

Implementation of play therapy to reduce anxiety on school-aged children that live in orphanage

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Abstract

This research uses play therapy which aims to reduce anxiety in school-aged children in orphanages. Methods of research using mix method approach, qualitative method used interview and semi-structured observation, then using graphical test, while on quantitative method, will be seen from result of pre-posttest of RCMAS (Revised Children's Manifest Anxiety Scale) questionnaire. Research subjects were 3 school-aged (6-12 years old), living in an orphanage, and the RCMAS questionnaire was in the anxiety category, and graphic tests showed anxiety. Two of the three participants had borderline IQ categories. Interviews with caregivers and participants were conducted in September 2017. Then, intervention during October to November 2017, 10 sessions (5 weeks), each session was conducted for 30 minutes. Interventions contain activities to play with participants. Known intervention results are the changes seen in the pre-test and post-test measured through the RCMAS questionnaire, the results of graphic tests that have not shown anxiety, and recognition of the caregivers who see changes in the three participants, especially in social terms. The conclusion of this study is play therapy is able to reduce anxiety in school-aged children in the orphanage.

Key word: *play therapy, anxiety, school aged, children live in orphanage*