JOURNAL OF EARLY CHILDHOOD EDUCATION
2026, VOL. 20, NO. 2, 192-200
e-ISSN (Online Media): 2503-0566
P-ISSN (Print Media): 1693-1602
http://journal.unj.ac.id/unj/index.php/jpud

The Effect of the Filial Play Model on Self-Esteem in Children Victimized by Domestic Violence

Indaria Tri Hariyani[1]□, Yulis Setyowati[2], Denok Julianingsih[3], Arsyanda Dewi Mahfiyah[4]
[1]Department Early Childhood Education, STKIP Bina Insan Mandiri, Indonesia
[2]Department English Literature, Universitas Wijaya Putra, Indonesia
[3]Department Mathematics Education, STKIP Bina Insan Mandiri, Indonesia
[4]Department Early Childhood Education, STKIP Bina Insan Mandiri, Indonesia

ABSTRACT
Domestic violence is a form of abuse frequently experienced by children, with incidents rising annually. Children who are victims of domestic violence often suffer from low self-esteem, which negatively impacts their academic performance. Filial play can be utilized to improve the self-esteem of these children. This study aimed to analyze the self-esteem levels of children who were victims of domestic violence and to assess improvements in their self-esteem. A quantitative experimental research design specifically a one-group pretest-posttest model was employed. Data were collected through observation, interviews, and questionnaires. The study was conducted with fifth-grade students at SDN Kedungkembar, using a total sampling method that included 10 fifth-grade children as the study sample. The Paired Sample t-test results showed a significance value (2-tailed) of 0.000 ($p < 0.05$), indicating a difference in the self-esteem of the fifth-grade children who were victims of domestic violence. Furthermore, the N-Gain score, calculated from the mean posttest and pretest values, was 0.8391; this figure exceeds the 0.7 threshold, signifying a high level of improvement in the children's self-esteem. These results indicate that the implementation of the filial play model among fifth-grade students at SDN Kedungkembar led to a significant difference and an improvement in the self-esteem of children who were victims of domestic violence.

Artikel HISTORY
Submition 2025-12-18
Received 2026-07-09
Accepted 2026-11-23

KEYWORDS
Filial Therapy Model, Self-esteem, child of a domestic violence victim

DOI: 10.21009/jpud.v20i2.64179

Creative Commons Attribution 4.0 International License.

indariatrihariani@stkipbim.ac.id□

1. Introduction

The family is the initial example of character formation, attitudes, behavior, morals, and education of a child. Experience in interacting and communicating within the family greatly shapes a child's behavior toward others in their surroundings. All families want their children to be well-mannered, mentally healthy, and exhibit commendable behavior. From the research results (Sulistyani et al., 2022), it is stated that in the home context, children learn to build self-concept and self-esteem. Differences in self-concept and self-esteem are related to the family's economic condition and the family's role in focusing on the child. High self-esteem comes from a strong bond between the child and the parents. Children who feel the attention, love, and involvement of their parents in every activity, appreciate it, tend to have high self-esteem (Maulana et al., 2022).

Although the family is a crucial source for the development of a child's self-esteem, many studies say that the family has become "the cradle of violence," where families considered weak are at risk of experiencing domestic violence, often affecting children and women (Nuraini & Sumaryanti, 2020). The high incidence of violence, especially by parents toward children, has become a serious issue and requires special attention from the government. The Indonesian Child Protection Commission (KPAI) recorded 6,900 cases of violence experienced by children in 2023-2025 (Tina Marlina et al., 2022). Furthermore, data on cases reported by the Integrated Service Center shows that women and children are very easy targets for violence in society. Data on violence cases at the Integrated Service Center based on age groups in 2010, 2011, and 2012 indicate that the age group most vulnerable to becoming victims of violence is children aged 0-17 years (Moniy, 2023). Children who experience violence from their parents enter Primary School (SD).

The results of an interview on Tuesday, July 29, 2025, with the fifth-grade teacher at SDN Kedungkembar indicate the presence of domestic violence issues. Initial data obtained by distributing questionnaires to 10 fifth-grade children show that 73% of parents punish or scold their children when they make mistakes, 76% of parents do not

supervise their children's daily activities, allowing them to be free, 82% of parents allow their children to play with anyone, and 81% of children admit to having experienced unpleasant treatment from their parents. The Principal also stated that the majority of fifth-grade students at SDN Kedungkembar come from lower-middle economic backgrounds, and most of their families have poor morals, leading to many cases of violence.

Children who experience violence will suffer a decline in self-confidence, causing them to lose their true identity when their development process is hindered. Children with low self-esteem experience impacts such as poor social relationships, vulnerability to stress and depression, low academic achievement, excessive anxiety, feelings of loneliness, and the possibility of experiencing eating disorders, often feeling depressed, which can lead to substance abuse and suicide attempts (Fahmi, 2023). Research (Ananda et al., 2022) states that children with low self-esteem always view themselves from a negative perspective. They focus more on the shortcomings they have. This makes them become introverted and pessimistic children in their actions. (Iswinarti & Hormansyah, 2020) state in their research that children can achieve high academic performance because they evaluate themselves positively, or conversely, high academic performance because they evaluate themselves. Similarly, if a child has a negative self-assessment, the child tends to withdraw, feel insecure and uncomfortable, and according to (Nikmarijal, 2022), the child's academic achievement may fail.

In order for a child's development to be optimal, the quality of their self-esteem needs to be maintained. However, the reality is that children's self-esteem decreases due to domestic violence. Here, it encourages children who have experienced violence to rise from the feelings of despair they have felt. One of the efforts to boost children's self-esteem is through the use of filial play (Damayanti et al., 2023). Filial Play is a family therapy approach where parents are trained by therapists to conduct special therapeutic play sessions with their own children (Sommers-Flanagan et al., 2021). The goal of enhancing a child's self-esteem using filial play is to help the child feel valued, capable of self-control, and confident in their own abilities through the unconditional acceptance of parents during play (Ray et al., 2000).

Filial Play (or play therapy) is a family therapy approach method where parents are trained by researchers to act as "play therapists" for their own children. According to (Johnson et al., 1999), the steps in implementing filial play include: 1) preparation, where parents set aside special time (usually 30 minutes) and a designated play area at home with selected toys that support self-expression, 2) free play, where children are allowed to choose any game, while parents observe with full acceptance without giving commands or instructions, 3) empathetic listening, where parents pay attention to and verbally reflect the child's feelings or actions without judgment, 4) setting boundaries, where parents establish clear and consistent limits if the child exhibits destructive or aggressive behavior. According to (Kordbacheh et al., 2022), the benefits of implementing filial play include: 1) strengthening the communication and emotional bond between parents and their children, 2) helping children cope with behavioral issues, anxiety, or trauma, 3) increasing parents' confidence in raising their children (Putri et al., 2023).

By using filial play by parents, it has been proven to be very effective in increasing children's self-esteem through this approach, where parents are trained by researchers to become healing agents for their own children using special play techniques (Ray et al., 2001). When children feel accepted, heard, and in control during play sessions, their self-assessment and self-confidence will significantly grow. A stronger emotional bond with parents provides a sense of security that becomes the main foundation for healthier self-esteem in children (Ryan & Courtney, 2009).

Research on Filial Play has been conducted by many previous researchers. There is a study conducted by Sheista Melisa Halim and colleagues that shows the effectiveness of filial play can enhance parents' ability to manage emotions and empathize while accompanying their children learning from home (Halim et al., 2022). The difference with my research lies in the location, the type of research used, and the dependent variables. Next, Soemarmi et al. found that through filial play, parents can understand their children's emotional needs, allowing the children to reach their maximum potential and develop into balanced and resilient individuals (Soemarmi & Hariyani, 2024). The differences with my research lie in the grade level, location, variables, and type of research used. In line with the research by Halim et al., which shows that filial play results in emotional literacy in children with learning disabilities (Ariapooran & Gorji Chalsepari, 2019), the difference with my research lies in the location and the type of research used.

Based on the research gap, this study introduces novelty in the use of the filial play model to improve the self-esteem of children who are victims of domestic violence (DV). This approach allows the researcher to directly observe the process of attitude change in children through filial play, thereby providing a deeper understanding of the impact of the filial play model on the self-esteem of children who are DV victims. Therefore, the researcher aims to enhance the self-esteem of DV victim children at SDN Kedungkembar. This research holds significant importance, as it is expected to reference several previous studies, indicating that the application of the filial play model within the family positively affects the self-esteem of children who are DV victims, and can serve as a reference for other families to use in educating their children.

2. Method

This research was conducted in the fifth-grade class of SDN Kedungkembar, located in Kedungkembar Village, Prambon District, Sidoarjo Regency. This research uses a quantitative approach. This research uses a

quantitative approach through experimental methods to test effectiveness. In the design of the pre-experimental research method with a one group pretest design type (Nafisatur, 2024). One group pretest-posttest design is a study that involves only one class, starting with a pretest, then an intervention, and ending with a posttest (Wahab et al., 2021). After the pretest, there is a stage where parents are trained by researchers on child-centered play therapy, lasting 8 to 10 sessions covering: 1) setting up (how to prepare time, place/special toy box, and basic rules for play sessions), 2) listening with empathy (learning to reflect the child's feelings and actions without judgment), 3) imaginative play (allowing the child to lead the play), 4) setting boundaries (how to establish consistent yet loving boundaries when the child behaves descriptively or unsafely). Next, there is the implementation stage at home where the researcher accompanies parents in practicing special play sessions with the child for 30 minutes per week consistently at home.

Sugiono, (2017) states that research variables are everything that is determined. In this study, there are 2 variables being tested, namely the independent variable and the dependent variable. The independent variable is the filial play model. The dependent variable is the self-esteem of children who are victims of domestic violence. The population in this study consists of 10 fifth-grade children from SDN Kedungkembar. Characteristics of child participants aged 11 who have experienced domestic violence trauma, anxiety, fear, temper tantrums, aggressiveness, difficulty socializing, ASD, ADHD, and emotional regulation issues, characteristics of parents willing to follow the entire training series, consistently dedicating 15-30 minutes per day, readiness to learn and emotional openness, able to understand instructions from the researcher and accept feedback, not currently involved in active domestic violence issues, or substance abuse that endangers the child during the mentoring sessions, qualifications of the therapist being a psychologist specifically in the field of filial play, acting as both an educator and clinical facilitator, the therapist does not conduct direct therapy on the child, but rather observes, demonstrates techniques, and provides guidance to the parents, able to create a safe and supportive space for parents, sensitive to family dynamics, and skilled in providing evaluations without making parents feel blamed. In this filial play protocol, it is a family-based psychoeducational intervention where parents are trained by the researcher to become the primary therapy agents for their own children.

This study employs the method of saturated sampling. Saturated sampling is well-suited when the population size is relatively small (Arieska & Herdiani, 2022). The research was conducted in the Odd Semester of the 2025/2026 Academic Year, specifically from July to December, as this period is the most effective for data collection. The data collection techniques applied include participant observation, in-depth interviews, and questionnaire completion. The tool used for the research is a test. The data analysis technique involves testing the research instrument (tool validity test) as well as testing data requirements through normality tests. The data analysis method used is the paired sample t-test. For data testing and analysis of the research, SPSS version 24 was used. The results of the evaluation of the validity of the essay test using the Aiken's Index (V) formula show that 10 essay questions are declared valid. The average Aiken's V coefficient is 0.95 with a high aspect description, so it can be concluded that the pretest and posttest items with a total of 10 have high content validity. The test questions are deemed appropriate by experts for use as a research tool.

The selected toys must be capable of expressing emotions, imagination, and healthy aggressive emotions (not electronic/battery-operated toys) such as: wooden blocks, paper and crayons, sand, hand puppets, miniature human/animal figures, dollhouse furniture, toy cars, toy guns, plastic knives, and plastic shields. The structure of the 30-minute play session is as follows: opening 2 minutes, core / free play 25 minutes, closing 3 minutes.

3. Result And Discussion

3.1. Result

The.The results of the research conducted by the researchers include several aspects that will be explained, namely: 1) Normality Test, 2) Paired Samples T-Test, 3) N-Gain Test. The normality test aims to determine whether the data produced has a normal distribution or not; if the data is normally distributed, parametric statistics can be used, whereas if the data is not normally distributed, non-parametric statistics will be used. The data used includes pretest and posttest scores, which can be seen in Table 3.1.

Table 3.1. Normality Test of Pretest and Postest

Tests of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	**Df**	**Sig.**	**Statistic**	**df**	**Sig.**
Pretest	.168	10	.135	.913	10	.102
Posttest	.143	10	.200*	.918	10	.129

Based on Table 3.1, the results of the normality test for pretest self-esteem scores show a significance value of 0.102 (0.102 > 0.05), thus Ho is accepted and Ha is rejected. The conclusion from the significance results indicates

that the pretest self-esteem scores of the fifth-grade children victims of domestic violence at SDN Kedungkembar are normally distributed. The results of the posttest self-esteem normality test show a significance value of 0.129 (0.129 > 0.05), thus Ho is accepted and Ha is rejected. The conclusion from these significance results indicates that the posttest self-esteem scores of the fifth-grade children victims of domestic violence at SDN Kedungkembar are normally distributed. The pretest-posttest normality test data show a normal distribution, allowing for the continuation of the research hypothesis test.

Paired Sample T-Test

The analysis of the average difference in basic needs was conducted using the Paired Sample T-Test with the SPSS 24 application, where the Paired Sample T-Test aims to evaluate whether there is a difference in the average self-esteem of children before and after the implementation of the filial play model. The analysis of the average difference in basic needs using the Paired Sample T-Test through the SPSS 24 application was carried out to identify whether there is a difference in the average self-esteem of children before and after the implementation of the filial play model. The data used were pretest and posttest data followed by 10 fifth-grade students at SDN Kedungkembar. The hypothesis proposed is as follows.

Ho: there is no difference in the average self-esteem of children before and after applying the filial play model.

Ha: there is a difference in the average self-esteem of children before and after applying the filial play model. The results of the Paired Sample T-Test regarding children's self-esteem can be seen in table 3.2.

Table 3.2. Result of the Paired Sample T-Test for Self-Esteem Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	55.8399	10	10.22333	2.45986
	Posttest	94.3233	10	5.83902	1.34938

It is known that the Sig. (2-tailed) value = 0.000 < 0.05. The criteria applied in the paired sample t-test is that if the Sig. p value < 0.05, then H1 is accepted and H0 is rejected. Thus, it can be concluded that there is a significant difference between the pretest and posttest scores through the application of the filial play model.

Uji N-Gain

This increase analysis utilizes the N-Gain test using students' pretest-posttest score data. The N-Gain test is conducted to identify whether there is an increase in children's self-esteem before and after being treated with the filial play model. The N-Gain value is obtained from the difference between the posttest score and the pretest score. The proposed hypotheses are as follows: Ho: There is no increase in children's self-esteem after the application of the filial play model. Ha: After the application of the filial play model, there is an increase in children's self-esteem. The level of improvement in children's self-esteem is expressed through the gain index (g) determined based on table 3.3.

Table 3.3. Result of the N-Gain test calculations from pretest dan posttest Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
N-Gain_score	10	0.55	10	0.8391	0.14959
N-Gain_Persen	10	50.00	10	84.9211	13.90293
Valid N (listwise)					

Based on the analysis in table 3.3., the N-Gain test results from the average posttest and pretest scores obtained 0.839, which is greater than 0.7, indicating a high improvement criterion. The minimum and maximum values in this calculation are 50% and 100%. From the above results, it can be concluded that the application of the filial play model can improve the self-esteem of fifth-grade students at SDN Kedungkembar.

Table 3.4. N-Gain Values of Children's Self-Esteem Indicators

	N-Gain			
	Value		***N-Gain***	**Remarks**
Indicator	***Pretest***	***Postest***	***Score***	
Strength	55,3555	97,82831	0,93841	High
Significance	52,58322222	93,83	0,83948	High
Policy	57,38049404	95,23444443	0,92832	High
Competence	51,48999993	86,47298344	0,73941	High

According to table 3.4, the N-Gain test results show that the children's self-esteem indicators improved after the application of the filial model. The first indicator is strength. The test results show a pretest average score of 55.35 and a posttest average score of 97.82 with an N-Gain value of 0.93, indicating a high improvement. The second

indicator is significance. The test results show a pretest average score of 52.58 and a posttest average score of 93.83 with an N-Gain value of 0.83, which falls into the high improvement category. The third indicator is policy. From the conducted test, an average pretest score of 57.38 and an average posttest score of 95.23 were obtained, with an N-Gain value of 0.92, which is classified as high. The fourth indicator is competence. The test results show a pretest average score of 51.48 and a posttest average score of 86.47 with an N-Gain value of 0.73, which falls into the high criteria.

3.2. Discussion

The Difference in Children's Self-Esteem Before and After the Implementation of the Filial Play Model.

It is known that the Sig. (2-tailed) value = 0.000 < 0.05. The criteria applied in the paired sample t-test is that if the Sig. p value < 0.05, then Ha is accepted and Ho is rejected. So, it can be concluded that there is a significant difference between the pretest and posttest scores by applying the filial play model to the self-esteem of fifth-grade students at SDN Kedungkembar. The results of the average difference in children's self-esteem were caused by the filial play model, where children were faced with a problem to appreciate themselves. According to the view of (Griffin & Parson, 2023), filial play is an interaction between parents and children where parents act as the main agents of transformation to support children in expressing emotions, managing behavior, and strengthening the emotional bond with the child. That opinion is supported by research (Iswinarti & Hormansyah, 2020b), which shows that it can result in a 35% increase in children's self-esteem, both before and after the intervention.

The use of filial play in children will make them more courageous and active in expressing emotions. Children at the problem-solving and independence stage, when parents give full control to the child during play sessions, become very enthusiastic about exploring new ideas. When children follow the play rules, they will be obedient and able to cooperate positively, capable of taking control. The safe boundaries applied in filial play help children become more eager to learn self-control and adhere to rules every day, whether at home or school (Carol, 1997). Based on the research conducted by (L. Marshall & DeMarie, 2021) on the impact of filial play on the self-esteem of children who are victims of domestic violence, this study elaborates. The research by (Baranovich & Han, 2018) supports that statement, showing that the application of the filial play model in the self-control process can increase children's self-esteem by 25 percent, both before and after the intervention. This research shows that self-esteem can increase through the self-control process with the application of the filial play model. This is further supported by the study (Bratton et al., 1998) on the impact of the filial play model on children's self-esteem. The use of the filial play model has proven to increase the self-esteem of children who are victims of domestic violence, particularly in their self-control when facing problems.

Improvement in Pretest and Posttest Results of Children's Self-Esteem

The increase in pretest and posttest scores of children's self-esteem was calculated using the N-Gain test with the SPSS 24 program for Windows. The N-Gain test results show an increase in the self-esteem of children who are victims of domestic violence in the fifth grade at SDN Kedungkembar. According to the calculations in Table 3, the N-Gain test result from the average posttest and pretest scores is 0.8391, which is greater than 0.7, indicating a high level of improvement. The minimum and maximum value range in this analysis is 50% and 100%, respectively, indicating an increase after the implementation of the filial play model, which shows that the self-esteem of the fifth-grade children victims of domestic violence at SDN Kedungkembar improved between before and after the implementation.

Filial play helps children improve their self-esteem. The benefits of filial play include fostering emotional closeness and strengthening the bond between parents and children, helping to reduce negative behaviors, and making parents more sensitive to their children's emotional needs and more confident in their parenting. In line with the views of Marshall, (2017), the filial play model is seen as a method of child-rearing that helps parents build a positive bond with their children. This statement is supported by research (Wijaya et al., 2024), which states that children's self-esteem can improve through the application of good self-control with the filial play model with parents, resulting in a 25% increase in children's self-esteem before and after the treatment.

The first indicator is strength. The test results showed a pretest score of 55.35 and a posttest score of 97.82 with an N-Gain of 0.93 in the high improvement category. Before receiving the filial play model treatment, the child could not control their emotions because they experienced trauma due to domestic violence inflicted by their parents. After the filial play model treatment, the child, who previously could not appreciate themselves or others, was able to do so. This is in line with the opinion of (Purba & Yonce, 2021), that strength is a mental foundation that enables children to appreciate, accept, and believe in their own value as a whole, so that children will bounce back after facing failure, rejection, or difficult times, and encourage the courage to make decisions and face new challenges without fear.

The second indicator is significance. The test results showed a pretest score of 52.58 and a posttest score of 93.83 with an N-Gain of 0.83, which falls into the high improvement category. Before receiving the filial play model treatment, the child was unable to control their emotions due to trauma from domestic violence by their parents. After being given the filial play model treatment, the child feels valuable and meaningful. This is in agreement with (Fazriyani & Mubin, 2021) that significance is where a child feels loved based on acceptance, attention, and

affection received from others, so the child will care, judge others positively, and believe that their presence is important to others.

The third indicator is policy. The test results show a pretest score of 57.38 and a posttest score of 95.23 with an N-Gain of 0.92, which falls into the high improvement category. The average pretest score before the application of the filial play model showed that the child was unable to control emotions due to trauma from domestic violence by the parents. After being treated with the filial play model, the child was able to set personal boundaries or maintain a mental attitude to uphold honor, values, and integrity. This is in agreement with (Oktaviani, 2019) who explains that wisdom is recognizing one's strengths and potential without excessively comparing self-esteem with others, being assertive in expressing opinions, and protecting one's rights in a polite manner.

The fourth indicator is Competence. The test results show a pretest score of 51.48 and a posttest score of 86.47 with an N-Gain of 0.73 in the high improvement category. Before receiving the filial play model treatment, the child was unable to control their emotions due to trauma from domestic violence by their parents. After being given the filial play model treatment, the child will be confident in their abilities, skills, and self-efficacy to overcome life's challenges and achieve their life goals for the better. The above description is in agreement with (Khasanah et al., 2019)that competence is the success in doing something which will generate self-confidence, which in turn strengthens overall self-esteem, and high competence will feel capable and create stable and healthy self-esteem.

In conclusion, the filial play model research is capable of improving the self-esteem of children experiencing domestic violence by 0.3491 within the high criteria. According to the study (Baharuddin, 2022), there was an increase in children's self-esteem after applying the filial play model by 0.58 compared to the filial play model class, which obtained a score of 0.48. Strengthened by the research of Sheista Melisa Halim (Halim et al., 2022) on the impact of the filial play model, which shows that the effectiveness of filial play in helping parents improve their ability to manage emotions and empathize while supporting their children learning from home. Also reinforced by the findings of the research (Andreansyach et al., 2024) on the impact of the implementation of the filial play model on children's self-esteem. The application of the filial play model effectively increases children's self-esteem, as evidenced by an average percentage gain of 84.92 or > 76. Based on theory and research findings, it is known that the self-esteem of fifth-grade students at SDN Kedungkembar increased after the implementation of the filial play model.

Filial play is an approach method where parents are trained to conduct special play sessions with their children to foster closeness between the child and the parent, aiming to strengthen and warm the relationship and emotional bond between the child and the parent through play activities. The goal of Filial Play is to repair and improve the quality of relationships that have become strained or less harmonious between parents and children, creating an atmosphere that makes children feel truly understood, accepted, and appreciated as they are, helping children recognize positive emotions so they can self-regulate, reducing behavioral problems in children, and minimizing conflicts in daily interactions with parents, helping parents learn to enter the child's world, communicate healthily, and respond appropriately to the child's emotional needs(Yee, 2016). The characteristic of the filial play model is placing parents as the main agents of change during play sessions with their children. The main distinguishing feature of this method is its orientation not just toward correcting children's behavior, but also toward rebuilding emotional attachment and healthy communication between children and parents. (Ardiyana et al., 2019) state that children's self-esteem can be positively shaped and controlled through filial play. (Han & Cheung, 2025) reveal the benefits of using filial play in learning, such as reducing learning stress, close relationships making children calmer and less anxious when facing school tasks, helping parents to be more patient and calm when accompanying children learning at home, increasing parents' empathy to better understand how to respond to children's difficulties or boredom when learning, and building good communication between children and parents, making them more open in expressing the challenges they face in understanding lessons. Children's self-esteem can be shaped and controlled using this filial play model, based on the research by (Tantono, 2021).

Filial play is a method of play where parents act as the main facilitators to accompany the child, build emotional connections, and enhance the child's self-confidence and dignity (Bratton et al., 1998). One of the ways filial play works is that parents are fully present, focusing on the quality of time and full attention, not on expensive toys, while the child leads the play, and the parents listen and respond without overly controlling or directing. Filial play is used to create a safe space for the child to feel accepted, valued, and loved as they are, which gradually fosters their self-esteem and emotional regulation abilities. The application of the filial play model in the learning process is an approach where parents or educators are trained to use play sessions to accompany children in building emotional regulation, empathy, and readiness to learn in the classroom (Li et al., 2021). The application of the filial play model has been proven to enhance children's self-esteem. Thus, the research (Socarras et al., 2015) indicates that the application of the filial play model can enhance the self-esteem of children who are victims of domestic violence. Furthermore, Mirzaie's subsequent research shows that the application of the filial play model is capable of improving the self-esteem of children (Mirzaie et al., 2019). Goetze concluded that the application of the filial play model can have a positive and significant impact on the emotional regulation and empathy of children who are victims of domestic violence (Goetze, 2009).

Ethical approval has been obtained from the HIMPSI professional code of ethics, and the researchers' commitment ensures the principles of beneficence (providing benefits) and non-maleficence (not causing harm) for the child and parents. Parents provide written consent before the therapy process begins, and they are given

documents containing the goals of filial play, the role of parents as agents of change, session duration, and confidentiality limits. Active parental involvement in training to play with their child, parents must fully understand that they will be evaluated and actively guided, not just dropping off their child. Legally, children's consent cannot provide informed consent, but they are entitled to give verbal/attitudinal consent. The researcher explains the play process in child-friendly language, for example: "We will play with Mom/Dad in this room so that we can feel more comfortable and happy." Confidentiality of specific details of what the child does/says during play, but providing a general overview or major themes of the child's development to the parents.

Procedure for handling the disclosure of ongoing violence cases, if during the filial play process (either from direct observation or the child's/parent's story) it is revealed that violence is ongoing, the researcher is required to follow the crisis intervention procedures: 1) Disclosure of Violence, 2) Temporarily Stop the Session, 3) Document Evidence, 4) Report to LPA Authorities, 5) Safety Referral. Prioritize the child's physical safety if they are in immediate danger from the parent attending the session, gently separate the child to a safe space to prevent violence (E.Ericson & Sutrisno, 2024). Temporarily stop the filial play session, the parent training session should be postponed. The focus shifts from "relationship enhancement (filial)" to child protection and crisis intervention. Objective documentation, record in detail and verbatim (word for word) what the child says, visible physical injuries, or aggressive/violent behavior observed during play interactions. Do not change or add personal assumptions. Mandatory Reporting, in accordance with the Child Protection Law in Indonesia, researchers are legally and ethically required to report this alleged violence to the relevant authorities, such as the PPA Unit in the Police (Polres/Polda), and the local Child Protection Agency (LPA) (Kulsum et al., 2023). Referral and further assistance, transfer the case to a forensic clinical psychologist, social worker, or legal authority qualified to handle acute violence trauma. Filial play can only be continued if the household situation has been declared safe by the authorities and for the purpose of recovery, not in the midst of an active danger situation.

Several articles used for the analysis still have limitations, so future research can increase and expand the number of articles discussed and analyzed, making the impact of this filial play model on children's self-esteem more clearly visible. Additionally, the absence of a control group and the small sample size lead to a reduction in participants, potential bias, and limitations in generalization. Based on this research, it is hoped that it can provide understanding and learning to educators in general and parents in particular, so that children feel accepted, valued, and loved as they are, which can gradually foster children's self-esteem, thereby improving the quality of parenting in Indonesia in the future.

4. Conclusion

The Filial Play model is very effective in improving the self-esteem of children who are victims of domestic violence. This is reflected in the average score increase of 19% in the children's self-esteem. Several factors that influence the implementation of the Filial Play model in this study include parental readiness, the child's condition, and the accessibility of a supportive environment. There is a difference in the average self-esteem of children who are victims of domestic violence in the fifth grade at SDN Kedungkembar between before and after the implementation of the filial play model, with an average pretest score of 55.83 and an average posttest score of 94.32. The average difference in pretest and posttest scores is 0.8391, indicating that the self-esteem of fifth-grade children who are victims of domestic violence at SDN Kedungkembar increased between before and after the implementation of the filial play model, and there was an increase in the self-esteem of fifth-grade children who are victims of domestic violence at SDN Kedungkembar after using the filial play model. The pretest score had an average of 55.35 and then increased after the treatment, as evidenced by the posttest score with an average value reaching 97.82. This shows that the self-esteem of children who are victims of domestic violence in the fifth grade at SDN Kedungkembar improved before and after the implementation of the filial play model. The conclusion is that the application of the filial play model in family parenting has proven to be effective in enhancing the self-esteem of children who are victims of domestic violence.

5. Acknowledgement

The author would like to express their heartfelt gratitude to Kemdiktisaintek for providing research funding, and a special thanks to the principal, teachers, and staff at SDN Kedungkembar, Prambon, Sidoarjo, for giving the researchers the opportunity during the implementation. The entire editorial and reviewer team of the JPUD Journal who have allowed our research to be published.

6. References

Ananda, R., Yuliansyah, M., & Handayani, E. S. (2022). Efektivitas Layanan Konseling Kelompok Dengan Teknik Assertive Training dalam Meningkatkan Self-Esteem Siswa Broken Home di Kelas XI MAN 4 Banjar. *Jurnal Mahasiswa BK An-Nur : Berbeda, Bermakna, Mulia*, *8*(1). https://doi.org/10.31602/jmbkan.v8i1.5266.

Andreansyach, D. A., Abdul Rokhman, & Arifal Aris. (2024). Pengaruh terapi kognitif terhadap harga diri remaja korban bullying. *JOURNAL OF Mental Health Concerns*, *3*(2). https://doi.org/10.56922/mhc.v3i2.893.

Ardiyana, R. D., Akbar, Z., & Karnadi, K. (2019). Pengaruh Keterlibatan Orang Tua dan Motivasi Intrinsik dengan Kepercayaan Diri Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *3*(2). https://doi.org/10.31004/obsesi.v3i2.253.

Ariapooran, S., & Gorji Chalsepari, M. (2019). The effectiveness of Filial play therapy on emotional literacy of children with specific learning disorder. *Journal of Learning Disabilities*, *9*(1).

Arieska, P. K., & Herdiani, N. (2022). Pemilihan Teknik Sampling Berdasarkan Perhitungan Efisiensi Relatif. *Jurnal Statistika*, *6*(2).

Baharuddin, B. (2022). Peran Orang Tua Dalam Meningkatkan Self-Esteem Anak. *An-Nisa*, *15*(1). https://doi.org/10.30863/an.v15i1.3544.

Baranovich, D.-L., & Han, C. C. (2018). *Filial Play Therapy Process of a Malaysian Parent*. https://doi.org/10.4018/978-1-5225-6073-9.ch005.

Bratton, S., Ray, D., & Moffit, K. (1998). Filial/family play therapy: An intervention for custodial grandparents and their grandchildren. *Educational Gerontology*, *24*(4). https://doi.org/10.1080/0360127980240408.

Carol, L. (1997). Empowering Parents through Filial Therapy. *Annual Meeting of the American Psychological Association . Chicago*, *105th*(IL).

Damayanti, D. C., Musa'adah, S., Mulyadi, S., & Purwati, P. (2023). Dampak Kekerasan dalam Rumah Tangga terhadap Permasalahan Perkembangan Sosial Anak Usia Dini. *Jurnal Kajian Gender Dan Anak*, *7*(1). https://doi.org/10.24952/gender.v7i1.7887.

E.Ericson, & Sutrisno. (2024). Kolaborasi Antara Unit Perlindungan Perempuan dan Anak (PPA) Satreskrim Polres Bogor dan Lembaga Perlindungan Perempuan dan Anak dalam Penanganan Kasus KDRT. *Jurnal Cahaya Mandalika ISSN 2721-4796 (Online)*, *5*(1). https://doi.org/10.36312/jcm.v5i1.2359.

Fahmi, M. (2023). Peran DPPA Perlindungan Perempuan Dan Anak Dalam Pendampingan Perempuan Korban Kekerasan. *Jurnal Multidisiplin Indonesia*, *2*(10). https://doi.org/10.58344/jmi.v2i10.618.

Fazriyani, G. Y., & Mubin, M. F. (2021). Peningkatan harga diri pada pasien gangguan konsep diri : harga diri rendah dengan menggunakan terapi latihan kemampuan positif. *Ners Muda*, *2*(3). https://doi.org/10.26714/nm.v2i3.6229.

Goetze, H. (2009). The Effects of Peer-Facilitated Filial Therapy: A Play Tutor Approach. *Pcep*, *8*(4).

Halim, S. M., Milfayetty, S., & Masganti, M. (2022). Efektivitas Filial Play dalam Meningkatkan Kemampuan Orang Tua Meregulasi Emosi dan Empati selama Mendampingi Anak Belajar dari Rumah di Sekolah Maitreyawira, Deli Serdang. *Journal of Education, Humaniora and Social Sciences (JEHSS)*, *5*(2). https://doi.org/10.34007/jehss.v5i2.1358.

Han, X., & Cheung, M. C. (2025). The Relationship Between Dual Filial Piety and Mental Disorders and Symptoms Among Adolescents: A Systematic Review of Quantitative and Qualitative Studies. *Adolescent Research Review*, *10*(1). https://doi.org/10.1007/s40894-024-00234-2.

Iswinarti, I., & Hormansyah, R. D. (2020). Meningkatkan harga diri anak slow learner melalui Child Centered Play Therapy. *Persona:Jurnal Psikologi Indonesia*, *9*(2). https://doi.org/10.30996/persona.v9i2.3491.

Johnson, L., Bruhn, R., Winek, J., Krepps, J., & Wiley, K. (1999). The use of child-centered play therapy and filial therapy with head start families: A brief report. *Journal of Marital and Family Therapy*, *25*(2). https://doi.org/10.1111/j.1752-0606.1999.tb01120.x.

Khasanah, N. I. N., Hadiyah, H., & Dewi, N. K. (2019). Hubungan Tingkat Harga Diri Terhadap Kecenderungan Perilaku Agresif Anak Usia 5-6 Tahun. *Kumara Cendekia*, *7*(3). https://doi.org/10.20961/kc.v7i3.36439.

Kordbacheh, S., Safarzadeh, S., & Alizadeh, M. (2022). Effects of Brain Gym Exercises and Filial Play Therapy on Emotion Management Skills of Students with Specific Learning Disorder. *International Journal of School Health*, *9*(4). https://doi.org/10.30476/intjsh.2022.96953.1260.

Kulsum, S. S. U., Qolbun Salim, M., Jabar Rizky Kurnia, A., & Kania, D. (2023). Upaya Lembaga Perlindungan Anak (LPA) Jawa Barat Terhadap Anak Korban Kekerasan Dalam Rumah Tangga. *Innovative: Journal Of Social Science Research*, *3*(5).

Li, J., Liu, H., Van Der Heijden, B., & Guo, Z. (2021). The role of filial piety in the relationships betweenwork stress, job satisfaction, and turnover intention: A moderated mediation model. *International Journal of Environmental Research and Public Health*, *18*(2). https://doi.org/10.3390/ijerph18020714.

Marshall, C. (2017). Montessori education: a review of the evidence base. In *npj Science of Learning* (Vol. 2, Number 1). https://doi.org/10.1038/s41539-017-0012-7.

Marshall, L., & DeMarie, D. (2021). Integration of play therapy in medical settings: Understanding the link between mental health and medical health. *International Journal of Play Therapy*, *30*(3). https://doi.org/10.1037/pla0000165.

Maulana, I., Hendrawati, H., Amira, I., & Senjaya, S. (2022). Literatur Review Terapi Aktivitas Kelompok untuk Meningkatkan Harga Diri Rendah (HDR). *Malahayati Nursing Journal*, *4*(12). https://doi.org/10.33024/mnj.v4i12.7400.

Mirzaie, H., Mehraban, A. H., Hosseini, S. A., Fard, F. G., & Oori, M. J. (2019). Comparison of the effect of filial and adlerian play therapy on attention and hyperactivity of children with attention deficit hyperactivity disorder: A randomized clinical trial. *Iranian Rehabilitation Journal*, *17*(4). https://doi.org/10.32598/IRJ.17.4.341.

Moniy, R. A. S. (2023). Kekerasan Dalam Rumah Tangga Dengan Kesehatan Mental (Harga Diri, Depresi, Anxiety Disorder). *Jurnal Pendidikan Dan Kebudayaan (JURDIKBUD)*, *3*(1). https://doi.org/10.55606/jurdikbud.v3i1.1060.

Nafisatur, M. (2024). Metode Pengumpulan Data Penelitian. *Metode Pengumpulan Data Penelitian*, *3*(5).

Nikmarijal. (2022). Perkembangan Self-Esteem Anak. *IJoCE : Indonesian Journal of Counseling and Education*, *3*(2).

Nuraini, R. P., & Sumaryanti, I. U. (2020). Pengaruh Childhood Maltreatment Terhadap Self-Esteem pada Korban Kekerasan Dalam Rumah Tangga. *Prosiding Psikologi*, *6*(2).

Oktaviani, M. A. (2019). Hubungan Penerimaan Diri Dengan Harga Diri Pada Remaja Pengguna Instagram. *Psikoborneo: Jurnal Ilmiah Psikologi*, *7*(4). https://doi.org/10.30872/psikoborneo.v7i4.4832.

Purba, A., & Yonce, Y. (2021). Pentingnya Membangun Kepercayaan Diri dan Harga Diri Anak Dalam Keluarga. *Journal of Psychology "Humanlight," 2*(1). https://doi.org/10.51667/jph.v2i1.555.

Putri, A., Darmayanti, N., & Menanti, A. (2023). Pengaruh Regulasi Emosi Dan Dukungan Sosial Keluarga Terhadap Resiliensi Akademik Siswa. *JIVA: Journal of Behaviour and Mental Health*, *4*(1). https://doi.org/10.30984/jiva.v4i1.2528.

Ray, D., Bratton, S. C., & Brandt, M. A. (2000). Filial/family play therapy for single parents of young children attending community colleges. *Community College Journal of Research and Practice*, *24*(6). https://doi.org/10.1080/10668920050137246.

Ray, D., Bratton, S., Rhine, T., & Jones, L. (2001). The effectiveness of play therapy: Responding to the critics. *International Journal of Play Therapy*, *10*(1). https://doi.org/10.1037/h0089444.

Ryan, V., & Courtney, A. (2009). Therapists' Use of Congruence in Nondirective Play Therapy and Filial Therapy. *International Journal of Play Therapy*, *18*(2). https://doi.org/10.1037/a0014655.

Socarras, K., Smith-Adcock, S., & Shin, S. M. (2015). A Qualitative Study of an Intensive Filial Intervention Using Child–Parent Relationship Therapy (CPRT). *The Family Journal*, *23*(4). https://doi.org/10.1177/1066480715601681.

Soemarmi, S., & Hariyani, I. T. (2024). Keefektifan Filial Play dalam Meningkatkan Kemampuan Orangtua Meregulasi Emosi Anak Usia Dini. *Dinamika Pembelajaran: Jurnal Pendidikan Dan Bahasa*, *1*(3).

Sommers-Flanagan, J., Murray, K. W., & Yoshimura, C. G. (2021). Filial Play Therapy and Other Strategies for Working With Parents. In *Foundations of Couples, Marriage, and Family Counseling 2nd Edition*. https://doi.org/10.1002/9781394266470.ch15.

Sugiono. (2017). Sugiyono, 2017:60. *Journal of Chemical Information and Modeling*, *53*(9).

Sulistyani, S., Waskitoningtyas, R. S., & Ismiyati, N. (2022). Hubungan Self Concept dan Self Esteem dengan Prokrastinasi Akademik Siswa Kelas X SMAN 8 Balikpapan. *Kompetensi*, *15*(1). https://doi.org/10.36277/kompetensi.v15i1.61.

Tantono, D. F. S. A. (2021). Pengaruh Bullying terhadap Harga Diri Siswa Sekolah Dasar. *Acta Psychologia*, *1*(2). https://doi.org/10.21831/ap.v1i2.43143.

Tina Marlina, Montisa Mariana, & Irma Maulida. (2022). Sosialisasi Undang-Undang Nomer 23 Tahun 2004 Tentang Penghapusan Kekerasan Dalam Rumah Tangga. *Abdimas Awang Long*, *5*(2). https://doi.org/10.56301/awal.v5i1.442.

Wahab, A., Junaedi, J., & Azhar, Muh. (2021). Efektivitas Pembelajaran Statistika Pendidikan Menggunakan Uji Peningkatan N-Gain di PGMI. *Jurnal Basicedu*, *5*(2). https://doi.org/10.31004/basicedu.v5i2.845.

Wijaya, Y., Patmonodewo, S., & Tiatri, S. (2024). Penerapan art therapy untuk meningkatkan harga diri pada remaja dengan learning disabilities. *Jurnal Cendekia Ilmiah*, *4*(1).

Yee, T. (2016). Filial therapy: Cultural considerations for Chinese parents. *International Journal of Play Therapy*, *25*(3). https://doi.org/10.1037/pla0000024.