

Development of PeTakSif Game Media (Assertive Adventure Map) in Group Guidance Services for Assertive Behavior for High School Students

Alya Adinda Dewi Chotifa, Muwakhidah*

Universitas PGRI Adi Buana Surabaya, Dukuh Menanggal XII St., Surabaya, East Java, 60234, Indonesia

*Corresponding author, email: muwakhidah@unipasby.ac.id

<https://doi.org/10.17977/2549-7774.005910>

Article history

Submitted: 22 May 2026

Revised: 15 July 2026

Accepted: 16 July 2026

Published: 17 July 2026

Keywords

Assertive behavior

Game media

Group guidance

PeTakSif

Abstract

This study aims to develop PeTakSif game media in group guidance services for assertive behavior of high school students. The research method uses the Research and Development model (R&D) by adopting the ten steps of Borg and Gall development, but only five steps are carried out, namely preliminary study, planning, development, expert testing, and prospective user testing. The research instrument uses an acceptability questionnaire for expert and prospective user testing. Data analysis techniques use the Inter-rater agreement model and descriptive statistics. The results of the study show an expert test index of 1 in the aspects of usability, accuracy and feasibility which have very high validity. Descriptive statistics on content experts obtained an average of 3.86 (usability), 3.79 (accuracy) and 3.92 (feasibility). The results of the media expert test showed an average value of 3.85 (display), 3.97 (introduction) and 3.93 (game media). Furthermore, the test for prospective users (BK teachers) obtained an average of 3.86 (usefulness), 3.92 (accuracy), and 3.96 (feasibility). The results of the test for prospective users (students) were 61% very useful, 67% very appropriate, 64% very appropriate. Thus, it can be concluded that the PeTakSif game is very useful, appropriate, and worthy of use as a supporting medium for group guidance services for students' assertive behavior.

1. Introduction

Adolescence is a period of continuous transition from childhood to adulthood, marked by various physical, cognitive, emotional, and sexual changes. Adolescents often feel confused about themselves due to having to face confusing and unclear situations, so they tend to exhibit behaviors that reflect difficulty in controlling emotions and thoughts (Hasanati, 2024). Adolescence is a crucial time in psychological and social learning development, indicating that individuals are in the process of achieving maturity both physically and socially. Social changes during adolescence are difficult, as peer relationships experience significant changes during this phase. The changes that occur in adolescence require individuals to have adequate social skills to be able to express thoughts and feelings effectively.

Assertive behavior is crucial to support learning and social life at school, in the family, and in the community (Hafid & Nurdin, 2023). Corey explains that assertiveness means being open, direct, and honest about one's thoughts, feelings, needs, and rights without feeling unwarranted anxiety. In addition, Alberti and Emmons also explain that assertive behavior is the ability to support equality in relationships between people, which allows each individual to act according to personal interests, defend themselves without excessive anxiety, express feelings honestly and comfortably, and exercise personal rights without ignoring the rights of others. From these definitions, it can be concluded that assertiveness is behavior that encourages equality in relationships between people, is able to act in one's own interests, defend oneself without excessive anxiety, honestly express feelings comfortably and use personal rights without disturbing the rights of others. Assertive behavior plays an important role in supporting individual development both personally and socially.

However, the situation in the field shows that not all students behave assertively. As research conducted by Husnah (2022) revealed that 1 in 100 students or 1% are included in the very high assertive behavior category, 13 out of 100 students or 13% are in the high assertive behavior category, 57 out of 100 students or 57% are in the medium assertive behavior category, 24 out of 100 students or 24% are in the low assertive behavior category, and 5 out of 100 students or 5% are in the very low assertive behavior category (Husnah et al., 2022). Further research by Ekiyani (2024) showed that out of 352 students at SMKN 6 Semarang, 144 students, or 40.91%, were in the low assertiveness category, 177 of 352 students, or 50.28%, were in the moderate assertiveness category, and 31 of 352 students, or 8.81%, were in the high assertiveness category (Ekiyani et al., 2024). The results of this study indicate that the majority of students still fall within the moderate to low assertiveness category. A similar situation was also observed in the school environment.

Observations by researchers at Dr. Soetomo High School, Surabaya, during the School Field Introduction I (PLP I) observation in February 2025 showed that 55 of 90 students, or 61%, had low assertiveness. This is characterized by students' difficulty in expressing personal opinions honestly and assertively, especially when making decisions related to career planning, as well as a tendency to follow the wishes of others, such as parents, without expressing their own perspectives. Furthermore, students also show hesitation or fear in expressing disagreement due to concerns about being considered impolite, offensive, or shunned by peers. Given this situation, it is important to recognize that low assertiveness in students is not a minor issue.

One service that can be used to help students and develop assertive behavior skills is group guidance. Group guidance is a guidance and counseling service that supports the development of psychological aspects, including assertive behavior (Arianda, 2024). The type of innovative media used in group guidance is adventure media, which has been modified and developed into PeTakSif (Assertive Adventure Map). Media is a tool used by teachers to convey learning messages so that desired goals can be achieved. Meanwhile, games are a form of play that allows students to learn while playing, thus creating a more enjoyable and interactive learning atmosphere (Handayani et al., 2023). The PeTakSif game media was chosen as a treasure map-based educational media designed to develop assertive behavior in students that can involve many players. Researchers chose this media because currently there are still few interactive media that suit the needs of high school students. Therefore, the use of this game media is expected to help students' assertive behavior. This media is designed in an interesting and easy-to-play manner, so that students can demonstrate an attitude of respecting the opinions of others, acting independently, defending themselves, expressing feelings honestly and comfortably, exercising personal rights and not denying the rights of others. The development of the PeTakSif media is designed with a systematic game mechanism to support the process of learning assertive behavior gradually.

This research aims to "Develop the PeTakSif Game Media (Assertive Adventure Map) in Group Guidance Services for Assertive Behavior in High School Students." This media development is expected to provide direct benefits for school counselors and schools in providing more interactive and enjoyable service options, thus encouraging students to demonstrate respect for the opinions of others, act independently, defend themselves, express their feelings honestly and comfortably, exercise their personal rights, and not deny the rights of others. In addition, the results of this study are also expected to increase knowledge in the field of guidance and counseling services, especially in the development of innovative media in group guidance services that emphasize assertive behavior, which is very important for the personal and social development of students at the high school level.

2. Method

This study employed a Research and Development (R&D) design based on the development model of Walter R. Borg and Meredith D. Gall (1983). This design aims to develop a product while simultaneously testing its feasibility. In this study, the continuous development phase consists of five stages: (1) preliminary research, where data is collected through literature review and field needs analysis. (2) planning, where the PeTakSif game media is produced. (3) product development, where researchers compile and produce the media for testing. (4) expert testing, where the developed product is assessed by content and media experts using an acceptability questionnaire and suggestions and input are provided. (5) prospective user testing, where data is collected through questionnaires to determine the product's acceptability and feasibility. The product is tested on prospective users, namely students and school counselors.

The subjects in this study consisted of expert test subjects and potential user test subjects. The expert test subjects involved four experts, namely two guidance and counseling lecturers as content experts, and two lecturers with expertise in the field of media development as media experts. The content experts played a role in assessing the suitability of the material with the concept of assertive behavior, the accuracy of service objectives, and the relevance of the media content to the needs of students. The media experts were tasked with demonstrating aspects of appearance, design, attractiveness, practicality of use, and technical feasibility of the PeTakSif game media. Meanwhile, the potential user test subjects consisted of 33 high school students and two school counselors. The school counselors acted as accompanying users who assessed the suitability of the media with the needs of guidance and counseling services in schools, as well as its potential implementation in guidance group activities. Students acted as the primary users of the media to assess the level of attractiveness, ease of use, and usefulness of the media in helping to understand and develop assertive behavior.

The data collection instrument used in this study was a questionnaire. In both the expert test and the prospective user test (school counselors), an acceptability questionnaire was used to measure the level of acceptance of the developed product. This questionnaire covered aspects of usability, accuracy, and feasibility of the media. Meanwhile, in the prospective user test involving students, a questionnaire was used that specifically measured the usability, accuracy, and feasibility of the product to determine the extent to which the media could be used effectively by students.

The data analysis techniques in this study used descriptive and quantitative analysis. Descriptive data were obtained from the expert testing results in the form of suggestions and input that served as the basis for revising and refining the product. Meanwhile, quantitative data were obtained from the questionnaire assessment results, which were then analyzed using Gregory's (2004) inter-rater agreement model to determine the level of agreement between raters. Furthermore, statistical analysis was conducted using SPSS for Windows version 25 to obtain more accurate and measurable results.

3. Results and Discussion

The research results consist of two types of data: quantitative data analyzed using the inter-rater agreement model from Gregory (in Muwakhidah, 2020) and Guilford (1956) and statistical analysis using SPSS for Windows version 25. The second type of data is descriptive data, which includes suggestions, criticisms, and input from expert and prospective user tests, which are analyzed descriptively. The following is an explanation of the results of expert and prospective user tests, which consist of quantitative and descriptive data.

Analysis of the validation test of the PeTakSif (Assertive Challenge Map) game media involving experts in their fields, including content experts and media experts. This validation process was carried out by two content experts and two media experts whose competencies have been adjusted to qualification standards. Based on the data obtained, the PeTakSif (Assertive Adventure Map) game media is considered to have a very high level of usefulness as a supporting medium for group guidance services in efforts to assertive behavior of high school students. Although it received very good appreciation, the content experts still provided several constructive inputs to improve the quality of the PeTakSif (Assertive Adventure Map) game media. The inputs indicate that this media is basically very useful, very appropriate and very feasible to be implemented, but still requires minor improvements so that it can be used more optimally by guidance teachers and students.

3.1. Content Expert Results

At the expert testing stage, the PeTakSif game media (Assertive Adventure Map) that has been developed is then evaluated by content experts to determine the level of product feasibility based on the aspects of usability, accuracy, and feasibility. The results of the content expert assessment of the PeTakSif game media can be seen in Table 1, while suggestions, input, and product revision results based on the expert testing are presented in Table 2.

Table 1. Content Expert Assessment of the PeTakSif (Assertive Adventure Map) Game Media

Assessment Aspects	Standart Deviation		Mean	
	Expert 1	Expert 2	Expert 1	Expert 2
Usability Aspects	0.35	0.48	3.86	3.64
Accuracy Aspect	0.41	0.41	3.71	3.79
Feasibility Aspect	0.28	0.41	3.92	3.79

Table 2. Suggestions, Input and Revision Results Based on Expert Test Results

No	Expert input	Revised aspects	Revised results
1	A more concise overview	Overview of the PeTakSif game media product	A general overview of the PeTakSi game media product has been summarized using more concise and clear sentences.
2	Game rules still contain repetitive language	PeTakSif game rules	The PeTakSif game rules have been revised by eliminating repetitive words and simplifying the wording to make them easier for school counselors to understand.
3	Add a brief technical description of any issues encountered while using the media	Technical instructions for using the PeTakSif game media	A brief technical explanation of potential obstacles that PeTakSi game media users may encounter, such as limited internet connection, differences in signal quality between devices, and initial solutions that school counselors and students can implement to anticipate these obstacles during the activity.

The main input from the content expert concerned the general description of the PeTakSif game media, which was deemed too long and needed to be shortened. A more concise general description would make it easier for users to quickly and clearly understand the basic concepts, objectives, and gameplay, especially in the initial stages of using the media. Simplifying the general description is important to avoid difficulties in understanding the information. This is supported by research by Elvyra (2024), which shows that excessively long initial information has the potential to reduce reading interest, making the purpose of conveying information less effective. Presenting initial information allows users to focus on the core message in a concise and structured presentation (Elvyra et al., 2024). Furthermore, the use of clear language supported by good comprehension skills also plays a crucial role in helping users understand information. Adequate

comprehension can improve listening, speaking, and writing skills, thus making the information-receiving process more effective (Ekasari et al., 2023).

In line with the importance of presenting concise and structured initial information, the content expert also provided input and suggestions regarding the game rules in the PeTakSif game guidebook, which still contain repetitive words or phrases. This repetition is considered to cause confusion and reduce the clarity of game instructions in the context of group guidance services. Therefore, clear, concise, and concise game rules are crucial for effective service delivery and within the available time allocation. This finding aligns with research by Sihombing (2021), who stated that improving game rules is expected to improve readability and facilitate school counselors' comprehensive understanding of the game's mechanics, reducing confusion, thus making the PeTakSif game process more effective (Sihombing, 2021).

As a step to improve the media, content experts suggested adding a brief explanation of potential problems when using the PeTakSif game. This section is considered crucial for anticipating potential technical issues, both in the game media and in the game's implementation. A brief explanation of obstacles and solutions will help school counselors, as the primary users, address issues quickly without disrupting the group guidance service. This is supported by research by Resti, who emphasized that effective media use not only presents the main material but also provides clear operational instructions for effective and sustainable use in group guidance services.

3.2. Media Expert Results

After going through the content expert testing stage, the PeTakSif game media (assertive adventure map) was then tested by media experts to assess the product's quality in terms of appearance, design, and technical use. The results of the media expert's assessment of the PeTakSif game media are presented in Table 3, while suggestions, input, and revision results based on the media expert's testing are presented in Table 4.

Table 3. Media Expert Assessment of the PeTakSif (Assertive Adventure Map) Game Media

Assessment Aspects	Standart Deviation		Mean	
	Expert 1	Expert 2	Expert 1	Expert 2
Usability Aspects	0.41	0.36	3.80	3.85
Accuracy Aspect	0.17	0.17	3.97	3.97
Feasibility Aspect	0.25	0.00	3.93	4.00

Table 4. Suggestions, Input, and Revisions Based on Expert Testing Results

No	Expert input	Revised aspects	Revised results
1	The title color contrasts with the background color.	Visual Appearance	Adjust the title color by choosing a color combination that is more harmonious and doesn't contrast too much with the background color.
2	Design Arrangement of Images and Text	Layout	Rearrange the design by adjusting the proportions, spacing, and position of images and text so that they complement each other and don't overpower each other.

The results of the media expert test indicate that the PeTakSif game media has achieved high quality standards, as evidenced by its high scores across all assessment aspects. Nevertheless, the media expert provided some constructive feedback focused on improving the media's visual aspects. The media expert's input related to the need for the title color to contrast more strongly with the background color. This aligns with Yaman's (2024) findings, which assert that inadequate color contrast can impact text readability and reduce the media's visual appeal, particularly for school counselors as the primary users. This is also explained in research on the use of learning media, which examined the influence of visual design on overall media effectiveness (Yaman et al., 2024).

The media expert also emphasized the importance of balancing the layout of images and text to ensure a more proportional, communicative, and comfortable appearance. Harmony between visual elements and text is considered to significantly impact the clarity of message delivery in learning media. This statement aligns with the research findings of Sabara (2021), which revealed that harmoniously designed integration of visuals and text can enhance the clarity of message cues and facilitate user comprehension of the information conveyed (Sabara, 2021). These visual improvements aim to increase student focus, interest, and understanding, as well as prevent boredom when using PeTakSif media. An attractive and well-organized visual appearance creates a pleasant learning environment, encouraging students to actively engage during the activity.

This finding is supported by the findings of Palupi (2025), who stated that media designed with good visual design not only serves as a means of conveying information but also as a stimulus that encourages active student

involvement in learning activities and guidance services (Palupi et al., 2025). After undergoing several minor improvements based on input from content and media experts, the PeTakSif game media experienced improvements in both content and appearance. This indicates that PeTakSif media has met acceptability criteria and can be optimally implemented as a supporting medium for guidance and counseling services.

3.3. Potential User Results

After going through the expert testing phase, the PeTakSif (Assertive Adventure Map) game media was then tested on potential users to determine the level of acceptance and suitability of the product for direct use in the field. This potential user trial involved school counselors and students as the main media users in the guidance group service. The results of the assessment by the school counselors are presented in Table 5, while the results of the assessment by students are presented in Table 6:

Table 5. Assessment of Potential Users (school counselors) Regarding the PeTakSif (Assertive Adventure Map) Game Media

Assessment Aspects	Standart Deviation		Mean	
	Expert 1	Expert 2	Expert 1	Expert 2
Usability Aspects	0.44	0.35	3.86	3.86
Accuracy Aspect	0.28	0.41	3.92	3.79
Feasibility Aspect	0.28	0.41	3.92	3.96

Table 6. Assessment of Potential Users (Students) Regarding the PeTakSif (Assertive Adventure Map) Game Media

Assessment Aspects	Standart Deviation	
Usability Aspects	33	61%
Accuracy Aspect	33	67%
Feasibility Aspect	33	64%

The results of the prospective user test involving guidance counselors and students of Dr. Soetomo High School Surabaya, it can be said that the PeTakSif guidebook and game media have met the acceptability criteria in terms of usability, accuracy, and feasibility according to the guidance counselor's assessment. In addition, students assessed the PeTakSif game media as very useful, very appropriate, and very suitable for use in group guidance services for assertive behavior. This finding is in line with Maharani's (2024) research which states that media that meet the aspects of usability, accuracy, and feasibility have great potential to be implemented effectively showing high scores in all aspects of the assessment, so this media can be said to be suitable for use and included in the very good category (Mahrani et al., 2024). School counselors, as potential users, found the PeTakSif (Assertive Adventure Map) game media development product to be very helpful in implementing group guidance services, particularly as a means of providing treatment to students for assertive behavior, including equality among peers, acting independently, defending themselves, expressing feelings honestly and comfortably, practicing courage, and not denying the rights of others.

Assertive behavior is an important skill that must be developed in students so they can express opinions, feelings, and needs honestly while maintaining respect for others. In developing this assertive behavior, teachers play a crucial role as primary guides and facilitators. The success of instilling assertive behavior is inseparable from the teacher's ability to select appropriate strategies and media for services. This aligns with Uyun's (2021) findings, which state that teachers are required to be able to fulfill their learning roles as mediators, facilitators, evaluators, and guides. Therefore, the use of media in learning activities and guidance services is crucial to supporting the achievement of the goal of developing students' assertive behavior (Uyun et al., 2021).

The evolving educational paradigm demands that the role of school counselors become increasingly challenging. School counselors are expected to design and implement innovative and diverse services to prevent the service delivery process from becoming boring, as this can hinder behavioral changes and student improvement. This aligns with Daniati's (2025) opinion, which emphasizes that the professionalism of school counselors is reflected in the provision of quality, systematic, and success-oriented counseling services (Daniati et al., 2025). Therefore, the role of school counselors focuses not only on delivering service materials but also on developing personal skills and a holistic understanding of students. The use of the PeTakSif game as a supporting tool for school counselors to achieve character development goals, particularly in strengthening assertive values among high school students.

Assessments from the perspective of school counselors indicate that the PeTakSif game is a suitable medium for the characteristics of high school students. This media is able to integrate game and learning elements in a balanced way in the implementation of group guidance services, thereby encouraging active student involvement. This approach aligns with contemporary educational principles that emphasize student-centered learning. In today's learning context, students are required to optimally manage academic

responsibilities, both in understanding learning materials, completing school assignments, and reinforcing independent learning outside of class. The presence of educational media provides a more enjoyable and meaningful learning experience, allowing the academic demands faced by students to be balanced with more varied learning strategies.

The use of the PeTakSif (Assertive Adventure Map) game provides students with the opportunity to gain educational and interactive learning experiences to develop assertive behavior. Through this media, students are trained to express their opinions appropriately, respect others, and build self-confidence in social interactions. Furthermore, the use of the PeTakSif game helps students recognize and gradually develop assertive behavior. This demonstrates that the PeTakSif game serves not only as a medium for play but also as a relevant and meaningful learning tool to support students in achieving their full potential in the school environment. Educational games are effective in developing students' social skills, including interaction, cooperation, and social communication, which are essential foundations for developing assertive behavior.

4. Conclusion

The PeTakSif (Assertive Adventure Map) game media equipped with a guidebook for School counselors was developed as a supporting media for group guidance services and has met the criteria of usability, accuracy, and feasibility based on the results of tests by content experts, media experts, and tests by prospective users, both BK teachers and students. Theoretically, this media was declared acceptable with the results of the inter-rater agreement analysis showing a value of 1 in the assessment of content experts and media experts, indicating a very good level of acceptability. The assessment of prospective users (BK teachers) also showed a very good category with an average score of 3.86 in the usability aspect, 3.92 in the accuracy aspect, and 3.96 in the feasibility aspect. Practically, the results of the test on high school students showed a very positive response, namely 61% considered it very useful, 66.7% considered it very appropriate, and 64% considered it very appropriate. These findings confirm that the PeTakSif game media is very useful, very appropriate, and very appropriate to be used as a supporting media for group guidance services to improve the assertive behavior of high school students. However, this study still has limitations because the trial only reached the prospective user test stage and did not include limited group tests, effectiveness tests, and product dissemination stages, so further research is recommended to continue to these stages in order to obtain more comprehensive results.

Author Contributions

All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

Funding

No funding support was received.

Declaration of Conflicting Interests

The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Declaration on AI Use

The authors declare that no artificial intelligence (AI) or AI-assisted tools were used in the preparation of this manuscript.

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