

Empowering Elementary School Children: Increasing Self-Efficacy Through Traditional Game-Based Counseling

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Abstract. This research investigates the efficacy of a counseling model that utilizes traditional games to increase self-efficacy in elementary school children. Using a developmental approach rooted in the Borg and Gall model, this research develops a counseling framework that centers on traditional games as an interactive medium for client involvement. Specifically, this research pioneers the exploration of traditional play-based counseling interventions specifically designed to improve children's self-efficacy; an area hitherto unexplored in the literature. Traditional play, chosen for its inherent capacity to facilitate emotional expression and character development in children, serves as an appropriate channel for therapeutic interaction. Through rigorous testing and data analysis, the efficacy of the developed counseling model was confirmed, proven by its high validity and practical usefulness. The results show the effectiveness of the model in increasing the level of self-efficacy in all dimensions, so that this model is declared worthy as an intervention strategy because it is easy to access, culturally appropriate, and age appropriate for elementary school children.

Keywords: Self-efficacy, Counseling, Tradisional Games, Elementary School.



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Introduction

This paper is part of a research that raises the theme of traditional games to increase elementary school students' self-efficacy. Elementary schools are an essential foundation for developing students' basic attitudes, knowledge, and skills to become healthy, capable, and confident learners, and ready to continue their studies (Aminah et al., 2022). Optimal development at elementary school age becomes a strong foundation for the next stage of development (Donnelly et al., 2016).

There is a fact that children experience difficulties with developmental demands (Eccles, 1999; Freud, 2018). Children also show helplessness and worry about learning because of low self-efficacy (Freud, 2018; Zhou et al., 2020). Meanwhile, this belief is an individual resource that is poured into a framework of behavior that regulates individuals in presenting themselves (Ding, 2022).

Self-efficacy is a person's subjective belief in overcoming problems, and carrying out actions and tasks that are goal-oriented (Bandura, 1993). Self-efficacy is not related to the skills possessed but to individual beliefs about things that can be done with their skills (Ghufron & Suminta, 2013). The results of testing the Self-efficacy scale that the researcher distributed to 506 elementary school students in Pringsewu Regency obtained the following results: 107 students (21.15%) in the high Self-efficacy category, 323 students (63.83%) in the medium class, and 76 people (15.02%) in the low category. This condition needs treatment.

Guidance and counseling can facilitate and be seen as effective in resolving problems. Game-based counseling is a child counseling approach that uses games to create interactions with clients through media that children understand (Adiputra & Mujiyati, 2017; Irawan et al., 2021), one of which is the traditional game (Gobak Sodor).

The author believes that playing Gobak Sodor can increase the self-efficacy of elementary school students. Unfortunately, there is still little empirical data that shows the strength of this game based on background, theory, population, methods, and knowledge. If data is obtained about the effectiveness of the Gobak Sodor game based on background gaps, theory, population, methods, and knowledge, the authors can be convincing and offer alternative solutions to the problem of self-efficacy deficiency in elementary school students so that students can grow and develop optimally.

This research aims to develop a traditional game-based counseling model that can be used to increase the self-efficacy of elementary school children, guided by the research question, "What is a valid and effective traditional game-based counseling model for increasing the self-efficacy of elementary school children?"

Method

The research method used is research and development. Research and development are a process used to develop and validate educational products (Gall et al., 1996). The product in question is a traditional game-based counseling model to increase children's self-efficacy with a qualitative and quantitative approach that is used simultaneously through a mixed methodology design approach (Creswell, 2002). In accordance with the needs of this research, the 10 stages were adapted into 4 (four) stages, namely: (1) preliminary study, (2) development and validation, (3) field testing, and (4) dissemination. In detail the development stages can be seen in figure 1.

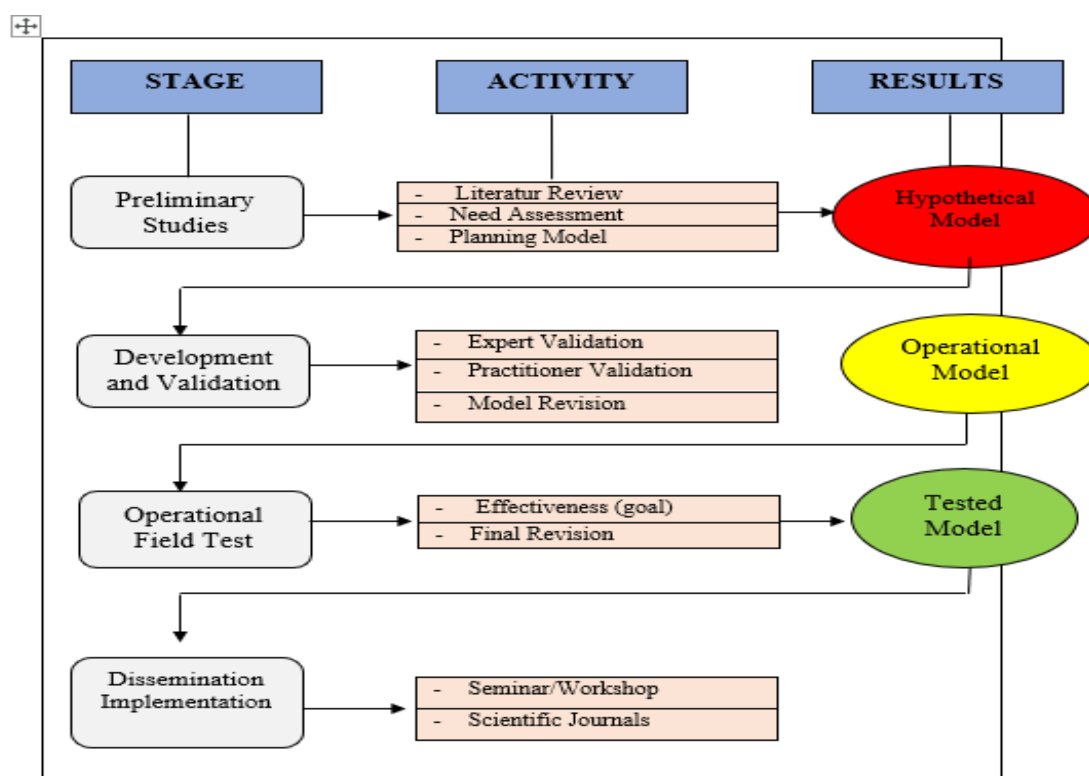


Figure 1. Model Development Flow

The location of this research was carried out at SD Muhammadiyah and MI Alfajar which are located in Pringsewu Regency. The population in this study were all fifth-grade students at Muhammadiyah Elementary School and MI Alfajar, a total of 261 students. Instruments related to the results of the implementation of counseling using a questionnaire.

Results

1. Expert Validation Result

Expert assessment is carried out using a validation sheet which is filled in by the validator by giving a score and providing comments or suggestions for improvement, then the scores from the

validator are averaged. The validity of the expert assessment is determined by the range of attainment of the expert assessment from the specified maximum score. Expert assessment of the developed model and research instruments was carried out by five validators. The results of the expert assessment of the hypothetical model developed can be seen in table 1.

Table 1. Expert assessment of traditional game-based counseling models

Number	Rated Aspect	Assessment from Validators					Achievements (%)	Information
		I	II	III	IV	V		
1	Rational (max score = 12)	9	12	9	12	12	90	VV
2	Goals (max score = 8)	8	8	8	8	8	100	VV
3	Assumption (max score = 4)	3	3	3	3	3	75	VV
4	Target (max score = 4)	3	3	3	3	3	75	VV
5	Counselor role and qualifications (max score = 4)	3	3	3	3	3	75	VV
6	Media (skor maks = 8)	6	6	6	6	6	75	VV
7	Stage/syntax (max score = 8)	6	6	8	8	8	90	VV
8	Evaluation (max score = 4)	3	3	3	3	3	75	VV
9	Implementation guide (max score = 8)	6	6	6	6	6	75	VV
10	Group members (max score = 8)	6	6	6	8	6	80	VV
Amount		53	56	55	58	60	82.94	VV
		G	VG	G	VG	VG		

Table 1 shows that the lowest score from the expert/validator assessment was 53 (77.94%) from the ideal score of 68. Thus, it can be said that all components of the counseling model are in accordance with the objectives and characteristics of the development of the counseling model based on traditional games. The experts/validators consisting of 5 people decided that the traditional game-based counseling model was suitable for use with improvements according to input and suggestions from the experts/validators. It can be said that based on the assessment of experts/validators, the traditional game-based counseling model developed can be used to increase the self-efficacy of elementary school children. All validators/experts gave a high total score with an average score of 56.4 with an average achievement of (82.94%). Based on the results of the validator/expert assessment, the traditional game-based counseling model developed was declared very valid.

2. Practitioner Validation Results

Practitioner validation is the process of collecting and analyzing feedback from counseling practitioners, such as psychologists, counselors, or therapists, who use or interact with the counseling model that has been developed. In this case the researchers involved a number of respondents who in their daily lives carry out their functions as counselors. The aim of practitioner validation is to ensure that the model can be used effectively in daily counseling practice, in accordance with applicable needs and standards. Practitioner validation of the counseling model developed is an important process in ensuring that the model is effective and meets the needs of counseling practitioners and counselees.

Table 2 provides information that the lowest score given by the validator was 17 (85% achievement level) and the highest score was 20 (100% achievement level) from the ideal score of 20. Then, based on the proposed criteria, the five validators concluded that this was ready to be used. with slight improvements according to suggestions (SS). If we look at the assessment components, the lowest score is in the counselor ability component with an achievement level of 80%, then the practicality component is 90%, then the model contribution component is 95%, while the opportunity component and model suitability component get the maximum score at an achievement level of 100%. Then, if we look at the average of the validator assessment results, we get an achievement level score

of 93%. Thus, it can be concluded that the traditional game-based counseling model developed is declared very valid or in other words meets the appropriateness standards based on practitioners' opinions.

Table 2. Practitioner assessment of traditional game-based counseling models

Number	Rated Aspect	Assessment from Validators					Achievements (%)	Information
		I	II	III	IV	V		
1	Model contribution to achieving service objectives (max score = 4)	4	4	3	4	4	95	VV
2	Probability of model implementation (max score = 4)	4	4	4	4	4	100	VV
3	Counselor's ability to apply (max score = 4)	3	3	3	3	4	80	VV
4	Suitability of the model to student characteristics (max score = 4)	4	4	4	4	4	100	VV
5	Practicality/easy to understand model (max score = 4)	4	3	3	4	4	90	VV
Amount		19	18	17	19	20	93	VV
		VS	VS	VS	VS	VS		

3. Model Effectiveness

The effectiveness test of the designed model was carried out on a number of samples/respondents who had self-efficacy in the low category. Below we will present data regarding the pre-test and post-test results of the experimental group and control group.

Table 3. Pre-test and post-test data for the experimental group and control group

	KBPT Model		Difference	Conventional		Difference
	Pretest	Posttest		Pretest	Posttest	
Average	54.05	75.90	21.85	52.95	63.58	10.63

It can be observed that the experimental group that received the KBPT model treatment and the control group that received conventional services both experienced an increase in the average score from pre-test to post-test. Comparison between the two models shows that the average increase in post-test scores in the KBPT Model (21.85) is higher than in the Conventional Model (10.63). This shows that the KBPT model produces a greater increase in value compared to the conventional model.

This interpretation not only reflects the success of the KBPT model in increasing self-efficacy more significantly compared to conventional models, but also shows the effectiveness of the counseling service approach or strategy that uses the KBPT model. A higher increase in scores in the KBPT model can be interpreted as an indicator that this model has the potential to provide a better learning experience for students.

4. Hypothesis Testing

Based on the information presented in table 3, the average self-efficacy score in the experimental class was 75.90 while in the control class it was 63.58. Thus, it can be interpreted that there is a difference in the average self-efficacy score in the experimental class and the control group. Then, to find out whether the difference is significant or not, further tests need to be carried out.

Hypothesis testing was carried out using independent sample T-test statistical analysis. This test is used to determine whether there are significant differences between two groups of data originating from different/unpaired subjects. Independent sample T-test analysis results.

Table 4. Independent sample T-test analysis results

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error	95% Confidence Interval of the Difference	
									Lower	Upper
<i>Self-efficacy</i>	Equal variances assumed	8.118	.007	15.279	37	.000	12.321	.806	10.687	13.955
	Equal variances not assumed			15.036	25.949	.000	12.321	.819	10.636	14.006

Based on the output of independent test samples in the Equal variances assumed section, the Sig value is known. (2-tailed) is $0.000 < 0.05$, so as is the basis for decision making in the independent sample t test, it can be concluded that H_0 is rejected and H_a is accepted. Thus, it can be concluded that there is a significant (real) difference between the average self-efficacy in the experimental group and the control group.

Based on the table above, it is known that $t_{count} = 15.275$ and $t_{table} = 2.026$. Thus, because $t_{count} > t_{table}$, there is a difference in the average results of applying the traditional game-based counseling model to the conventional counseling model, or in other words, the game-based counseling model. traditional methods are effective for increasing the self-efficacy of elementary school children.

Discussion

Traditional game-based counseling models offer a different approach from conventional counseling approaches. The use of games as a medium allows counselors to bring variety and creativity to counseling services. This effort is made to attract the interest and involvement of counselees, especially children and adolescents, who may feel more comfortable communicating through games rather than communicating verbally in the counseling process (Edwards, 2009; Widha & Aulia, 2019).

Some counselees may have difficulty expressing their emotions and feelings verbally. Traditional games can be an alternative means of conveying feelings and thoughts that may be difficult to express through words. This helps deepen the counselor's understanding of the client's problems and facilitates the emotional exploration process (Garcia, 2019; Zilcha-Mano & Ramseyer, 2020). The use of traditional games can help build positive and strong counselor-counselee relationships. Counselors can actively participate in games with counselees, build deeper trust and closeness, and provide the support and encouragement that counselees need to communicate openly (Loesch & Vacc, 2021; Muallifah & Hannani, 2023). Traditional games can also be used to teach social skills, manage emotions, or solve problems. Through games, clients can learn and hone these skills interactively, so that the learning process becomes more fun and effective (Cañabate et al., 2018; Huwae et al., 2023).

The traditional game-based counseling model allows counselors to adapt to various situations and client needs more creatively and flexibly. This approach allows the counselor to adapt the game to the counseling goals and characteristics of the client (Trajkovik et al., 2018).

Expert validators provide the decision that the traditional game-based counseling model is suitable for use with slight improvements. It can be said that based on the validator's assessment, the traditional game-based counseling model developed can be used as an alternative technique for elementary school children. All validators provide a high total score as well as the average achievement score. Based on the results of the validator assessment, the traditional game-based counseling model developed was declared very valid. The assessment results provided by the

validator provide evidence that the game-based counseling model developed meets the feasibility standards for implementation in the field.

Based on the results of testing and data analysis, this research has provided evidence that the traditional game-based counseling model is effective for increasing the self-efficacy of elementary school children. The traditional game-based counseling model is one effort that has proven effective in increasing children's low self-efficacy, because this model has positive aspects. Traditional game-based counseling models also have a specific set of characteristics such as; association between stimulus-response (S-R), learning through experience (Experiential learning), reinforcement-based, and collaborative and interactive. This characteristic is one of the strengths of the traditional game-based counseling model as an effort to overcome the problem of low self-efficacy of elementary school students.

Apart from its characteristics, the traditional game-based counseling model also meets feasibility standards in terms of the validity and practicality of the model. The meaning is that the traditional game-based counseling model is acceptable and has the opportunity to be implemented as an alternative approach in counseling. The counseling model developed is proven to have high validity because it is built on a clear theory and is supported by reliable empirical data. Apart from that, the traditional game-based counseling model is said to be practical because the model is easy to access. The model does not require sophisticated technology or high costs, making it easy to obtain and use in counseling sessions. This model is flexible and can be modified according to the client's needs and counseling goals. The traditional game-based counseling model is appropriate for a variety of age groups. In addition, traditional game-based counseling is culturally acceptable.

The game-based counseling model was developed based on the concept of play as a way of communication so that children can express the child's natural characteristics, then counselors can intervene and create a feeling of comfort for children, so that children are able to overcome the problems they face. Counseling is carried out in a group setting using traditional games as a counseling medium. Group counseling can be interpreted as an effort to provide assistance from the group leader to a number of group members in a group atmosphere that is healing, preventive and developmental in nature, and is directed at achieving optimal development [61, 62]. Group counseling focuses on interpersonal processes and problem-solving strategies related to conscious thoughts, feelings, and behavior. The method used is interactive support and feedback in a here and now thinking framework (Berg et al., 2017; Corey, 2015).

Group counseling can provide the sense of security that group members need to spontaneously and freely interact and take risks thereby increasing the possibility of sharing experiences with other people who have similar experiences (Burlingame et al., 2018; Lumongga, 2017). Group counseling can provide individuals with a variety of group experiences that help them learn to function effectively, develop tolerance for stress and anxiety, and find mutual satisfaction in working and living with others (Asro et al., 2021; Fitri & Kushendar, 2019). Through group counseling, group contact brings individuals to self-awareness that there are perspectives that are different from themselves, and the dynamics created in the group can lead someone to consider other perceptions about themselves (Bion, 2018; Rasimin & Hamdi, 2021). This happens with true awareness, facilitated by group interaction.

Through interaction with group members, individuals will also develop various skills which essentially increase self-confidence, trust in other people, and positive ways of thinking about people and the problems they face (Sakinah, 2018).

Conclusions

This research produces a new concept regarding the development of a traditional game-based counseling model as an alternative counseling approach that can be used by counselors or class teachers as implementers of guidance and counseling services in elementary schools. The counseling model developed explores the noble values contained in the traditional game gobag sodor, as an effort to increase the self-efficacy of elementary school children.

The traditional game-based counseling model has high validity based on the results of validator assessments. The assessment results provided by the validator provide evidence that the game-based counseling model developed meets the feasibility standards for implementation in the field. The

counseling model developed has high validity due to several things such as; there is relevant theoretical support, empirical evidence, and the accuracy of the techniques and media used.

Based on the results of trials conducted, the traditional game-based counseling model has been empirically proven to be effective and can be used as an alternative approach to overcome the problems of students who experience deficits in self-confidence (low self-efficacy). Based on the data analysis carried out, there was an average difference between pre-test and post-test scores in groups/classes that received treatment in the form of traditional game-based counseling services. Based on the results of the examination carried out, this counseling model is able to increase the three dimensions of self-efficacy (level, generativity and strength dimensions).

The results obtained are evidence that the traditional game-based counseling model is effective for increasing self-efficacy. The traditional game-based counseling model has a positive impact in increasing the self-efficacy of elementary school children. In this context, this counseling model is not only recognized as an effective method, but also as an appropriate and successful approach in helping children develop their self-confidence. In other words, this approach has the potential to provide real benefits in building children's self-confidence, so that it can be used as a viable and valuable alternative counseling approach in the context of counseling in elementary schools.

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