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## Post-Traumatic Counselling Through Group Games

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### ABSTRACT

Post-traumatic anxiety disorder is a psychological disorder and emotional scars in individuals who have experienced tragic and extraordinary events. One form of treatment that can be done is through group counselling with the method of playing. The play method has a non-systematic process but requires cognitive, affective, and interpersonal abilities so that it is seen as capable of increasing adaptive abilities which are important for the adjustment of children in trauma conditions. The results of this study describe the achievement of the success of group games in helping traumatized children between 60% and 70% in each target area as indicated by the changes experienced by students towards a better direction in learning activities in class, social relations, and emotional conditions and feelings.

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## 1. INTRODUCTION

The economic crisis experienced by the Indonesian nation has led to crises in other aspects, resulting in conflicts that appear in the form of social protests, riots, and acts of violence (Maulidia *et al.*, 2023). Conflicts that occurred in Aceh, Sambas, Poso, and Maluku became a black sheet in the journey of the Indonesian nation that had never been imagined before. The values of tolerance, togetherness, cooperation, and good manners have been poisoned by the potential for extraordinary conflict. Thus, there is mutual suspicion, prejudice, mutual hatred and even killing each other (Prasojo & Pabbajah, 2023). The motto that is the glue of the nation has been ignored and is no longer a reference for thinking, when there is friction or differences between tribes, religions, and affiliated groups. In the name of defending primordial symbols, people or groups act destructively by using any means to show their existence (Harahap, 2018). The implications of each conflict event are not only material losses but a lot of blood and tears shed, children lose their parents or vice versa, and families lose their relatives (Tajuddin *et al.*, 2016). Life situations become frightening and abnormal, law enforcement is ignored, and terrible events become a daily sight (Harpendeya *et al.*, 2022).

Conflicts that occur in various regions have destroyed social infrastructure, economy, culture, education, and so on (Harahap, 2018). As happened in Sambas, West Kalimantan, in addition to many victims killed, thousands of houses damaged, 9 school units burned, 7 school units damaged and the destruction of documents related to education (Suprpto, 2018). Another sad condition occurred in Nangroe Aceh Darussalam, due to the escalation of politics, 514 school units were destroyed with an estimated loss of Rp. 293 billion, therefore almost 1.4 million students had their learning process disrupted and at least 150,000 children were displaced (Hartani & Nulhaqim, 2020). Meanwhile, the conflict that occurred in Maluku led to religious sentiments, social injustice, and inequality in the utilization of facilities for every opportunity for self-development. The peak was a terrible human tragedy such as massacres and killings, as well as the destruction of public facilities vital for life (Safi, 2017).

Psychologically, not a few of the residents in conflict areas have had traumatic experiences when forced to witness killings, massacres, torture, and destruction firsthand (Rosalina *et al.*, 2022). This bitter experience causes deep and prolonged psychological trauma, especially since most of the victims are children (Ocktaviana *et al.*, 2014). Children are the face of the younger generation, the future successors of family life, nation, and state. They should get their rights so that their psychological and physical development can grow normally so that they are expected to become a healthy and reliable generation (Bennett *et al.*, 2016). When they grow and develop in "gray areas" or in abnormal situations, they suffer serious psychological conditions and their recovery requires a lot of social and psychological costs (Tischer *et al.*, 2017).

One of the rights and needs of children is the provision of security (Bennett *et al.*, 2016). However, during conflicts, their sense of security is deprived and is an expensive and difficult thing to find (Kadir *et al.*, 2018). Under these circumstances, displacement is one way out even though it does not provide a true sense of security (Williams *et al.*, 2016). In refugee camps children still feel miserable, suffering, and stranded and very many are separated and have been left dead by their parents (Murray, 2016). They go through all of that for not a matter of days, but months and some even years.

From the perspective of education and human development, social conflicts and riots that occur in Indonesia are life events that affect the mental and psychosocial development of individuals who experience them, especially children (Ayer, 2017). In the long term, the problem of trauma with past events faced by children, in particular, will complicate self-

adjustment and interfere with their social development, both concerning educational activities and meeting needs concerning life at large (Akresh, 2016). In this regard, the difficulties and suffering faced by children require immediate treatment for a recovery toward a normal life, and efforts need to be made to prevent psychological barriers due to psychosocial factors (Dugal *et al.*, 2021).

## 2. METHODS

The research began by identifying the initial post-traumatic conditions experienced by children in elementary and secondary schools using the Problem Checklist instrument. The initial data obtained became the basis for seeing the changes that occurred in children who experienced post-trauma after receiving assistance services. The data obtained shows that the post-traumatic conditions experienced by children are at low, medium, and high levels. This grouping is needed to determine the assistance services provided, namely using individual strategies or group strategies. Individual strategies are aimed at children or counselees who experience high levels of trauma and are not easy to socialize in groups. Group strategies are carried out for counselees who are at a moderate level of post-trauma and they can still socialize in their environment.

The assistance services provided to children/clients are provided by guidance and counseling teachers and subject teachers. Guidance and counseling teachers and subject teachers receive training first. This is done so that children are approachable and support services can be integrated with classroom learning activities. Training for teachers includes individual counseling skills and group guidance skills. After the teacher receives training, then implement the service directly to the child/client. The implementation of services provided by teachers received assistance from the research team. Services provided by teachers were carried out for one month using group guidance strategies and individual counseling strategies.

After the teachers carry out guidance assistance services to children/counselors who experience post-trauma, then data collection is carried out again using the same instrument to see the changes. Decreasing changes can mean that the assistance services that have been provided show success. This success can be seen from the decrease in the number of children from those in the high category, or moderate to a lower level.

## 3. RESULTS AND DISCUSSION

### 3.1. Traumatic condition in children

Children are not part of the conflict but victims of the conflict and are in the most vulnerable position to conflict (Dugal *et al.*, 2021). The direct impact of conflict on them includes the emergence of new favorites such as playing shooting and attacking each other, which may be because they see and imitate conflict events that occur in front of them (Barthassat, 2014). Some feel tense, scared, and run down every time they hear gunshots or startling sounds (Buchmann, 2014). These symptoms reflect that the conflict has had a direct impact on people's conditions.

In the makeshift refugee camps in NAD, one can occasionally see the genuine faces of children struggling and joking with their peers, while on the other hand there are also those who hold deep sorrow for the loss of their parents. They recorded all these events until some of them found it difficult to close their eyes when they had to sleep (Ariefka *et al.*, 2018).

Conflicts caused by inter-ethnic hostility have damaged perceptions of brotherhood and given birth to suspicion, prejudice against people of different ethnicities and hostility (Harahap, 2018). Events that are directly seen by children in the form of violent, cruel,

murderous and other sadistic acts are events that provide emotional experiences that cause children to experience trauma (Tajuddin *et al.*, 2016). The results of a survey by the UPI team in 2002 in Mempawah (West Kalimantan) found signs of trauma in children, namely being easily afraid, not wanting to meet other people, being suspicious, worrying excessively, and being moody.

The findings of the UPI Team who conducted post-trauma counseling in North Aceh district, Langsa City (NAD), Central Aceh district, Mempawah (West Kalimantan), Masohi (Central Maluku), and Buru Island district showed that the symptoms commonly experienced by children were grouped into three categories. (1) Symptoms shown by children in social relationships, namely fear, anxiety, difficulty smiling, difficulty getting along (communication), suspicion of others, offensive behavior towards others, rude speech, irritability, loss of other places to play, feeling isolated, and difficulty trusting others. (2) Emotional problems experienced by children are shown by difficulty sleeping, difficulty eliminating scary images of events, no hope in the future, being overwhelmed by feelings of resentment, feeling afraid of people around, and no hope for the future.

The psychological conditions experienced by post-traumatic children not only affect their daily lives but also their learning process. Moreover, many of their schools were damaged or burned down. Thus, in addition to the disturbed condition of the children, their learning activities are also hampered. At school they show symptoms of school laziness, lack of enthusiasm, not doing homework or assignments, not concentrating on learning (daydreaming), and difficulty doing tests.

Trauma events are defined as "catastrophic stressors" outside the range of ordinary human experience. Forms of trauma experience include warfare, torture, rape, bombings, natural disasters, and transportation accidents. Trauma symptoms consist of re-expeditionary and avoidance (De Arellano *et al.*, 2014). Forms of re-expeditionary symptoms include a feeling that it will happen again; sleep disturbances and nightmares; being surprised by things related to trauma; anxiety, fear; anger or aggression; difficulty controlling emotions, and difficulty concentrating (Rusmana *et al.*, 2017). Avoidance symptom forms can include avoiding things related to trauma; avoiding conversations, places, people, and activities related to trauma, apathy, physical numbness, and avoiding situations that involve and cause emotional reactions (Thompson & Waltz, 2010).

### **3.2. Post-traumatic handling**

Based on some of Fisher's conflict theories, namely the theory of (1) public relations, (2) principle negotiation, (3) human needs, (4) identity, (5) intercultural misunderstanding, and (6) conflict transformation, it can be concluded that conflict can be viewed from various disciplines and the source of conflict is the difference in perception, interests, and resources needed (Tualeka, 2017). Individuals or groups in conflict have different knowledge systems, abilities, and acceptance. Therefore, a third party is needed to channel communication between them (Kressel *et al.*, 2012). The third party is expected to build communication and reduce negative suspicion and prejudice against the party that is considered the opponent.

Two possibilities of assistance can be applied to overcome post-trauma, namely: (1) psychological reconstruction through help to overcome the past; and (2) social reconstruction through restoring relationships. Empirically, efforts to deal with Post-Traumatic Stress Disorder (PTSD) have been carried out in several countries experiencing conflict. In Kosovo, it is known as The CRC's Community Facilitator Project (CFP) team to empower its citizens in problem-solving and build peace agents in the community to create economic, political, and social structures downstream (Rusmana *et al.*, 2017). The project works with local and

international citizens to form community facilitation teams to provide conflict resolution services and activities for each citizen. This method is unique because the facilitator is a combination of counselor, mediator, informant, advocate, protector, stimulator, and peer. In addition to helping solve problems, the facilitator helps community members to understand the problem, mobilize skills, and find sources of current and future solutions. Similar activities have been conducted in Vietnam, specifically for veterans. The main services were: (1) Individual readjustment counseling to identify PTSD symptoms and learn new coping skills; (2) Structured group counseling aimed at mastering life skills and seeking peer support.

### **3.3. Counselling as an effort in dealing with social conflict victims**

From an educational perspective, the occurrence of traumatic experiences due to conflict for children who are generally students at school is a heavy blow to national education (Rusmana *et al.*, 2017). When the issue of improving the quality of human resources began to become a public concern, conflict events created new problems in education. This issue can be seen as a lost generation because children grow into adults with many deficiencies in both intelligence and physicality that cause them to be unproductive and thus become unqualified resources (Pritchard & Whiting, 2014). Attention to handling from an educational perspective is more directed to children and adolescents, in this case, students, because they still have imperfect psychological flexibility. As a group, students are still conducting learning activities in schools both in refugee areas and in "tent" schools. Among the victims some require casuistic treatment depending on the degree of trauma, if the condition is severe it requires special therapy. Conversely, if it is not too severe, counseling interventions can be provided.

One of the strategies for handling traumatized students in conflict areas is to use a counseling approach in the form of individual re-adjustment counseling which aims to help children recognize post-traumatic syndrome and provide new coping skills and structured group counseling which aims to equip children with life skills through support from peers (Duenyas *et al.*, 2020).

The placement of counseling as part of the strategy for handling traumatized students is not without reason. There are at least two reasons that can be stated, namely, first, the existence of guidance and counseling is a logical consequence of the essence of education itself. Second, new realities show that the counseling profession is increasingly open, interdependent, and interconnected. The diversification of needs for counseling services is getting wider, the targets of services are getting wider and more varied and the goals of counseling are increasingly oriented towards development in a long-term context. For the above reasons, the Universitas Pendidikan Indonesia team implemented a program to overcome psychosocial problems due to social conflict through ecology-based counseling, namely by developing the ecology of human development and creating an environment that provides opportunities and facilities for individuals to learn and develop. The counseling approach is different from pure psychological therapy. The flexibility of counselors and the diversity of counseling intervention models can overcome the barriers experienced by individuals to see the real world they face and learn to overcome the lack of psychological strength in ways that grow and are productive (Tate *et al.*, 2014).

### **3.4. Counselling through group games**

#### **3.4.1. Assumption of group game strategy**

The activities of handling conflict victims carried out by the Universitas Pendidikan Indonesia team in the districts of North Aceh, Central Aceh, Langsa City, Pontianak Regency, Central Maluku, and Buru Island are called mentoring. The choice of mentoring strategy using

counseling through group games is assumed that the target of mentoring is seen as an individual who has the potential to learn from experience. In addition, it was realized that many children experienced trauma due to conflict in each region. The psycho-pedagogical approach through the counseling process is aimed at helping perceived problems and preventing the emergence of new psychosocial problems and developing social-personal skills to live and interact peacefully and tolerantly.

The group game method has a direction to develop social skills by using group situations that are conducive for members to learn and teach each other from their own and others' experiences (Astuti, 2013). This method is considered appropriate because:

- (i) Most of the mentoring targets are students who are between the ages of 6 - 13 years old, most of whose social learning activities are through play situations.
- (ii) The main problems experienced by the targets are related to psychosocial problems, in which social skills play a fundamental role.
- (iii) Groups are situations that allow people to learn together and learn to work together on the most actual psychosocial problems.

The assumption underlying the group game strategy is that the group is the most fundamental social learning situation for each individual who is a member and each individual has the potential to learn from their social environment (Rusmana *et al.*, 2017). Group games are directed to stimulate and foster individuals to carry out the process of self-development following their potential and the socio-cultural environment in which they live. With this strategy, the group situation created will become a functional learning vehicle, characterized by its members having clear motivation and common goals, good emotional ties (cohesive), obeying the rules, and working together in a directed manner to achieve goals (Astuti, 2013).

### 3.4.2. Definition, purpose, and benefits of group games

The definition contained in this opinion is that group play therapy is a dynamic relationship between therapist-children through play. Thus, they can express and explore themselves. Therapy through play is a natural way for children to express their needs and through play, children symbolically try to overcome the fears and traumas they experience (Irman, 2017).

According to Sweeney and Homeyer, there are 9 advantages of group play, namely (1) groups can increase children's spontaneity so that their level of participation is also high, (2) group play can respond to two problems at once, namely the intrapsychic and interpersonal dimensions of children, (3) in group scenes it is possible for reflection and catharsis to occur, (4) group play is an opportunity for children to achieve self-growth and self-exploration, (5) through group play children are closer to the realities of real life, (6) the group is likened to a miniature society, so children will understand the meaning of their presence for other children, (7) scenes in group games can reduce the tendency of children to fantasize in solving the problems they experience, (8) children have the opportunity to practice in everyday life the experiences they gain in group games, and (9) the presence of one or several children can help in the development of therapeutic relationships for several children (Sugara, 2017).

### 3.4.3. Elements and types of group play

Historically, games not only provide fun and enjoyment for children but can also enhance self-acceptance and social roles. These two essences are very suitable for therapy in children (Astuti, 2013). Games have developed rapidly to help children with a diverse range of issues and needs, for example, due to parental death/loss, domestic violence, and traumatic events (Irman, 2017). According to Steven Reid, there are many therapeutic elements contained in group play, namely (1) therapeutic alliance, (2) pleasure, (3) diagnosis, (4) communication, (5)

insight, (6) sublimation, (7) reality testing, (8) rational thinking, and (10) socialization (Zayeni & Revet, 2020).

Some researchers classify three types of games in therapy based on the terms of victory for a person, namely (1) games of physical skills, (2) games of strategy, and (3) games of chance (Erfayliana, 2016). Schafer and Reid identified four categories of games, namely (1) communication games, (2) problem-solving games, (3) ego-enhancing games, and (4) socialization games (Zayeni & Revet, 2020). Based on theoretical orientation, Shapiro suggested that of the 81 group games used in therapy, information was obtained that there were games that were effective to use psychoeducational (26%), client-centered (17%), value clarification (15%), psychodynamic (12%) and cognitive-behavioral (11%) (Hestyaningsih & Pristi, 2021).

#### **3.4.4. Group games used by the UPI team in dealing with children experiencing psychosocial problems due to conflicts**

Nowadays, the use of games in group therapy has become a common activity. The increasing use of group games reflects a change in the approach to therapy. Counseling activities through group games carried out by the UPI team in the six target areas involve and empower teachers in schools of children affected by conflict known as assistants. It is intended that the teacher is a figure who is close to the child, and better understands the objective conditions and the physical, and social environment, as well as student learning activities. By involving local human resources, in this case, teachers, it is hoped that the implementation of mentoring can be maintained (sustainability).

Group games that are generally carried out by the assistants (UPI team and teachers) are grouped into (1) opening games, such as warm-up and muscle stretching, introductions, hope trees and problems, (2) core games, such as golden eggs, loyal friends are beautiful, cooperation is patience, landmines, leaking containers, hiking trails, think first and then act, who is afraid, be a successful person, if not help each other, solidarity, and (3) entertainment games, for example, who can turn the bottle, snakes. In addition, in Buru Island district, there are traditional games that can be used in group games, namely biting the spoon, tumbu-tumbu langa, hela-hela rotane, hura-hura ring, sahur reka-reka, lemon nipis, bamboo gila, toki gaba-gaba (tug of war) bee game. The use of games with local cultural content enriches the types of group games that can be used in post-trauma counseling.

The steps used in the group game go through four stages. The first stage is experience, participants are invited to simulate direct experience through game scenarios in task acceptance, consolidation, and implementation. In the second stage, analysis, the participants are given stimulation in the form of evocative questions. In the third stage, internalization, the participants are invited to live or mark the values obtained from the activity, and in the fourth stage, generalization, the participants are invited to re-express their experiences for the growth and development of new behaviors.

The results of the intervention carried out by the UPI team have helped 12,920 students spread across elementary and junior high schools. These results illustrate the achievement of success between 60 to 70% in each target area as indicated by changes experienced by students for the better in classroom learning activities, social relationships, emotional conditions, and feelings.

## **4. CONCLUSION**

In the process of providing interventions to reduce trauma conditions in school children in the elementary and junior high school range, there are several types of group games used,

namely; (1) opening games, such as warm-up and muscle stretching, introductions, hope trees and problems, (2) core games, such as golden eggs, loyal friends are beautiful, cooperation is patience, land mines, leaky containers, climbing trails, think first and then act, who is afraid, be a successful person, if you don't help each other, cohesiveness, and (3) entertainment games, for example, who can turn the bottle and snake game. The stages in the process are; The first stage, namely experimentation, the participants are invited to simulate experiences directly through game scenarios in task acceptance, consolidation, and implementation; The second stage, analysis, the participants are given stimulation in the form of evocative questions; The third stage, internalization, the participants are invited to live or mark the values obtained from the activity; and the fourth stage, namely generalization, the participants are invited to re-express their experiences for the growth and development of new behaviors. The intervention process has helped 12,920 school students, so group games to overcome post-traumatic anxiety for school children are considered effective with a success rate of 60-70%.

## 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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