

Innovation in Group Guidance Media: E-Guide to Theraplay Based on Traditional Games for Children with Autism

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Abstrack

This research aims to develop innovative products in the form of group guidance media and e-guides on traditional game-based techniques for children with autism. This research uses the Research and Development (R&D) method, adopting the Borg & Gall development model, which is modified as needed. The development stage includes preliminary studies, planning, initial product manufacturing, expert testing, and product revision. Validation was conducted by two learning media experts, two counseling guidance experts, and two guidance and counseling teachers at SLB, who served as potential users. Quantitative data were collected using assessment instruments on a 1-4 scale and analyzed using the Aiken inter-rater agreement technique, while qualitative data in the form of expert input were analyzed descriptively and interpretively through triangulation. The results showed that the product received an overall validity index of 0.96 from media experts, 0.89 from BK experts, and 0.95 from potential users, all classified as "high". The content's accuracy and clarity are considered adequate, with some improvement suggestions that have been integrated into the product revision. These products are not only considered appropriate in terms of design and usability but are also culturally relevant because they integrate traditional games as an intervention medium. The conclusion of the study indicates that the traditional game-based Theraplay technique e-guide is feasible, practical, and effective for use as a group guidance medium in services for children with autism in Indonesia, while supporting the preservation of local wisdom through an adaptive counseling approach.

Keywords: group guidance media, the theraplay technique, traditional games, autism

Abstrak

Penelitian ini bertujuan untuk mengembangkan produk inovatif dalam bentuk media bimbingan kelompok berupa e-guide teknik Theraplay berbasis permainan tradisional untuk anak autisme. Penelitian ini menggunakan metode Research and Development (R&D) dengan mengadopsi model pengembangan Borg & Gall yang dimodifikasi sesuai kebutuhan. Tahap pengembangan meliputi studi pendahuluan, perencanaan, pembuatan produk awal, uji ahli, dan revisi produk. Validasi dilakukan oleh dua ahli media pembelajaran dan dua ahli bimbingan konseling, serta dua guru bimbingan dan konseling di SLB sebagai calon pengguna. Data kuantitatif dikumpulkan melalui instrumen penilaian dengan skala 1-4 dan dianalisis menggunakan teknik inter-rater agreement Aiken, sedangkan data kualitatif berupa masukan ahli dianalisis secara deskriptif-interpretatif dengan triangulasi. Hasil penelitian menunjukkan bahwa produk memperoleh indeks validitas keseluruhan sebesar 0,96 dari ahli media, 0,89 dari ahli BK, dan 0,95 dari calon pengguna, yang seluruhnya tergolong dalam kategori "tinggi". Aspek akurasi dan kejelasan konten dinilai sangat memadai, dengan beberapa masukan perbaikan yang telah diintegrasikan dalam revisi produk. Produk ini tidak hanya dianggap sesuai dari segi desain dan kegunaan, tetapi juga relevan secara kultural karena mengintegrasikan permainan tradisional sebagai media intervensi. Simpulan penelitian mengindikasikan bahwa e-guide teknik Theraplay berbasis permainan tradisional ini layak, praktis, dan efektif digunakan sebagai media bimbingan kelompok dalam konteks layanan bagi anak dengan autisme di Indonesia, sekaligus mendukung pelestarian kearifan lokal melalui pendekatan konseling yang adaptif.

Keywords: media bimbingan kelompok, teknik theraplay, permainan tradisional, autisme

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INTRODUCTION

Autism is a disorder that affects the brain and usually makes it difficult for individuals to communicate with others or even causes them to be slow in responding (Pascoe et al., 2023; Valencia et al., 2020). Children with autism face difficulties in verbal communication and body language, social interaction, and exhibit repetitive behaviors (Harrop, 2015; Silvera-Tawil et al., 2018; Spitale, 2019). The prevalence of children with autism tends to increase from year to year. In line with findings in the United States, a study based on the National Health Interview Survey (2021–2022) reported that the prevalence of ASD in children aged 3–17 years increased from 3.05% in 2021 to 3.79% in 2022. These results show a consistent upward trend in ASD prevalence over the past ten years (Kogan et al., 2009; Nevison, 2014; Yan et al., 2024). Similar findings were also obtained in Israel, based on data from the National Insurance Institute of Israel and Clalit Health Services, the prevalence of ASD in children aged 1–17 years showed an almost twofold increase in the period 2017 to 2021. Specifically, the prevalence among 8-year-old children rose from 0.82% to 1.56% during that period. Other studies also confirm a significant increase in ASD incidence, particularly among toddlers and preschoolers, from 0.46% in 2007 to 1.30% in 2018 (Davidovitch et al., 2020; Dinstein et al., 2024). In China, a systematic review of several studies found that the prevalence of ASD among children aged 0–6 years was relatively stable between 2006 and 2015, with no significant increase compared with the period before 2005. However, the prevalence of autism (AD) has increased significantly, from 0.94% in the period 1996–2005 to 1.80% in 2011–2015 (Shi et al., 2017). In the Catalonia region of Spain, the prevalence of ASD in 2017 was recorded at 1.23%. This data also shows a significant increase in diagnoses, from 0.07% in 2009 to 0.23% in 2017. This increase was more prevalent among girls and younger age groups (Pérez-Crespo et al., 2019).

In special education, guidance counselors are expected to provide group counseling services to support children's psychological well-being (Tri Yuliana, 2021). In addition, group counseling services play an important role in helping children with autism develop social skills, regulate emotions, and reduce maladaptive behaviors (Beaumont et al., 2015; Einfeld et al., 2018). Group counseling allows for social dynamics, mutual learning, and more natural interaction than individual services (Rootia & Briggs, 2024). However, the practice of group counseling in special schools (SLB) still faces various challenges, including limited practical guidance, innovative media, and a lack of integration of methods appropriate to the needs of children with autism. Based on preliminary observations conducted by researchers at one of the special schools in Sumenep district, namely SLB Cinta Ananda, it was found that the guidance counseling services provided by guidance counselors in helping to reduce the behavior of children with autism were not optimal, in line with the opinions of (Gholipour et al., 2023; Radley et al., 2016), who argue that without the use of techniques, the services seem to consist only of giving advice, and children are not actively involved in the counseling process. Another problem is that children with autism tend not to respond and are difficult to manage during counseling services.

In this regard, guidance counselors play an active role in all aspects, aiming to help individuals develop their thoughts, feelings, and behavior appropriately (Hadi, 2021; Namaziandost & Çelik, 2025). One service guidance counselors can provide is group counseling using the Theraplay technique (Novita & Khairi, 2023). Theraplay is a form of therapy that can help children build stronger emotional relationships through special play (Ritzi et al., 2017). The purpose of using the Theraplay technique is to help children



develop self-understanding, take personal responsibility, accept themselves, and improve problem-solving skills. The use of the Theraplay technique has been effective in helping children with behavioral, social, and emotional problems. Research shows that the Theraplay technique is effective in helping children with autism (Chinekesh et al., 2014; Simeone-Russell, 2011). In addition, the Theraplay technique aligns with the American School Counseling Association's national model, which recognizes its suitability and appropriateness for child development and its sensitivity to multiculturalism (Müller & Donley, 2019).

Furthermore, one technique that has been shown to be effective is Theraplay, a play-based counseling approach that emphasizes engagement, attachment, nurturing, and positive challenges. Through simple, enjoyable games, children can experience warmth, trust, and regular social interaction (Salisbury, 2018; Salo et al., 2020; Siu, 2014; Yazdanipour et al., 2021). Several studies on the application of Theraplay techniques have shown them to be effective interventions (Money et al., 2021), capable of improving psychological well-being, helping individuals express feelings, adjust, and develop optimally (Partriana, 2013). Theraplay techniques are appropriate interventions for students with ADHD (Robinson et al., 2017). Theraplay is effective for social communication in children with ASD (Chang et al., 2021a), and research indicates that guidance counselors can use the Theraplay technique to help children with autism achieve psychological well-being (Pahlevi, 2021). However, the facts on the ground indicate that the application of Theraplay techniques in inclusive schools remains relatively limited and requires adaptation to the cultural context and learning environment of children in Indonesia.

Children from various backgrounds bring diverse mental and social health issues that require special attention from guidance counselors (Yuliana, 2021; Hidayah et al., 2020), one of which is through the integration of traditional games. Traditional games are forms of play that involve physical and psychological activities and are very enjoyable for children (Safitri, 2020). The implementation of group counseling services using the Theraplay technique, integrated with traditional games, is one of the study's relevant innovations. Traditional games are not only aligned with children's developmental characteristics but also rich in social values, togetherness, and natural interaction. (Abdalahi et al., 2023; Chang et al., 2021b) suggest that combining Theraplay techniques with traditional games is expected to be more effective at stimulating social skills and reducing autistic behaviors in children with special needs.

On the other hand, technological developments in counseling require more flexible, structured, and accessible guidance and counseling media. E-Guides are an innovative digital medium that can help guidance counselors systematically implement group guidance services. Digital media enable interactive, practical guides that can be used anytime (Jing & Ma, 2024). To date, research integrating group guidance, Theraplay techniques, traditional games, and digital media is still very limited, especially in Indonesia. It is argued that the emphasis is only on the conventional use of Theraplay techniques, without combining them with the local wisdom of traditional games or developing them in a digital format. This indicates a research gap that needs to be addressed through the development of contextual, effective, and technology-based guidance media innovations. This study introduces a new approach to group guidance by presenting digital media in the form of an e-guide that uses Theraplay techniques based on traditional games for children with autism. This differs from previous studies that focused on literature reviews and qualitative studies. (Sari et al., 2022; Yoo, 2021) stated



that the development of this e-guide is also relevant to the 21st century, which requires skills in using technology.

Based on the above description, the research problems can be formulated as follows: 1) How is the process of developing group guidance media, E-Guide Theraplay, based on traditional games for children with autism? and 2) How feasible is the E-Guide Theraplay media based on traditional games, according to media experts and guidance counselors? The objectives of this study are 1) to develop group guidance media: E-Guide Theraplay based on traditional games for children with autism, and 2) to describe the feasibility of group guidance media: E-Guide Theraplay based on traditional games for children with autism based on expert assessment.

METHOD

Research and Development (R&D) is the type of research method used in this study, with the aim of producing a product in the form of group guidance media: an E-guide to Theraplay techniques based on traditional games for children with autism. The Borg and Gall (Borg, & Gall, 2003) development model was developed with the Borg and Gall research development stages consisting of 10 stages, which include 1) research and information collecting, 2) planning, 3) developing the primary product, 4) preliminary field testing of the product, 5) main product revision, 6) main field testing, 7) operational product revision, 8) operational field testing, 9) final product revision, and 10) dissemination and implementation (Borg, & Gall, 2003).

Borg & Gall (Hidayah et al., 2020) explain that, when faced with limited conditions, researchers can simplify their research by reducing the number of stages. Researchers in this research and development project adjusted the procedures to suit the conditions and limitations they faced. The researchers only carried out seven stages, namely 1) research and information gathering, 2) planning, 3) developing the primary product, 4) preliminary field testing of the product, 5) main product revision, 6) main field testing, and 7) operational product revision.

The preliminary study was the first stage and involved conducting a needs assessment and a literature review on autistic behavior, group counseling, Theraplay techniques, and traditional games. A field survey was conducted by interviewing guidance counselors about the autism issues experienced by children with special needs. This stage provided the researchers with an initial overview of the autism issues experienced by children with special needs at the Cinta Ananda Special Needs School. In the second stage, the researchers began designing the product based on the initial data obtained in the preliminary study. In the third stage, the researchers began developing the initial product in the form of an E-Guide for group guidance using Theraplay techniques based on traditional games for children with autism by compiling the product design, including the paper size, color and image selection, font to be used, and the content/material of the E-guide.

In the fourth stage, researchers ensure that the product is ready for assessment. At this stage, the product is validated by learning media experts and guidance and counseling experts. The criteria for learning media experts include (1) learning technology lecturers with doctoral degrees, (2) a minimum of 3 years of experience as lecturers at universities, and (3) mastery of the field of learning media development. The criteria for guidance and counseling experts include (1) guidance and counseling lecturers with doctoral degrees, (2) at least 3 years of experience as lecturers at universities, and (3) mastery of guidance and counseling materials. Learning media experts are selected as validators because they



have competence and expertise in the design, development, and evaluation of learning media. The role of media experts is crucial in assessing the quality of appearance, readability, ease of navigation, clarity of instructions, and suitability of the media format to user characteristics. Validation from media experts is necessary to ensure that the developed product is attractive, easy to use, and effective as a learning tool or interactive guide.

Guidance and counseling experts were selected as validators because they have expertise in the substance of counseling services, approaches, and guidance techniques that are appropriate to the needs. These experts assess the accuracy of the content, the suitability of the material to the objectives of guidance and counseling services, the relevance of the methods to the characteristics of children with special needs, and the accuracy of the concepts in the context of guidance and counseling. Validation by guidance and counseling experts ensures that the developed product has a sound theoretical and practical foundation and is suitable for use in counseling services. The ethical procedure in selecting validators includes (1) the researcher consciously requesting the willingness of the validator through written communication, (2) after the validator agrees, the researcher sends the assessment instrument, (3) the researcher guarantees the confidentiality of the validator's identity, (4) the instrument filled out by the validator is then returned to the researcher, (5) the researcher provides ethical appreciation in the form of official thanks in the final product, and (6) the researcher analyzes and revises the product based on the data obtained from the validators. The learning media experts (see Table 1), guidance and counseling experts (see Table 2), and prospective users (see Table 3) are listed below.

Table 1.

Subjects of Learning Media Experts

No.	Name (Initials)	Gender	Field of Expertise	Years of Experience	Highest Education
1.	MP (Muhammadiyah University of Palangkaraya)	Female	Learning Technology	8 years	Doctorate in Educational Technology
2.	SA (PGRI Adibuana University Surabaya)	Male	Learning Technology	5 years	PhD in Educational Technology

Based on Table 1 above, there are two learning media experts: one male, SA, and one female, MP. Both experts are graduates of the Doctoral Program in Learning Technology and have work experience that meets the researcher's criteria. Both experts come from private universities in Indonesia, namely in Surabaya and Palangkaraya.



Table 2.
 Subjects of Guidance and Counseling Experts

No.	Name (Initials)	Gender	Field of Expertise	Years of Experience	Highest Level of Education
1.	RI (STKIP PGRI Sumenep)	Female	Guidance and Counseling	11 years	PhD in Guidance and Counseling
2.	TMA (PGRI University Madiun)	Female	Guidance and Counseling	16 years	PhD in Guidance and Counseling

Based on Table 2 above, the learning media experts are two women, named RI and TMA. Both experts are graduates of the Doctoral Program in Guidance and Counseling at Malang State University and have work experience that meets the researcher's criteria. Both experts come from private universities in Indonesia, specifically in East Java, namely in Sumenep and Madiun.

Table 3.
 Subjects of Prospective Users (BK SLB Teachers)

No.	Name (Initials)	Gender	Field	Years of Service	Highest Education
1.	NS (SLB Cinta Ananda)	Women	Guidance and Counseling	6 years	Bachelor's Degree in Guidance and Counseling
2.	AK (Cinta Ananda Special School)	Female	Guidance and Counseling	5 years	Bachelor's Degree in Guidance and Counseling

Based on Table 3 above, there are two prospective users of the product, both female and named NS and AK. Both prospective users are graduates of a Bachelor's Degree in Guidance and Counseling and have work experience that meets the researcher's criteria namely 17 years for NS and 8 years for AK. Both experts are from a private university in Sumenep, East Java, Indonesia.

The instruments used in this study were learning media expert test instruments, guidance and counseling expert test instruments, and user test instruments. The learning media expert test instrument, guidance and counseling expert test instrument, and user test instrument each consist of four parts, namely part 1 (agreement aspect), part 2 (clarity aspect), part 3 (suggestions, criticism, and assessment), and part 4 (final conclusion). In the learning media expert test instrument, the guidance and counseling expert instrument, and the user test instrument, experts and guidance counselors were asked to assess the accuracy and clarity of the developed product with the following answer choices: Not Accurate/Not Clear (1), Not Quite Accurate/Not Quite Clear (2), Sufficiently Accurate/Sufficiently Clear (3), and Very Accurate/Very Clear (4). Section 3 contains



qualitative suggestions, criticisms, and assessments from learning media experts, guidance and counseling experts, and guidance counselors regarding the product. Section 4 contains the final conclusion about whether the product is acceptable, sufficiently acceptable, or unacceptable.

The data analysis technique used, based on the assessment results provided by experts, is inter-rater agreement (Aiken, 1980) to produce quantitative data, while interpretive descriptive analysis in the form of Expert Triangulation is used to analyze qualitative data. To calculate inter-rater agreement, use the following formula.

$$v = \sum_{i=1}^{c-1} \frac{in_i}{N(c-1)}$$

Figure 1. Rater Agreement Analysis Formula (Aiken, 1980)

Explanation:

v: Rater agreement index

s: The score obtained by the rater – the lowest score in the instrument

n: Number of raters

c: Number of categories selected by the rater

The quantitative data were analyzed to draw conclusions. The results categories are presented in Table 4 below:

Table 4.

Product Feasibility Assessment Result Categories	
Rater Agreement Index	Validity Category
0.81 – 1.00	High
0.41 – 0.80	Moderate
0.00 – 0.40	Low

Based on the information in Table 4 regarding the percentage and category of product feasibility assessment results, it can be concluded that the closer the number is to 1, the higher the product is, and conversely, the closer the number is to 0, the lower the product is (Azwar, 2013).

Qualitative data consists of assessments from experts and potential users, including suggestions, criticisms, and comments. Qualitative data is analyzed using descriptive-interpretative analysis in the form of Expert Triangulation. Expert Triangulation is a method for examining the validity of research findings by seeking input from experts in relevant fields. Expert Triangulation aims to obtain more objective and reliable data analysis results or research conclusions. The Expert Triangulation procedure is carried out by (1) determining relevant experts, namely guidance and counseling experts and learning media experts, (2) presenting preliminary results to experts, (3) discussing and requesting corrections to the results, and (4) revising the research results according to the experts' suggestions or input. In general, quantitative and qualitative data provided by experts and prospective users give researchers an overview of the feasibility of the product being developed.



RESULTS AND DISCUSSION

Results

The product assessment by learning media experts, guidance and counseling experts, and prospective users produced quantitative and qualitative data. These data are presented in full below.

The assessment by learning media experts was conducted by two experts. The quantitative assessment results obtained from the learning media experts are presented in Table 5 below.

Table 5.
 Results of the Assessment by Learning Media Experts

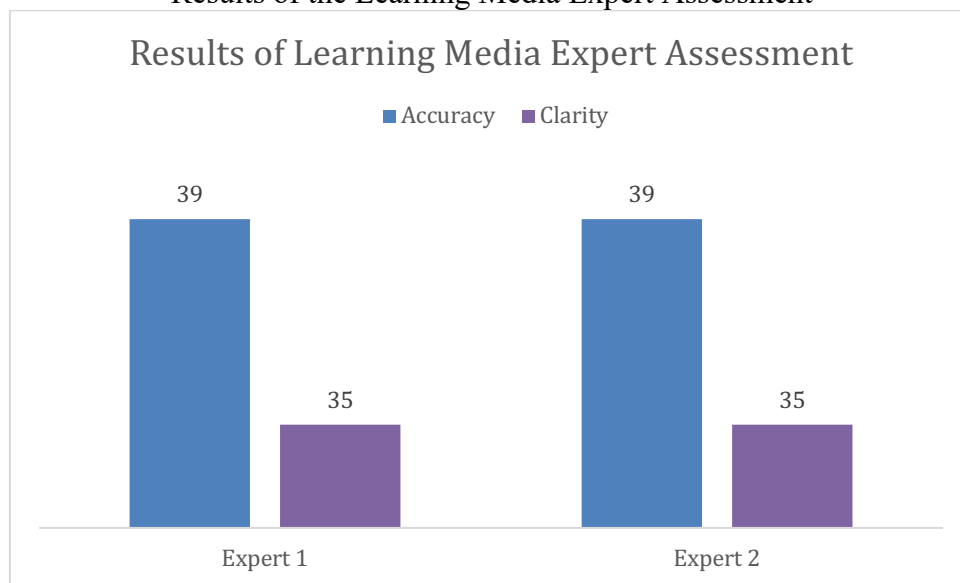
No.	Assessment Aspect	Score		Expert Validity Index	Interpretation
		Expert 1	Expert 2		
Accuracy Aspect					
1.	Accuracy of paper size selection based on standards	4	4	1,00	High
2.	Accuracy of cover design based on target user characteristics	4	4	1,00	High
3.	Accuracy of the structure of the e-guide content	3	3	0.67	Moderate
4.	Accuracy of image representation displayed on the cover	4	4	1,00	High
5.	Accuracy of visual and textual elements on the cover design	4	4	1,00	High
6.	Accuracy of color scheme arrangement in cover design	4	4	1,00	High
7.	Accuracy of chapter presentation in the e-guide	4	4	1,00	High
8.	Accuracy of line spacing in the e-guide	4	4	1,00	High
9.	Accuracy of font type application in the e-guide	4	4	1,00	High
10.	Accuracy of selecting illustrations that are relevant to the subject of children with special needs	4	4	1,00	High
Final Result Accuracy Aspect		39	39	0.96	High
Clarity Aspect					
11.	Clarity of the color composition applied to the cover background	4	4	1,00	Height
12.	Clarity of text display in cover design	4	4	1,00	Height
13.	Clarity of information on the identity of the developer and the institution	3	3	0.67	Moderate
14.	Clarity of visual representation of images in relation to the title of the e-guide	4	4	1,00	High
15.	Clarity of the font style applied to the cover	4	4	1,00	Height
16.	Clarity of typography in the e-guide content	4	4	1,00	High



No.	Assessment Aspect	Score		Expert Validity Index	Interpretation
		Expert 1	Expert 2		
17.	Clarity of font size proportions on the cover	4	4	1,00	Height
18.	Clarity of font size proportions in the presentation of e-guide content	4	4	1,00	High
19.	Clarity of page numbering in the table of contents	4	4	1,00	High
Final Result Clarity Aspect		35	35	0.96	High
Total Score		74	74	0.96	High

Based on the data presented in Table 5 above, the accuracy aspect has a validity index (degree) of 0.96, and the clarity aspect has a validity index (degree) of 0.96 with a category meaning of "high." The final assessment from the two yielded a validity index (degree) of 0.96, interpreted as "high".tegory. The validity index (degree) results show that the group guidance media, E-guide to Theraplay techniques based on traditional games for children with autism, can be used by guidance counselors as a learning medium that is highly suitable for its intended purpose. Quantitative data obtained from learning media experts show that, in general, the e-guide product developed meets the criteria of accuracy and clarity, indicating that it is ready for use as a learning medium. However, there are several things that need to be revised, namely, in the procedure section in chapter 3, it would be better if it were accompanied by a flow chart, consistency in typing format to make it more formal and professional, and there is still a lot of empty space (has been revised). To see the distribution of scores from learning media experts, see the frequency distribution graph below.

Graph 1.
 Results of the Learning Media Expert Assessment



The graph above shows that Expert 1 and Expert 2 gave the same assessments of the two main aspects: accuracy and clarity. Both experts gave a score of 39 for accuracy



and 35 for clarity. This similarity in scores indicates a very high level of consistency between assessors, meaning both experts share a similar perception of the quality of the instrument or product being tested. Thus, it can be concluded that inter-expert reliability is very good, as there are no significant differences in assessment. This result reinforces the instrument's content validity, as it shows that the assessment criteria can be understood and applied consistently by the validators.

To reinforce the validity results obtained through Aiken's V calculation, an inter-expert reliability analysis was also conducted using Cohen's Kappa test. This test aims to determine the extent of consistency or agreement among experts in assessing the developed instrument. The following presents the results of Cohen's Kappa for assessing learning media experts.

Table 6.

Results of the Inter-Expert Reliability Test (Cohen's Kappa) for Learning Media Experts
Symmetric Measures

Measure of Agreement	Kappa	Value	Asymptotic Standard Error ^a	Approximate T^b	Approximate Significance
Value		1.000	.000	4.359	<.001
N of Valid Cases		19			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Based on the results in the Symmetric Measures table, the inter-rater reliability test using Cohen's Kappa shows a Kappa of 1.000 ($p < 0.001$), indicating perfect agreement among experts or raters on the validated instrument. The Asymptotic Standard Error of 0.000 reinforces this result, as it shows no variation in inter-rater assessments. With 19 valid cases, this result indicates that inter-expert assessments are highly consistent and reliable, so the instrument can be considered highly valid and reliable.

The assessment of guidance and counseling experts was conducted by two experts. The numerical data assessment results from the experts are presented in Table 7.

Table 7.

Results of the Guidance and Counseling Expert Assessment

No.	Assessment Aspect	Score		Expert Validity Index	Interpretation
		Expert 1	Expert 2		
Accuracy Aspect					
1.	Accuracy of the content of the introduction	3	3	0.67	Moderate
2.	Accuracy of rational explanation presented	3	3	0.67	Moderate
3.	Accuracy of the formulation of objectives with expected results	3	3	0.67	Moderate
4.	Accuracy of general and specific instructions	4	4	1	High
5.	Accuracy of selected traditional games with indicators	4	4	1.00	High
6.	Accuracy of autism behavior observation sheets for measurement purposes	4	4	1	High

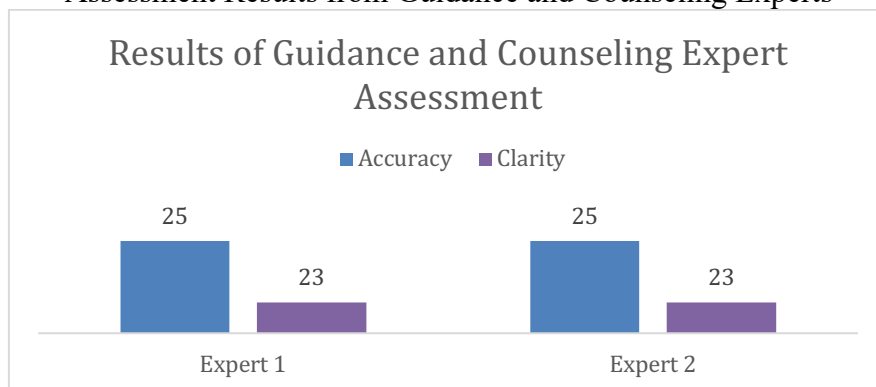


No.	Assessment Aspect	Score		Expert Validity Index	Interpretation
		Expert 1	Expert 2		
7.	Accuracy of language use for children with special needs	4	4	1.00	High
	Final Results Accuracy Aspect	25	25	0.85	High
Clarity Aspect					
8	Clarity of the procedures for group counseling services using the Theraplay technique based on traditional games	4	4	1	High
9	Clarity of description on the back cover	4	4	1	High
10	Clarity of the sequence of ideas in the rationale	4	4	1	High
11	Clarity of general and specific instructions in the e-guide	4	4	1.0	High
12	Clarity of techniques used	3	3	0.67	Moderate
13.	Clarity of cited references	4	4	1.0	High
	Final Result Clarity Aspect	23	23	0.94	High
	Total Score	48	48	0.89	High

Based on the assessment results presented in Table 7 above, the accuracy aspect has a validity index (degree) of 0.85, and the clarity aspect has a validity index (degree) of 0.94, with a conclusion of "high". The final validity index (degree) based on the assessment of two experts is 0.89, with the interpretation that the assessment results are classified as "high." These validity index (degree) results indicate that this group guidance media: E-guide to Theraplay techniques based on traditional games for children with autism can be used by special education teachers at Special Schools (SLB) as a guide in implementing group guidance services and has met the eligibility requirements. To see the distribution of scores given by guidance and counseling experts, refer to the frequency distribution graph below.

Graph 2.

Assessment Results from Guidance and Counseling Experts



Based on the assessment data from two experts, it appears that Expert 1 and Expert 2 gave identical scores, namely 25 for accuracy and 23 for clarity. This similarity in scores indicates a very high level of consistency between assessors, meaning both experts share the same view of the instrument or product's quality. The absence of score differences



indicates that the assessment criteria are understood uniformly by the experts, so it can be concluded that inter-expert reliability is in the very good category. Thus, these results reinforce the belief that the validated instrument or product is highly reliable and objective, with respect to accuracy and clarity. To reinforce the validity results obtained through Aiken's V calculation, an inter-expert reliability analysis was also conducted using Cohen's Kappa test. This test aims to determine the extent of consistency or agreement among experts in the assessment using the developed instrument. The following presents the results of Cohen's Kappa for assessing guidance and counseling experts.

Table 8.
 Results of Inter-Expert Reliability Test (Cohen's Kappa) Guidance and Counseling Experts

Symmetric Measures					
Measure of Agreement	Kappa	Value	Asymptotic Standard Error ^a	Approximate <i>T</i> ^b	Approximate Significance
Value		1.000	.000	3.606	<.001
N of Valid Cases		13			

a. Not assuming the null hypothesis.
 b. Using the asymptotic standard error assuming the null hypothesis.

Based on the Symmetric Measures Table above, the results of the inter-rater reliability test using Cohen's Kappa are shown. A Kappa value of 1.000, with $p < 0.001$, indicates perfect agreement among the experts in assessing the developed instrument. The Asymptotic Standard Error of 0.000 indicates that there are no significant differences in the assessments among experts. With 13 valid cases, this result indicates that the instrument has a very high level of inter-expert reliability, ensuring that the experts' assessments are reliable and consistent. This reinforces the evidence that the instrument is suitable for use in the next trial phase.

The assessment of prospective users was conducted by two guidance counselors at Cinta Ananda Special Needs School. The numerical assessment results from prospective users are presented in Table 9.

Table 9.
 Assessment Results of Prospective Users (Guidance Counselors)

No.	Assessment Aspect	Score		Validity Index	Interpretation
		GBK 1	GBK 2		
Accuracy Aspect					
1.	Accuracy of paper size used	4	4	1,00	Hight
2.	Accuracy of the image selected for the cover	4	4	1,00	High
3.	Accuracy of color selection in the cover	4	4	1,00	High
4.	Accuracy of chapter sequence in the guidebook	4	4	1,00	High
5.	Accuracy of images used with the subject (children with special needs)	4	4	1,00	Hight



No.	Assessment Aspect	Score		Validity Index	Interpretation
		GBK 1	GBK 2		
6.	Accuracy of the introduction	4	4	1,00	High
7.	Accuracy of Chapter I content	4	4	1,00	High
8.	Accuracy of Chapter II content	4	4	1,00	High
9.	Accuracy of Chapter III content	4	4	1,00	High
10.	Accuracy of Chapter IV content	4	4	1,00	High
11.	Accuracy of traditional games selected with indicators	3	3	0.67	Moderate
12.	Accuracy of autism behavior observation sheets for measurement purposes	3	3	0.67	Moderate
13.	Accuracy of language use for children with special needs	4	4	1,00	High
	Final Results Accuracy Aspect	50	50	0.94	High
	Clarity Aspect				
14.	Clarity of text color against the cover background color	4	4	1,00	High
15.	Clarity of developer identity and institution name	4	4	1,00	High
16.	Clarity of the selected image with the title of the e-guide book	4	4	1,00	High
17.	Clarity of the font type in the e-guide content	4	4	1,00	High
18.	Clarity of font size in the cover	4	4	1,00	High
19.	Clarity of font size in the e-guide content	4	4	1,00	High
20.	Clarity of page placement in the table of contents	4	4	1,00	High
21.	Clarity of the procedures for group guidance services based on traditional games	3	3	0.67	Moderate
22.	Clarity of the sequence of ideas presented in the rationale	4	4	1,00	High
23.	Clarity of objectives in the e-guide	4	4	1,00	High
24.	Clarity of e-guide user targets	4	4	1,00	High
25.	Clarity of general and specific instructions in the e-guide	4	4	1,00	High
26.	Clarity of intervention strategies used	4	4	1,00	High
27.	Clarity of instructions for filling out the Impression and Message sheet	4	4	1,00	High
28.	Clarity of the reference list used	4	4	1,00	High
	Final Result Clarity Aspect	59	59	0.97	High
	Final Results of Guidance Counselor Assessment	109	109	0.95	High

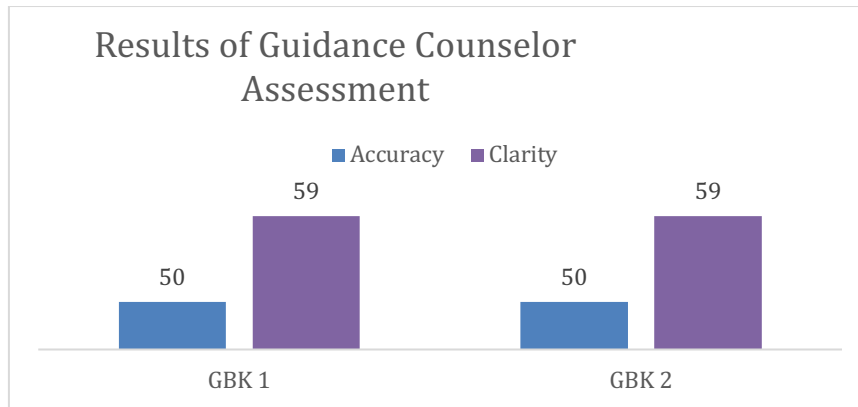
Based on the results of the assessment of prospective product users (counselors) presented in Table 5 above, the validity index for accuracy was 0.94 and the validity index



for clarity was 0.97, which can be interpreted as "high." In addition, the final assessment of the two prospective product users (counselors) yielded a validity index of 0.95, interpreted as "high." To determine the distribution of the counselors' assessment scores, see the frequency distribution graph below.

Graph 3.

Guidance Counselor Assessment Results



Based on the assessment results from Guidance Counselor 1 and Guidance Counselor 2, both assessors gave identical scores: 50 for accuracy and 59 for clarity. This similarity in scores indicates perfect agreement between the assessors, meaning the experts' perceptions of the instrument's or product's quality are highly consistent. The absence of differences in scores indicates that the assessment criteria were understood uniformly by both assessors, so it can be concluded that the inter-rater reliability is in the very high or perfect category. Thus, these results reinforce the instrument's validity, as they show that the aspects of accuracy and clarity have been assessed objectively and consistently by the experts. To reinforce the validity results obtained through Aiken's V calculation, an inter-expert reliability analysis was also conducted using Cohen's Kappa test. This test aims to determine the extent of inter-expert agreement in assessing the developed instrument. The following presents the results of Cohen's Kappa for assessing guidance and counseling experts.

Table 10.

Results of Inter-Rater Reliability Test (Cohen's Kappa) for Prospective Users

Symmetric Measures					
Measure of Agreement	Kappa	Value	Asymptotic Standard Error ^a	Approximate <i>T</i> ^b	Approximate Significance
Value		1.000	.000	5.292	<.001
N of Valid Cases		28			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Based on the Symmetric Measures table above, the results of the inter-rater reliability test using Cohen's Kappa are shown. A Kappa value of 1.000, with $p < 0.001$, indicates perfect agreement among experts in assessing the developed instrument. The Asymptotic Standard Error value of 0.000 indicates that there are no significant

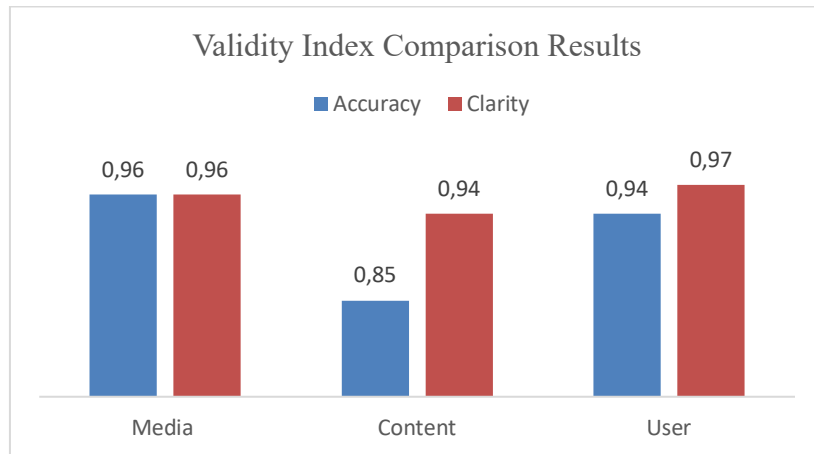


differences or variability among the assessors. With 28 valid cases, these results show that the inter-rater assessment is highly consistent and reliable, indicating that the research instrument is highly reliable and suitable for use in the next stage of testing.

The average scores for media experts, guidance and counseling experts, and prospective users are shown in the figure below.

Graph 4.

Comparison of Validity Indexes for Media Experts, Guidance and Counseling Experts, and Guidance and Counseling Teachers



Based on the image of the inter-expert reliability test results above, the coefficient values for each aspect range from 0.85 to 0.97, indicating a very high level of reliability. In terms of accuracy, the reliability values for media, content, and users are 0.96, 0.85, and 0.94, respectively, indicating strong consistency among assessors in assessing the suitability of the content for the instrument's objectives. Meanwhile, in terms of clarity, the reliability values for media, content, and users were 0.96, 0.94, and 0.97, respectively, indicating excellent agreement among assessors in evaluating the clarity of the display and language. Overall, these results indicate that the assessment instrument has excellent reliability, as all values exceed 0.80, indicating that assessments among experts are consistent and reliable, and that the instrument is suitable for evaluating the quality of media, content, and user experience.

Qualitative data is data provided by learning media experts, guidance and counseling experts, and prospective users in the form of suggestions, criticism, and verbal assessments of the group guidance media product: E-guide to Theraplay techniques based on traditional games for children with autism, which is presented in Tables 11, 12, and 13 below.

Table 11. Qualitative Data Results from Learning Media Experts

No.	Expert Name	Results
1.	MP (Muhammadiyah University of Palangkaraya)	The product is satisfactory, but consistency in formatting is needed to make it more formal and professional.



No.	Expert Name	Results
		There is still a lot of empty space in some parts of the page. There is a lack of color and image variation.
		The procedures section in Chapter 3 could be presented in the form of a flowchart.
		The closing stage section should be placed at the end.
2.	SA (PGRI Adi Buana University Surabaya)	The font used is not very appealing for digital reading
		The spacing between words is too close, which makes it seem like readers will be reluctant to read it
		The layout of the procedure table in Chapter 3 is incorrect, especially in the conclusion section (in my opinion, the conclusion should be the final step and should be placed at the end, not in the middle)
		The front and back covers are attractive and accurately represent the content of the research

Based on qualitative data obtained from learning media experts, the data were analyzed using a descriptive-interpretative approach through Expert Triangulation. Based on input from expert 1, it can be concluded that, in general, the group guidance media: E-guide to Theraplay techniques based on traditional games for children with autism is appropriate. However, expert 1 highlighted deficiencies, inaccuracies, and inconsistencies in the coloring and image variation, layout, and typography, and suggested creating a flowchart in the procedure section. Based on input from expert 2, the group guidance media product, E-guide to Theraplay techniques based on traditional games for children with autism, is ready for use. The font has been updated to Cambria, and the closing stage layout has been revised to align with the group guidance stages.

The qualitative data provided by guidance and counseling experts in the form of suggestions, criticism, and verbal assessments of the group guidance media product: E-guide to Theraplay techniques based on traditional games for children with autism, are presented in Table 12 below.

Table 12.
 Qualitative Data Results from Guidance and Counseling Experts

No.	Expert Name	Results
1	RI (STKIP PGRI Sumenep)	On the reflection sheet, the use of the word " <i>Anda</i> " for children with special needs is not appropriate; it would be better to use the pronoun " <i>kamu</i> ."
		On the commitment sheet, the phrase " <i>berusaha ikut</i> " should be replaced with " <i>berusaha mengikuti</i> ."



		All instances of the term "Theraplay" in the guide should be consistently italicized as it is a foreign term and capitalized at the beginning.
2.	TMA (PGRI University Madiun)	The introduction needs to be supplemented with a brief explanation of the contents of the E-guide The rational description needs to explain specifically the autistic behaviors that will be addressed through the application of the Theraplay method A subchapter is needed that specifically explains the selected traditional games along with their steps

Based on qualitative data obtained from guidance and counseling experts, the data were analyzed using a descriptive-interpretative approach through Expert Triangulation. Based on input from expert 1, it can be concluded that the advice given is more about consistency and accuracy in the use of words for children with autism who are easier to understand, while based on input from expert 2, it is more about content or content that requires more detailed clarity. The final conclusion from expert 1 and expert 2 was that the group guidance media product, E-guide to Theraplay techniques based on traditional games for children with autism, was quite acceptable, appropriate, and clear, but still needed to be improved and refined based on the suggestions provided. After the product was tested by learning media experts and guidance and counseling experts, it was then tested by prospective users, namely the guidance counselors at Cinta Ananda Special Needs School. The qualitative data from prospective users or guidance counselors is presented in the table below.

Table 13.
 Qualitative Data Results from Guidance Counselors

No.	Name of Guidance Counselor	Results
1.	NS (SLB Cinta Ananda)	The answer choices of Always (A), Often (O), Sometimes (S), and Never (N) are relevant for measuring behavior The procedures for implementing the Theraplay-based group counseling service using traditional games are very clear and easy to understand The selection of images on the cover is appropriate because it illustrates the integration of traditional games in group counseling
2.	AK (SLB Cinta Ananda)	Each step presented in the procedure for implementing group guidance services is sufficiently clear The image on the front cover illustrates the E-guide

The qualitative data obtained from prospective users, namely guidance counselors, were then analyzed descriptively and interpretatively using expert



triangulation. Based on the qualitative data provided by guidance counselors 1 and 2, the suggestions were very constructive for improving this e-guide. In general, the suggestions from guidance counselors 1 and 2 were similar, namely regarding the suitability of the images and the clarity of the procedures for the Theraplay group counseling service based on traditional games to reduce autistic behavior in children with special needs. Therefore, the assessment results from prospective users (counselors) are very positive and constructive, indicating that the product has met the requirements for media and content and is suitable for use.

Researchers refined the product based on suggestions from experts and potential users.

Table 14.

Product Revision Results Based on Suggestions from Learning Media Experts

No.	Expert Name	Assessment Results	Revision Results
1.	MP (Muhammadiyah University Palangkaraya)	The product is acceptable, but consistency in the formatting of is needed to make it more formal and professional.	The font format has been changed from "Poppin" to "Cambria." Cambria was chosen because it is more formal, clearer, and optimal for digital screens.
		There is still a lot of empty space in some parts of the page. There is a lack of color variation and images.	The researcher has also revised the empty spaces, such as pages 1 and 2, which have been replaced with full spaces so that there is no wasted or unused space.
		The procedures in Chapter 3 can be presented in the form of a flowchart.	The researchers have created a flowchart of the group guidance service implementation procedure.
		The closing stage should be placed at the end.	The researchers have revised the closing stage and placed it at the end of the group guidance service instead of in the middle.
2.	SA (PGRI Adi Buana University Surabaya)	The font used is not very appealing for digital reading	The font format has been changed from "Poppin" to "Cambria." Cambria was chosen because it is more formal, clearer, and



No.	Expert Name	Assessment Results	Revision Results
			optimal for digital screens.
		The text spacing is too close, giving the impression that readers will become reluctant to read.	The researcher has improved the text spacing by using 1.5 spacing for better clarity.
		The layout error in the procedure table in Chapter 3, particularly in the closing section (in my opinion, the closing should be the final step and its placement should also be at the end, not in the middle)	The researcher has revised the closing stage and placed it at the end of the group guidance service, not in the middle.
		The front and back covers are attractive and reflect the content of the research.	The researchers did not make any revisions because they were already accurate and attractive

Researchers refined the product based on suggestions from guidance and counseling experts, as shown in the table below.

Table 15.

Product Revision Results Based on Guidance and Counseling Expert Suggestions

No.	Expert Name	Assessment Results	Revision Results
1.	RI (STKIP Sumenep) PGRI	On the reflection sheet, the use of the word "Anda" for children with special needs is not appropriate; it would be better to use the pronoun "kamu."	On the reflection sheet, the use of the word "Anda" has been replaced with the word "Kamu."
		On the commitment sheet, the phrase "berusaha ikut" should be replaced with "berusaha mengikuti."	On the commitment sheet, the phrase "berusaha ikut" has been replaced with "berusaha mengikuti"
		All words "Theraplay" in the guide should be consistently italicized at because they are foreign words and use capital letters at the beginning.	All instances of "Theraplay" have been consistently replaced with italics and capitalized at the beginning.
2.	TMA	The introduction needs to be supplemented with a brief	The introduction has been supplemented with



No.	Expert Name	Assessment Results	Revision Results
	(PGRI University Madiun)	explanation of the contents of the E-guide.	a brief explanation of the content of the E-guide for group guidance using the Theraplay method based on traditional games for children with autism.
		The rational description needs to be explained specifically regarding the autism behaviors that will be addressed through the application of the Theraplay method.	The rational description has also been revised to specifically explain the indicators of autistic behavior.
		A subchapter is needed to specifically explain the selected traditional games along with their gameplay steps.	A special subchapter has been added in Chapter 2 about traditional games

Prospective users of the product provided more constructive suggestions, so researchers did not need to make revisions or improvements. Based on the overall results of the study, the group guidance media product, an E-guide to Theraplay techniques based on traditional games for children with autism, was well-received and deemed suitable for use by guidance counselors. The integration of digital technology in the form of an e-guide is very practical and easy to use. In addition, integrating traditional games in the digital era is rare because they have largely been forgotten by many groups, especially children. The Theraplay technique is an appropriate approach for helping children with special needs, including those with autism (France et al., 2024; Tucker & Smith-Adcock, 2017). Traditional games are very suitable as a medium for developing social skills (Jorabian et al., 2024; Barghi et al., 2024; Rahayuningsih, 2020).

Discussion

Validation results from media and guidance and counseling experts, as well as prospective users, indicate that the e-guide for Theraplay group guidance based on traditional games is highly suitable for use. This high suitability score indicates that the developed product aligns with various theories and research on media development, the Theraplay approach, and the implementation of group guidance.

From the perspective of learning media development theory, the validation results showing high levels of appearance, ease of use, and attractiveness align with Mayer's Cognitive Theory of Multimedia Learning. According to Mayer, effective learning media must integrate complementary elements of text, images, and interactive activities to make content easier for users to understand (Mayer, 2002). This e-guide is designed with these principles in mind: presenting activity steps with visual illustrations, practical instructions, and easy navigation. Thus, the high validation results confirm that the e-guide has fulfilled the principle of harmony between visual and verbal elements as recommended in multimedia learning theory.



Furthermore, from a Theraplay perspective, this product is grounded in Attachment Theory (Bowlby, 1979), which emphasizes the importance of a secure emotional relationship between children and adults as the foundation for healthy social and emotional development. Theraplay activities are designed to foster attachment, engagement, and structure, and to nurture through guided play. Several studies on the application of Theraplay techniques have shown that they can improve students' psychological well-being and help them express their feelings more effectively, enabling them to adapt and develop optimally (Patriana, 2013). Theraplay techniques are an appropriate intervention for students with ADHD (Robinson et al., 2017); and research states that Theraplay techniques can be used by guidance counselors in an effort to help children with autism develop their potential and be able to achieve their developmental tasks by considering the psychological well-being of children with autism (Reza Pahlevi, 2021). The validation results from guidance counselors who assessed that this E-guide can be used effectively to guide group interactions support this theory. The traditional games and activities in the E-guide help children build positive relationships, increase social attention, and reduce autistic behaviors through fun, warm play.

From the perspective of group guidance services, the high validation results indicate that the E-guide aligns with the basic principles of group services as stated by Prayitno (2004), namely that group activities are effective in fostering empathy, communication, and social support among members. In this E-guide, activities are designed in stages, starting from the opening, transition, core, and closing stages, which facilitate group dynamics and provide opportunities for each child to participate actively. These results indicate that the structure of activities in the E-guide aligns with the principles of systematic group guidance oriented towards social-emotional development.

The study results show that the E-guide for traditional game-based Theraplay group counseling for children with autism received a "highly feasible" rating from media and guidance and counseling experts, as well as prospective users. These findings are highly relevant to the current state of guidance and counseling services in Indonesia, which are seeking to integrate creative, contextual, and locally-based approaches. In practice, guidance counselors in schools often face limitations in the media and methods available to attract the interest of children with special needs, who require non-verbal, direct, experience-based approaches. Therefore, the development of this traditional game-based product is an innovative alternative suited to Indonesian children's characteristics.

Traditional games have high cultural value and have been part of Indonesian children's social lives for centuries. According to Wijayanti (2023), traditional games are not only a means of entertainment but also a vehicle for character building, social-emotional development, and strengthening the values of cooperation and togetherness. In the context of group counseling, traditional games such as engklek, ular naga, or ABC lima dasar create a natural atmosphere for interaction, foster empathy, and train children's ability to manage their emotions and follow social rules. This is very relevant to the objectives of group counseling services, which are to help students develop social and emotional skills in real-life contexts.

From a cultural perspective, this approach supports national education policies that emphasize character education grounded in local wisdom (Permendikbud No. 20 of 2018 concerning Strengthening Character Education). This E-guide shows that counseling practices do not have to fully adopt a Western approach; they can be adapted to Indonesian cultural values. In line with the findings of Kartikasari et al. (2023), implementing counseling activities grounded in local culture can increase students'



acceptance of guidance and counseling services, as this approach feels more familiar and relevant to their daily lives.

In addition, the results of this study show that integrating Theraplay with traditional games can be an inclusive intervention for children with special needs. According to Penara et al. (202), children with autism spectrum disorder find it easier to interact through concrete, structured play activities. Thus, traditional games intentionally packaged in the E-guide can help children develop a sense of security, social attachment, and the ability to follow group rules, in accordance with the objectives of Theraplay and the principles of group guidance in schools. In this context, the study's results emphasize the importance of innovative counseling services that are not only theoretically effective but also culturally and practically appropriate. This traditional game-based E-guide is a tangible manifestation of Indonesian culture-based counseling that is child-friendly, contextual, and rooted in social values that have long existed in society.

Based on the study's overall results, the E-guide for group guidance using the Theraplay technique, based on traditional games, is appropriate for guidance counselors to use with children with autism. The integration of digital technology in the form of an E-guide is very practical and easy to use. In addition, integrating traditional games in the digital era is rare because they have largely been forgotten by many groups, especially children. The Theraplay technique is an appropriate approach for helping children with special needs, including those with autism (France et al., 2024; Tucker & Smith-Adcock, 2017). Traditional games are very appropriate as a medium for developing social skills (Jorabian et al., 2024; Barghi et al., 2024; Rahayuningsih, 2020).

The E-guide for group counseling using the Theraplay technique based on traditional games is an important and useful innovation in group counseling services for children with special needs. The integration of the Theraplay technique with traditional games not only supports the social-emotional development of children with special needs but also preserves local cultural values rich in educational meaning. The presence of this e-guide makes it easier for guidance counselors and practitioners to access, understand, and apply group guidance steps in a systematic, interactive manner that is tailored to the needs of children with special needs. As such, this product has great potential to become a practical reference source, an effective learning medium, and a means of character building through enjoyable and meaningful activities.

Research on group guidance media innovation: This traditional game-based Theraplay e-guide for children with autism certainly has several limitations that need to be acknowledged and reflected on. First, this research has only reached the stage of expert validation and product feasibility testing, so it has not yet directly tested the effectiveness of the E-guide in changing children's behavior in the field. Second, the number of experts involved in the validation process remains limited, so the assessment results may not fully reflect the diversity of expert views in the fields of learning media and guidance and counseling. In addition, the feasibility assessment still depends on the validators' subjective interpretation, which may introduce bias even though the instruments have been systematically designed. These limitations are expected to inform further research, including more extensive field trials, the involvement of more experts, and the empirical measurement of the E-guide's real impact on children's social-emotional development.

Theoretically, the results of this study enrich guidance counseling theory by presenting an innovative approach grounded in traditional games, Theraplay, and local cultural values, thereby broadening the understanding of contextual and enjoyable intervention strategies for children with special needs. In practical terms, the developed



product can be used by counselors, school counselors, and therapists as an alternative medium for group counseling services to improve children's social interaction, positive emotions, and adaptive behavior. Thus, this research not only strengthens the theoretical foundation of culture-based counseling but also provides practical guidelines that are easy to apply in various inclusive education settings in Indonesia.

CONCLUSION

The research findings indicate that the products are appropriate and clear, and demonstrate high feasibility and potential to improve guidance counselors' performance in an inclusive environment, in terms of format and content, as indicated by assessments by learning media experts, guidance and counseling experts, and prospective users. This study contributes to the scientific literature by filling a gap in the development of locally based digital guidance media, particularly in the context of counseling services for children with special needs. Until now, most technology-based guidance innovations have adopted Western approaches and have not emphasized local wisdom values relevant to Indonesian children's characteristics. In practical terms, the results of this study can serve as a guide for guidance counselors, special education counselors, and education practitioners in implementing engaging, meaningful, and culturally appropriate group guidance activities using traditional Theraplay-based games. For further research, it is recommended that development proceed to operational field testing with a number of children with autism and that effectiveness tests be conducted using quasi-experimental or mixed-methods designs to obtain more comprehensive data. Researchers can measure indicators such as improved social skills, emotional regulation, and reduced maladaptive behaviors in children, thereby strengthening empirical evidence and expanding the application of this medium across various inclusive education contexts.

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