.000 | 65.000 | .000  | .986                |
| Model Intervensi |        |       |               |          |       |                     |
| Pillai’s Trace | .689   | 48.077*  | 3.000 | 65.000 | .000  | .689                |
| Wilks’ Lambda  | .311   | 48.077*  | 3.000 | 65.000 | .000  | .689                |
| Hotelling’s Trace | 2.219 | 48.077*  | 3.000 | 65.000 | .000  | .689                |
| Roy’s Largest Root  | 2.219 | 48.077*  | 3.000 | 65.000 | .000  | .689                |

Table 2 analysis using Manova shows Wilks λ = 0.311 where F = 48.077, p = 0.000. Thus, there are significant differences in the social, task, and physical dimensions between the social, physical, and task dimensions.

Further analysis, table 3 shows F (1) = 133.759, p = 0.000 that there is a significant difference between the social attractiveness of Adlerian Play Therapy and classical guidance services for community circle content mastery. In the physical dimension F (1) = 18.632, p = 0.000, there is a significant difference between Adlerian Play Therapy and classical guidance services for mastery of community circle content. F (1) = 90.828, p = 0.000 that there is no significant difference between Adlerian Play Therapy and classical guidance services for community circle content mastery in the task dimension. Furthermore, descriptive statistics are described in table 4 as follows.
Fajar Bilqis
Does Adlerian Play Therapy Increase Social, Physical, and Task Appeal More Than Content Mastery Services in Elementary School Students?

Table 3. Tests of Between-Subjects Effects

| Source          | Dependent Variable | Type III Sum of Squares | df  | Mean Square   | F    | Sig. | Partial Eta Squared |
|-----------------|--------------------|-------------------------|-----|---------------|------|------|---------------------|
| Corrected Model | Sosial             | 7181.392\(^a\)         | 1   | 7181.392      | 133.759 | .000 | .666                |
|                 | Fisik              | 39.153\(^b\)           | 1   | 39.153        | 18.632 | .000 | .218                |
|                 | Tugas              | 532.117\(^c\)          | 1   | 532.117       | 90.828 | .000 | .575                |
| Intercept       | Sosial             | 201139.827             | 1   | 201139.827    | 3746.392 | .000 | .982                |
|                 | Fisik              | 1737.124               | 1   | 1737.124      | 826.679 | .000 | .925                |
|                 | Tugas              | 20803.421              | 1   | 20803.421     | 3550.967 | .000 | .981                |
| JenisKonseling  | Sosial             | 7181.392               | 1   | 7181.392      | 133.759 | .000 | .666                |
|                 | Fisik              | 39.153                 | 1   | 39.153        | 18.632 | .000 | .218                |
|                 | Tugas              | 532.117                | 1   | 532.117       | 90.828 | .000 | .575                |
| Error           | Sosial             | 3597.159               | 67  | 53.689        |       |      |                     |
|                 | Fisik              | 140.789                | 67  | 2.101         |       |      |                     |
|                 | Tugas              | 392.521                | 67  | 5.859         |       |      |                     |
| Total           | Sosial             | 213064.000             | 69  |               |       |      |                     |
|                 | Fisik              | 1925.000               | 69  |               |       |      |                     |
|                 | Tugas              | 21829.000              | 69  |               |       |      |                     |
| Corrected Total | Sosial             | 10778.551              | 68  |               |       |      |                     |
|                 | Fisik              | 179.942                | 68  |               |       |      |                     |
|                 | Tugas              | 924.638                | 68  |               |       |      |                     |

a. R Squared = .666 (Adjusted R Squared = .661)  
b. R Squared = .218 (Adjusted R Squared = .206)  
c. R Squared = .575 (Adjusted R Squared = .569)

Table 4. Descriptive Statistics

| Jenis Konseling | Mean | Std. Deviation | N  |
|-----------------|------|----------------|----|
| Sosial Adlerian | 64.20| 6.263          | 35 |
| LBKPKoLK        | 43.79| 8.282          | 34 |
| Total           | 54.14| 12.590         | 69 |
| Fisik Adlerian  | 5.77 | 1.516          | 35 |
| LBKPKoLK        | 4.26 | 1.377          | 34 |
| Total           | 5.03 | 1.627          | 69 |
| Tugas Adlerian  | 20.14| 2.264          | 35 |
| LBKPKoLK        | 14.59| 2.572          | 34 |
| Total           | 17.41| 3.687          | 69 |

Table 4 shows that Adlerian Play Therapy has a significantly higher level of interpersonal attractiveness (M = 64.20, SD = 6.263) than classical guidance services for content mastery of community circles (M = 43.79, SD = 8.28). In the physical dimension, Adlerian Play Therapy has a significantly higher level of interpersonal attractiveness (M = 5.77, SD = 1.516) compared to the community circle content mastery classical guidance service (M = 4.26, SD = 1.377). In the dimensions of the Adlerian Play Therapy task, it has a higher level of interpersonal attractiveness (M = 20.14, SD = 2.264) compared to classical guidance services for content mastery of community circles (M = 14.59, SD = 2.57). Thus, the working hypothesis is accepted and the null hypothesis is rejected. Adlerian Play Therapy enhances social, physical, and task attractiveness more than the classic community circle content mastery tutoring service.

The discussion discusses the description of increasing social, physical, and task attractiveness. After describing each of the dimensions of interpersonal attraction, it is followed by the relationship between the three in the study. The following is a discussion of the results of this study.
Social Appeal

According to research, Adlerian Play Therapy can improve social development (Ulah et al., 2020), social interaction (Setiawan & Lianawati, 2020), reduce anxiety (Mirzaei & Ghamari, 2020; Mollanorouzi et al., 2018; Dami et al., 2019), helping isolated children (Jamaludin et al., 2018), and overcoming trauma (Evans, 2020; Chen et al., 2021). Meanwhile, classical guidance services can increase a sense of empathy (Bell, 2018). Adlerian Play Therapy increases social attractiveness more than the classic community circle strategy content mastery counseling service. This is influenced by the factor of a more personal interaction between friends when children participate in Adlerian Play Therapy in group games. In Adlerian Play Therapy, there is a process to reveal the strengths of each friend. Children tend to like other people who praise him. The process of involvement between students also requires students to have the same attitude. This similarity of attitudes also supports an increase in social, physical, and task attractiveness. People with the same attitude and activeness to approach are considered more attractive than people who have different attitudes (Pacailler, 2017). This creates a sense of common attitude and trust in friends. Heston & Birnholtz (2017) state that someone who first responds to others will have a higher social dimension attractiveness than vice versa.

It is different from the classical guidance service for content mastery in community circles. One of the reasons why classical guidance services is because there is no closer interaction in the classical guidance service process. Although eye contact, smiles, and laughter of friends develop trust and attraction, physical closeness and talking between friends are stronger and increase social attractiveness (Singh et al., 2017). During the classical guidance service, the expressions on the faces of some students were afraid of being rejected when presenting arguments in front of their friends. Evaluative threats (fear of rejection) reduce social attraction (Singh et al., 2017).

Rodrigues et al. (2017) revealed that attractiveness would emerge when there is a perception of similarities between others and oneself. Therefore, the content of Adlerian play therapy & Pko in community circles conditions so that children learn to understand the situation, what are the positive preferences of friends and similarities with themselves to be able to express themselves appropriately & adequately according to the environmental problem. However, classical guidance services for mastery of community circle content did not adequately influence appropriate self-disclosure by all interlocutors in the class. It takes self-disclosure following the interlocutor so that social attractiveness increases (R. Lin & Utz, 2017). The breadth & depth of self-disclosure affects social attractiveness (Baruh & Cemalcılar, 2018).

Physical Appeal

Attractive appearance is closely related to physical attractiveness (Malloy, 2018). Good self-esteem causes a person's face and body to appear more attractive. Adlerian Play Therapy (Palupi et al., 2020) and classical guidance services (Mulawarman et al., 2019) can both increase self-esteem. This is an attribute aspect of interpersonal attraction (Regan et al., 2018).

Adlerian Play Therapy enhances physical attractiveness more than the strategy content mastery tutoring service. On the physical dimension, the intensity of playing together makes the faces of all friends more familiar. Adlerian Play Therapy increases closeness and familiarity through positive playing experiences. Proximity and familiarity affect physical attractiveness. This is in line with the research of Zhou et al. (2018), people will prefer the faces of people they...
know more familiar than strangers. Trust in neighbors who meet more often will be higher than strangers who have never met.

The first impression that gives rise to physical attractiveness is the actual similarity in personality (Cemalcilar et al., 2018). Others are attracted to targets that are “better versions” of themselves (Cemalcilar et al., 2018). Group play equates an attitude to participating in a role game and also supports why Adlerian Play Therapy increases physical attractiveness more than classical tutoring services.

**Task Attraction**

Group Play Therapy develops motor skills (Karela et al., 2020), disruptive behavior (Dillman Taylor et al., 2019; Azizah & Ariani, 2020), maladaptive perfectionism (Akay & Bratton, 2017), emotional & behavioral difficulties (Dickinson, 2019), language growth (Bilqis, 2017), and academic problems (Kottman, 2020) which are the basis for increasing task attractiveness. Classical guidance services improve discipline (Ratanavivan & Ricard, 2018), self-efficacy (Bardhoshi et al., 2017), behavior management (Onyango et al., 2018), and character education (Barus & Dharma, 2017), which are the basis for increased task attractiveness.

Adlerian Play Therapy further enhances task attractiveness than the strategy content mastery tutoring service. The playing process in Adlerian Play Therapy increases familiarity. Familiarity increases trust in friends' abilities (Saripah & Bilqis, 2019).

The process of playing in Adlerian Play Therapy shows that children tend to be good at leading and following the rules. Leader & follower views increase task attractiveness (Vogel et al., 2018). Behavior synchronization in play was significantly associated with task attractiveness. The attractiveness of task creates a desire to work with others toward common goals. The attractiveness of this task controls another component of attraction. (Kurtz et al., 2017).

Kuczynski et al. (2018) emphasized that involving other children playing is part of the human socialization process to want to be with other children in playing, even if their playing skills are underdeveloped or troublesome. This socialization improves children's understanding which is good and bad. Along with this understanding, their abilities that become the attraction of the task increase.

However, there are different studies. Interpersonal communication is one of the abilities that increase the attractiveness of the task. Hakim et al. (2020) stated that Group Play Therapy was not effective in improving students' interpersonal communication. This study also indicates that although Adlerian Play Therapy increases task attractiveness more than classical guidance services for community circle content mastery, it is not significant.

Thus, Adlerian Play Therapy improves social, physical, and task attractiveness more than the classic content mastery guidance service of community circles. However, in the dimensions of the task, this increase is not significant. This means that classical guidance services can still be considered and the research needs to be deepened.

The implication of the research findings on differences in the effectiveness of Adlerian Play Therapy and classical guidance services in increasing social, physical, and task attractiveness is to complement unprecedented research on how each dimension of interpersonal attractiveness can be improved. On the social dimension, Adlerian Play Therapy increases the similarity of attitudes & self-expression through play experiences. On the physical dimension, the intensity of playing together makes the faces of all friends more familiar. In the task dimension too. Familiarity increases confidence in the ability of friends and the desire to cooperate. It is different
from the Classical Tutoring Service. One of the reasons why classical guidance services are not this way. This is because there is no closer interaction in the Classical Tutoring Service process.

There are four limitations or scope of this research. The first limitation is that the scope of the research is limited to grade V elementary school children in two Bandung schools. The second limitation, namely Adlerian Play Therapy, is only compared to Classical Guidance Services, not with the Group Play Therapy approach other than. The third limitation, despite having studied Adlerian Play Therapy from various sources and practiced on children in other schools, researchers were not preceded by an Adlerian certified training process. They had not followed the Adlerian counselor assessment standards using the skills checklist from (Dillman Taylor & Kottman, 2019). Researchers only used the standard assessment of Group Play Therapy counselors from Sweeney et al. (2014). The fifth limitation is that data on children’s social, physical, and task attractiveness can change as the child develops and learns.

D. Conclusion
Adlerian Play Therapy significantly increases social attractiveness, significant physical attractiveness, & task attractiveness than strategy content mastery services. This study shows that social, physical, and task attractiveness can be enhanced with Adlerian Play Therapy. However, the increase in task attractiveness was not significantly different when given treatment between Adlerian Play Therapy and classical guidance services for content mastery in community circles. Therefore, it is necessary to research further on increasing the attractiveness of the task. For counseling teachers, the findings of this study provide information that children's social development can increase when physical, social, and task attractiveness is lifted. The services provided to help raise these three dimensions are using Adlerian Play Therapy.

E. Acknowledgment
Thank you sincerely to the supervisor for the input; lecturers, teachers, and students examining research instruments and programs; homeroom teacher, student assistant, and principal of a Public Elementary School in Bandung who has given permission to conduct research and become supervisors; 5th-grade students of SDN in Bandung who have participated in the study; friends who have helped data analysis; and to families who continually support this research.

F. References
Agarwal, N. (2018). A study of innovations in instructional strategies and designs for quality enrichment in Higher Education. Cosmos: An International Journal of Art & Higher Education, 7(2), 1–12.
Aghnaita, A. (2017). Perkembangan Fisik-Motorik Anak 4-5 Tahun Pada Permendikbud no. 137 Tahun 2014 (Kajian Konsep Perkembangan Anak). Al-Athfal: Jurnal Pendidikan Anak, 3(2), 219–234.
Akay, S., & Bratton, S. (2017). The effects of Adlerian play therapy on maladaptive perfectionism and anxiety in children: A single case design. International Journal of Play Therapy, 26(2), 96.
Alia, T., & Irwansyah, I. (2018). Pendampingan orang tua pada anak usia dini dalam penggunaan teknologi digital [parent mentoring of young children in the use of digital technology]. Polyglot: Jurnal Ilmiah, 14(1), 65–78.
Aminin, S., Huda, M., Ninsiana, W., & Dacholfany, M. I. (2018). Sustaining civic-based...
moral values: Insights from language learning and literature. *International Journal of Civil Engineering and Technology*, 9(4), 157–174.

Aronson, E. (2019). *Dissonance, hypocrisy, and the self-concept*.

Asfarina, A., Marjoohan, M., & Ahmad, R. (2019). The Effectiveness of Content Mastery Services with Internet-Based Problem Based Learning Models in Enhancing Student Critical Thinking Skills. *International Journal of Research in Counseling and Education*, 3(1), 55–58.

Ashraf, A. W.-U., Budka, M., & Musial, K. (2019). Simulation and Augmentation of Social Networks for Building Deep Learning Models. *ArXiv Preprint ArXiv:1905.09087*.

Asrori, M., & Tjalla, A. (2021). The Content Mastery Service Using KWL Teaching Model to Improve Students’ Ability to Understand Texts in Junior High Schools. *American Journal of Educational Research*, 9(1), 11–19.

Azizah, B. S. I., & Ariani, A. (2020). Group Play Therapy for Behavioral Problems in Students. *5th ASEAN Conference on Psychology, Counselling, and Humanities (ACPCH 2019)*, 215–218.

Bardhoshi, G., Duncan, K., & Erford, B. T. (2017). Effect of a specialized classroom counseling intervention on increasing self-efficacy among first-grade rural students. *Professional School Counseling*, 21(1), 1096–2409.

Baruh, L., & Cemalcilar, Z. (2018). When more is more? The impact of breadth and depth of information disclosure on attributional confidence about and interpersonal attraction to a social network site profile owner. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 12(1).

Barus, G., & Dharma, U. S. (2017). Assessing Outcomes and Effectiveness of Character Education Model Based on Classroom Guidance Services in Junior High Schools. *COUNS-EDU: The International Journal of Counseling and Education*, 2(3), 131–143.

Bell, H. (2018). Creative interventions for teaching empathy in the counseling classroom. *Journal of Creativity in Mental Health*, 13(1), 106–120.

Benninger, E., & Savahl, S. (2017). The Children’s Delphi: considerations for developing a programme for promoting children’s self-concept and well-being. *Child & Family Social Work*, 22(2), 1094–1103.

Bilqis, F. (2013). Hubungan Antara Persepsi Dengan Cara Penyelesaian Konflik Interpersonal Pada Siswa Kelas XI Jurusan Akuntansi SMK Mahardhika. *Jurnal BK UNESA*, 3(1).

Bilqis, F. (2018). Instrumen untuk mengukur daya tarik interpersonal pada anak. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, 2(2), 67–77.

Bilqis, F. (2019a). Cara membangun kepribadian dominasi rasional. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, 2(3), 109–114.

Bilqis, F. (2019b). Pengembangan program layanan bimbingan klasikal untuk meningkatkan daya tarik interpersonal siswa kelas V Sekolah Dasar. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, 2(3), 123–133.

Bilqis, F. (2019c). Perbandingan profil daya tarik interpersonal berdasarkan Instrument Attraction Questioner dengan sosiometri. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, 3(1), 1–6.

Bilqis, F., Karina, T., & Latipah, I. C. (2019). Peran konselor dalam mewujudkan sekolah aman dan damai bagi siswa. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, 2(3), 115–122.
Fajar Bilqis

Does Adlerian Play Therapy Increase Social, Physical, and Task Appeal More Than Content Mastery Services in Elementary School Students?

Bilqis, F., Taufiq, A., & Saripah, I. (2017). The Effectiveness Differences Of Adlerian Group Play Counseling And Classroom Guidance Activity In Improving Interpersonal Attractiveness. Psikopedagogia Jurnal Bimbingan Dan Konseling, 6(2), 12–19.

Blake, K. R., Brooks, R., Arthur, L. C., & Denson, T. F. (2020). In the context of romantic attraction, beautification can increase assertiveness in women. PloS One, 15(3), e0229162.

Bridgers, S., Jara-Ettinger, J., & Gweon, H. (2020). Young children consider the expected utility of others’ learning to decide what to teach. Nature Human Behaviour, 4(2), 144–152.

Broglio, S. P., McCrea, M., McAllister, T., Harezlak, J., Katz, B., Hack, D., & Hainline, B. (2017). A national study on the effects of concussion in collegiate athletes and US military service academy members: the NCAA–DoD concussion assessment, research and education (CARE) consortium structure and methods. Sports Medicine, 47(7), 1437–1451.

Cemalcilar, Z., Baruh, L., Kezer, M., Kamiloglu, R. G., & Nigdeli, B. (2018). Role of personality traits in first impressions: An investigation of actual and perceived personality similarity effects on interpersonal attraction across communication modalities. Journal of Research in Personality, 76, 139–149.

Chen, S.-Y., Roller, K., & Kottman, T. (2021). Adlerian family play therapy: Healing the attachment trauma of divorce. International Journal of Play Therapy, 30(1), 28.

Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications.

Cutler, L., & Slicker, G. (2020). Picture Book Portrayals of the Transition to Kindergarten: Who is Responsible? Early Childhood Education Journal, 48(6), 793–813.

Dami, Z. A., Setiawan, I., Sudarmanto, G., & Lu, Y. (2019). Effectiveness of group counseling on depression, anxiety, stress and components of spiritual intelligence in student. International Journal of Scientific & Technology Research, 8(9), 236–243.

Dickinson, R. (2019). Group Adlerian play therapy for children with emotional and/or behavioral difficulties. University of Iowa.

Dillman Taylor, D., & Kottman, T. (2019). Assessing the utility and fidelity of the Adlerian Play Therapy Skills Checklist using qualitative content analysis. International Journal of Play Therapy, 28(1), 13.

Dillman Taylor, D., Meany-Walen, K. K., Nelson, K. M., & Gungor, A. (2019). Investigating group Adlerian play therapy for children with disruptive behaviors: A single-case research design. International Journal of Play Therapy, 28(3), 168.

Ermanto, P. (2020). Model pembelajaran kooperatif sebagai upaya penerapan layanan bimbingan konseling belajar siswa kelas XI Sekolah Menengah Atas Negeri 1 Wongsorejo. TERAPUTIK: Jurnal Bimbingan Dan Konseling, 3(3), 114–119.

Evans, C. (2020). Adlerian play therapy and trauma. The Journal of Individual Psychology, 76(2), 217–228.

Fahriha, I., Cahyaningtyas, K., Nadhirah, N. A., & Yusuf, S. (2020). Inferiority Complex pada Mahasiswa. JEKO-Journal of Education and Counseling, 1(1).

Fitriyah, F. K. (2010). Meningkatkan Kemampuan Interaksi Sosial Siswa Autis Melalui Permainan Gobak Sodor dalam Bimbingan Kelompok. Jurnal BK Unesa, 1(1), 1–11.

Fitriyah, F. K. (2019). Pengaruh Permainan Tradisional Gobak Sodor dalam Bimbingan...
Fajar Bilqis
Does Adlerian Play Therapy Increase Social, Physical, and Task Appeal More Than Content Mastery Services in Elementary School Students?

Kelompok terhadap Peningkatan Interaksi Sosial Anak Autis. Education and Human Development Journal, 4(2), 13–20.

Fitriyah, F. K., Muflihah, T., & Rihlah, J. (2020). GAMBARAN KECENDERUNGAN KEMAMPUAN KERJASAMA AUD DI PPT SEKAR ARUM JAMBANGAN SURABAYA. Prosiding Seminar Nasional LP3M, 2.

Fitriyanti, E., & Bilqis, F. (2020a). Penguasaan konten analisis doodle art meningkatkan self efficacy mahasiswa UPBK Unindra dalam memberikan layanan konseling. TERAPUTIK: Jurnal Bimbingan Dan Konseling, 4(2), 175–182.

Fitriyanti, E., & Bilqis, F. (2020b). PKM layanan PKO analisis doodle art sebagai media self efficacy mahasiswa Prodi matematika & UPBK Unindra. TERAPUTIK: Jurnal Bimbingan Dan Konseling, 4(2), 285–292.

Folastri, S., Rangka, I. B., & Rahmaniah, A. (2018). Improving learning skills of college student through mastery content service in technique counseling courses. Journal of Counseling and Education, 3(1), 22–27.

Forgas, J. P. (2011). Affective influences on self-disclosure: Mood effects on the intimacy and reciprocity of disclosing personal information. Journal of Personality and Social Psychology, 100(3), 449.

Goldberg, J. M., Sklad, M., Elfrink, T. R., Schreurs, K. M. G., Bohlmeijer, E. T., & Clarke, A. M. (2019). Effectiveness of interventions adopting a whole school approach to enhancing social and emotional development: a meta-analysis. European Journal of Psychology of Education, 34(4), 755–782.

Green, Z. A. (2019). Emotionalized learning experiences: Inspiring students in Pakistan to reinvent themselves to nurture social competence. Journal of College Student Development, 60(3), 337–360.

Hakim, M. A., Lianawati, A., & Sutijono, S. (2020). Group Play Therapy tidak efektif dalam meningkatkan komunikasi interpersonal siswa. TERAPUTIK: Jurnal Bimbingan Dan Konseling, 4(2), 197–204.

Hanifah, N. (2020). PERANAN LAYANAN INFORMASI KARIR DALAM PENGEMBANGAN KEMAMPUAN KARIR PESEHAT DI SMA BUNDA KANDUNG JAKARTA SELATAN. TERAPUTIK: Jurnal Bimbingan Dan Konseling, 3(3), 91–98.

Harvey, J. H., Ickes, W. J., & Kidd, R. F. (2018). New Directions in Attribution Research: Volume 1. Psychology Press.

Heston, M., & Birnholtz, J. (2017). Worth the wait?: The effect of responsiveness on interpersonal attraction among known acquaintances. CYTED-RITOS International Workshop on Groupware, 164–179.

Huysmans, Z., Clement, D., Whitley, M., Gonzalez, M., & Sheehy, T. (2019). Putting kids first: An exploration of the Teaching Personal and Social Responsibility model to youth development in Eswatini. Journal of Sport for Development, 7(13), 15–32.

Irawan, S. (2017). Pengaruh konsep diri terhadap komunikasi interpersonal mahasiswa. Scholaria: Jurnal Pendidikan Dan Kebudayaan, 7(1), 39–48.

Jamaludin, L., Johari, K. S. K., Amat, S., & Lee, G. M. (2018). The Effectiveness of Adlerian Group Play Therapy-based Counseling Intervention on the Holistic Wellness of Neglected Children. International Journal of Academic Research in Business and Social Sciences, 8(4), 1242–1253.

JO, B., & Ojo, R. O. (n.d.). EFFECTS OF TWO MODELS OF COOPERATIVE LEARNING ON READING COMPREHENSION AND VOCABULARY DEVELOPMENT AMONG SECONDARY SCHOOL STUDENTS IN EKITI STATE.
Does Adlerian Play Therapy Increase Social, Physical, and Task Appeal More Than Content Mastery Services in Elementary School Students?

Juniyarti, M. E., Prayitno, P., & Marjohan, M. (2018). Content Mastery Service: A Help In Related Consulting Problems Student Learning Activities. *International Journal of Research in Counseling and Education*, 2(2), 93–96.

Kang, D.-O., Bae, J. W., Lee, C., Jung, J.-Y., & Paik, E. (2018). Data assimilation technique for social agent-based simulation by using reinforcement learning. *2018 IEEE/ACM 22nd International Symposium on Distributed Simulation and Real Time Applications (DS-RT)*, 1–2.

Karel, Y., Iswantiningtyas, V., & Kurniawati, E. (2020). Kegiatan Montase Sebagai Upaya Mengembangkan Motorik Halus di Kelompok Bermain. *Child Education Journal*, 2(2), 92–97.

Kayi-Aydar, H., & Goering, C. Z. (2019). Socratic circles in professional development sessions: Negotiating peripheral participation and membership in building a community of practice. *Action in Teacher Education*, 41(2), 154–171.

Khanifa, A. N., Rakhmwati, D., & Ismah, I. (2020). Pengaruh Bimbingan Klasikal Dengan Media Audio Visual Untuk Mengembangkan Konformitas Positif Siswa Kelas VIII SMP Negeri 5. *Suluh: Jurnal Bimbingan Dan Konseling*, 6(1), 16–24.

Kim, K.-S. (2018). The effects of interpersonal attraction on service justice. *Journal of Services Marketing*.

Kottman, T. (2020). Adlerian Play Therapy: A Personal and Professional Journey. *The Journal of Individual Psychology*, 76(2), 162–175.

Kourgiantakis, T., Sewell, K. M., Hu, R., Logan, J., & Bogo, M. (2020). Simulation in social work education: A scoping review. *Research on Social Work Practice*, 30(4), 433–450.

Kress, J. S., & Elias, M. J. (2019). *Nurturing Students’ Character: Everyday Teaching Activities for Social-emotional Learning*. Routledge.

Kuczynski, L., Pitman, R., & Twigger, K. (2018). Flirting with resistance: children’s expressions of autonomy during middle childhood. *International Journal of Qualitative Studies on Health and Well-Being*, 13(sup1), 1564519.

Kurtz, F., Teal, S., Rennebohm, S., Charleson, J., & Thoburn, J. (2017). Behavioral synchrony’s prediction of task attraction: The instrumentality theory of interpersonal attraction.

Li, Y., Chen, K., Su, Y., & Yue, X. (2021). Do social regulation strategies predict learning engagement and learning outcomes? A study of English language learners in wiki-supported literature circles activities. *Educational Technology Research and Development*, 1–27.

Lin, H.-H., Yen, W.-C., & Wang, Y.-S. (2018). Investigating the effect of learning method and motivation on learning performance in a business simulation system context: An experimental study. *Computers & Education*, 127, 30–40.

Lin, R., & Utz, S. (2017). Self-disclosure on SNS: Do disclosure intimacy and narrativity influence interpersonal closeness and social attraction? *Computers in Human Behavior*, 70, 426–436.

Malloy, T. E. (2018). Interpersonal attraction in dyads and groups: Effects of the hearts of the beholder and the beheld. *European Journal of Social Psychology*, 48(3), 285–302.

Marisa, C., & Fitriyanti, E. (2019). Peningkatan kemampuan kognitif pada remaja melalui layanan informasi. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, 3(2), 64–70.

Meany-Walen, K. K., & Kottman, T. (2019). Group Adlerian play therapy. *International Journal of Play Therapy*, 28(1), 1.
Mirzaei, P., & Ghamari, S. (2020). Effectiveness of Group Play Therapy, Storytelling and Creative Drama on Anxiety Reduction in Elementary Male Students in Tehran. Research in School and Virtual Learning, 8(1), 69–78.

Mollanourouzi, M., Issazadeghan, A., & Soleimani, S. (2018). The effectiveness of Adlerian therapy on the clinical symptoms and the life satisfaction of generalized anxiety disordered students. Journal of Clinical Psychology, 10(1), 1–9.

Montoya, R. M., Kershaw, C., & Prosser, J. L. (2018). A meta-analytic investigation of the relation between interpersonal attraction and enacted behavior. Psychological Bulletin, 144(7), 673.

Mulawarman, M., Nugroho, I. S., Susilawati, S., Afriwilda, M. T., & Kunwijaya, I. (2019). Enhancing self-esteem and optimism based on flipped classroom guidance on undergraduate counseling student in Indonesia. European Journal of Education Studies.

Nadiah, S., Nadhirah, N. A., & Fahriza, I. (2021). HUBUNGAN FAKTOR PERKEMBANGAN PSIKOSOSIAL DENGAN IDENTITAS VOKASIONAL PADA REMAJA AKHIR. QUANTA, 5(1), 21–29.

Onyango, P. A., Aloka, P. J. O., & Raburu, P. A. (2018). Effectiveness of guidance and counseling in the management of student behaviour in public secondary schools in Kenya.

Paccailler, M. (2017). Interpersonal Attraction as a Function of Attitude Similarity and Aggression.

Palupi, E. P. D., Sunawan, S., & Murtadho, A. (2020). The Effectiveness of Group Counseling With Stress Inoculation Training to Improve Students Self-Esteem. Jurnal Bimbingan Konseling, 9(3), 164–168.

Perlin, J. D., & Li, L. (2020). Why does awe have prosocial effects? New perspectives on awe and the small self. Perspectives on Psychological Science, 15(2), 291–308.

Putri, M. L., Taufik, T., Yendi, F. M., & Yuca, V. (2019). Use of content mastery service using role playing approach improve student’s emotional intelligence. SCHOULID: Indonesian Journal of School Counseling, 4(3), 95–100.

RAFISA, D. D. (n.d.). PENERAPAN LAYANAN BIMBINGAN KLASIKAL UNTUK MENINGKATKAN HASIL BELAJAR SISWA KELAS VIII SMP NEGERI 29 MEDAN TAHUN PEMBELAJARAN 2017/2018.

Ratanavivan, W., & Ricard, R. J. (2018). Effects of a motivational interviewing–based counseling program on classroom behavior of children in a disciplinary alternative education program. Journal of Counseling & Development, 96(4), 410–423.

Ratnasari, D., & Bilqis, F. (2020). Layanan informasi untuk membangun keharmonisan keluarga pada orangtua atau wali asuh di Yayasan Jakarta Selatan. Teraputik: Jurnal Bimbingan Dan Konseling, 4(1), 35–42.

Regan, D. T., Harvey, J. H., Ickes, W., & Kidd, R. F. (2018). Attributional aspects of interpersonal attraction. New Directions in Attribution Research: Volume 1, 207.

Rodrigues, D., Lopes, D., Alexopoulos, T., & Goldenberg, L. (2017). A new look at online attraction: Unilateral initial attraction and the pivotal role of perceived similarity. Computers in Human Behavior, 74, 16–25. https://doi.org/10.1016/j.chb.2017.04.009

Sanatgar, R., & ESMAEILI, M. (2020). The effectiveness of group play therapy on social acceptance and hope in children with cancer.

Santhanam, S. P., & Hewitt, L. E. (2020). Perspectives of adults with autism on social communication intervention. Communication Disorders Quarterly,
Fajar Bilqis

Does Adlerian Play Therapy Increase Social, Physical, and Task Appeal More Than Content Mastery Services in Elementary School Students?

1525740120905501.

Santrock, J. W. (2018). *Educational psychology*. McGraw-Hill Education.

Sari, I. K., & Siswati, S. (2017). Hubungan antara ketertarikan interpersonal dengan perilaku prososial pada remaja SMA Islam Hidayatullah Semarang. *Jurnal Empati*, 5(4), 711–716.

Saripah, I., & Bilqis, F. (2019). Pengembangan program Adlerian group play counseling untuk meningkatkan daya tarik interpersonal siswa kelas V Sekolah Dasar. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, 2(3), 141–155.

Seherrie, A. C. (2020). *Group investigation: a teaching approach for Life Orientation in selected Northern Cape secondary schools*.

Setiawan, D., & Lianawati, A. (2020). Group Play Therapy efektif meningkatkan interaksi sosial teman sebaya di PKBM Mandiri Surabaya. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, 4(2), 257–263.

Silver, H. F., Strong, R. W., & Perini, M. J. (2012). Strategi-strategi pengajaran. *Memilih Strategi Bebas Penelitian Yang Tepat Untuk Setiap Pembelajaran*. (Terjemahan Elyys Tjo. Alexandria: *Association for Supervision and Curriculum Development*. (Buku Asli Diterbitkan Tahun 2007).

Stockton, D., Kellett, S., Berrios, R., Sirois, F., Wilkinson, N., & Miles, G. (2019). Identifying the underlying mechanisms of change during acceptance and commitment therapy (ACT): A systematic review of contemporary mediation studies. *Behavioural and Cognitive Psychotherapy*, 47(3), 332–362.

Suartama, I. K., Setyosari, P., & Ulfa, S. (2019). Development of an Instructional Design Model for Mobile Blended Learning in Higher Education. *International Journal of Emerging Technologies in Learning*, 14(16).

Subtikasari, A., & Neviyarni, N. (2019). Content mastery services with contextual teaching and learning approaches to improve student self regulated learning. *Jurnal Neo Konseling*, 1(1).

Suharti, S. P., Sumardi, M. K., Hanafi, M., & Hakim, L. (2020). *Strategi Belajar Mengajar*. Jakad Media Publishing.

Sunarich, N., & Rowan, S. (2017). Social work simulation education in the field. *Field Educator*, 7(1).

Supriyati, I. (2017). Meningkatkan Minat Siswa Mengikuti Layanan Bimbingan Klasikal Dengan Teknik Media Permainan (Games) Dalam Bimbingan Dan Konseling Di SMP Negeri 1 Mijen Tahun Ajaran 2016/2017. Universitas Negeri Semarang.

Sweeney, D. S., Baggerly, J., & Ray, D. C. (2014). *Group play therapy: A dynamic approach*. Routledge.

Tobing, C. M. H., & Pamungkas, B. M. (2020). Pengaruh layanan informasi melalui media audio visual terhadap perkembangan moral siswa di SMK Yamas Jakarta. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, 4(2), 205–213.

Ulah, H. R., Sutijono, S., & Lianawati, A. (2020). Group Play Therapy efektif meningkatkan perkembangan sosial siswa Sekolah Dasar. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, 4(2), 250–256.

Ulya, N. I. Y. (2019). Perbandingan Model Pembelajaran CIRC (Cooperative Integrated Reading and Composition) dan GI (Group Investigation) terhadap Hasil Belajar pada Materi Pencemaran Lingkungan Siswa Kelas X MA Madani Pao-pao. Universitas Islam Negeri Alauddin Makassar.

Vogel, R., Hansen, N. K., & Kreysch, M. (2018). Implicit leader-and followership theories and interpersonal attraction in workplace relationships. *Academy of...*
Management Proceedings, 2018(1), 14181.

Widiana, I. W., Hermayuni, T. D., Agustika, G. N. S., & Kusumastuti, F. A. (2020). The Effect of Literacy based on Exploration of Science with Cultural Insights on Thematic Content Mastery and Social Attitude. Jurnal Pendidikan IPA Indonesia, 9(4), 521–531.

Zhou, J., Li, Y., & Yang, Y. (2018). Familiar strangers: Visualising potential metro encounters in Beijing. Environment and Planning A: Economy and Space, 50(2), 262–265.

ZILA, N. U. R. (2017). PENINGKATAN HASIL BELAJAR PENDIDIKAN AGAMA ISLAM MELALUI PENERAPAN METODE SIMULASI PADA SISWA KELAS IV SD NEGERI 2 ROKO-ROKO KABUPATEN KONAWE KEPULAUAN. IAIN KENDARI.