

Development of a Bingo Game as a Self-Esteem Stimulation Medium for Senior High School Students

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ABSTRACT

Low self-esteem remains a common issue among senior high school students, as reflected in low self-confidence, pessimistic attitudes, and difficulties in expressing themselves. These conditions may hinder students' personal and social development, highlighting the need for innovative guidance and counseling media. This study aimed to develop a bingo-based educational game as a medium for stimulating students' self-esteem through group counseling services. This research employed a Research and Development (R&D) approach using the 4D model, consisting of the define, design, develop, and disseminate stages. The research subjects included material experts, media experts, guidance and counseling teachers, and eleventh-grade students of SMA Negeri 1 Berastagi. Data were collected using Likert-scale questionnaires and analyzed quantitatively through descriptive percentage techniques to determine the feasibility and acceptability of the developed media. The findings revealed that the bingo game media achieved a feasibility score of 96.42%, indicating a "highly feasible" category. In addition, teacher and student responses reached 94.94%, categorized as "strongly agree." These results demonstrate that the developed bingo game is highly appropriate and well accepted as a medium for stimulating students' self-esteem within guidance and counseling services.

Informasi Artikel

Kata Kunci:

*Pengembangan,
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Konseling
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ABSTRAK

Self-esteem yang rendah masih menjadi permasalahan yang sering ditemukan pada siswa sekolah menengah atas, yang ditunjukkan oleh rendahnya rasa percaya diri, sikap pesimis, serta kesulitan dalam mengekspresikan diri. Kondisi tersebut dapat menghambat perkembangan pribadi dan sosial siswa, sehingga diperlukan media bimbingan dan konseling yang inovatif untuk membantu meningkatkan self-esteem mereka. Penelitian ini bertujuan untuk mengembangkan permainan edukatif berbasis bingo sebagai media stimulasi self-esteem siswa melalui layanan konseling kelompok. Penelitian ini menggunakan metode Research and Development (R&D) dengan model 4D yang meliputi tahap define (pendefinisian), design (perancangan), develop (pengembangan), dan disseminate (penyebaran). Subjek penelitian terdiri atas ahli materi, ahli media, guru bimbingan dan konseling, serta siswa kelas XI SMA Negeri 1 Berastagi. Data dikumpulkan menggunakan angket skala Likert dan dianalisis secara kuantitatif deskriptif melalui teknik persentase untuk menentukan tingkat kelayakan dan penerimaan media yang dikembangkan. Hasil penelitian menunjukkan bahwa media permainan bingo memperoleh skor kelayakan sebesar 96,42% yang termasuk dalam kategori sangat layak. Selain itu, respons guru dan siswa mencapai 94,94% dengan kategori sangat setuju. Temuan ini menunjukkan bahwa permainan bingo yang dikembangkan sangat layak dan diterima dengan baik sebagai media stimulasi self-esteem siswa dalam layanan bimbingan dan konseling.

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1. Introduction

Students are individuals who actively engage in educational processes to develop their intellectual, emotional, social, and personal potential. During senior high school, students experience adolescence, a developmental stage characterized by identity exploration, emotional adjustment, and increasing social expectations [1]. According to [2] adolescents are required to resolve the psychosocial conflict between identity and role confusion in order to establish a stable sense of self. Within this developmental process, self-esteem becomes an essential psychological resource because it influences academic engagement, social relationships, emotional adjustment, and overall well-being [3]. Self-esteem refers to an individual's evaluation of personal worth and competence. According to [4] self-esteem consists of four dimensions: significance, competence, power, and virtue. Students with positive self-esteem generally demonstrate greater confidence, resilience, optimism, and willingness to participate in academic and social activities. In contrast, students with low self-esteem frequently experience self-doubt, fear of failure, social withdrawal, negative self-evaluation, and limited confidence in expressing opinions, all of which may hinder their learning and psychosocial development.

The problem of low self-esteem among adolescents continues to receive attention in educational settings. The World Health Organization reports that psychological problems among adolescents, including symptoms of depression and anxiety, are closely associated with poor self-esteem and reduced psychosocial functioning. Likewise, a study by [5] found that only a small proportion of senior high school students demonstrated high levels of self-esteem, while the majority remained at a moderate level, indicating considerable opportunities for interventions that strengthen positive self-perceptions and personal development. Guidance and counseling services represent one of the primary school-based interventions designed to support students' psychological development. Group counseling is particularly appropriate because it encourages students to share experiences, receive peer support, develop self-awareness, and construct positive self-evaluations [6]. Nevertheless, conventional counseling techniques often rely heavily on verbal interaction, resulting in passive participation among students who already possess low self-confidence. Consequently, counseling media that are interactive, enjoyable, and psychologically safe are needed to encourage greater student engagement during counseling sessions [7].

Preliminary interviews with guidance and counseling teachers at SMA Negeri 1 Berastagi revealed several behavioral indicators associated with low self-esteem among eleventh-grade students. Some students were reluctant to express their

opinions during classroom discussions, frequently compared themselves with higher-achieving classmates, underestimated their own abilities, and perceived that they received attention only when experiencing academic difficulties. These experiences reduced students' feelings of significance and belonging within the school environment [8] and [9]. Such conditions were reflected in passive classroom participation, social withdrawal, and declining learning motivation.

Various game-based counseling media have been introduced to increase student engagement in counseling services. Previous studies have reported the use of board games, card games, role-playing activities, and digital educational games to facilitate communication, collaboration, emotional expression, and social interaction during counseling sessions [10] and [11]. However, most existing studies primarily focus on increasing learning motivation, communication skills, social interaction, or general counseling engagement. Only limited attention has been devoted to counseling media specifically designed around the theoretical dimensions of self-esteem.

Moreover, many educational games emphasize competition, rapid cognitive responses, or individual achievement, which may unintentionally discourage students with low self-esteem from active participation [12] and [13]. Bingo offers characteristics that potentially address these limitations. Unlike many competitive educational games, bingo provides relatively equal opportunities for success, minimizes fear of failure, and promotes positive reinforcement through repeated successful experiences [14] and [15]. In this study, the conventional bingo format was systematically adapted into a counseling medium by embedding activities that represent the four dimensions of self-esteem proposed by Coopersmith: significance, competence, power, and virtue. Each bingo activity encourages students to identify personal strengths, practice positive self-affirmations, reflect on personal experiences, appreciate peer support, and participate in structured group discussions. Accordingly, the bingo game functions not merely as recreational media but as a theoretically informed counseling tool designed to facilitate self-reflection and active participation during group counseling.

This theoretical integration represents the primary novelty of the present study. While previous studies have generally employed educational games as engagement strategies, this research develops a bingo-based counseling medium explicitly grounded in a self-esteem framework and specifically intended for guidance and counseling services in senior high schools. In addition to its conceptual contribution, the study provides a practical contribution by offering counselors a structured, easy-to-implement, and contextually relevant counseling medium that can enrich existing counseling practices. It is important to emphasize that the objective of the present study is not to demonstrate the effectiveness of the bingo game in improving students' self-esteem. Rather, this research is limited to the development and initial evaluation of the counseling media through assessments of its feasibility, practicality, and

acceptability by experts, practitioners, and students. Therefore, any potential improvement in students' self-esteem requires further investigation through experimental or quasi-experimental studies employing appropriate outcome measures. By focusing on media development, this study establishes an evidence-based foundation for subsequent effectiveness research while contributing to the advancement of innovative counseling media for adolescent self-esteem development.

2. Research Method

This study employed a Research and Development (R&D) design using the Four-D (4D) development model proposed by Thiagarajan, Semmel, and Semmel [16], consisting of four sequential stages: define, design, develop, and disseminate. The study was conducted at SMA Negeri 1 Berastagi, Karo Regency, North Sumatra, Indonesia, with the objective of developing a bingo-based counseling medium for stimulating self-esteem among senior high school students. The participants were selected purposively according to their expertise and roles in the product development process. The validation stage involved one guidance and counseling expert with expertise in adolescent counseling and self-esteem interventions and one educational media expert with experience in instructional media design.

Product evaluation involved six guidance and counseling teachers who had a minimum of three years of counseling experience and routinely conducted group counseling services. A limited field trial involved nine eleventh-grade students (aged 16–17 years) who were identified by school counselors as demonstrating characteristics of low to moderate self-esteem, such as reluctance to express opinions, low self-confidence, passive classroom participation, and frequent negative self-comparisons. The relatively small number of participants is consistent with the formative evaluation stage of R&D studies, where the primary objective is to obtain expert feedback and identify product deficiencies before wider implementation rather than to produce statistically generalizable findings. Therefore, the findings of this study are limited to evaluating the feasibility, practicality, and acceptability of the developed media [17].

The define stage aimed to identify the need for counseling media capable of facilitating self-esteem development during group counseling. A needs assessment was conducted through semi-structured interviews with guidance and counseling teachers, classroom observations, and document analysis of counseling records. The findings indicated that many students demonstrated reluctance to express opinions, low confidence during classroom discussions, excessive comparison with academically superior peers, difficulty recognizing personal strengths, and limited feelings of significance within peer groups. Teachers also reported that existing counseling activities relied primarily on lecture-based discussions, resulting in passive student participation and limited opportunities for self-reflection. These findings established the need for an interactive counseling medium capable of encouraging active participation

while maintaining a psychologically safe learning environment.

The bingo counseling media was designed based on Coopersmith's four dimensions of self-esteem, namely significance, competence, power, and virtue [4]. Product development consisted of four integrated components: a bingo board, bingo cards, clue cards, challenge cards, and a counselor implementation manual. The bingo activities were systematically developed to represent each theoretical dimension. Significance items encouraged students to recognize social support, appreciate peers, and reflect on meaningful interpersonal relationships. Competence items required students to identify achievements, recognize strengths, solve simple problems, and recall successful learning experiences. Power items encouraged assertive communication, independent decision-making, leadership, and confidence in expressing opinions. Virtue items emphasized honesty, responsibility, empathy, discipline, and respect for others. Every challenge card required individual reflection followed by structured group discussion so that cognitive reflection and interpersonal interaction occurred simultaneously during counseling sessions. The counselor manual contained counseling objectives, preparation procedures, implementation steps, game rules, discussion guidelines, estimated duration, reflection questions, and evaluation procedures to ensure standardized implementation by different counselors.

The prototype underwent formative evaluation through expert validation. The guidance and counseling expert assessed the suitability of counseling objectives, theoretical consistency with Coopersmith's self-esteem dimensions, appropriateness of activity content, language clarity, and developmental suitability for senior high school students. The instructional media expert evaluated graphic design, typography, color harmony, readability, visual consistency, layout, practicality, durability, and overall usability. Based on expert recommendations, several revisions were implemented before field testing. These revisions included simplifying ambiguous wording on challenge cards, improving the alignment between bingo activities and the four self-esteem dimensions, enlarging font size to improve readability, increasing color contrast, reorganizing activity sequences from simple to complex, improving graphic consistency, and expanding the counselor manual by adding implementation examples and discussion prompts.

Following revision, the product was evaluated by six guidance and counseling teachers to assess practicality (ease of implementation, clarity of procedures, and suitability for counseling services) and acceptability (perceived usefulness and willingness to use the media in future counseling sessions). Subsequently, a limited field trial involving nine students was conducted to evaluate students' responses regarding attractiveness, ease of understanding, enjoyment, comfort during participation, and willingness to use the media again. This stage did not evaluate improvements in self-esteem, but rather examined users' acceptance of the developed counseling

media. Data were collected using structured questionnaires based on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The main equipment used in this development process included computer hardware and graphic design software to produce precise printed learning media.

The develop stage involved product validation by both subject matter and media experts to determine the feasibility of the product [18]. After revisions were made based on expert feedback, the media was further evaluated by six school counselors to assess its acceptability and practicality in guidance and counseling services. Subsequently, a limited field trial was conducted with nine student respondents to observe user responses toward the media's effectiveness in stimulating self-esteem. The final stage, disseminate, involved delivering the final product along with its usage guidelines to school counselors at the partner school to ensure its sustainable use in guidance and counseling services [18]. Data were collected using a non-test instrument in the form of a closed-ended questionnaire based on a 5-point Likert scale [19]. The data analysis technique employed descriptive quantitative analysis to calculate the percentage of media feasibility based on the evaluation scores provided by experts, school counselors, and student respondents [20]. Product feasibility was calculated using the following formula adapted from [21]

$$p = \frac{\sum X}{\sum X_{max}} \times 100\%$$

The description of the calculation is as follows:

- P : Percentage of product feasibility
 $\sum X$: Total score obtained from respondents
 $\sum X_{max}$: Maximum expected score

Expert validation results were interpreted using feasibility criteria, whereas counselor and student responses were interpreted as indicators of **practicality** and **acceptability** rather than **effectiveness**. Consequently, this study concludes only that the developed bingo counseling media is feasible, practical, and acceptable for use in group counseling. The effectiveness of the media in improving students' self-esteem should be examined in future studies using experimental or quasi-experimental designs with larger and more representative samples.

Tabel 1. Interpretation of Likert Scale for Media Validation

Presentase	Feasibility Criteria (Experts)
81% - 100%	Very Feasible
61% - 80%	Feasible
41% - 60%	Fairly Feasible
21% - 40%	Less Feasible
0% - 20%	Not Feasible

Source: [18]

Tabel 2. Interpretation of Likert Scale for Teacher and Student Responses

Presentase	Response Criteria (Teachers and Students)
81% - 100%	Strongly Agree
61% - 80%	Agree
41% - 60%	Moderately Agree
21% - 40%	Disagree
0% - 20%	Strongly Disagree

Source: Alma, Drajat, & Tio (2021)

3. Result and Discussion

Results

Results of Expert Validation and User Responses (Teachers and Students)

The feasibility of the bingo counseling media was evaluated by one guidance and counseling expert and one instructional media expert. The overall validation results are presented in Table 3.

Table 3. Results of Expert Validation Analysis

No	Validator	Obtained Score	Maximum Score	Percentage (%)	Criteria
1	Media Expert	87	90	96.67%	Very Feasible
2	Content Expert	48	50	96%	Very Feasible
Total		135	140	96.42%	Very Feasible

The overall validation score of 96.42% indicates that the bingo counseling media is highly feasible for implementation in group counseling services. Beyond the overall score, the expert validation demonstrated several important strengths of the developed product. The content expert assigned the highest ratings to the alignment between bingo activities and Coopersmith's four dimensions of self-esteem, the relevance of the counseling objectives, and the suitability of the activities for adolescent developmental characteristics. Minor revisions were recommended regarding the wording of several challenge cards to improve clarity and avoid multiple interpretations. Similarly, the media expert highly rated the visual appearance, attractiveness, ease of use, and overall layout of the bingo media. The aspects receiving relatively lower scores were typography consistency, font size, and color contrast on several cards. Accordingly, these aspects were revised before the product proceeded to the user evaluation stage by enlarging the font size, improving color contrast, and standardizing the graphic layout throughout the bingo package. After expert revision, the product was evaluated by six guidance and counseling teachers and nine eleventh-grade students. The overall responses are presented in Table 4.

Table 4. Results of Teacher and Student Responses

No	Respondents	Obtained Score	Maximum Score	Percentage (%)	Criteria
1	Teachers	336	355	94.67%	Strongly Agree
2	Students	509	535	94.59%	Strongly Agree
Total		845	890	94.94%	Strongly Agree

The teachers' responses (94.67%) indicate that the bingo counseling media possesses a high level of practicality for implementation in group counseling services. The highest-rated aspects were the clarity of implementation procedures, ease of facilitating group discussion, and the relevance of the activities to students' counseling needs. Comparatively lower ratings were observed for the time required to complete all bingo activities within a single counseling session, suggesting that counselors may need to adjust the number of activities according to available session duration. Student responses reached 94.59%, indicating a very high level of acceptability. Students rated the attractiveness of the game design, ease of understanding the instructions, enjoyment during participation, and opportunities for interaction with peers as the strongest aspects of the product.

The relatively lower ratings were associated with several reflection activities that required longer discussion time, although these aspects remained within the "strongly agree" category. Overall, the findings demonstrate that the developed bingo counseling media is feasible according to expert validation, practical for school counselors, and acceptable to students. The trial also suggests that the media successfully promotes active participation, peer interaction, and self-reflection during group counseling sessions. However, these findings should not be interpreted as evidence that the media improves students' self-esteem, since the present study evaluated only product feasibility, practicality, and acceptability. Future studies employing experimental designs are required to examine its effectiveness in enhancing students' self-esteem.

Discussion

Development of a Bingo Game as a Self-Esteem Stimulation Medium for Senior High School Students

This Research and Development (R&D) study aimed to develop a bingo-based counseling medium designed to stimulate self-esteem among senior high school students. The development process followed the Four-D model, consisting of the define, design, develop, and disseminate stages. Through systematic needs assessment, product design, expert validation, revision, and limited field testing, the study produced a counseling medium that demonstrated high levels of feasibility, practicality, and acceptability for use in group counseling services. The needs assessment revealed that many eleventh-grade students experienced behaviors commonly associated with low to moderate self-esteem, including reluctance to express

opinions during classroom discussions, frequent comparison with higher-achieving peers, limited confidence in social interaction, and difficulty recognizing personal strengths. These findings correspond with Erikson's psychosocial theory, particularly the identity versus role confusion stage, in which adolescents actively construct their self-concept while remaining highly sensitive to social evaluation and peer comparison [2]. Similar findings were also reported in recent studies by [22] and [23] who found that low self-esteem among adolescents is frequently reflected in passive classroom participation, reduced academic confidence, and avoidance of social interaction.

The bingo counseling media was intentionally designed by integrating Coopersmith's four dimensions of self-esteem significance, competence, power, and virtue into structured counseling activities. Unlike conventional educational bingo games that primarily emphasize enjoyment or cognitive review, each bingo task in the present study was theoretically linked to one of the four self-esteem dimensions. Consequently, the product functions as a counseling medium that encourages self-reflection, peer interaction, recognition of personal strengths, and constructive discussion during group counseling sessions. This conceptual integration represents the principal contribution of the study by extending the application of game-based counseling beyond student engagement toward a theoretically grounded counseling intervention [4]. Recent studies by [24] and [25] support the use of game-based counseling media in enhancing students' self-concept and engagement in guidance and counseling services.

Expert validation produced an overall feasibility score of 96.42%, indicating that the developed product satisfied established criteria regarding content appropriateness, media quality, clarity of language, and implementation procedures. These findings are consistent with previous R&D studies [26] and [27], which suggest that educational media receiving validation scores above 81% are generally considered appropriate for practical implementation following minor revisions. Nevertheless, the high validation score should be interpreted as evidence of product quality rather than evidence of counseling outcomes. Expert validation demonstrates that the media is theoretically appropriate and technically suitable for use, but it does not indicate whether the media effectively improves students' self-esteem.

Similar validation outcomes were also reported by [28] who found that structured counseling media typically achieve high feasibility when aligned with student developmental needs and expert review standards. Similarly, the responses from guidance and counseling teachers (94.67%) and students (94.59%) indicate that the bingo counseling media possesses high levels of practicality and acceptability. Teachers perceived the media as easy to implement, well organized, and compatible with group counseling procedures, whereas students reported that the activities were attractive, enjoyable, and encouraged active

participation. These findings are consistent with previous studies [29], [30] and [31] which have shown that interactive counseling media can improve student engagement and facilitate more active participation during counseling sessions. However, positive user responses should be interpreted as indicators of users' perceptions and satisfaction rather than evidence of psychological improvement.

Theoretically, the design of the bingo activities is supported by social learning theory [32] which emphasizes that learning occurs through observation, interaction, and reinforcement. During group counseling, students are provided with opportunities to observe peers expressing opinions, sharing experiences, and recognizing personal strengths. Such interactions may create a supportive environment that facilitates self-reflection and positive reinforcement. Likewise, Coopersmith's theory suggests that experiences involving competence, social acceptance, responsibility, and personal achievement contribute to the development of self-esteem. The bingo activities were therefore designed to provide structured opportunities for these experiences within the counseling process. Nevertheless, the present study did not directly measure whether these theoretical mechanisms resulted in measurable improvements in students' self-esteem.

Several limitations should be considered when interpreting the findings. First, the product evaluation involved only one content expert, one media expert, six guidance and counseling teachers, and nine students, representing a formative evaluation appropriate for the initial stage of product development but limiting the generalizability of the findings. Second, the student trial employed a limited sample from a single school, making it difficult to generalize the results to students from different educational contexts or demographic backgrounds. Third, the evaluation relied primarily on self-report questionnaires completed immediately after product use. Such responses may be influenced by social desirability, respondent enthusiasm toward a new learning medium, or the novelty effect, potentially producing more favorable evaluations than would occur during routine implementation.

Another important limitation is that this study did not employ a pretest-posttest design or standardized psychological measurement to assess changes in students' self-esteem. Consequently, although the bingo counseling media was judged to be feasible, practical, and acceptable, the present findings cannot be interpreted as evidence that the media improves students' self-esteem. Demonstrating such effectiveness requires experimental or quasi-experimental studies involving larger and more representative samples, standardized self-esteem instruments, comparison groups, and longitudinal follow-up to determine whether any observed improvements are sustained over time. Despite these limitations, the present study provides both conceptual and practical contributions. Conceptually, it introduces a counseling medium explicitly developed from Coopersmith's self-esteem framework, thereby extending the

literature on game-based counseling media that has traditionally emphasized engagement rather than theoretically structured self-esteem development. Practically, the study offers school counselors an innovative, easy-to-use, and contextually appropriate counseling medium that can enrich group counseling activities and encourage greater student participation. These findings provide an empirical foundation for future effectiveness studies while supporting the continued development of evidence-based counseling media for adolescent psychological development.

4. Conclusion

This study produced a bingo game media designed as a means of stimulating senior high school students' self-esteem through group counseling services. The main findings indicate that the developed media serves as an innovative alternative in helping students build more positive self-evaluations through participatory, reflective, and interactive experiences within group dynamics. The bingo game functions not only as a recreational medium but also as a facilitative tool that enables students to recognize their potential, enhance self-confidence, and receive constructive social reinforcement.

Thus, the objective of the study to develop a medium that stimulates students' self-esteem has been achieved. The resulting product demonstrates significant practical value for implementation in school guidance and counseling services.

In future research, the effectiveness of the bingo game media could be further examined using an experimental design to measure statistically significant improvements in self-esteem. Additionally, the media may be adapted for other educational levels or applied to different domains of psychological development.

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