





THE READINESS FOR ENHANCEMENT OF SCHOOL-AGE CHILDREN DEVELOPMENT WITH THERAPEUTIC GROUP THERAPY: A SYSTEMATIC REVIEW

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ARTICLE INFO

Article history

Submitted : 2021-12-24
Revised : 2022-06-22
Accepted : 2023-08-22

Keywords:

Development
School-aged children
Therapeutic group therapy
TGT

Kata Kunci:

Anak sekolah
Perkembangan
Terapi kelompok terapeutik
TKT

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ABSTRACT

School-age children are individuals between the ages of 6 and 12 years old, which is known as the industrial development phase. Failure to attain this stage of development might lead to low self-esteem in schoolchildren. School-age children represent the nation's future generation, and their development must be prioritized. Motor, cognitive, linguistic, personality, emotional, moral, spiritual, and psychosocial development in school-age children can be aided through Therapeutic Group Therapy. The purpose of this literature review is to investigate the adoption of Therapeutic Group Therapy in order to improve the development of schoolchildren. A literature review was utilized as the approach. The articles were found from the databases of the University of Indonesia Library and Google Scholar. A literature search was conducted, with the keywords "school age" AND "therapeutic group therapy" AND "development" or "anak usia sekolah" AND "terapi kelompok terapeutik" AND "perkembangan" used to locate relevant papers. Inclusion criteria further restricted the identification of literature, including publications published between 2017 and 2021 on the issue of therapeutic group treatment in school children, full text articles in English or Indonesian, and original articles. A review of the 8 articles found that Therapeutic Group Therapy improves the industrial phase of school children, specifically motor, cognitive, language, emotional, personality, moral, spiritual, and psychosocial aspects, as well as increasing the ability of families, cadres, and teachers to stimulate school children's development. To summarize, Therapeutic Group Therapy is beneficial in improving the growth of the school children's industry by empowering families, teachers, and mental health cadres. This literature review recommends that Therapeutic Group Therapy for school children be implemented in community health service settings as a form of mental health nursing services for school-aged children and their families, with the participation of mental health cadres and teachers, in order to optimize the growth of the school children industry.

ABSTRAK

Anak usia sekolah adalah individu yang berada pada rentang usia 6-12 tahun yang dikenal sebagai perkembangan fase industri. Kegagalan mencapai tahap perkembangan ini dapat menyebabkan anak sekolah mengalami rendah diri. Anak usia sekolah merupakan generasi masa depan bangsa yang perlu diperhatikan tumbuh kembangnya. Perkembangan anak usia sekolah meliputi aspek motorik, kognitif, bahasa, kepribadian, emosi, moral, spiritual, dan psikososial yang dapat distimulasi dengan Terapi Kelompok Terapeutik. Literatur review ini bertujuan untuk mengeksplorasi implementasi Terapi Kelompok Terapeutik dalam kesiapan peningkatan perkembangan anak sekolah. Metode yang digunakan adalah literature review. Artikel diperoleh melalui data base Universitas Indonesia Library dan Google Scholar. Penelusuran literatur dilakukan dengan mengidentifikasi artikel yang relevan dengan menggunakan kata kunci "school age" AND "therapeutic group therapy" AND "development" atau "anak usia sekolah" AND "terapi kelompok terapeutik" AND "perkembangan". Identifikasi literatur juga dibatasi dengan kriteria inklusi, yaitu artikel yang diterbitkan pada tahun 2017-2021, dengan topik terapi kelompok terapeutik pada anak sekolah, artikel full text bisa dalam bahasa Inggris atau Indonesia dan merupakan original artikel. Hasil telaah terhadap 8 artikel didapatkan bahwa Terapi Kelompok Terapeutik meningkatkan fase industri anak sekolah yaitu aspek motorik, kognitif, bahasa, emosi, kepribadian, moral, spiritual, dan psikososial, serta meningkatkan kemampuan keluarga, kader dan guru dalam menstimulasi perkembangan anak sekolah. Kesimpulannya penerapan Terapi Kelompok Terapeutik efektif meningkatkan perkembangan industri anak sekolah dengan pemberdayaan keluarga, guru, dan kader kesehatan jiwa. Literatur review ini merekomendasikan Terapi Kelompok Terapeutik anak sekolah dapat dilakukan pada tatanan pelayanan kesehatan di masyarakat sebagai bentuk pelayanan keperawatan kesehatan jiwa pada anak usia sekolah dan keluarga dengan melibatkan

kader kesehatan jiwa dan guru, untuk mengoptimalkan perkembangan industri anak sekolah.

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INTRODUCTION

Mental health is still a global health issue, particularly in Indonesia. In all nations, the burden of mental health disorders is increasing, with health, social, human rights, and economic ramifications. Mental health is a state in which an individual may grow physically, psychologically, spiritually, and socially so that he is aware of his own potential, can bear pressure, work effectively, and contribute to his community (Kemenkes RI, 2021). Mental health refers to a healthy state that includes emotional, psychological, and social components such as positive interpersonal connections, effective behavior and coping, positive self-concept, stable emotions, being productive, and contributing to social life (Susanti et al., 2016).

Nurses have the obligation, as professionals, to deliver nursing services in accordance with their competence and authority, both independently and in conjunction with other health workers. Nursing care is provided to clients and their families to help them manage with their health challenges. Improving the ability of clients and families is not only carried out by providing nursing actions for nurses but also through nursing actions for specialist nurses. Nursing action is centered on meeting the client's health requirements holistically, which includes attempts to restore cognitive, emotional, physiological, behavioral, and social health. Mental nursing services are provided not just to those in mental hospitals, but also to people in public and community hospitals who are healthy, at risk, or have mental problems. Promotive, preventative, curative, and rehabilitative activities are all part of the management of community-based mental health nursing (Keliat et al., 2019). This endeavor can be carried out in a comprehensive, integrated, and long-term way by the government, local government, and the community (Kemenkes RI, 2021).

Promotive mental health services are provided to healthy people, families, and communities in order to improve their mental health. Health education efforts are done in line with the stages of developmental tasks. Promoting mental health is accomplished by giving nursing care to persons based on a healthy nursing diagnosis, namely preparedness to boost the development of pregnant women, babies, children, pre-schools, schools, adolescents, adults, and the elderly. Nursing care for mental health illnesses strives to enable patients to recognize their potential, face life's demands, work successfully, and benefit others in their society (Keliat et al., 2019).

School-age children are persons between the ages of 6 and 12 years, which is known as the development of the industrial versus inferiority period. This period is distinguished by a growth in 8 (eight) developmental dimensions, including motor, cognitive, emotional, linguistic, personality, moral, spiritual, and psychosocial development (Saputri & Safitri, 2017; Wetik et al., 2016). Individual growth takes place at the same time in the physical, cognitive, psychological, moral, and spiritual dimensions. Each dimension is equally vital in the formation of a full personality (Keliat, Wiyono, et al., 2011). Obstacles or failures in obtaining developmental task abilities can cause youngsters to feel inferior, leading to difficulties in interacting as adults (Keliat, Daulima, et al., 2011).

Nursing care for groups of school-age children might employ the Stuart stress and adaptation strategy, which includes assessment, diagnosis, planning, administration of nursing interventions, and evaluation. Stuart's stress and adaptation model includes a procedure for examining risk factors, precipitating events, stressors, and discovering coping resources in schoolchildren (Stuart et al., 2016). Therapeutic Group Therapy is a nursing activity that may be used to stimulate the development of school-age children. Therapeutic Group Therapy is a sort of group therapy that allows its participants to share their experiences, support each other, solve difficulties, and conquer obstacles by teaching effective stress management techniques (Rahayu et al., 2019; Townsend & Morgan, 2018). Therapeutic

Group Therapy for school-age children is used to improve the industrial development of school-age children (Keliat et al., 2019; Malfasari et al., 2015; Susanti et al., 2016; Wetik et al., 2016).

Based on the description above, the authors conclude that the scope of mental health services includes not only efforts to recover patients with mental disorders, but also how a mental nurse can contribute to improving mental health in healthy clients, which can be done throughout the human life cycle, from infants to the elderly. In healthy clients, the psychiatric nursing diagnostic refers to a rise in developmental activities that must be completed at each stage of their growth. School-age children have the task of developing work, where in this phase school children have characteristics such as being able to complete the tasks at school and at home given; having a sense of competition; liking to group with peers and have close friends; and playing a role in group activities, so that a nursing diagnosis that is appropriate to this stage is the readiness to increase the development of school-age children. Observing the features of school children who prefer to group with peers Therapeutic Group Therapy may be offered as a platform for school children to exchange experiences, support one another, and find methods to overcome difficulties at home or at school. The purpose of this literature review is to investigate the adoption of Therapeutic Group Therapy (TGT) in order to improve the development of schoolchildren. The findings of literature reviews are important in determining the efficacy of Therapeutic Group Therapy (TGT), which may then be used to enhance the optimum development of schoolchildren.

METHODS

A literature review was employed in this investigation. The articles were found from the databases of the University of Indonesia Library and Google Scholar. A literature search was conducted, with the keywords "school age" AND "therapeutic group therapy" AND "development" or "anak usia sekolah" AND "terapi kelompok terapeutik" AND "perkembangan" used to locate relevant papers. Inclusion criteria further restricted the identification of literature, including publications published between 2017 and 2021 on the issue of therapeutic group treatment in school children, full text articles in English or Indonesian, and original articles. A total of 26 articles were acquired using this method. In the data extraction process, irrelevant articles such as Therapeutic Group Therapy in pre-school children were removed, and there were duplication of articles resulting in 18 relevant articles based on the theme. The 18 articles, 10 were eliminated because they did not meet the inclusion criteria, namely the year of publication, leaving 8 articles identified based on their eligibility. The selection of articles can be seen in the following prism diagram:

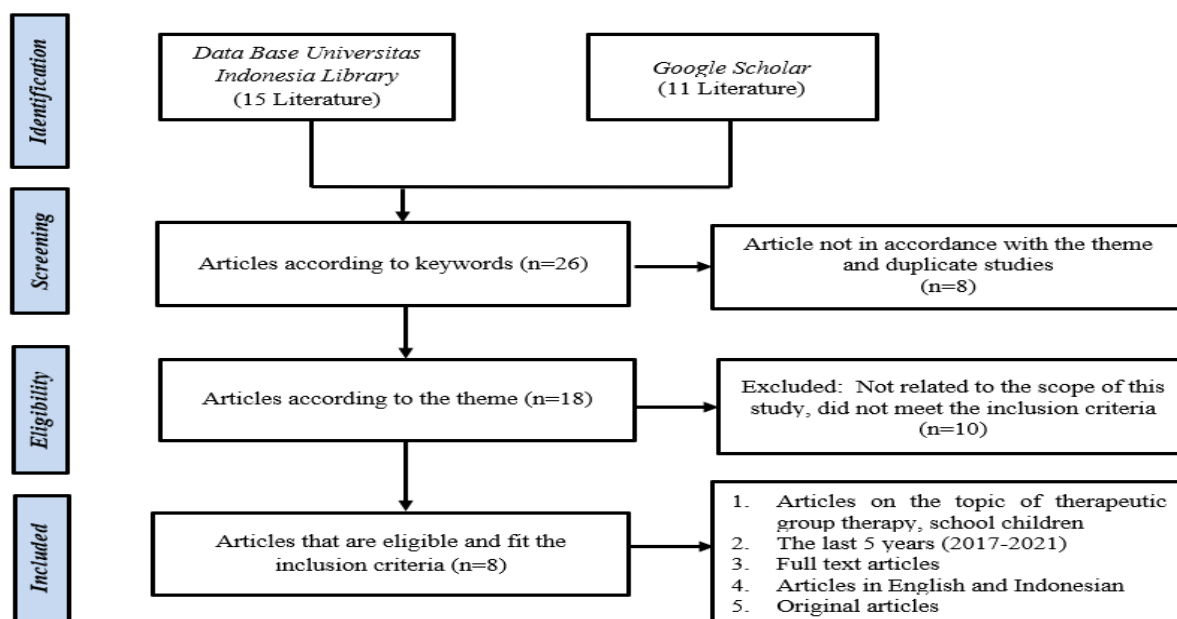


Figure 1. Prism Diagram of Data Searching and Extraction

RESULT

Table 1 Literature Review Study Results

Authors	Title	Methods	Results
Nova, Keliat, and Mustikasari (2021)	Application of Therapeutic Group Therapy on the Development of School Age Children Industry with Empowerment of Caregiver, Teacher, and Mental Health Cadre	<ul style="list-style-type: none"> • Case series study • Purposive sampling: 30 school age children, divided into 3 groups • Therapeutic Group Therapy was given to children, families, teachers and mental health cadres. 	<ul style="list-style-type: none"> • The development of the children's industry involved motor, cognitive, language, emotional, personality, moral, spiritual and psychosocial aspects which increased to 98.46%. • The family's ability to stimulate child development increased to 93.33%.
Usraleli, Melly, and Forwaty (2021)	Enhancing the application of therapeutic group therapy (TKT) for school-age children in Delima, Pekanbaru	<ul style="list-style-type: none"> • Application of research in community service • The target audience was elementary school students in grade II-VI. • Therapeutic Group Therapy was given 7 sessions with describing, modeling, role playing, feedback, and transferring techniques. 	<ul style="list-style-type: none"> • Children knew and were able to carry out developmental tasks for school-age children in the aspects of motor, cognitive, language, emotion, personality, moral, spiritual, and psychosocial. • Increasing self-confidence in making friends with peers and improving the ability to receive lessons at school.
Yektiningsih, Firdausi, and Yuliansari (2021)	Efforts to Increase the Child Industry Development Phase through Therapeutic Group Therapy for School-Age Children	<ul style="list-style-type: none"> • Application of research in community service • The implementation method contained the preparation stage, TGT implementation in 5 sessions and evaluation 	Therapeutic Group Therapy enhanced motor development in school children by 71% to 93%, cognitive and linguistic development by 36% to 50%, emotions and personality by 29% to 64%, and psychosocial development by 50% to 79%.
Widyaningrum, Priyoto, and Anjarini (2020)	Efforts to Improve Children's Mental Development Through Therapeutic Group Therapy for Students of SDN 3 Sukowinangun Magetan	<ul style="list-style-type: none"> • Research applications in community service • The implementation method consisted of the preparation stage, TGT implementation in 6 sessions and evaluation. 	<ul style="list-style-type: none"> • Therapeutic group therapy for school-age children improved the knowledge skills and industrial development of school-age children. • The psychomotor abilities of school-age children after TGT were mostly good (87.9%)
Santoso, Mediastini, and Livana (2020)	Implementation of Mental Nursing Specialist Through Therapeutic Group Therapy of School-Age Children as an Effort to Prevent Psychosocial Development Delay	<ul style="list-style-type: none"> • Quasi experimental research, pre posttest without control group • Purposive sampling: 72 students in grade 4, 5 and 6, physically and mentally healthy. 	<ul style="list-style-type: none"> • Therapeutic group therapy improved schoolchildren's psychosocial development from abnormal (54% to normal) to normal (98%). • Increasing the psychosocial development of school-age children by 52% in order to prevent developmental shortcomings.

Noviyanti, Keliat, and Mustikasari (2019)	Empowerment of Young Cadres in Therapeutic Group Therapy to Improve the Development of School-Age Children's Work	<ul style="list-style-type: none"> • Descriptive study • Nursing actions were carried out in 2 stages. The first stage involved training four children as junior cadres through TGT accompanied by family and cadres. The second stage 4 cadres were aiding 26 school-age youngsters with teacher supervision in the classroom. 	Schoolchildren benefit from therapeutic group therapy in terms of growth, work development, and self-esteem. Early signs of prodromal psychosis reduced.
Rahayu, Susanti, and Daulima (2021)	Application of Therapeutic Group Therapy and Assertive Therapy for the Prevention of Bullying in School-Age Children with Peplau's Interpersonal Communication Approach	<ul style="list-style-type: none"> • Research used clinical laboratory methods • The provision of therapy was carried out to two school-age children who were carried out in the community in the Community Mental Health Nursing program (CMHN) 	<ul style="list-style-type: none"> • Therapeutic group therapy had been shown to improve children's motor, cognitive, verbal, moral, spiritual, emotional, personality, and psychosocial capacities. • The inclusion of assertive treatment following TGT can help the child's abilities in language, emotion, and assertive conduct. • Bullying may be prevented in youngsters through therapeutic group therapy.
Cleodora, Mustikasari, and Gayatri (2018)	Therapeutic Group Therapy Improved Self-efficacy of School Age Children	<ul style="list-style-type: none"> • Quasi experiment research, pre posttest with control group • Purposive sampling: A sample of 69 elementary school children in grade IV and V, 35 experimental groups, 34 control group children. 	Therapeutic group therapy increases the self-efficacy of school children.

DISCUSSION

A literature review analysis comprising 8 publications that matched the inclusion criteria found that Therapeutic Group Therapy (TGT) was beneficial in boosting the developmental preparedness of schoolchildren. Readiness to boost schoolchildren's development refers to eight areas of development that schoolchildren must attain, including motor, cognitive, linguistic, personality, emotional, moral, spiritual, and psychosocial components, as well as industrial phase development duties. Nova et al. (2021) found that TGT helped schoolchildren's industrial growth as well as their motor, cognitive, verbal, emotional, personality, moral, spiritual, and psychosocial development. Therapeutic Group Therapy also improved families' abilities to encourage kid growth. Therapeutic Group Therapy is a type of group therapy developed by the Faculty of Nursing at the University of Indonesia to give mental nursing treatments to healthy persons in order to optimize psychosocial development throughout the life cycle. Therapeutic Group Therapy for schoolchildren is an intervention offered to children with a readiness diagnostic to help them develop. This treatment can be delivered in groups to mothers or families with children aged 6 to 12, with the help of mental health cadres and teachers. The goal of TGT for school children is to improve children's industrial development, including motor, cognitive, language, emotional, personality, moral, spiritual, and psychosocial aspects, as well as the ability of

families, cadres, or teachers to develop school children's ability to achieve developmental tasks (Keliat et al., 2019).

Therapeutic Group Therapy conducted by Usraleli et al. (2021) revealed that children understand more and are better equipped to carry out their developmental responsibilities in the areas of motor, cognitive, linguistic, emotion, personality, moral, spiritual, and psychosocial development, as well as boost their self-confidence. School-age children get therapeutic group treatment that stimulates their motor, cognitive, verbal, emotional, personality, moral, spiritual, and psychosocial development. It is predicted that through stimulating these eight areas of development, schoolchildren would be able to complete their developmental tasks, namely the capacity to generate work, interact, and succeed in learning. Six sessions of TGT for schoolchildren are possible (Keliat et al., 2019) or 7 sessions (Cleodora et al., 2018; Malfasari et al., 2015; Susanti et al., 2016; Wetik et al., 2016). The work phase of school-age TGT is completed in seven sessions, namely: 1) The first session introduced the notion of industrial stimulation. 2) Motor stimulation in the second session. 3) The third session will focus on cognitive stimulation and language. 4) The fourth session will focus on emotional and personality stimulation. 5) The fifth session is about moral and spiritual stimulation. 6) Psychosocial stimulation in the sixth session. 7) Seventh session: experience sharing. Each session begins with a conversation about children's and families' experiences with the issue at hand, followed by role play on how to carry out stimulation and feedback as a method of assessing treatment for school-aged children. By combining sessions 1 and 2, TGT may be completed in 6 sessions. Each session lasts around 45-60 minutes. Based on the therapy sessions supplied, the authors conclude that the stimulation provided is quite appropriate for improving the eight areas of development that schoolchildren must attain. Apart from schoolchildren, TGT involves moms or families so that family knowledge improves in promoting the optimal development of their children.

Since 2010, Walter, Keliat, Hastono, and Susanti's research on the application of TGT for school children has shown that TGT for school children improves cognitive, psychomotor, and creative abilities in school children (Keliat et al., 2019). This is in line with research conducted by Wetik et al. (2016) that found TGT with the Stuart adaptation stress model approach and the Health Promotion Model showed an increase in the ability of the industrial phase of school-age children in 22 managed clients as well as an increase in the ability of mothers to stimulate their child's development. The results of this study were then clarified by Nova et al. (2021) and Pangaribuan et al. (2016) that stated that school-age children benefit from greater industrial development in motor, cognitive, verbal, emotional, personality, moral, spiritual, and psychosocial elements, as well as increased parental ability to stimulate children's growth, after TGT. Therapeutic Group Therapy for community schoolchildren may be implemented using Peplau's interpersonal method and Erickson's development model (Susanti et al., 2016). The inclusion of therapy or assertive exercises following TGT is also able to increase children's abilities in language, emotion, and assertive conduct. (Malfasari et al., 2015; Rahayu et al., 2021). This study also included families, teachers, and mental health professionals in delivering stimulation to youngsters. Families and mental health cadres aid in the facilitation of nursing actions (Malfasari et al., 2015; Rahayu et al., 2021; Susanti et al., 2016). Empowering mental health cadres through TGT training for school children (little cadres) indicates a rise in areas of job development, higher self-esteem, and a decrease in symptoms of prodroma early psychosis in school children (Noviyanti et al., 2019). Istiana et al. (2011) showed that the results of providing TGT contributed to increasing knowledge, psychomotor and creative development of school children.

Implementing Therapeutic Group Therapy for school-age children given by mental health expert nurses can help to prevent psychosocial development delays (Santoso et al., 2020). Cleodora et al. (2018) proved that Therapeutic Group Therapy could boost school-age children's self-efficacy in dealing with earthquakes and tsunamis. This is consistent with the application of research in community service by Widyaningrum et al. (2020) showing that the Therapeutic Group Therapy of school-age children affected on the knowledge skills and industrial development of school-age children. Intervention done by Usraleli et al. (2021) also demonstrated that after receiving TGT, school children comprehended and were able to carry out their developmental tasks in the areas of motor, cognitive, language, emotion, personality, moral, spiritual, and psychosocial development, as well as increase self-confidence in making friends with peers and improve the ability to accept lessons at school. Yektiningsih et al. (2021) proved that TGT for schoolchildren benefited motor, cognitive, and linguistic development, as well as

emotional and personality development and psychosocial development. According to the findings, TGT was successful in enhancing the developmental features and developmental tasks of the industrial period in schoolchildren.

CONCLUSION AND SUGGESTION

Children's developmental readiness can be improved by Therapeutic Group Therapy. School children's developmental readiness may be demonstrated in the motor, cognitive, verbal, emotional, personality, moral, spiritual, psychosocial, and industrial phases. Therapeutic Group Therapy for school-aged children and families may be carried out in the community health service setting as a kind of mental health nursing services for school-aged children and families by involving teachers and health cadres to maximize the development of the school children's industry. Therapeutic Group Therapy can also be used in community service.

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