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## Original

# Sanar el trauma a través de la sabiduría cultural: el desarrollo de la terapia de juego tradicional javanesa para estudiantes de Surakarta

## Healing Trauma through Cultural Wisdom: The Development of Javanese Traditional Play Therapy for Students in Surakarta

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## SANAR EL TRAUMA A TRAVÉS DE LA SABIDURÍA CULTURAL: EL DESARROLLO DE LA TERAPIA DE JUEGO TRADICIONAL JAVANESA PARA ESTUDIANTES DE SURAKARTA

## HEALING PSYCHOLOGICAL TRAUMA THROUGH CULTURAL WISDOM: DEVELOPMENT OF JAVANESE TRADITIONAL PLAY THERAPY FOR SCHOOL STUDENTS IN SURAKARTA

### RESUMEN

Este estudio tuvo como objetivo desarrollar un modelo tradicional javanés de terapia de juego como un enfoque eficaz y culturalmente resonante para ayudar a los estudiantes a superar el trauma. La investigación empleó un diseño de Investigación y Desarrollo (I+D) utilizando el modelo de Alessi y Trollip. La muestra consistió en 78 estudiantes de primaria y secundaria (de 10 a 14 años) en Surakarta, junto con 10 maestros, 5 consejeros escolares y 3 expertos en terapia de juego tradicional. Los datos se recopilaban a través de observaciones estructuradas, entrevistas semiestructuradas y cuestionarios validados diseñados específicamente para medir el bienestar emocional y la participación en las sesiones de terapia. Los datos cuantitativos se analizaron descriptivamente, mientras que los datos cualitativos se analizaron mediante análisis temático. Los resultados indican que este modelo de terapia mejoró con éxito la participación de los estudiantes en el proceso de curación, y el 87% de los estudiantes informaron una mayor comodidad y expresión emocional a través de juegos tradicionales como engklek, gobak sodor y jamuran. La validación de expertos y las pruebas de campo confirmaron además la eficacia de la terapia, con una puntuación media del 88%, lo que demuestra su viabilidad para la implementación escolar. En conclusión, la terapia de juego tradicional javanesa ofrece un enfoque eficaz y culturalmente relevante para apoyar la recuperación del trauma de los estudiantes, con potencial para una aplicación más amplia en todas las escuelas de Indonesia.

**Palabras clave:** Enfoque cultural, terapia basada en la cultura, juegos tradicionales javaneses, modelo de terapia escolar, trauma estudiantil, recuperación del trauma.

### ABSTRACT

This study aimed to develop a traditional Javanese play therapy model as an effective and culturally resonant approach to help students overcome trauma. The research employed a Research and Development (R&D) design using the Alessi and Trollip model. The sample consisted of 78 elementary and middle school students (aged 10-14 years) in Surakarta, along with 10 teachers, 5 school counselors, and 3 traditional play therapy experts. Data were collected through structured observations, semi-structured interviews, and validated questionnaires specifically designed to measure emotional well-being and engagement in therapy sessions. Quantitative data were analyzed descriptively, while qualitative data were analyzed using thematic analysis. The results indicate that this therapy model successfully enhanced student engagement in the healing process, with 87% of students reporting increased comfort and emotional expression through traditional games such as engklek, gobak sodor, and jamuran. Expert validation and field testing further confirmed the effectiveness of the therapy, with an average score of 88%, demonstrating its feasibility for school implementation. In conclusion, traditional Javanese play therapy offers an effective and culturally relevant approach to support students' trauma recovery, with the potential for broader application across schools in Indonesia.

**Keywords:** Cultural approach, culturally-based therapy, Javanese traditional games, school therapy model, student trauma, trauma recovery.



## INTRODUCCIÓN (INTRODUCTION)

The COVID-19 pandemic has had a profound impact on the global community, including Indonesia. All aspects of human life have been affected, including the economy, health, business, and educational sectors. The impact of the pandemic has also extended to the psychological well-being of the Indonesian population, particularly children and adolescents. UNICEF reported that more than 25,000 children in Indonesia have lost their parents due to COVID-19 (Krishnamurthy, 2020; Marbán et al., 2021). Such experiences have significant psychological implications, often triggering trauma symptoms and, in many cases, leading to post-traumatic stress disorder (PTSD) (Linnekaste, 2021). Empirical studies show that a considerable number of students experience trauma: 38% of respondents reported trauma from losing a loved one, 36.9% experienced trauma triggered by pandemic-related events, and 31% reported trauma from family conflicts or divorce (Mazzeo & Bendixen, 2022; Miller et al., 2020). Other studies have highlighted increased anxiety and depression among children and adolescents during the pandemic, with potential long-term effects on mental health (Setiawan, 2020). These traumatic events can have a profound impact on an individual's psychological and emotional health, especially in young students, who may lack coping mechanisms to navigate such experiences. If these traumatic experiences are not properly addressed, they can lead to long-term consequences, affecting not only the individual, but also their social interactions, academic performance, and overall development.

Unaddressed trauma may manifest as social withdrawal, academic decline, and difficulties in emotional regulation (Pynoos et al., 2014). Furthermore, intergenerational transmission of trauma is a well-documented phenomenon in which traumatic responses can be passed down to future generations, perpetuating cycles of psychological distress within families and communities (Yehuda & Lehrner, 2018). This underscores the importance of early intervention and psychological support for mitigating these effects.

Research has demonstrated that students struggling with trauma frequently face significant barriers to effectively coping with their experiences. The inability to manage trauma is often attributed to

continuous preoccupation with the traumatic event (36.13%), difficulty in regulating emotions (38.69%), and challenges in managing negative thoughts (33.61%) (Purwati & Supriyadi, 2021; Kira, 2010). These statistics underscore the urgent need for effective interventions to help students overcome trauma and to build resilience. Despite this need, current counselling approaches in schools have not fully addressed the trauma experienced by students. A key issue is the lack of culturally relevant counselling models and therapeutic procedures tailored to the specific needs and experiences of Indonesian students, which results in many students not receiving the necessary support (Rahman, 2020). An initial survey indicated that several schools and institutions lack a standardized counselling model that provides specific therapeutic steps for counsellors to guide students during trauma recovery. This gap highlights the necessity of developing a counselling model that not only addresses trauma but also aligns with the cultural background and lived experiences of the students (Sari & Setiawan, 2022).

One promising approach to address trauma in students is the integration of trauma counselling that incorporates elements of cultural heritage, such as traditional games (Ennis et al., 2019)s. Trauma-focused counselling helps individuals process and release traumatic memories, improve rational thinking, rebuild self-confidence, and restore connections with others who can provide emotional support and care (Van der Kolk, 2014). However, conventional counselling methods often fail to resonate with the cultural context and lived experiences of students, limiting their engagement in the healing process (Danforth et al., 2016). Integrating cultural elements such as traditional games offers a more relatable and immersive therapeutic experience, making it easier for students to connect with the process. This culturally sensitive approach not only honors the students' heritage but also enhances the effectiveness of the therapy by providing a familiar framework within which they can address their trauma.

Incorporating traditional games rooted in Javanese culture offers the opportunity to create a more engaging and culturally resonant therapeutic experience. Traditional games are not only fun, simple, and affordable but are also rich in cultural values that promote cooperation, sportsmanship, and cognitive development. Indonesia, with its diverse



cultural heritage, has a wealth of traditional games that can serve as an effective medium for trauma therapy, particularly for students in the Central Java region (Dubnewick et al., 2018; Khulafa, 2018)(Latiana, 2018). Games such as *engklek*, *gobak sodor*, and *jamuran* involve physical activity, social interaction, and cooperation, all of which have been shown to promote emotional healing and resilience in individuals who have experienced trauma (Zulkifli, 2020; Fernández-Gavira et al., 2021).

Moreover, the development of a Javanese culture-based play therapy model in this study is expected to make a significant contribution to the professionalization of trauma counselling. This movement, which is gaining momentum among experts and practitioners, advocates for more structured, evidence-based approaches to therapy that are responsive to specific needs and challenges faced by trauma survivors (Miller et al., 2020). The model being developed aims to bridge the gap in existing counselling practices by providing a structured, culturally relevant approach that counsellors can use to support students more effectively (Sari & Rahmawati, 2021).

By offering a practical, culturally resonant model for addressing trauma, this study not only seeks to enhance the effectiveness of trauma therapy in schools, but also to promote the preservation and appreciation of Javanese cultural heritage. The integration of traditional games into the counselling process offers a unique and innovative way to support students, helping them overcome trauma while simultaneously instilling the values of cooperation, empathy, and resilience. Ultimately, this study aimed to create a school-based program that can be implemented across Indonesia, providing a holistic and culturally grounded approach to trauma recovery for students affected by various traumatic experiences.

Therefore, this study aims to offer a practical, culturally resonant model for addressing psychological trauma in school settings, with the dual purpose of enhancing the effectiveness of trauma therapy and promoting the preservation of Javanese cultural heritage. The integration of traditional Javanese games into the counseling process presents a unique and innovative approach to support students, enabling them to overcome trauma while simultaneously instilling values such as cooperation, empathy, and resilience. Meanwhile, the general

objective of this study is to develop a school-based program that can be implemented across Indonesia, providing a holistic and culturally grounded approach to trauma recovery for students affected by various traumatic experiences. Specifically, this study aims to create a Javanese culture-based play therapy model that serves as an effective and culturally relevant trauma counseling intervention for students. By incorporating elements of traditional Javanese games like *engklek*, *gobak sodor*, and *jamuran* into the therapeutic process, this model seeks to resonate with students' cultural backgrounds, enhancing its reliability and effectiveness in addressing trauma.

## MATERIAL Y MÉTODOS (METHODS)

This study employs the Research and Development (R&D) methodology, adopting the model proposed by Alessi and Trollip (Alessi & Trollip, 2001), which comprises three primary phases: Planning, Design, and Development. This model was selected because it provides a systematic framework for developing a Javanese culture-based therapy model to address trauma among students.

1. Planning. The planning phase involved identifying the issues and needs related to the trauma experienced by students in Surakarta. Observations and interviews were conducted with students, teachers, and school counselors to obtain a clear understanding of the trauma conditions faced by students, the challenges in addressing this trauma, and the necessity for a therapy model based on traditional games. (Bhangu et al., 2023) stated that observational and interview methods in qualitative research are highly effective in exploring individual needs and experiences, particularly in the context of trauma. Based on the needs analysis, a development plan for a culturally based therapy model rooted in Javanese culture was designed, which aims to incorporate cultural elements as a medium to assist students in overcoming their trauma.
2. The design phase entails the creation of an initial design or blueprint for a therapy model rooted in the Javanese culture. This design encompasses the development of therapeutic



steps that incorporate traditional Javanese games such as *engklek*, *gobak sodor*, and *jamuran*. These games were selected because of their elements of physical movement, social interaction, and cooperative values that facilitate recovery from trauma. Research conducted by (Sujayanthi & Hartini, 2023) indicates that culturally based activities involving social and physical interactions can significantly aid in the trauma recovery process for children and adolescents. Each therapeutic step is specifically designed to assist students in addressing various trauma symptoms, including anxiety, difficulties in emotional regulation, and social challenges. This design has been validated by experts including therapy model specialists, content experts, psychologists, and guidance counselors.

3. In the development phase, the designed therapy model is realized in the form of a final product. This therapy model was initially validated by experts to assess its feasibility and effectiveness. Validation by specialists is a crucial step in the process of developing effective interventions, as highlighted by Ariusnita & Bayu (2023), who emphasized the importance of validation in ensuring the quality and relevance of the program. The alpha testing phase involves validation by therapy model experts, content specialists, and psychologists, whereas the beta testing phase includes students as test subjects to evaluate the applicability of the model in real-world contexts, particularly within school environments.

This study involved a diverse group of participants, including 3 therapy model experts, 5 subject matter specialists in child psychology, 10 school guidance counselors, and 78 students from three high schools in Surakarta: SMA Negeri 1 Surakarta, SMA Negeri 2 Surakarta, and SMA Negeri 4 Surakarta. The experts provided comprehensive assessments of the therapy model, evaluating its effectiveness, feasibility, and cultural relevance. The high school students, were selected based on exposure to traumatic experiences, such as bullying, parental separation, and loss of a loved one. The inclusion of multiple stakeholders ensured a

holistic evaluation of the therapy model from various perspectives, enhancing the credibility and applicability of the findings. The adopted data collection methods encompassed non-test techniques, such as observation, interviews, and questionnaires. (Cresswell et al., 2003) explained that diverse data collection techniques can enhance the validity and reliability of research findings, particularly in qualitative studies. Observations were conducted during the planning phase, while interviews were conducted with guidance counselors and psychologists to evaluate students' responses to the therapy.

Kisi – kisi instrumen wawancara dan pengamatan dijasikan pada tabel 1 dan 2 berikut ini.

Table 1. Expert Instrument Grid for Interview

No	Aspect	Indicator
1	Perception of Therapy	Understanding of traditional play therapy
2	Emotional Response	Changes in students' emotional state after therapy
3	Cultural Relevance	Appropriateness of therapy within the cultural context
4	Effectiveness	Impact of therapy on trauma symptoms

Table 2. Expert Instrument Grid for Observation

No	Aspect	Indicator
1	Student Engagement	Active participation during therapy sessions
2	Emotional Expression	Display of emotions (e.g., joy, relief, calm)
3	Social Interaction	Interaction with peers during therapy
4	Cultural Connection	Integration of cultural elements in therapy

Questionnaires were administered to students and guidance counselors for the need analysis and model feasibility evaluation. The questionnaire designed to evaluate the feasibility of the Javanese culture-based play therapy model was adapted from prior studies and employed a four-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree) (Dinayusadewi & Agustika, 2020). The implementation of this tiered scale facilitated a more nuanced evaluation of respondents' perceptions of the viability of the therapy model. The framework





of the feasibility instrument is outlined in Tables 3, 4, 5, and 6.

Table 3. Expert Instrument Grid for Therapy Model / Psychologist

No	Aspect	Indicator
1	Therapy Structure	Suitability of therapy steps with goals Clarity of each stage of therapy Relationship between therapy steps
2	Effectiveness of Therapy	Effectiveness of therapy models in reducing trauma Relevance of therapy to students' needs
3	Applicability	Ease of application of the model in the school context

Adaptation from research (Pertiwiwati et al., 2021; Lin & Anderson, 2023)

Table 4. Material Expert Instrument Grid

No	Aspect	Indicator
1	Contents	Suitability of materials to students' needs Truth of the therapeutic concept used
2	Material Eligibility	Materials support therapeutic achievements Materials are easy for students to understand Continuity of materials with cultural values

Adaptation from research (Miller et al., 2020)

Table 5. Grid of Model Assessment Instruments by Counseling Teachers

No	Aspect	Indicator
1	Implementation	Ease of BK teachers in implementing therapy models Clarity of guidelines in therapy models Suitability of therapy models to school contexts
2	Effect of Therapy	Effectiveness of therapy in improving student well-being Long-term effects of therapy on students

Adaptation from research (Nurmasari & Ramdhani, 2023)

Table 6. Grid of Assessment Instrument Model by Students

No	Aspect	Indicator
1	Emotional Aspect	Therapy helps students manage their emotions
2	Social Aspect	Therapy encourages involvement in group activities
3	Cognitive Aspect	Therapy helps students think more rationally and calmly

Adaptation from research (Saragih et al., 2023)

The instruments designed for the validators in this study were initially validated through expert consultation, involving the selection of an expert for each type of instrument. This validation process encompassed in-depth discussions regarding the instrument items utilized, with the supervising lecturer serving as a discussion resource (Sugiyono, 2018). He emphasized the importance of the validation process involving experts to ensure that the instruments possess high validity and reliability within the research context. The collected data, particularly from the questionnaire used to test the therapy model, were analyzed using descriptive techniques based on the mean percentage of the total validation results.

To assess the feasibility of the Javanese culture-based therapy model, a minimum score of 63% of the total percentage is required for the model to be deemed acceptable in accordance with the eligibility criteria conversion table adopted from various studies (Sofyan et al., 2019). Table 7 presents the eligibility criteria for the developed therapy model.

Table 7. Eligibility Criteria for Therapy Models

Percentage	Qualification	Decision
82 – 100%	Very Good	Very Eligible
63 – 81%	Good	Eligible
44 – 62%	Fair	Less Eligible
25 – 43%	Low	Not Eligible

The research process commences with the planning phase, during which needs are identified through observations and interviews with students, teachers, and school counselors to ascertain the trauma conditions experienced by students in Surakarta. In this phase, information regarding the



types of trauma encountered and the obstacles in addressing them is analyzed to design a culturally based therapy model that aligns with students' needs.

Once the needs are identified, the research progresses to the design phase, where the initial design of a Javanese cultural therapy model is created. This design includes therapeutic steps that incorporate traditional Javanese games, such as engklek and gobak sodor, which possess physical and social elements to aid in trauma recovery. The developed design was validated by experts, including therapy model specialists, content experts, psychologists, and guidance counselors. In the development phase, the designed therapy model was implemented as the final product, which was subjected to alpha and beta testing. Alpha testing involves validation by experts, while beta testing is conducted with students as test subjects to assess the applicability of the therapy model within the school environment. Once the product has been tested and deemed suitable, it can be further evaluated to measure its effectiveness in alleviating student trauma related to specific events or incidents.

## RESULTADOS

### (RESULTS)

#### Planning Phase Results

The planning phase constitutes the initial step in the development of a game-based therapy model. This phase was broadly divided into two components: Problem Identification and Student Needs Assessment. This stage commenced with observations conducted at several schools in Surakarta where it was discovered that students who had experienced trauma exhibited significant difficulties in social interaction and engagement in learning activities. These observations revealed that numerous students displayed a tendency to withdraw from social interactions, frequently isolate themselves, and demonstrate an inclination to avoid group activities. Academically, students who had experienced trauma tended to exhibit a decline in academic performance characterized by low concentration levels and diminished learning motivation. This condition was further evidenced by

student behaviors indicative of anxiety, restlessness, and difficulty in engaging in class discussions or group assignments.

In addition to observations, interviews were conducted with several teachers, school counselors, and students to gain a deeper understanding of the causes of trauma and the obstacles students faced in their recovery. The interviews with school counselors revealed that the trauma experienced by students is largely attributed to experiences of domestic violence, parental divorce, death of family members, and bullying at school. Both teachers and counselors indicated that the current methods employed are primarily focused on verbal counseling, which, while beneficial, is not always effective for all students, particularly for those who have experienced severe trauma. Many students find it challenging to articulate their feelings verbally, and require a more non-verbal and activity-based approach to facilitate their healing process.

Based on the results of the observations and interviews, a needs analysis was conducted to identify the most suitable therapy for the students. Teachers, counselors, and students were given a needs analysis questionnaire covering several aspects related to the relevance of Javanese culture-based therapy, students' preferences for the desired type of therapy, and the suitability of therapy with cultural and social conditions in Surakarta.

The results of the questionnaire analysis showed that 80% of the students felt more comfortable and interested if the therapy was carried out in the form of physical activities or games compared to verbal counseling. In addition, 75% of the respondents stated that traditional games familiar to them, such as engklek, gobak sodor, and jamuran would help them feel more comfortable and safe during the therapy process. Meanwhile, from the perspective of teachers and counselors, 85% stated that Javanese culture-based therapy is considered relevant and can be applied in the school context because the games contain the values of cooperation, gotong royong, and togetherness that support the healing process of students. Figure 1 shows the results of the needs analysis questionnaire related to Javanese culture-based therapy.

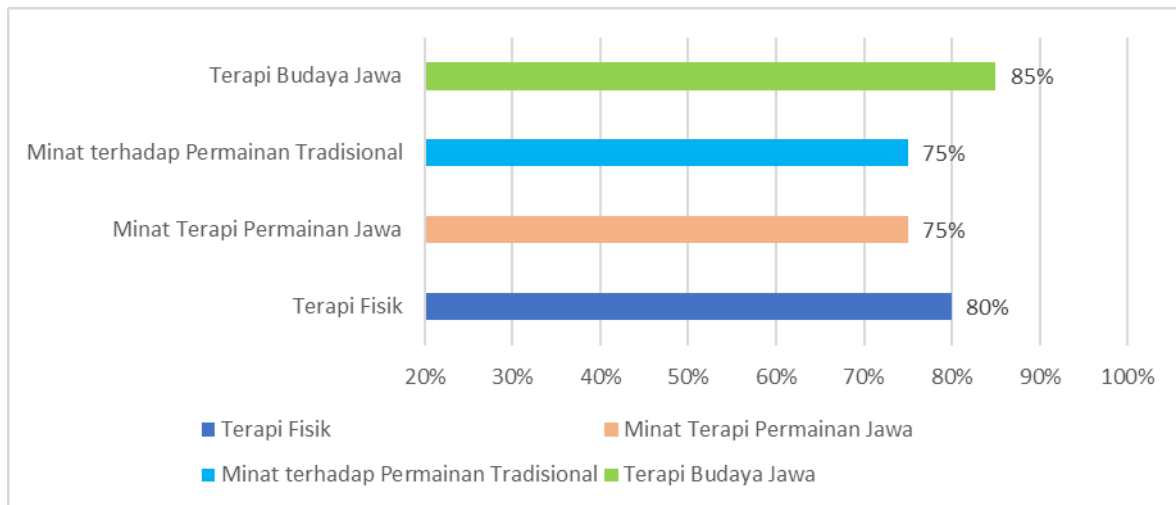


Figure 1. Results of Needs Analysis

This analysis concludes that the therapy model based on traditional Javanese games is highly relevant to students' needs, considering aspects such as comfort, cultural appropriateness, and its effectiveness in creating a safe and enjoyable therapeutic environment. This approach enables students to express themselves through physical activity and play, which is anticipated to aid in the process of recovering from the trauma they have experienced.

### Design Phase Results

During the design phase, the therapy model was developed by integrating traditional Japanese games such as engklek, gobak sodor, and jamuran. These games were selected based on their unique characteristics involving social interaction, physical movement, and group cooperation, which have been demonstrated to be highly effective in supporting the trauma recovery process. Each game possesses strong cultural values and symbolism that are believed to evoke a sense of togetherness and restore the self-confidence of students who have experienced trauma.

- *Engklek* was chosen for its focus on balance and concentration, helping students develop focus and manage anxiety. The hopping activity promotes self-control and patience, aiding in alleviating trauma-related anxiety.
- *Gobak sodor*, was selected for its emphasis on teamwork and strategy, combining physical activity with social interaction. This game helps trauma-affected students rebuild

self-confidence and enhance social engagement.

- *Jamuran*, a game that begins with singing and continues with movements based on instructions from the game leader, was chosen for its fun, participatory nature, creating a safe space for students to express themselves freely and release emotional tension without pressure.

These three games were specifically selected because of their incorporation of physical and social elements that can stimulate student engagement, ultimately aiding in the reduction of trauma symptoms. Furthermore, these games are relevant to Javanese culture, which is characterized by strong values of togetherness, mutual cooperation, and support, aligning with the needs of students recovering from emotional trauma. Table 8 illustrates the design of the therapy based on traditional Javanese games that have been developed in the form of syntax or implementation steps within the classroom.

Table 8. Steps for implementing therapy

Learning Stages	Activity Description	Duration (Minutes)
Introduction	- The guidance and counseling teacher introduces the objectives of traditional Javanese game-based	10





Traditional Games Session	therapy. - A brief explanation of the games to be played (engklek, gobak sodor, Jamuran) and their benefits for students. <i>Engklek Game</i> - Students play engklek by following the drawn box pattern. - The guidance and counseling teacher supervises and provides direction and a brief reflection on focus and balance.	15		
	<i>Gobak Sodor Game</i> - Students are divided into two groups, one guarding the line and one trying to cross the line without being touched. - The guidance and counseling teacher facilitates teamwork and observes group dynamics.	20	Reflection and Discussion	game. - The guidance and counseling teacher leads the reflection session, asking open-ended questions about students' feelings while playing. - The discussion is directed at exploring the benefits of the game in managing emotions and strengthening social interaction.
	- After the game, students are given a short reflection time on strategy and social interaction. <i>Jamuran Game</i> - Students play Jamuran, following the songs and instructions in the game. - The guidance and counseling teacher observes student involvement, especially those who tend to be passive, and provides positive feedback. - Reflections are carried out regarding emotional expressions during the	20	Closing	- The guidance and counseling teacher provides a summary of the benefits of each game and provides motivation to apply the skills learned. - The session ends with a light relaxation activity to calm students down before they return to class.

The therapy was structured into 80-minute sessions, each focusing on a single game. Sessions began with a warm-up, followed by the core game, and ended with reflection, where students shared their experiences guided by a counselor. This gradual approach, validated by experts, aimed to facilitate emotional recovery, progressing from simple to complex social interactions to strengthen students' social connections.

### Development Phase Results

During the development phase, the model of therapy based on traditional Javanese games that has been designed is now being implemented in the field. The implementation occurred in two stages: alpha and beta testing. The following presents the results of alpha testing, which includes evaluations conducted by experts.

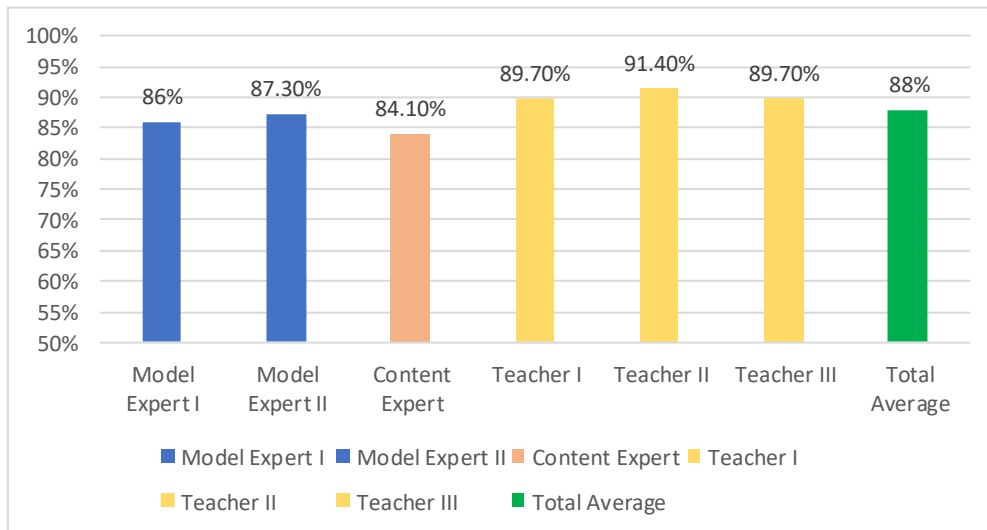


Figure 2. Alpha Test Results

Figure 2 shows that the alpha test, involving model experts, subject matter experts, and guidance counselors, confirmed the feasibility of the Javanese culture-based therapy model. The model experts gave mean scores of **86%** and **87.3%**, while subject matter experts scored it at **84.1%**, all categorized as excellent. Guidance counselors provided mean scores of **89.7%**, **91.4%**, and **89.7%**, indicating high suitability for school implementation. The overall

mean score was **88%**, concluding that the model is well-designed and ready for broader application in trauma recovery.

Meanwhile, in the beta test, several students were involved in assessing the feasibility of the developed therapy model design. Figure 3 shows the results of the beta test for the traditional game-based therapy model design products.

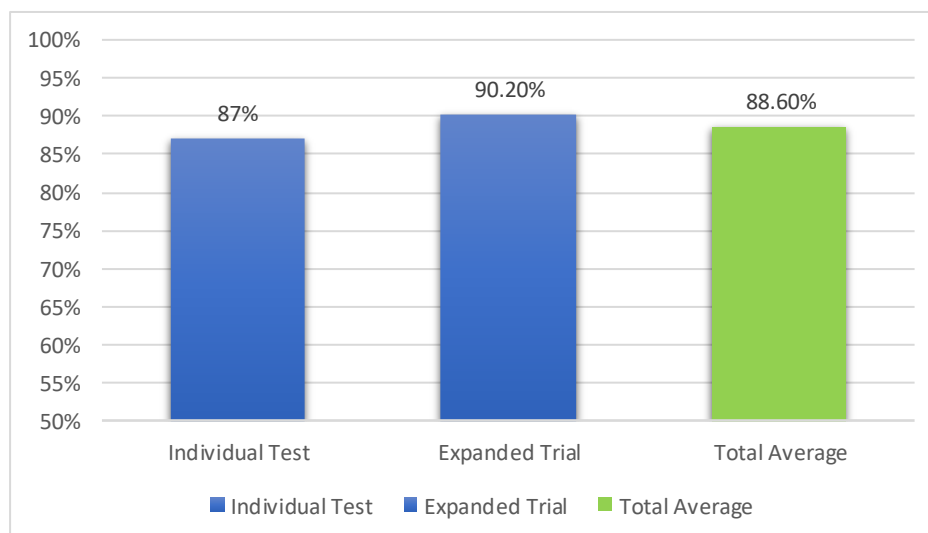


Figure 3. Beta Test Results

The beta-testing process was conducted in two phases: individual testing and expanded trials. As illustrated in Figure 3, three students were selected for an initial evaluation of the Javanese culture-based

therapy model. The results indicated an average validation score of **87%**, categorizing it as very good, thus confirming the suitability of the model for broader testing. This phase is crucial to ensure that



the therapy model is acceptable and beneficial for students before it can be implemented on a larger scale. In the expanded trials involving 28 students, the average validation score increased to 90.2%, which was classified as very good. Overall, the total average from both the beta testing phases reached 88.6%, reinforcing the appropriateness of the model for use.

Field beta testing highlighted key improvements for the therapy model. Students noted that games like *gobak sodor* caused fatigue if played too long, and intense, competitive games increased stress. As a result, game durations were shortened, and reflection periods were extended to allow deeper emotional discussions. Counselors observed greater openness and engagement among previously withdrawn students but recommended more focus on emotional exploration during reflections. These adjustments aim to reduce fatigue and enhance emotional recovery, making the therapy model more effective and aligned with students' needs for trauma healing.

These results suggest that Javanese culture-based therapy has great potential in helping students overcome trauma, and can be implemented more widely in the school context. Therefore, the final decision taken was that the culture-based therapy model using Javanese traditional games was considered "Eligible" to help students recover from trauma. This is the final version of the therapy model, which has been evaluated as excellent and appropriate based on alpha and beta test results.

## DISCUSIÓN (DISCUSSION)

The traditional Javanese game-based therapy model offers a more comfortable and engaging approach for students dealing with trauma. Research findings reveal that many students find it easier to engage in the therapeutic process when it involves physical and interactive play, as opposed to verbal counseling methods that often make them feel awkward or uncomfortable. Games such as *engklek*, *gobak sodor*, and *jamuran* create an environment in which students can freely participate and express themselves without the pressure of verbal confrontation. This nonverbal, playful context fosters openness and allows students to express their

emotions naturally and joyfully. Moreover, this approach helps students learn to manage their emotions and rebuild their self-confidence through positive social interactions, ultimately accelerating their healing process from trauma.

In line with these findings, research has consistently shown that physical activity and play serve as effective modalities in trauma therapy, especially for children, by providing a nonverbal avenue for self-expression. Burgess et al. (2023) highlighted the importance of engaging lower brain function through movement and sensory experiences in play therapy, which allows children to participate in therapeutic activities that resonate with their instinctual understanding of trauma. This connection helps them access implicit memories that are linked to their traumatic experiences. Additionally, Pertiwiwati et al. (2021) demonstrate that various play therapy techniques, such as coloring and competitive games, significantly aid trauma recovery for children, particularly those affected by disasters. These activities not only promote emotional expression but also foster a sense of safety and control, which is vital for children's processing of trauma. Normandin et al. (2023) also emphasized the significance of pretend play in therapeutic settings, especially for children who have experienced sexual abuse or exhibit psychological difficulties. Pretend play enables children to articulate trauma-related concerns and construct coherent narratives, aiding the integration of traumatic memories into their autobiographical understanding. Ultimately, combining physical activity and play in trauma therapy offers a crucial pathway for children to express their emotions and experiences free from the limitations of verbal communication. This method not only supports the therapeutic goals of healing and memory integration, but also empowers children to regain control over their personal narratives within a supportive and safe environment.

Traditional Javanese games like *engklek*, *gobak sodor*, and *jamuran* play a vital role in boosting self-confidence and social interactions among trauma-affected students. These games encourage active participation and peer connection, reducing feelings of isolation. They also teach mutual support, cooperation, and resilience, helping rebuild community bonds and self-esteem, making them effective tools for trauma recovery and enhancing social skills.



The research further highlights the benefits of incorporating physical play in trauma therapy, which enhances emotional regulation and self-confidence through positive social interactions. This approach resonates well with Generation Z students, who often struggle with face-to-face interactions due to their digital orientation. By providing a culturally familiar context, traditional Javanese games effectively bridge this gap, fostering social skills that are underdeveloped in digital environments (Pertiwati et al., 2021). Normandin et al. (2023) and Dubnewick et al. (2018). noted the importance of pretend play in helping children articulate trauma-related concerns and integrate traumatic memories into coherent narratives, supporting the idea that nonverbal communication plays a crucial role in trauma healing.

The results show that students engaged in group activities experienced reduced feelings of isolation, a common consequence of trauma. Traditional games not only serve as a medium for emotional expression but also teach values of mutual support, cooperation, and resilience, reinforcing a sense of community among participants. Mazzeo & Bendixen (2022) further supported this by highlighting the importance of nonverbal interactions in trauma healing, suggesting that play therapy can effectively address the psychological impacts of trauma. The integration of physical activity into these therapeutic frameworks enhances engagement, promotes emotional regulation, and fosters resilience, further underscoring the effectiveness of play-based interventions in trauma recovery.

Integrating traditional Javanese game-based therapy into school counseling provides a culturally resonant approach to trauma recovery, complementing verbal methods. Games like *engklek*, *gobak sodor*, and *jamuran* create an inclusive space, with **87%** of students feeling more comfortable expressing emotions non-verbally and **75%** showing improved cooperation and empathy. The therapy starts with individual activities to build trust, then shifts to group games that enhance teamwork and reinforce values of togetherness. Counselors play a key role in adapting the intensity and guiding reflective discussions, making the sessions flexible and tailored to students' needs, ultimately supporting a holistic recovery process.

Furthermore, the flexibility of the Javanese game-based therapy model allows for adaptation across different school contexts and varying levels of

trauma severity. School counselors reported that they could adjust the intensity, duration, and type of games based on the students' needs, making the therapy suitable for both small group sessions and larger extracurricular activities. This adaptability supports the findings of Gómez (2019) and Williams et al. (2014) who emphasized the need for cultural competency in clinical interventions for ethnic minority victims of cultural betrayal trauma, pointing out that traditional evidence-based treatments often fail to address the complexities of trauma histories in these populations. Similarly, Bryant-Davis (2019) argued that marginalized communities may exhibit post-traumatic stress symptoms in unique ways, highlighting the importance of interventions that are sensitive to cultural worldviews and socialization. These studies collectively demonstrate the importance of tailoring trauma interventions to meet students' unique needs, thereby promoting more effective healing and resilience.

Traditional Javanese games serve not only as therapeutic tools, but also as a means to reinforce the values of unity and mutual cooperation (*gotong royong*) in the recovery process for trauma-affected students. Research has shown that engaging in games such as *engklek*, *gobak sodor*, and *jamuran* encourages students to work together, support one another, and interact positively, thereby forming strong social bonds. Cultural values, such as *gotong royong* help to rebuild trust and a sense of safety among students. As a result, these games not only aid in trauma healing, but also strengthen interpersonal relationships among students, creating a more inclusive and supportive school environment.

Cultural values such as *gotong royong* (mutual cooperation) are reinforced through traditional games, helping students rebuild trust and a sense of safety, which are vital components of trauma recovery. Hébert et al. (2022) noted that culturally based therapy creates a safer environment for students, considering not only psychological aspects but also the values and lived experiences of participants. By integrating these cultural elements, the therapy model fosters a deeper emotional connection, enhancing students' confidence and ability to process traumatic experiences (Pan & Chan, 2020).

Despite the inclination of Generation Z towards digital engagement, traditional Javanese play therapy offers a valuable opportunity for face-to-face



interaction, helping to cultivate social skills that are often lacking in a digital context. The final assessment of the therapy model through alpha and beta testing confirmed its eligibility, with high scores from both experts and participants indicating that it is effective and appropriate for broader implementation in school settings.

The findings indicate that therapy rooted in Javanese culture holds significant promise for assisting students in overcoming trauma and can be broadly applied in educational settings. Consequently, the conclusive decision made was that the culture-based therapy model, which incorporates traditional Javanese games, is deemed “Eligible” for facilitating students' recovery from trauma. This represents the final iteration of the therapy model, which was assessed as both effective and appropriate according to the results of the alpha and beta tests.

The strength of this research lies in its culturally based approach and focus on active student involvement in the healing process, which is rarely addressed in similar studies. Furthermore, the validation conducted through alpha and beta testing provides a robust foundation for the feasibility and application of this therapy model in the school context. However, one limitation of this study is its scope, which remains confined to a specific region, necessitating further research to examine the effectiveness of this model in different cultural and environmental contexts. Consequently, the therapy model based on traditional Javanese games offers a holistic and culturally grounded solution to support students' emotional well-being in various school settings.

## CONCLUSIONES

### (CONCLUSIONS)

This study successfully developed a traditional Javanese game-based therapy model as an effective approach to helping students overcome trauma. In general, the results of the alpha and beta tests showed that this therapy model was feasible to implement, with the majority of students and BK teachers assessing that this therapy was able to create a safe, inclusive environment that supports the trauma recovery process. This therapy not only helps students manage emotions and improve social interactions but also strengthens the values of togetherness and mutual cooperation, which can

ultimately improve students' emotional well-being. Therefore, further research is recommended to implement this therapy model in a broader and more diverse context, such as schools with different cultural backgrounds, to determine its effectiveness under various conditions. In addition, subsequent researchers can explore traditional games from other cultures to see the potential of integrating culture-based therapy to support students' trauma recovery.

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