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## The Implementation of the Adventure Based Counseling (ABC) Model to Enhance Teamwork Skills among Students of As-Shiddiqiyah Vocational High School

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### ABSTRACT

Teamwork is an essential social skill that supports the success of students' learning processes. This study aims to examine the effect of implementing the basic Adventure-Based Counseling (ABC) model on improving teamwork among students at As-Shiddiqiyah Vocational High School. The study employed a quantitative approach with an experimental design involving 50 students as research participants, consisting of 25 students in the experimental group and 25 students in the control group. The research subjects were selected using purposive sampling techniques. Teamwork was measured using a scale that included aspects of communication, responsibility, participation, and mutual trust. Data were collected through pre-test and post-test procedures. The data were analyzed using a One-Way ANOVA test. The results showed an F value of 175.609 with a significance level of 0.000, indicating a highly significant difference between the experimental group and the control group after the treatment was applied. The mean teamwork score of the experimental group increased from 68.80 to 85.48, while the control group increased from 66.12 to 71.60. These findings indicate that the implementation of the basic Adventure-Based Counseling (ABC) model through outdoor-based activities is effective in enhancing teamwork among students at As-Shiddiqiyah Vocational High School.

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### 1. INTRODUCTION

Teamwork is a form of group collaboration that brings together individuals with diverse skills and potentials to achieve common goals. According to Davis, the grand theory underlying this study explains that "teamwork refers to a group of individuals working together to achieve the same objective, and such objectives can be achieved more easily through teamwork than through individual efforts" [1]. Teamwork is defined as a group of people cooperating to accomplish shared goals, which are more effectively achieved collectively rather than individually [2].

Teamwork is one of the essential social skills that plays a significant role in the field of education, particularly at the vocational high school level. Vocational High Schools (SMK) not only focus on academic competence and technical skills in accordance with students' areas of expertise but also emphasize the development of work attitudes, collaboration skills, effective communication, and group responsibility as preparation for entering the workforce [3]. The industrial and business sectors currently demand SMK graduates who are capable of working in teams, adapting to dynamic work environments, and establishing effective cooperation with colleagues from diverse backgrounds [4].

Strong teamwork skills assist students in completing group tasks effectively, fostering mutual trust, increasing active participation, and developing tolerance and mutual respect among group members [5]. In addition, teamwork contributes to enhancing students' self-confidence, problem-solving abilities, and collective decision-making skills

[6]. Therefore, the development of teamwork is an important aspect that needs to be emphasized in both the learning process and guidance and counseling services in vocational schools.

However, in practice, not all vocational high school students possess optimal teamwork skills. Various issues are frequently encountered during group activities, such as limited communication among members, low levels of student participation, a tendency to rely on one or two individuals, and unresolved conflicts within the group [7]. These conditions may hinder the achievement of learning objectives and reduce the effectiveness of group work.

SMK As-Shiddiqiyah, as a vocational school, aims to produce graduates who are competent, independent, and ready to enter the workforce. In the learning process, students are often involved in various group activities, both in classroom instruction and vocational practice. However, the success of group work is not solely determined by task distribution, but also by the quality of teamwork established among students, including open communication, active participation, and mutual respect [8].

Based on the results of preliminary observations and interviews conducted at SMK As-Shiddiqiyah, it was found that some students still demonstrate low levels of teamwork skills. This is reflected in students' passive behavior during group activities, lack of initiative in expressing opinions, limited responsibility for group tasks, and frequent miscommunication among team members. Teachers and school administrators also revealed that in several learning activities, students have not been able to work together effectively, resulting in suboptimal group outcomes. These findings indicate the need for systematic efforts to enhance students' teamwork skills through approaches that align with the characteristics of vocational high school students.

One approach considered relevant for developing teamwork skills is Adventure-Based Counseling (ABC). Adventure-Based Counseling (ABC) consists of creativity-based games designed to provide challenges for participants. These activities are closely related to experiential learning concepts, as they allow individuals to face new situations, make decisions, and collaborate with group members in conditions that are not entirely predictable [9]. ABC is regarded as a highly beneficial activity for individuals, as it fosters interdependent groups, structured relationships, and the ability to motivate oneself and others while working within a team. Enjoyment is considered a fundamental human element, reflecting the natural desire for personal satisfaction. These simulations also incorporate counseling elements through reflection on each activity, serving as a source of insight [10]. Adventure-Based Counseling is a counseling model that utilizes experiential activities, particularly outdoor activities, as an intervention medium to develop individuals' social, emotional, and adaptive behavioral skills [11]. Through challenging outdoor activities that require group cooperation, students are encouraged to interact, communicate, support one another, make joint decisions, and take responsibility for group success [12]. The ABC model emphasizes experiential learning, in which students are not merely passive recipients of theoretical material but are directly involved in real-life situations that demand teamwork [13]. After the activities are completed, students are guided to reflect on their experiences so that values such as cooperation, responsibility, and communication can be understood and applied in daily life, including within the school learning context.

Several previous studies have demonstrated that the implementation of Adventure-Based Counseling (ABC) is effective in enhancing various aspects of social skills, including self-confidence, empathy, leadership, and teamwork [14]. Outdoor activities are also considered effective in increasing student engagement, reducing learning fatigue, and creating a more active, enjoyable, and collaborative learning environment [15]. This approach is particularly suitable for vocational high school students, who tend to prefer practical activities and hands-on experiences.

Based on the above discussion, this study was conducted to examine the effect of implementing the basic Adventure-Based Counseling (ABC) model on improving teamwork among students at SMK As-Shiddiqiyah. This research is expected to contribute to the development of guidance and counseling services in vocational schools, particularly in utilizing outdoor activity-based counseling as an alternative intervention to enhance students' social skills, especially teamwork abilities.

## 2. RESEARCH METHOD

This study employed a quantitative approach with a true experimental research design, aimed at empirically examining the effect of implementing the basic Adventure-Based Counseling (ABC) model on improving teamwork among students at SMK As-Shiddiqiyah. The quantitative approach was selected because the study focuses on objectively measuring changes in variables through numerical data and inferential statistical analysis [16]. A true experimental design was used as the study involved controlled treatment administration to an experimental group and the inclusion of a control group for comparison, enabling the researcher to draw causal conclusions between the independent and dependent variables [17]. The experimental design applied in this study was a pretest-posttest control group design. In this design, both groups were first administered a pretest to determine the students' initial level of teamwork. Subsequently, the experimental group received treatment in the form of implementing the basic



Adventure-Based Counseling (ABC) model through outdoor-based activities, while the control group did not receive any specific treatment and continued with regular learning activities. After the intervention, both groups were given a posttest to examine differences and improvements that occurred [18]. This design is considered effective in minimizing the influence of external variables and enhancing the internal validity of the study [19].

The variables in this study consisted of the Adventure-Based Counseling (ABC) model as the independent variable (X) and students' teamwork as the dependent variable (Y). Adventure-Based Counseling is defined as an experiential counseling approach utilizing outdoor activities designed to develop individuals' social, emotional, and adaptive behavioral skills through processes of experience, reflection, and group learning [20]. Meanwhile, teamwork is defined as students' ability to work effectively within a group through communication, active participation, shared responsibility, and mutual respect to achieve common goals [21].

This research was conducted at SMK As-Shiddiqiyah, located on Jl. Lintas Timur KM 123, Lubuk Seberuk Village, Lempuing Jaya District, Ogan Komering Ilir Regency, South Sumatra Province. The school was selected as the research site due to its supportive learning environment, accessible location, and the existence of a cooperation agreement (MoU) between the school and Universitas Bina Darma Palembang, which facilitated the research permission process, subject selection, and structured implementation of the entire research procedure. SMK As-Shiddiqiyah is a vocational high school that focuses on developing academic competence, vocational skills, and students' work attitudes as preparation for entering the workforce. The implementation of this independent project research took place from September 16 to December 20, 2025. The study was conducted through three main stages: pretest as the initial measurement, implementation of the Adventure-Based Counseling (ABC) program, and posttest as the final evaluation of changes after the intervention.

The population of this study consisted of all students of SMK As-Shiddiqiyah who were actively involved in group-based learning activities. The research sample comprised 50 students, evenly divided into 25 students in the experimental group and 25 students in the control group. The sample was determined using a purposive sampling technique, in which subjects were selected based on specific criteria relevant to the research objectives, such as students' involvement in group activities and their willingness to participate in all stages of the study [23]. The assignment of students to the experimental and control groups was conducted randomly to fulfill the randomization principle of the true experimental design [24].

Data collection in this study was carried out using a teamwork scale developed based on the main aspects of teamwork, namely shared responsibility, mutual contribution, maximum effort, and effective communication. The instrument was constructed using a Likert scale with four response options, ranging from strongly disagree to strongly agree. The scale was administered to all research participants during the pretest and posttest to measure changes in teamwork levels following the intervention [25]. The treatment provided to the experimental group involved the implementation of the basic Adventure-Based Counseling (ABC) model through a series of cooperative and challenging outdoor activities. These activities were designed to encourage students to collaborate, communicate effectively, support one another, and solve problems collectively. Each activity concluded with a reflection and debriefing session aimed at helping students understand the experiences gained and relate them to teamwork behaviors in daily life [26]. The control group did not receive this treatment and continued with regular learning activities. Each instrument consisted of 16 favorable items and 12 unfavorable items, with scores ranging from 1 to 4, as presented in Table 1.

**Table 1.** Research Measurement Instrument

No.	Statement	Code	Favorable Score	Unfavorable Score
1.	Strongly Agree	SS	4	1
2.	Agree	S	3	2
3.	Disagree	TS	2	3
4.	Strongly Disagree	STS	1	4

Prior to its use, the instrument was tested for validity and reliability using SPSS version 23. The validity test employed the Pearson Product-Moment correlation technique, with the criterion that the calculated r-value must be greater than the r-table value (0.291) at a 5% significance level. The results indicated that out of 30 teamwork items, 24 items were valid with r-values ranging from 0.362 to 0.602, while four items (X.16, X.18, X.23, and X.27) were deemed invalid and subsequently excluded. Reliability testing was conducted using Cronbach's Alpha, with a criterion value greater than 0.60 indicating a reliable instrument. The results showed a Cronbach's Alpha value of 0.881 for the teamwork scale consisting of 24 items. Based on the interpretation criteria [27], this value falls within the range of  $0.80 \leq r \leq 1.00$ , indicating very strong reliability, as presented in Table 2.

**Table 2.** Results of Instrument Reliability Testing

Variable	Cronbach's Alpha	N of Items	Category
Teamwork	0,881	24	Very Strong

Data analysis began with classical assumption tests, including a normality test using the Shapiro–Wilk method. The Shapiro–Wilk test is considered an effective and valid normality test for small sample sizes. Data are considered normally distributed if the significance value is greater than 0.05 ( $p > 0.05$ ), in which case the null hypothesis ( $H_0$ ) is accepted. Conversely, if the significance value is less than 0.05 ( $p < 0.05$ ),  $H_0$  is rejected, indicating that the data are not normally distributed [28]. A homogeneity of variance test was also conducted, where a significance value greater than 0.05 indicates homogeneous variances between groups, while a value less than 0.05 indicates heterogeneous variances. Hypothesis testing was performed using statistical analysis in the form of one-way Analysis of Variance (One-Way ANOVA), which involves one dependent variable. This analysis was used to test the equality of mean scores between two or more groups. The purpose of this statistical method was to compare teamwork levels between the two groups by examining the difference in posttest scores between the experimental group and the control group. The decision criteria for the One-Way ANOVA were as follows: (a) if the Sig. value  $> 0.05$ ,  $H_0$  is accepted and  $H_a$  is rejected; and (b) if the Sig. value  $< 0.05$ ,  $H_0$  is rejected and  $H_a$  is accepted.

### 3. RESULTS AND DISCUSSION

#### 3.1. Overview of the Research Object

This study was conducted at SMK As-Shiddiqiyah, a vocational high school engaged in vocational education and oriented toward the development of academic competencies, vocational skills, as well as students' character and soft skills. SMK As-Shiddiqiyah plays a role in preparing graduates to enter the workforce through practice-based learning, collaboration, and direct experiential activities that align with the needs of industry and society.

As a vocational school, SMK As-Shiddiqiyah emphasizes not only the mastery of technical skills (hard skills) but also the development of non-technical skills (soft skills), such as teamwork, communication, responsibility, and discipline. The school environment serves as a social space for students to interact, work in groups, and experience collaborative dynamics that resemble real workplace situations.

Based on the results of classroom observations and interviews conducted at SMK As-Shiddiqiyah, a general overview indicates that students' teamwork skills have not yet developed optimally. Classroom observations revealed that although some students attempted to engage in discussions and divide tasks, group work was not implemented effectively. Passive participation, uneven role distribution, unfocused communication, and low individual responsibility toward group tasks were still evident. These conditions often hindered the group work process and resulted in outcomes that were less than optimal.

Interviews with teachers reinforced the observational findings, as teachers reported that students' teamwork was frequently constrained by ineffective communication, dominance or passivity among group members, differences in character and learning styles, and a lack of responsibility in carrying out assigned roles. In addition, students often formed groups based on personal friendships rather than task requirements, leading to disproportionate task allocation and weak group coordination. Teachers also emphasized that students require more structured guidance and supervision to foster mutual respect, discipline, and the ability to make collective decisions.

Meanwhile, interviews with students revealed that the main challenges in teamwork included low levels of active participation, dependence on a single group member, poor time discipline, a tendency to delay tasks, and weak commitment to shared responsibilities. Several students also reported conflicts arising from unfair role distribution and minimal contributions from certain group members. These situations resulted in unequal workloads and reduced students' motivation to engage in group-based learning activities.

Overall, the findings from observations and interviews indicate that teamwork among students at SMK As-Shiddiqiyah continues to face various challenges, particularly in terms of communication, participation, responsibility, and the management of group dynamics. These findings highlight the need for systematic efforts through more structured, active, and experiential learning approaches to enhance students' teamwork skills. Therefore, SMK As-Shiddiqiyah is considered a relevant context for examining the implementation of the basic Adventure-Based Counseling (ABC) model as an effort to improve students' teamwork through active, reflective, and group-based learning experiences.



### 3.2. Results of Data Analysis

#### 3.2.1. Descriptive Statistics

This study employed a true experimental research design. To analyze the research findings, numerical data were utilized and interpreted by drawing conclusions based on statistical methods. The analysis was supported by descriptive statistical procedures using SPSS for Windows version 23, which commonly include measures such as the mean, standard deviation, maximum, minimum, and other relevant statistics. The results of the descriptive data analysis obtained through the SPSS software are presented as follows.

**Table 3.** Results of Descriptive Statistical Analysis

	Experimental Group				Control Group			
	Mean	Std.Dev	Min	Maks	Mean	Std.Dev	Min	Maks
Pre-test	68,80	6,08	56	87	66,12	3,73	59	72
Post-test	85,48	3,63	80	94	71,60	3,77	61	77

Based on Table 3, the experimental group in the pre-test obtained a mean score of 68.80, with a maximum score of 87, a minimum score of 56, and a standard deviation of 6.08. In the post-test, the experimental group showed an increased mean score of 85.48, with a maximum score of 94, a minimum score of 80, and a standard deviation of 3.63. Meanwhile, the control group in the pre-test had a mean score of 66.12, with a maximum score of 72, a minimum score of 59, and a standard deviation of 3.73. In the post-test, the control group obtained a mean score of 71.60, with a maximum score of 77, a minimum score of 61, and a standard deviation of 3.77.

#### 3.2.2. Normality Test

The normality test was conducted to determine whether the research data were normally distributed. If the significance value is greater than 0.05, the data distribution is considered normal; conversely, if the significance value is equal to or less than 0.05, the data distribution is considered not normal. The normality of the research variables was tested using SPSS for Windows version 23 with the Shapiro–Wilk test. The results are presented as follows:

**Table 4.** Results of the Normality Test

Variable	Shapiro-Wilk
Pre-test Control Group	0,152
Post-test Control Group	0,178
Pre-test Experimental Group	0,107
Post-test Experimental Group	0,053

Based on the Shapiro–Wilk normality test, the significance value for the pre-test of the control group was 0.152 and for the post-test of the control group was 0.178, indicating that the data were normally distributed and met the normality assumption. Meanwhile, the significance values for the pre-test and post-test of the experimental group were 0.107 and 0.053, respectively. These results also indicate that the data were normally distributed and satisfied the normality assumption, as all significance values were greater than 0.05.

#### 3.2.3. Homogeneity Test

The homogeneity of variance test was conducted to examine whether the variances between groups were equal. If the significance value is greater than 0.05, the variances between groups are considered homogeneous; conversely, if the significance value is less than 0.05, the variances between groups are considered not homogeneous (heterogeneous). The results of the homogeneity of variance test for the experimental and control groups are presented in the following table:

**Table 5.** Results of the Homogeneity Test

Variabel	Homogeneity of Variances
Teamwork (Pre-test)	0,111
Control & Experimental Groups	
Teamwork (Post-test)	0,864
Control & Experimental Groups	

Based on Table 5, the homogeneity test results show that the significance value at the pre-test stage was 0.111, and at the post-test stage, the significance value was 0.864. Both values exceed the threshold of 0.05 used for decision-making. Therefore, it can be concluded that there is no significant difference in variance between the

control group and the experimental group, both before and after the treatment was administered. Thus, the data at both measurement stages have equal variances or are considered homogeneous.

### 3.2.4. One-Way ANOVA Test

The hypothesis of this study proposes that the implementation of the basic Adventure-Based Counseling (ABC) model has a significant effect on improving teamwork among students at SMK As-Shiddiqiyah. This hypothesis was formulated to determine whether the Adventure-Based Counseling (ABC) program produces a meaningful change in students' teamwork abilities when compared to a group that did not receive the intervention.

The research hypothesis is accepted when the significance value obtained from the One-Way ANOVA test is less than 0.05 ( $p < 0.05$ ) [29]. The results of the hypothesis testing conducted in this study are presented below.

**Table 6.** Results of the One-Way Hypothesis Test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2408,180	1	2408,180		
Within Groups	658,240	48	13,713	175,609	0.000
Total	3066,420	49			

Based on the results of the One-Way ANOVA analysis presented in Table 4.11, the Sum of Squares Between Groups was 2408.180 with 1 degree of freedom (df), resulting in a Mean Square value of 2408.180. Meanwhile, the Sum of Squares Within Groups was 658.240 with 48 degrees of freedom, yielding a Mean Square of 13.713. The comparison of these values produced an F-statistic of 175.609.

The obtained significance value (Sig.) was 0.000, which is lower than the 0.05 threshold. This finding indicates a highly significant difference between the control group and the experimental group in the post-test results. Therefore, the null hypothesis ( $H_0$ ), which states that there is no difference between the two groups, is rejected, while the alternative hypothesis ( $H_a$ ) is accepted.

The results of the One-Way ANOVA further demonstrate that the Adventure-Based Counseling (ABC) program has a substantial effect on improving teamwork in the experimental group compared to the control group. The differences in scores observed after the intervention indicate that the Adventure-Based Counseling (ABC) program is effective in enhancing teamwork skills among students at SMK As-Shiddiqiyah.

### 3.3. Discussion

Teamwork is one of the essential social skills in the educational context, particularly for vocational high school (SMK) students who are being prepared to enter the workforce. Teamwork enables individuals to collaborate, complement one another, and contribute collectively toward achieving predetermined goals. In the school environment, teamwork skills play an important role in supporting learning success, enhancing positive social interactions, and fostering attitudes of responsibility and mutual care among individuals. According to Johnson, teamwork is a form of social interaction characterized by positive interdependence among members, individual accountability, supportive face-to-face interaction, effective communication, and group evaluation. This perspective emphasizes that teamwork is not merely working together in a group, but involves ongoing processes of communication, coordination, and shared commitment to achieving common objectives.

In line with this view, Davis explains that teamwork consists of several key aspects, namely shared responsibility, mutual contribution, optimal utilization of individual abilities, and effective communication. These four aspects serve as important indicators in assessing the extent to which teamwork is developed optimally. In the context of this study, these aspects of teamwork were used as the basis for measurement to examine changes following the implementation of the Adventure Based Counseling (ABC) model.

Based on the research findings, it was identified that prior to the intervention, students' levels of teamwork were generally within the moderate to low categories. This condition was reflected in students' limited participation in group activities, ineffective communication, and the tendency of some students to rely heavily on certain group members. These findings are consistent with Hidayat (2019), who reported that in the absence of specific training or intervention, students' teamwork skills tend to develop naturally but not optimally.

After the implementation of the Adventure Based Counseling (ABC) model, a significant improvement in students' teamwork was observed, particularly in the experimental group. This improvement was evident in the aspect of shared responsibility, as students began to realize that group success is the responsibility of all members. Rather than blaming specific individuals when failures occurred, students worked together to revise strategies collectively. This indicates a shift in attitude from an individual-oriented approach to a group-oriented perspective.



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In the aspect of mutual contribution, students demonstrated more active participation in group activities. Each member began to engage according to their respective roles and no longer relied solely on one or two students who were perceived as more capable. This condition reflects an increased awareness among students of the importance of each member's contribution in achieving shared goals. This finding is consistent with Rahmawati (2020), who reported that experience-based group activities are effective in promoting more equal student involvement and contribution.

The aspect of optimal utilization of individual abilities also showed improvement following the implementation of the ABC model. Students appeared more enthusiastic, more persistent, and more willing to exert their best efforts for the success of the group. The challenges embedded in the activities encouraged students to remain focused and collaboratively seek solutions when encountering difficulties. This suggests that teamwork is closely related to individual motivation and commitment to group objectives.

Based on the data analysis conducted, this study aims to examine the effect of implementing the basic Adventure Based Counseling (ABC) model on improving teamwork among students at SMK As-Shiddiqiyah. To ensure the appropriateness of using parametric statistical analysis, assumption tests were first conducted, including normality and homogeneity tests, before proceeding to hypothesis testing using One-Way ANOVA.

Based on the presented normality test results, the significance value for the control group pre-test was 0.152, while the post-test significance value was 0.178. Both values exceed the 0.05 threshold, indicating that the data in the control group are normally distributed. Similarly, in the experimental group, the pre-test significance value was 0.107 and the post-test value was 0.053. These values also exceed the 0.05 significance level, confirming that the data in the experimental group meet the assumption of normal distribution.

In addition to the normality test, the homogeneity test results presented in Table 4.10 show significance values of 0.111 for the pre-test and 0.864 for the post-test. Both values are greater than 0.05, indicating that there are no significant differences in variance between the control group and the experimental group, either before or after the treatment was administered. These findings suggest that the two groups possess relatively equal or homogeneous variances. At the pre-test stage, variance homogeneity indicates that the initial level of teamwork in both groups was relatively comparable. At the post-test stage, the homogeneity of variance suggests that the observed differences in outcomes were not due to unequal data distribution but were instead influenced by the treatment, namely the implementation of the Adventure Based Counseling (ABC) model. With the homogeneity assumption satisfied, the use of One-Way ANOVA as a data analysis technique is considered appropriate and statistically valid.

Furthermore, the One-Way ANOVA results presented in Table 4.11 indicate an obtained F value of 175.609 with a significance level (Sig.) of 0.000. Since the significance value is lower than 0.05 (Sig. < 0.05), it can be concluded that there is a highly significant difference between the control group and the experimental group in post-test teamwork outcomes. This result leads to the rejection of the null hypothesis ( $H_0$ ), which states that the application of the Adventure Based Counseling model has no effect on teamwork, and the acceptance of the alternative hypothesis ( $H_a$ ). Therefore, it can be statistically concluded that the implementation of the basic Adventure Based Counseling (ABC) model has a significant effect on improving teamwork among students at SMK As-Shiddiqiyah. The high F value further indicates that the variance between groups is substantially greater than the variance within groups, demonstrating that the treatment exerted a strong influence on changes in students' teamwork abilities.

In addition to statistical testing, the impact of implementing the Adventure Based Counseling (ABC) model can also be observed through a comparison of the mean scores between the experimental group and the control group. As shown in Table 3, the pre-test mean score of the experimental group was 68.80, while the control group obtained a mean score of 66.12. The difference between these scores was relatively small, indicating that the initial level of teamwork in both groups was nearly equivalent prior to the intervention. Following the implementation of the Adventure Based Counseling (ABC) program, the post-test mean score of the experimental group increased substantially to 85.48, whereas the control group achieved a mean score of only 71.60. The improvement observed in the experimental group was considerably greater than that of the control group. This finding demonstrates that students who participated in the ABC program experienced a more pronounced enhancement in teamwork skills compared to those who did not receive the treatment.

The difference in score improvements between the pre-test and post-test across both groups further supports the ANOVA results, which indicate that the Adventure Based Counseling (ABC) model is effective in improving students' teamwork abilities. The significant increase in the experimental group suggests that direct experiential activities, including games, reflection sessions, and debriefing processes within the ABC program, effectively foster students' capacity to collaborate more optimally.

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Therefore, it can be concluded that the research hypothesis stating, "There is an effect of implementing the basic Adventure Based Counseling (ABC) model on improving teamwork among students at SMK As-Shiddiqiyah," is accepted. These findings further confirm that experiential counseling approaches such as Adventure Based Counseling (ABC) represent an effective method for enhancing students' social skills, particularly in the domain of teamwork.

#### 4. CONCLUSION

Based on the results of data analysis and the discussion conducted, this study successfully confirms the research objective concerning the implementation of the basic Adventure Based Counseling (ABC) model in enhancing teamwork among students of SMK As-Shiddiqiyah. The main findings indicate that the application of the ABC model has a highly significant effect on improving students' teamwork skills. This is evidenced by the results of the One-Way ANOVA test, which produced an F value of 175.609 with a significance level of 0.000 ( $p < 0.05$ ). These results demonstrate a statistically significant difference between the experimental group and the control group after the intervention, leading to the rejection of the null hypothesis ( $H_0$ ) and the acceptance of the alternative hypothesis ( $H_a$ ).

The effectiveness of the ABC model is further supported by the comparative analysis of mean scores between the two groups. At the pre-test stage, the mean scores of the experimental group and the control group indicated relatively equivalent initial conditions, with values of 68.80 and 66.12, respectively. However, following the implementation of the Adventure Based Counseling program, the experimental group showed a substantial increase, achieving a post-test mean score of 85.48, while the control group exhibited only a moderate improvement to 71.60. This pronounced difference in score improvement suggests that experiential-based intervention through the ABC model contributes directly and meaningfully to the development of students' teamwork abilities.

Substantively, the implementation of the basic Adventure Based Counseling model was proven to enhance multiple dimensions of teamwork, including shared responsibility, active participation and contribution of group members, effective communication, and the ability to collaborate toward achieving common goals. Direct experiential learning through games, reflection activities, and debriefing sessions within the ABC program encouraged students to actively engage in group dynamics, manage differences of opinion, and build collective awareness regarding the importance of each member's role. Consequently, the findings of this study not only align with the initial research objectives but also provide empirical contributions to the development of experiential counseling approaches within the context of vocational education. Overall, it can be concluded that the implementation of the basic Adventure Based Counseling (ABC) model represents an effective and relevant method for improving teamwork among students at SMK As-Shiddiqiyah. These findings offer valuable insights for schools and guidance and counseling practitioners to integrate the ABC model as an alternative intervention in developing students' social skills, particularly in preparing them to meet the demands of collaborative work in the industrial and professional environment.

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