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The Implementation of an Integrative Model of Adventure-Based Counseling and Adlerian Play Therapy Value-Based Taught by Parents to Children to Increase Adjustment Ability of Preschool Children

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Abstract - *This study was conducted for two reasons. First, pre-school age is the foundation for the subsequent development. Second, the previous research findings show that there are behavioral problems which affect the development of subsequent development. This study aims to increase children's social ability by employing An Integrative Model of Adventure-Based Counseling and Adlerian Play Therapy, a counseling model emphasizing the importance of play providing opportunity for children to express their feelings in natural situation and insight toward personality and environment by modifying teaching cultural values by parents to children.*

This study employed an action study. The prior data collection techniques were conducting literary study, surveying on cultural values taught, and selecting a counseling model. The subjects were four preschool children (4-6 years old) with behavioral problems. The study was conducted in 2 cycles with several steps: planning, action, evaluation, and reflection.

The finding of this research shows that an Integrative Model of Adventure-Based Counseling and Adlerian Play Therapy can increase children social ability and decrease non adaptive behavior. The reflection of employing counseling model modified with cultural values taught by parents to children is when using this model, counselors truly examine the duration of the implementation, the children's condition, the counselors' condition, the type of play, and the purpose of each steps which must be detailed.

Keywords: *integrative model counseling, cultural values, preschool children*

INTRODUCTION

Preschool period is an important stage on human life [1] since on that period, intelligence development increases from 50% up to 80% and children begin to be sensitive in receiving various efforts to develop all potential possessed [2]. An early age ranging from 0-6 years old is a foundation to shape individual development. Moreover, in preschool years, the foundation of behavior formation through habituation and training should have been taught to children.

The formation of behavior agrees with the process of children's adjustment and their social environment which begins to vary. Children initially paying attention only on their need and want with highly dependence on family then gradually become highly independent. This is shown by the formation of adaptation ability to their social environment. With the development of social environment, children's interest also develops and varies from each other. Based on this playing period, most of preschool children's activities involve playing period [3]. Through playing activities, children learn to develop their emotional and social ability, and thus, it is expected that their appropriate emotion and behavior will grow based on the context and accepted by their

social norms. Children's awareness on their surrounding triggers them to adjust their emotion and behavior to be accepted by peer community [1].

One of the existing problems is that not all children can pass their development process well. Achenbach and Edelbrock in [4] state that prevelence of children with behavior problems is estimated from 3% to 6% of the population. However, [5] say that based on a new population study, prevelence number of children's problems is about 3.5% for attention and hyperactive problems, 10.4% for anxiety problem, and 21.9% for samples having total score on clinical behavior. It can probably increase if preventive and curative efforts are not well observed.

In Indonesia, based on the observation of [6] on 131 children age 4-6 (79 boys and 53 girls) in 45 Kindergartens in Yogyakarta showed that there were 10 types of social problem solving strategy be occurence when children face conflict. These strategies types were grouped into 3 main categories as follow; aggressive tendency, passive and prosocial behaviors. The results show that aggressive tendency including physical/verbal aggression, forceful, destroy things occurs 50%, passive (crying, complaining, withdrawing and being silent) is 48% and has only 2% prosocial which showed by being intervene, peaceful and asking for permission.

Due to the previous explanation, it can be concluded that children's behavior problems correlate to obstruction on their adaptation ability. Some factors of children's school adaptation difficulty are maltreated action by parents including contumely showing negative nurture [7], children's temperament, and family condition including social and economic status [8].

It is expected that if the problems are solved soon, their next development will not have any troubles. In Indonesian educational institutions, counseling becomes one of solvers. Unfortunately, guided and counseling teachers are currently provided for secondary education. In fact, individual development from early years is fundamental to successive stages. Thus, any unsolved problems in early stage will remain to the next stage and correlate to bad-academic achievement, mental disturbance, and naughtiness [9].

According to the researcher, the most trusted counseling model applied to early children is *An Integrative Model of Adventure-Based Counseling and Adlerian Play Therapy*. The study on this model is summarized on *Journal of Mental Health Counseling* by [10]. This integrated model gives chances to mix children's need, parents' involvement, peer's motivation, and counseling. *Adventure Based Counseling* model integrates group counseling, *experiential learning*, and *outdoor education*. Meanwhile, *Adlerian Play Therapy* counseling model emphasizes on the importance of playing enabling children to express feeling in natural situation (playing), and insight to themselves and environment. Moreover, the model emphasizes on behavior, logic, and family concepts which can be a framework to shape mental health, for the counselor and children.

OBJECTIVES OF THE STUDY

The objectives of this research is to increase preschool children's social ability by employing an Integrative Model of Adventure-Based Counseling and Adlerian Play Therapy Value-Based Taught by Parents to Children

MATERIAL AND METHODS

Cultural Values Taught to Early Children

Value is the most important experience affecting individual's behavior and it is a standard of action and belief. Value is affected by family, culture, and surrounding people. Value is an individual's belief on a certain quality to achieve, a stimulus, behavior director, and a reference in decision making and problem solving [11].

Phalet and Schonpflug in [11] observed cross-cultural study and concluded that the process of value education by parents are affected by four factors:

1. selective value education, for example parents from collectivistic society, not individualistic values;
2. educational value affected by parent's purposes, for example parents who more appreciate collectivism will emphasize on conformity values;
3. educational value affected by gender and parents' or children's educational levels; and
4. educational value which is applicable in any cultural context.

On the other hand, Heath in [11] argues that parents need to pay attention on three stages of value education: (1) identifying individual values, (2) capability of facing conflict values, and (3) putting parenting decisions on parent's individual values. By following these three stages, parents will be able to:

(1) persuade children in deciding the most important issues, (2) reduce feeling of failure and frustration in guiding and disciplining children, and (3) show children values believed to make future productive life.

Local wisdom values and national morality as a cultural manifestation are a heritage and future which base each individual and nation in shaping their identity. Excavation and preservation of local wisdom values should always be done with some strategic ways and supported by various competent parties. Government, schools, families, and communities must work together to develop a range of social behavior and character formation in each child from an early age. The schools' role through guidance and counseling is a helper for every learner to help him achieve the optimal potentials. Families' contributions through parenting aim to guide parents and mature children. Children's nurture is the responsibility of parents. Each parent has certain different nurture orientation based on culture and time [12]. Society plays a role as a social control for each individual in developing social relationship and interacting with his/her social environment. The government facilitates policies directing to the formation of strong character of future generations.

Each individual' behavior and talk must support the realization of harmoniously social interaction and avoid social conflicts. Some wise and ideal behaviors are obedience to superior elder, generosity, avoiding conflict, understanding others, and empathy [13]. Javanese tradition sees that all people are unequal, and it is shown by various aspects of social behaviors. Therefore, comity, a respect for themselves, others, life and environment, should be taught to children.

The important-cultural values taught by parents are usually constructed as their expectations on children's behavior or profile. Those values include: (a) diligent worship with the hope for children's being pious and tolerant, (b) honesty with the hope for bringing advantages while dishonesty for future disadvantages, (c) respect to parents with the hope for having willingness to help and respect others regardless of their social status, and stay humble, (d) getting along with siblings and communities with the hope for being sensitive and eager to help others in need, getting used to sharing, budging, solving and avoiding any disputes, and (e) learning achievement with the hope for being diligent to school and study with intensive monitoring toward the children's learning process at home or school. Some methods of value socialization done by parents include various alternative ways. They are giving advice, good examples, dialogue, instruction, and punishment. Parents perform punishment to discipline early children, and it will be no longer used when they become adolescent [12].

Some cultural values taught to early children include harmony to maintain the society's harmonious life [13]. Harmony also means similarity, calmness and peace, without strife and contention, and having similar purpose to help each other. Comity aims to regulate social interaction with others, including how to talk, behave, act, and recognize others.

RESEARCH METHOD

This research employs an action research approach. The subjects of this research in the survey stage were 45 parents of children age 4-6 years old. The screening result showed that 4 children had adapting obstacles in kindergarten. Then, they underwent counseling process. This research was conducted in An-Nur early children education (PAUD), Krapyak, Sleman, Yogyakarta.

This research conducted two procedures: (1) contacting school to explain research purposes and stages, and (2) surveying 45 parents' cultural values. This research's instruments were open questionnaire, screening 4 children having adaptation obstruction, behavioral checklist, and scenario based on the observation result of children's cultural values with adaptation obstruction. The research was conducted in 2 cycles. To analyze the data, the researcher employed descriptive qualitative and quantitaive methods.

RESULTS AND DISCUSSION

The Survey Result on Values Taught by Parents to Children and Screening on Maladjustment Children

1) The Survey Result

The survey on various cultural values taught by parents to children finds out; 1) instrument composing and 2) the result of various cultural values. From 90 instruments distributed to parents, 45 of them were returned to the researcher. Based on the survey result, there are 4 main categories of values ranging from the most important one. They are: 1) honesty, respect, and manner, 2) harmony, discipline, independence, and

respect for others' right, 3) simplicity, responsibility, and social achievement, and 4) caring/empathy, gratefulness, brave, and patience. Then, these values are inserted in the children counseling model. Meanwhile, this research's open questionnaire consists of various values frequently taught by parents to early children. Furthermore, parents are allowed to answer other values not mentioned in the questionnaire.

2) The Screening Result

This measurement consists of the description of behavior problems referring to Preschool Behavior Checklist from McGuire and Richman [14]. It consists of 3 big components of behavior problems, including conduct disorder, immature/isolated, and emotional/miserable. However, the behavior description of being dependent and excessive crying refers to Saifer's theory in [14].

The Research Finding

After conducting the first cycle, there are some reflections on the counseling scenario and behavior changes of the counselees. The followings are the scenario and some detailed counselor activity of cycle 1 and 2.

Table 1. Scenario of *An Integrative Model of Adventure-Based Counseling and Adlerian Play Therapy* (Cycle 1)

Problems	Goal of Each Steps	Counselor's Competence	Counseling Techniques	Media	Values taught	Counseling Result
	First Counseling Phase					
- Socialization difficulty - Aggressiveness - Dependence - Passiveness	- Building close relationship between counselor and children (First Meeting)	- Attending - Genuine	Cat and Mouse game (children choose the role available and play it)		- respect - manner	children express thought and feeling through the game
		- Reflection - Asking and probing - Active communication	Estafette Bracelet Game (children move some bracelets by using a straw for one circle)		- Respecting others' rights - patience	- children fluently mention their names - children voluntee themselves work
	Encouraging children to share their personal experience (Second meeting)	- Actively listen and encourage Children's feeling and think while observing their communication ability and behavior patterns	-Story telling (counselor reads a story book to children)	Story Book	- respect - manner	children do not attend school
	Second Phase					
	Exploring Children's Behavior (First Meeting)	Exploring children's behavior meaning	Story telling	Story Book	- honesty - respecting others' rights	-children do not attend school
	Improving children's secure feeling, support, and behavior (Second Meeting)	Creating a good atmosphere for children to improve their self-control over environment	Catching Fish Game (A student acts as a fish and others as a net)		- Caring/empathy - Being grateful	- Some children do not attend the school

Table 1 (cont.) Scenario of *An Integrative Model of Adventure-Based Counseling and Adlerian Play Therapy* (Cycle 1)

Problems	Goal of Each Steps	Counselor's Competence	Counseling Techniques	Media	Values taught	Counseling Result
	- Socially acceptable leadership (Second Meeting)	Investigating how children look themselves and others			Respect	-
	- Promoting problem solving and self-responsibility in solving any problems (Second Meeting)	Investigating how children look themselves and others			- Harmony - Discipline	
	Third Phase					
	Encouraging children to improve their understanding on their behavior (Third Meeting)	Exploring children's ideas of thought, behavior, attitude, perception, and counseling relationship	Throwing and Catching Ball Game	Ball	- Honesty - Manner - Harmony - Independence - Achievement - Being grateful	Children do not interrupt counselor's speaking when not invited to talk
	encouraging interaction among children (Third Meeting)	Improving sense of belonging and interpersonal relationship to children	Bringing Ball Game		- Respecting others' right - Staying humble - Social responsibility - Caring/ empathy	- Children can play with all friends indiscriminately
	Improving chance to demonstrate communication skill (Third Meeting)	Exploring children's ideas of thought, behavior, attitude, perception, and counseling relationship	Jump Rope Game		- Bravery - Patience - Discipline	- children can play and brave to jump rope game - children volunteer themselves to lead a prayer before playing
	Fourth Phase					
	- **Reorienting and Reeducating** (Third Meeting)	Educating children new interactional patterns to improve changes in cognition, behavior, and perception	Jump Rope Game		Social responsibility	- Children are eager to follow far better instruction after falling and be more careful
	processing activity and thus, the class can be understood and transferred to the real life experience (Third Meeting)	Teaching problem solving	Jump Rope Game		- Respecting - Manner - Harmony	children want to be outside of the arena and quit play though they are eager do play due to hurt and injured foot
	Providing natural environment to effectively train and practice problem solving ability and interpersonal skill (Third Meeting)	Teaching brainstorming, any possible solution	Catching Fish Game		- Respecting others' rights - Being humble - Caring/empathy - Feeling grateful - Bravery - patience	Children want to keep playing in the following days and intend to be patient with their pain due to falling
	Transferring learning and understanding into relationship and life experience (Third Meeting)	Identifying any possibility, testing solution, and evaluating the process of decision making.			- Achievement - Honesty - Discipline - Independence	Children tell their falling experience, want to walk by themselves, and really perform

Table 2. Scenario of *An Integrative Model of Adventure-Based Counseling and Adlerian Play Therapy* (cycle II)

Counselees' Problem	Purposes of Each Counseling Phase	Counselor's Competence	Counseling Techniques	Media	Values Taught	Counseling Result	Evaluation and Follow Up
- Socialization difficulty - Aggressiveness - Dependence - Passiveness	**First Phase**						
	- **Building close relationship between counselor and children** - Encouraging children to share their personality	- Attending - Genuine - Reflection - Asking and probing - Active communication - Actively listening - Encouraging what Children are feeling and thinking while observing each of children's communication ability and behavior patterns	1. *Story telling*, each children is asked to tell their exciting experience 2. *Story telling* (children select one of the available books) 3. Elephant VS. Fish Game	Story Book	- respect - manner - independence - Respecting others' rights - Bravery - Patience	Children can express themselves (their thought and feeling)	
	Second Phase						
	- **Exploring children's behavior** - Improving children's secure feeling, support, and socially acceptable leadership behavior - Promoting problem solving and self-responsibility in solving any problems - Teaching how to well communicate	Exploring the meaning of children's behavior Creating a good atmosphere for children to improve their self-control over environment Investigating how children look themselves and others	Racket Ball Game		- Honesty - Respect - Manner - Harmony - Discipline - Independence - Respecting others' rights - Social responsibility - Caring /empathy - Feeling grateful	- children can express themselves through though, utterance, and action - aggressive attitude gradually decreases when stimulus which makes them uncomfortable disappears - Children can communicate and actively talk and have less ability to control themselves when they want to express something and are frequently out of control y frequently interrupting others' conversation.	Accustoming good communication is continuously and sustainably needed

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Table 2 (cont.) Scenario of *An Integrative Model of Adventure-Based Counseling and Adlerian Play Therapy* (cycle II)

Counselees' Problem	Purposes of Each Counseling Phase	Counselor's Competence	Counseling Techniques	Media	Values Taught	Counseling Result	Evaluation and Follow Up
	Third Phase						
	- encouraging children to improve their understanding on their behavior - encouraging interaction among children - Improving chance to demonstrate communication skill	- Exploring children's ideas of thought, behavior, attitude, perception, and counseling relationship - Improving sense of belonging and interpersonal relationship to children	Walking Bracelet Game		- Honesty - Respect - Manner - Harmony - Discipline - Independence - Respecting others' rights - Staying humble - Social responsibility - Achievement - Caring/empathy - Feeling grateful - Bravery - Patience	- Children can control their aggressive behavior when firm element (assertive) to others exists. When they are being asked "may we claw or push our friends?" they will directly answer "no, we may not do that. I promise will not do that anymore". - Children's communication ability to persuade others is good. They can play a role as a leader who control the members' (peer) behavior and attitude.	
	Fourth Phase						
	- Reorienting and Reeducating - processing activity and thus the class can be understood and transferred to the real life experience - providing natural environment to	- Educating children new interactional patterns to improve changes in cognition, behavior, and perception - Teaching problem solving, brainstorming, possible solution, identifying any possibility, testing solution, and evaluating process of	compactness game	-	- Honesty - Etiquette - Harmony - Discipline - Independence - Respecting others' rights - Being humble - Social responsibility - Achievement - Feeling grateful	- Children express good behavior when reminded about their promise to change better. - Children understand and express the importance of helpfulness because they have dream	Children's aggressive attitude comes up when there is a stimulus which makes them uncomfortable, they need to be continuously accustomed to decrease their aggressive attitude

	effectively train and practice problem solving ability and interpersonal skill	decision making			- Bravery - patience	as a nurse. Therefore, they will never hurt others. - During the game, children do not perform any aggressive attitude. However, outside of the game, when a stimulus which makes children uncomfortable exists, their aggressiveness appears.	

Seeing counseling results and changes on children's problematic behavior which gradually decreases in this two-phase research, it is concluded that this research is proved to successfully solve children's problematic behavior. These changes are indicated by decreasing some indicators of counselee's most dominant problematic behavior. The following table shows more detailed explanation.

Table 3. The Conclusion of Behavior Changes

Counselee	Dominant Problems	Results
Counselee (1)	Aggressiveness with self-control difficulty as the specific problem	- s/he gains self-control improvement in two cycles - During counseling session, s/he cannot perform any excessively aggressive attitude. - Based on counseling interview and observation result, aggressiveness easily appears when a stimulus exists.
Counselee 2	Having socialization difficulty with being reluctant to talk and rude as specific problems	- In cycle 2, the child talks more and expresses individual experience and wills - Rude behavior appears when s/he is ignored and assertive attitude is absent. During counseling session, his/her rude behavior can be controlled through rules of games and sanction when they disobey the rules
Counselee 3	Passiveness with inability to be frank and close to people as a specific problem	- The counselee tells a long story outside the arena and rules of games - The counselee can tell his/her favorite food, dream, father's job, who frequently picks up, the number of siblings and their schools - The counselee opens up when s/he is being fully considered and listened
Counselee 4	- Dependent behavior with excessive anxiety when will be left by parents - Dependent behavior on teachers (the counseling session depends on counselor)	- The counselee totally forgets dependent behavior on parents when participating in games. - Dependent behavior on counselor decreases when the educator is assertive and can convince the counselee about his capability, and give enough motivation and support

The counselees' behavior changes in counseling program show that Integrative Model Counseling Technique with Adlerian method and games is successful because some counselees' dominant problems are solved. The following research is highly needed to complete this research's findings and develop the following more appropriate techniques which for Indonesian's cultural context.

DISCUSSION

1. Theoretical Review

Integrative Model of Adventure-Based Counseling and Adlerian Play Therapy from Adler is an innovative

approach for a counseling group in which the participants actively perform some challenges in the form of playing. The playing is specially designed to stimulate children's feelings in a reality and is followed by several questions to stimulate critical thoughts related to any experienced events. The activities on group counseling are specially designed to help participant transfer behavior learnt and their reactions to similar situations. This model focuses on strength of each member and how the strengths can complete group task. In performing designed activities, counselor must show a model from appropriate behavior and give feedback to help the group members develop various behaviors. The main key of conducting this counseling model is by providing challenges which need cooperation of among group members. Besides, group members are also expected to support each other and encourage other members. Consequently, group's cohesiveness will appear.

Seeing from counselor's role, as argued by [15], counselor's roles in each phase are different. This affirms counselor's role in each counseling phase. In phase 1, counselor must build close relationship with the research subject, becomes a partner who motivates, and totally guarantees that children can involve in an action performed, cooperate with other friends, and trust to the counselor. In phase 2, counselor explores the meaning of children's behavior, creates good atmosphere for children to improve their self-control over environment, investigates the way children's look themselves and others. In phase 3, counselor is more directive by showing his/her expectations for changes. This phase expects that children's insight will appear to change their behavior. In phase 4, children are cognitively taught and guided to perform various social skills and socially acceptable problem solving.

1. Behavior Change

Children's behavioral change significantly shown in cycle 2 proves that this model can improve participants' self-esteem, self-concept, and self-confidence [16], [17], and [18]. Besides, this behavior is believed to improve confidence, empathy, group cohesiveness, responsible behavior, emotional, and social development in [19].

In cycle 1, reluctant or obedient children due to low self-esteem involve in counseling process and can participate in counseling process until the end. The involvement games on counseling process make children happy. Moreover, in cycle 2, this counseling model shows:

1) Helping children explore their response to others' prohibition, limitation, and expectation. Continuously passive and shy children will not be confident, and only feel valuable when they can complete game task and are interested in game rules. They can express their success and recognize failure. Furthermore, they brave to face reality during the game.
2) Giving children chance to explore their ability in observing, concentrating, and completing the tasks. Children want to experiment and practice new behavior in game situation. When encouragement, suggestion, information, and positive enforcement exist, they can complete the game.
3) Helping children practice their social skill such as cooperation, collaboration, appropriate response to disappointment, inferiority, failure, and success. It can change children's inappropriate behavior and values to reality in game situation.
4) Forming children to practice their ability to solve problems and make decisions during the game. Children's failure and victory can make them aware that though they have played hard and carefully, they still loose. They are aware that life is not always like what they want. Furthermore, they are willing to receive games risks, loose, and win the games.

The result of SPICC implementation strengthens the argument of [15] which argues since children under ten years old have not had abstract reasons and complex language skill as a simple thinking process, experts employ games as "means" of communication. Furthermore, game therapy can strengthen relationship with children; help adults or counselor understand how children interact; help children express their feeling, thought, reactions, and behaviors; solve children' verbal difficulty; diminish feeling of anxiety, strained, and enmity; teach social skills; provide ways to explore will and goals; explore themselves, others, and environment; provide good atmosphere to gain insight motivation and behavior; and explore any alternatives and learn the consequence.

CONCLUSION AND RECOMMENDATION

Some cultural values taught by parents to children inserted in counseling are (1) honesty, respect, and manner; (2) harmony, discipline, independence, and

respecting others' rights; (3) being humble, social responsibility, and achievement; and (4) caring/empathy, feeling grateful, and patience.

An Integrative Model of Adventure-Based Counseling-ABC and Adlerian Play Therapy can decrease adaptation obstruction (aggressive behavior, concentration difficulty, inability to socialize, and dependence/passiveness) on preschool children age 4-6 years old.

Due to limited time, the researchers only tested the research model twice and did not conduct follow-up which enables to see the constancy of behavior changes.

After completing this research, the researchers have not conducted research follow-up. Therefore, any researchers who are interested in Integrative Model of Adventure-Based Counseling and Adlerian Play Therapy Value-Based Taught by Parents can conduct a follow up research which perfects the theory, methods, or results of this research.

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DR. JAKE M. LAGUADOR
Editor-in-Chief

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