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

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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, improving the physical aspects of one session, and improving the aspects of one session assignments. 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.

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

2

Kata Kunci:	Abstrak
Terapi Bermain Adlerian, Penugasan Konten, Konseling Klasikal, Sosial dan Fisik, Atraksi Interpersonal	Penelitian ini menguji perbedaan efektivitas antara *Adlerian Play Therapy* dan layanan penguasaan konten strategi lingkaran komunitas dalam meningkatkan daya tarik fisik, sosial, dan tugas pada siswa di sekolah dasar. Metode *factorial designs experimental* diterapkan pada 72 siswa kelas V dari dua Sekolah Dasar Negeri di Bandung, Indonesia yang rata-rata dimensi daya tariknya lebih rendah daripada rombongan belajar lainnya. Masing-masing intervensi dilakukan enam kali pertemuan di sekolah yang berbeda. *Adlerian Play Therapy* dimulai dari tahap membangun hubungan satu sesi, tahap investigasi gaya hidup melalui buku rahasia tiga sesi, tahap pemahaman gaya hidup melalui *game* satu sesi, dan tahap reorientasi & reedukasi melalui *game* satu sesi. Layanan bimbingan klasikal penguasaan konten dengan strategi lingkaran komunitas dimulai dari tahap membangun hubungan dua sesi, pengantar nilai penting satu sesi, peningkatan aspek sosial satu sesi, peningkatan aspek fisik satu sesi, dan peningkatan aspek tugas satu sesi. Instrumen *Interpersonal Attraction Scale (IAS)* dianalisis dengan Manova. *Adlerian Play Therapy* lebih meningkatkan semua dimensi daya tarik interpersonal daripada layanan penguasaan konten. Rekomendasi ditujukan kepada guru BK untuk menggunakan *Adlerian Play Therapy* dalam meningkatkan daya tarik sosial, fisik, dan tugas anak. Diharapkan peneliti lain meneliti lebih lanjut terkait peningkatan daya tarik tugas.

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

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

3

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 & Irwansyah, 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; Stockton 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

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

4

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; Subtikasari & Neviyarni) , 2019; Folastri 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

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

5

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 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 "baso 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

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

6

it requires a more complicated analysis than the pre-experimental, quasi-experimental, comparative descriptive, or correlative designs.

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┌─────────────────────────────────┐
│      Choosing Topic             │
│      Preliminary Study          │
│      Literature Study           │
│      Instrument Testing         │
│      Population and Sampling     │
└─────────────────────────────────┘
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┌─────────────────────────────────┐
│ Pre-test Interpersonal Attraction Scale │
└─────────────────────────────────┘
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Implementation:

Adlerian group play therapy (AGPT)

Stage I: Building Realtionship
Stage II: Investigating Life Style
Stage III: Understanding Life Style
Stage IV: Reorientation and Reproducting
(Saripah & Bilqis 2019)

Implementation:

classical content mastery guidance services

Stage I: Bulding Relationship
Stage II: Improving Social Aspects
Stage III: Improving Physical Aspects
Stage IV: Improving Doing Task
(Bilqis, 2019b)

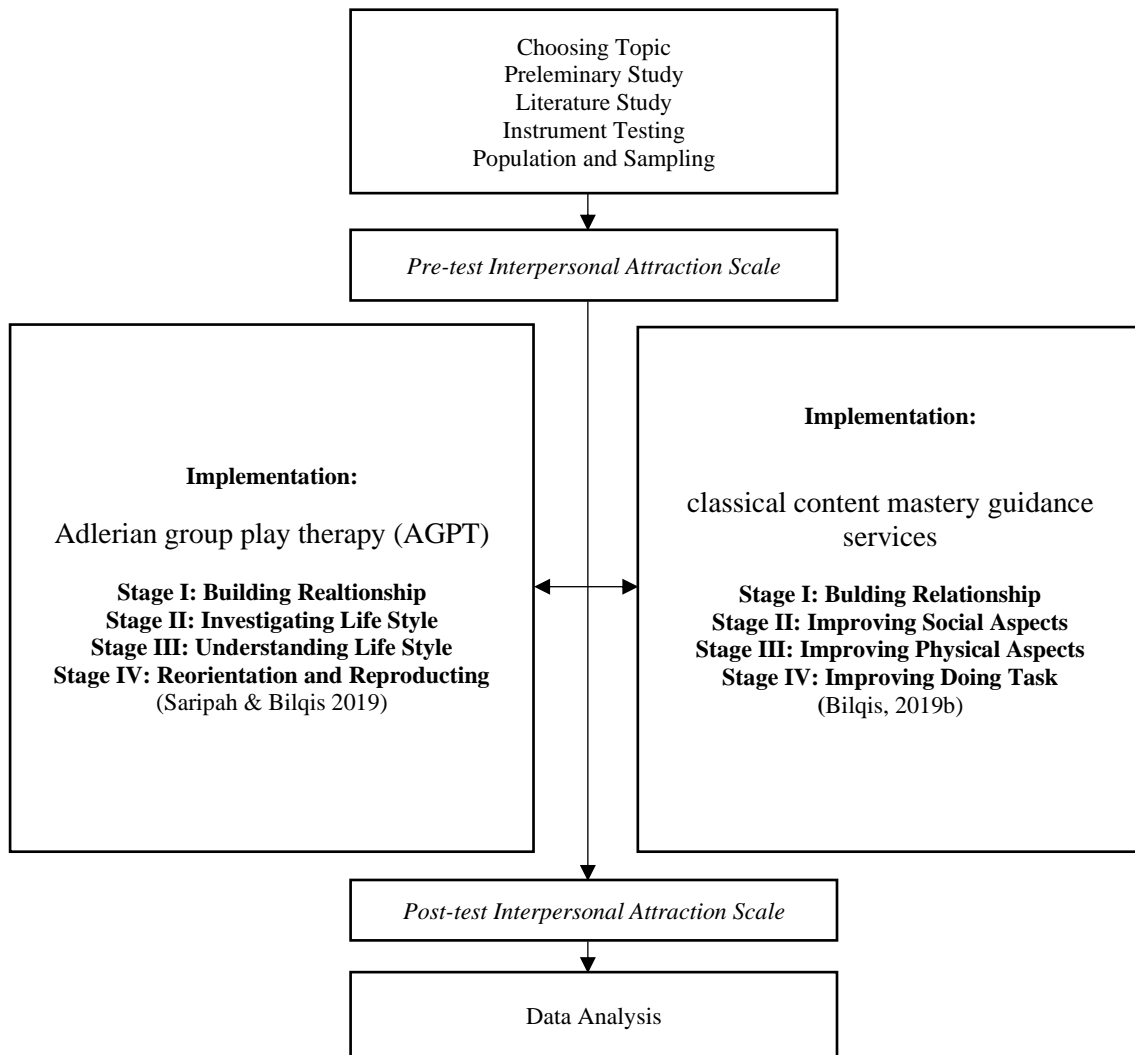*Post-test Interpersonal Attraction Scale*

Data Analysis

Figure 1. Operational Research Framework

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.

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

7

Table 1. *Box's Test of Equality of Covariance Matrices*

Box's M	6.496
F	1.030
df1	6
df2	32446.584
Sig.	.403

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[a]	3.000	65.000	.000	.986
	Wilks' Lambda	.014	1549.624[a]	3.000	65.000	.000	.986
	Hotelling's Trace	71.52	1549.624[a]	3.000	65.000	.000	.986
	Roy's Largest Root	71.52	1549.624[a]	3.000	65.000	.000	.986
Model Intervensi	Pillai's Trace	.689	48.077[a]	3.000	65.000	.000	.689
	Wilks' Lambda	.311	48.077[a]	3.000	65.000	.000	.689
	Hotelling's Trace	2.219	48.077[a]	3.000	65.000	.000	.689
	Roy's Largest Root	2.219	48.077[a]	3.000	65.000	.000	.689

Table 2 analysis using Manova shows Wilks $\lambda = 0.311$ 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?

8

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	7181.392ᵃ	1	7181.392	133.759	.000	.666
	Fisik	39.153ᵇ	1	39.153	18.632	.000	.218
	Tugas	532.117ᶜ	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.

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

9

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) states 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

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

10

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

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

11

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

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16

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