



Development of BK Tower Card Game Media Based on Groups to Train Students' Emotional Control

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ABSTRACT

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This study aims to develop a group-based Tower Card Guidance and Counseling game as a supporting medium for group counseling services to train emotional control in eighth-grade students of class VIII-4 at SMP Muhammadiyah 7 Medan. The research uses a Research and Development (R&D) method with the 4D development model (Define, Design, Develop, and Disseminate), with implementation limited to the Develop stage. The research subjects included 26 students for the needs analysis stage and 15 students selected through purposive sampling for a limited trial. Data were collected through observation, interviews, and questionnaires, then analyzed using quantitative descriptive techniques in the form of percentages and qualitative analysis of the results from observations, interviews, and validator feedback. The needs analysis results showed that 15 out of 26 students still need practice in controlling their emotions, especially in staying calm, managing anger, reducing anxiety, maintaining patience, and choosing the right response in emotional situations. Media expert validation was 75% in stage I and increased to 90% in stage II after revisions, while material expert validation was 85%, both of which fall into the very valid category. Practicality tests showed a 90% response from BK teachers and 95% from students, both in the very practical category. Therefore, the BK Tower Card game media is considered very valid and very practical as a supporting tool for group counseling to help students practice emotional control. Further research is suggested to test effectiveness using an experimental design and involving a wider range of subjects to get empirical evidence about the impact of using Tower Cards on improving students' emotion regulation skills.

Keywords: *Emotion Control, Group Guidance, Media Counseling Guidance, Research and Development, Tower Card.*

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INTRODUCTION

Education isn't just aimed at developing academic skills, but also at shaping students' personal and social abilities as a whole. One important skill during adolescence is emotional control, considering that middle school students go through various physical, psychological, and social changes that can affect emotional stability. The inability to control emotions can be seen

through behaviors like getting angry easily, feeling offended, crying, withdrawing, talking back to friends, or acting impulsively (Kim et al., 2025; Papadimitriou & Virvou, 2025). Therefore, the ability to recognize, understand, manage, and express emotions properly needs to be strengthened through Guidance and Counseling services.

Based on the situation with the eighth-grade students of class VIII-4 at Muhammadiyah 7 Medan, there are still behaviors showing the need to strengthen emotional regulation. Some students get easily triggered by teasing or unpleasant remarks, have difficulty holding back their responses during disagreements, and react spontaneously when things don't go their way. Some students also choose to stay silent or walk away when facing problems with friends. This situation shows that emotional regulation is not just about controlling anger, but also involves recognizing emotions, understanding their triggers, managing responses, expressing feelings appropriately, and avoiding impulsive actions.

To respond to that situation, it's necessary to have an emotion management strategy through Guidance and Counseling services that give students a chance to practice directly. The strategy includes the ability to recognize emotions, understand triggers, control responses and impulsive urges, express emotions positively, reflect on situations, and choose constructive actions when facing stress or conflict (Gross & Thompson, 2007; Njelesani, Castillo, & Lopez, 2025). One approach that can be used is game-based group guidance, because it allows students to learn through peer interaction, discussions, collaboration, play experiences, and reflecting on behaviors that arise during the activities.

Based on these needs, the BK Tower Card (Tower Card) was developed as a group-based tool that integrates emotion control strategies with play activities and group dynamics. This tool combines a tower game with cards containing questions, situations, instructions, and challenges related to emotion control. Through the game, students not only follow the rules and take turns, but also practice recognizing emotions, identifying their causes, deciding on appropriate responses, expressing feelings positively, controlling impulsive urges, and solving problems constructively in an interactive and fun environment.

The development of the BK Tower Card (Tower Card) based on groups is expected to be an alternative tool for Guidance and Counseling teachers to provide active, interactive services that match the developmental characteristics of junior high school students. This medium not only serves as an aid for delivering material but also as a means to practice emotional skills through playing experiences, group interactions, decision-making, and reflection (Burdea et al., 2021; Purnama & Wicaksono, 2025). Thus, the BK Tower Card can help students develop the ability to recognize and understand emotions, control their responses, reduce impulsive behavior, express their feelings appropriately, and choose constructive behavior when facing conflicts or emotional situations.

Previous research shows that games in guidance and counseling services have the potential to help develop students' emotional abilities. (Amaluddin, 2024) found that group counseling services using play techniques can improve students' emotional regulation skills. Along the same lines, (Kurnia, 2024) shows that group guidance using game techniques has a significant effect on improving the emotional intelligence of eighth-grade students. The study (Hasanah, Salam, & Irwan, 2026) also proves that group guidance using role-playing techniques affects students' emotion regulation. These findings show that interactive group activities can be a relevant strategy to help students develop the ability to manage their emotions.

Research (Kur'ani & Elvri, 2026) regarding game media in Guidance and Counseling, it has developed, such as using UNO cards to enhance emotional intelligence, origami fortune tellers

to help manage emotions, and the board game Emotional Quest to improve students' understanding of emotion regulation. However, these studies have not specifically developed a Tower Card game media that integrates challenges, questions, interaction, and reflection based on indicators of emotion control in middle school students. This situation shows a research gap in the development of guidance and counseling game media specifically designed to train emotion control through group dynamics.

The novelty of this research lies in the development of the BK Tower Card (Tower Card) based on group activities to train emotional control for 8th-grade students of class VIII-4 at Muhammadiyah 7 Medan. Each card is designed based on emotional control indicators, including recognizing emotions, understanding triggers, controlling responses and impulses, expressing emotions appropriately, and choosing constructive actions when facing conflicts. Thus, the BK Tower Card is not just a game medium, but also a tool for hands-on experiences, interaction, practice, and reflection that is concrete, interactive, fun, and contextual in group guidance services.

METHOD

This study uses the Research and Development (R&D) method to create the BK Tower Card (Tower Card) game media based on groups to help train students' emotional control. This method was chosen because it allows for systematic product development through the stages of needs analysis, design, development, validation, revision, and testing (Sugiyono, 2022). With this method, the products developed are not just based on theoretical concepts, but are also tailored to the needs and characteristics of students as media users.

The development model used is the 4D (Four-D Model) from (Thiagarajan, Semmel, & Semmel, 1974), which consists of Define, Design, Develop, and Disseminate. This study is limited to the Develop stage because it focuses on producing valid and practical media. The Define stage is used to analyze the needs and problems of emotion regulation, Design is for designing the media and supporting tools, while Develop includes product creation, expert validation, revisions, and limited trials. The limitation of the development stage is adjusted according to the research objectives and the constraints of conducting the study.

The research was carried out at SMP Muhammadiyah 7 Medan in the even semester of the 2025/2026 Academic Year based on the results of observations, interviews with the school counselor, and a needs questionnaire that showed the need to train students' emotional control skills (Creswell, 2018). The research subjects consisted of 26 eighth-grade students from class VIII-4 during the needs analysis stage, and then 15 students were chosen for a limited trial using purposive sampling. The selection of subjects was based on the results of the needs analysis, student characteristics, recommendations from the guidance counselor, and willingness to participate in the trial. These subjects were considered suitable to provide an initial idea of how the developed media would be used.

The product developed is a group-based BK Tower Card game media to support group counseling services. This media uses the concept of building a tower with cards containing questions, situations, instructions, challenges, and reflective activities related to emotion regulation. The indicators used include the ability to recognize emotions, understand the causes of emotions, control responses and impulses, express emotions appropriately, and choose constructive actions when facing problems or conflicts (Borg & Gall, 1989). The media components include a guidebook, Tower Cards, emotion cards, question cards, response cards, a question box, a game table, game tools, reflection sheets, and evaluation instruments. Each

component is designed to support the others so that students can have an active, interactive, and fun learning experience.

Data collection was done through observation, interviews, and questionnaires. Observation and interviews were used to identify the emotional control conditions and media needs, while questionnaires were used for needs analysis, validation by material and media experts, and to get responses from guidance counselors and students (Arikunto, 2021). The assessment instruments cover aspects of content, language, design, usage instructions, ease, attractiveness, usefulness, and media suitability for group guidance services. This data is used to get a comprehensive picture of media quality from the perspective of experts and users.

The trial was carried out after the product was validated by material experts and media experts. The validators' feedback was used as the basis for revisions before the product was tested on a small group of 15 students. The trial aimed to find out the practicality, attractiveness, ease of use, and usefulness of the Tower Card media in group counseling sessions (Sugiyono, 2022). The research data consists of qualitative data in the form of observations, interviews, critiques, and suggestions, as well as quantitative data in the form of questionnaire scores. The results of the trial are then used to find out users' responses to the media and also to identify parts that still need improvement.

Quantitative data is analyzed using descriptive statistics in the form of percentages to determine the feasibility and practicality of the product (Arikunto, 2021). The analysis was done by comparing the scores obtained with the maximum scores, then multiplying by 100%. The resulting percentages were then interpreted based on the feasibility and practicality criteria that had been set, while qualitative data was used as a consideration for revising and improving the media. In this way, the data analysis was aimed at ensuring that the Tower Card has suitable content, design, ease of use, and relevance as a supporting medium for group guidance in helping students manage their emotions. The percentage analysis was done by comparing the scores obtained with the maximum scores, then multiplying by 100%. The formula used is:

$$P = (F/N) \times 100\%$$

Description:

P = percentage of the assessment result;

F = score obtained;

N = maximum score.

The use of percentage analysis allows the assessment results from validators and users to be converted into categories that are easier to interpret (Creswell, 2018). The percentage results are then used to determine the validity and practicality level of the Tower Card media. The assessment criteria used in this study are listed below.

Table 1. Criteria for Media Validity and Practicality

Score Range (%)	Description
81–100%	Highly Valid/Practical
61–80%	Valid/Practical
41–60%	Moderately Valid/Practical
21–40%	Not Valid/Practical
0–20%	Highly Invalid/Impractical

Based on those criteria, the results from the content experts and media experts are used to determine the feasibility of the media, while the assessments from the guidance counselors and students are used to determine the practicality of the Tower Card. Percentages in the valid or very valid categories show that the media meets feasibility aspects, while the practical or very practical categories show that the media is easy to use in group guidance services. These quantitative results are supported by suggestions and feedback from the validators and users as a basis for product revisions (Sugiyono, 2022). Thus, the data analysis is aimed at producing Tower Card media that is content- and design-appropriate, easy to use, and relevant for training students' emotional control.

RESULTS AND DISCUSSION

Results

Needs Analysis and Development of BK Tower Card Media

The results of the development research on the BK Tower Card (Tower Card) media started with a needs analysis conducted on 26 eighth-grade students from SMP Muhammadiyah 7 Medan through interviews with the BK teacher, observations, and distributing a student needs questionnaire. The interview results showed that some students still had difficulties in staying calm when facing problems, controlling anger, reducing anxiety in stressful situations, maintaining patience when emotions run high, and deciding on the right response when in an emotional state. Observations also indicated that some students are easily provoked and are not yet able to respond appropriately to the situations they face. Based on the survey results, 15 out of 26 students still need practice with managing their emotions. These findings show that students' emotional control issues cover several aspects, as shown in Table 2.

Table 2. Results of Student Emotion Control Needs Analysis

Observed Aspect	Research Findings
Calmness in Facing Problems	Some students still have difficulty maintaining calmness when facing problems.
Anger Management	Some students tend to express anger easily when they feel frustrated or upset.
Anxiety Management	Some students are not yet able to reduce anxiety in stressful situations.
Patience	Some students experience difficulties in maintaining patience when their emotions intensify.
Response Selection	Some students are not yet able to determine appropriate responses when experiencing emotional situations.
Need for Practice	15 out of 26 students require emotional regulation practice.

Based on Table 2, it can be seen that students' needs are not only related to the ability to control anger but also include the ability to stay calm, manage anxiety, maintain patience, and choose the right response. This situation forms the basis for developing media that not only provides knowledge about emotions but also gives students a chance to practice managing emotional responses through interactive and group activities.

Validation and Revision of BK Tower Card Media

The next needs analysis was conducted on the media required for guidance and counseling services. Survey results showed that students need media that is active, engaging, and interactive. About 74% of students said they strongly agree and 13% agreed on the need for interactive game

media to help recognize, manage, and control emotions. Regarding interest in emotion control games, 40% of students said they strongly agree, and 53% agreed. Meanwhile, in terms of the availability of game facilities and infrastructure, 60% of students said they strongly agree, and 30% agreed. These results provide a basis that interactive games have the potential to be used as an alternative medium in group counseling services.

Table 3. Results of the Needs Analysis for Game Media

No.	Needs Indicator	Strongly Agree	Agree
1	Need for interactive game-based media	74%	13%
2	Interest in emotion regulation games	40%	53%
3	Availability of game facilities and infrastructure	60%	30%

Based on Table 3, the BK Tower Card media was developed with a fairly clear basic need. The media was then designed as a group game that integrates play activities with emotional control exercises. The media components include Emotion Cards, Response Cards, a question box, Tower Cards, game rule balloons, push pins, and other supporting equipment. Emotion Cards are used to help students recognize the feelings they are experiencing, while Response Cards and the question box provide stimuli for students to understand situations and decide on appropriate responses. The activity of arranging Tower Cards presents a challenge that allows students to practice staying calm, controlling reactions, following rules, and cooperating with group members.



Figure 1. Game Guide Book

Source: Documentation of the researcher's development results

Figure 1 shows a guidebook containing instructions for using the media, the purpose of the game, the target users, the steps for carrying out the game, the game rules, group divisions, the role of each group member, as well as the emotional control indicators practiced during the game. This guidebook is designed to make it easier for school counselors to implement the media in group guidance sessions.



Figure 2. Tower Card

Source: Documentation of the researcher's development results.

Figure 2 shows the Tower Cards, which are the main medium used in the Tower Card game. These cards contain interesting images and positive affirmation sentences that each group gets after successfully answering a given question. Each card obtained is first read out by the group leader, then collected until there are 15 cards to be stacked into a tower. These cards are chosen not just for building the tower, but also because the positive affirmation sentences help reinforce a positive mindset in participants. The process of stacking the cards into a tower requires participants to work together, stay focused, be patient, and manage their emotions when facing challenges, like when the tower wobbles or collapses, so the game's goal of training emotional control can be achieved.



Figure 3. Balloons and Game Rules

Source: Documentation of the researcher's development results.

Figure 3 shows that balloons are the medium used in the initial stage of the Tower Card game. The balloons come in different colors to represent each group, and inside each balloon is a piece of paper containing the game rules. In the game, the group leader flies the balloon into the air and then tries to pop the balloon that matches their group's color based on directions from group members to get the game rules. Balloons are used because they create an initial challenge that helps train teamwork, communication, concentration, and participants' ability to manage their emotions.



Figure 4. Push Pin

Source: Documentation of the researcher's development results.

Figure 4 shows that a push pin is a tool used to pop balloons during the Tower Card game stage. The push pin is used by the group leader to pop the balloons. The push pin is chosen so that the balloons can be popped easily, safely, and in a controlled way during the game.



Figure 5. Emotion Card

Source: Documentation of the researcher's development results.

Figure 5 shows the Emotion cards, which are one of the main components because they are designed to help students recognize different emotional states. Through these cards, students are given stimuli to become aware of and identify the emotions that arise during activities. The use of Emotion Cards is expected to help students connect play experiences with emotional experiences in everyday life.



Figure 6. Question Box and Response Cards

Source: Documentation of the researcher's development results.

Figure 6 shows the question box and the Response Cards that are part of the game mechanism. The question box provides a stimulus in the form of situations that students need to understand, while the Response Cards help students consider possible actions they can take. Through these activities, students get a chance to learn how to choose more appropriate responses when facing emotional situations.



Figure 7. Markers and Stationery

Source: Documentation of the researcher's development results.

Figure 7 shows markers or stationery, which are supporting tools used in the Tower Card game. Markers are used to create sample tower shapes as a reference for arranging the cards, while stationery is used to support various activities during the game. Using these tools aims to help the game run smoothly.

Before being used in trials, the BK Tower Card media went through a process of validation and revision. Initial validation results showed that there were several areas that needed improvement, especially the match of the images with the characteristics of junior high school students, the type and size of the fonts, color consistency, variety of emotion pictures, card thickness, naming of question boxes, and component packaging. Revisions were made to improve the quality of the appearance, readability, neatness, and ease of use of the media.

Table 4. Results of BK Tower Card Media Improvement

Validator Comments	Improvement Results
The images on the cards need to be adjusted to suit the characteristics of junior high school students; the font and colors need to be improved; emotional variations should be increased; and the card thickness should be adjusted.	The images were adjusted to suit the characteristics of junior high school students, the font and colors were made more consistent, the variety of emotional images was increased, and the card thickness was improved.
The question box needs to be given a name to facilitate the game.	The question box was given a clear name/identification.
The cards need to have a designated storage place so that they can be arranged neatly and attractively.	A storage container for the cards was provided.
Other components need to be placed in a container to prevent them from being lost.	The game components were placed in a storage container.

The results of the first-stage media expert validation showed that the media scored 68 out of a maximum score of 90, with a percentage of 75%, and falls into the valid category. After making improvements based on the validator's input, the second-stage validation results increased to 81 out of a maximum score of 90, with a percentage of 90%, putting it in the very valid category. This improvement shows that the revisions made to aspects like appearance, design, readability, and packaging have enhanced the quality of the media.

Table 5. Aspects and Results of Media Expert Validation

Assessment Aspect	Indicator Assessed	Stage I	Stage II
Media Appearance	Suitability of images, colors, and overall appearance to the characteristics of junior high school students	✓	✓
Card Design	Size, thickness, shape, and attractiveness of the cards	✓	✓
Readability	Font type, font size, and clarity of the text	✓	✓
Media Components	Emotion Cards, Response Cards, question box, and game equipment	✓	✓
Packaging	Neatness and storage of media components	✓	✓
Ease of Use	Ease of using the media according to the game instructions	✓	✓

Table 6. Summary of Media Expert Validation

Stage	Score	Maximum Score	Percentage	Category
Stage I	68	90	75%	Valid
Stage II	81	90	90%	Highly Valid

Table 7. Comparison of Media Expert Validation Results Phase I and Phase II

Validator Comment	Before Revision	After the Revision
Change the image on the card to suit a middle school kid character, and change the font for the affirmation sentence as well as adjust its color so it's not all different. For the background image, create more types of emotions, and increase the card's thickness so it's not too thin or too thick.		
The question box is named to make it easier during the game.		
The card was made a place so that it's more organized and attractive.		
For the other components, put them in a container or place so they don't get lost and make the game easier.		

Figure 5 shows an increase in expert media validation results from 75% in stage I to 90% in stage II. The results indicate that the media, after revision, was considered more appealing, tidy, consistent, easy to use, and had better-organized components.

The Practicality and Final Results of BK Tower Card Media

Next, content expert validation was conducted to see how well the material matched the goals of the group guidance service and the characteristics of junior high school students. The expert's assessment covered aspects like content feasibility, material presentation, depth of the material, and language. The validation results scored 68 out of a maximum of 80, with a percentage of 85%, so it falls into the very valid category.

Table 8. Aspects and Results of Material Expert Validation

Assessment Aspect	Indicator Assessed
Content Feasibility	Suitability of the material with the service objectives and emotional regulation indicators.
Material Presentation	Organization of the presentation and suitability of the questions, Emotion Cards, and Response Cards.
Material Depth	The ability of the material to help students understand emotions, regulate responses, and determine constructive actions.
Language	Suitability of the language to the characteristics of junior high school students, clarity of sentences and instructions, and consistency of terminology.

Table 9. Results of Content Expert Validation

Score	Maximum Score	Percentage	Category
68	80	85%	Highly Valid

The results show that the material in the media has matched the development goals, especially in helping students recognize emotions, understand what causes emotions, manage emotional responses, and build empathy for others. The material has also been organized systematically so it can be used in running group guidance sessions.

After the media received valid assessments from media experts and content experts, a practicality test was conducted based on responses from the school counselors. The counselors' evaluation focused on ease of use, clarity of instructions, completeness of components, feasibility, attractiveness, usefulness, and how well the media fits with group counseling services. The instrument consists of 10 statements rated on a scale of 1–5, so the maximum score that can be achieved is 50.

Table 10. Statement Items for Practicality Test of Guidance Counselors

Aspect	Statement
Ease of Use	The <i>Tower Card</i> Guidance and Counseling (BK) media is easy to use in group guidance services.
Ease of Use	The game steps are easy for the Guidance and Counseling teacher to understand.
Clarity of Instructions	The guidebook provides clear and systematic game instructions.
Clarity of Instructions	The game rules are easy to explain to students.
Completeness of Components	All media components are available and can be used according to their respective functions.
Implementation Feasibility	The media can be implemented in group guidance services without complicated procedures.
Implementation Feasibility	The time required to use the media is appropriate for the implementation of group guidance services.
Attractiveness	The appearance and format of the game are attractive to students.
Usefulness	The media helps students recognize and understand their emotional conditions.
Suitability for Guidance Services	The media is appropriate for use as a supporting tool in group guidance services to develop emotional regulation skills.

Based on the responses from the guidance counselor, the media scored 45 out of a maximum score of 50, with a percentage of 90%, which falls into the very practical category. This

result shows that the media can be easily used in group counseling services. The counselor also noted that the game rules are clear and the activities can help students recognize emotions, control their responses when facing challenges, communicate, and cooperate with group members.

Table 11. Results of the Practicality Test for Guidance Counselors

Number of Items	Obtained Score	Maximum Score	Percentage	Category
10	45	50	90%	Highly Practical

A practicality test was also conducted on 15 eighth-grade students (class VIII-4) who had been identified as needing practice in emotion regulation. After participating in group counseling sessions using Tower Card media, the students gave feedback on ease of use, attractiveness, engagement, ability to recognize and control emotions, communication, cooperation, and the usefulness of the media. The assessment results showed a score of 710 out of a maximum score of 750, with a percentage of 95%, which falls into the very practical category.

Table 12. Practicality Test Results Based on Student Responses

Number of Respondents	Obtained Score	Maximum Score	Percentage	Category
15 students	710	750	95%	Highly Practical

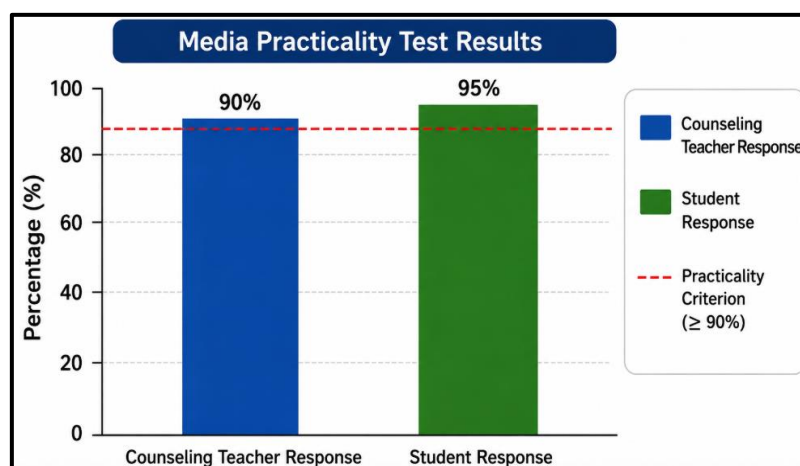


Figure 8. Diagram of Media Practicality Test Results

Source: Research data processing results.

Figure 6 shows that students' responses to the media fall into the very practical category. A percentage of 95% indicates that the media is easy to understand, engaging, and able to involve students in group activities. Students also demonstrated the ability to follow game instructions, communicate, cooperate, and follow game challenges.

Overall, the development results show that the BK Tower Card media has improved in quality after going through the validation and revision process. Media expert validation increased from 75% in stage I to 90% in stage II, material expert validation reached 85%, while practicality based on guidance counselor teachers' responses reached 90% and students' responses reached 95%. These results indicate that the final product meets the criteria for being very valid and very practical to use as a support medium for group guidance services.

Table 13. Summary of the Validity and Practicality Results of the BK Tower Card Media

No.	Type of Assessment	Percentage	Category
1	Stage I Media Expert Validation	75%	Valid

No.	Type of Assessment	Percentage	Category
2	Stage II Media Expert Validation	90%	Highly Valid
3	Material Expert Validation	85%	Highly Valid
4	Guidance and Counseling Teacher Response	90%	Highly Practical
5	Student Response	95%	Highly Practical

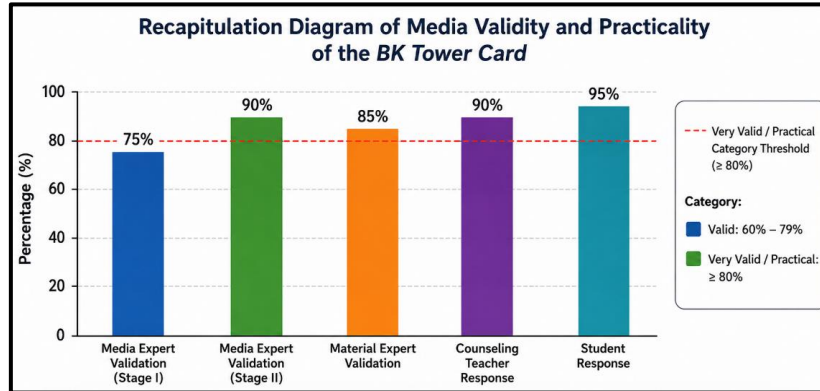


Figure 9. Recap Diagram of the Validity and Practicality of the BK Tower Card Media

Source: Research data processing results.

Based on all of these results, the BK Tower Card media is considered to meet the aspects of validity and practicality as an alternative medium in group counseling services to train students' emotional control. The media combines game activities with exercises in recognizing emotions, understanding emotional situations, deciding on responses, controlling reactions, following rules, communicating, and cooperating. However, this study is limited to development, validation, and practicality testing, so it can't yet be used to conclude the effectiveness of the media in improving emotional control. Effectiveness testing through experimental design can be done in future research.

Discussion

The results of the development research on the BK Tower Card media show that there is a real need for media to train emotional control in eighth-grade students at SMP Muhammadiyah 7 Medan. The needs analysis showed that 15 out of 26 students still need practice in controlling their emotions, especially in staying calm when facing problems, controlling anger, reducing anxiety, maintaining patience, and choosing the right response in emotional situations. These findings indicate that emotional control issues in teenagers cannot be understood simply as an inability to hold back anger, but also include the ability to recognize emotional states, control impulses, consider the consequences of actions, and choose responses that fit the demands of the situation. These findings are consistent with (Zheng, Oberle, Robinson, & Daniau, 2021), which explains that failure to manage emotions in teenagers can lead to various forms of maladjustment, whether in the form of aggressive behavior or apathy. In their study, the need for emotional regulation development was then addressed through the creation of a group guidance package, which received very good assessments from content experts, media experts, counselors, and students. Thus, the results of the needs analysis in this study provide an empirical basis that emotion control training needs to be provided through services that allow students to gain hands-on experience, not just by delivering information verbally.

The need for hands-on experience is increasingly evident from the media needs analysis. About 74% of students strongly agreed, and 13% agreed on the need for interactive game media to help recognize, manage, and control emotions. In addition, 40% of students strongly agreed, and 53% agreed on their interest in using games related to emotion management. These findings show that students' characteristics as teenagers need to be considered when selecting guidance and counseling media. Media that provide opportunities to move, interact, make decisions, and gain experiences with peers have the potential to make the service process more participatory. Results (Lubis & Setiawan, 2025) strengthen that argument. They found that group counseling services using game techniques can improve students' emotion regulation abilities; the study involved eight students with low emotion regulation skills and obtained Wilcoxon test results showing significant changes after the intervention. The similarity between that study and the Tower Card study lies in using games as a means to practice emotion regulation in a group setting. The difference is that this study develops the game in the form of a special product that has rules, cards, question stimuli, Emotion Cards, Response Cards, and tower-building activities, allowing the game to be used more structurally by the school counselor.

Using games as a medium for group guidance is also relevant to the social development characteristics of middle school students. During adolescence, interactions with peers become an important context for shaping behavior and managing emotions. Therefore, emotion control exercises done individually don't necessarily provide the same experience as exercises that take place within group interactions. In Tower Card, students have to take turns, follow rules, accept game outcomes, face challenges, communicate with group members, and respond to emerging situations. These activities indirectly create situations that allow students to practice managing emotional reactions in a social context. This is relevant to research findings. (Nisa & Elviana, 2025) This shows that group guidance services using psychodrama techniques can improve students' emotional regulation; after eight sessions, the Wilcoxon test results showed a significance value of 0.01. Although psychodrama and Tower Card have different mechanisms, both provide students the opportunity to learn through experience, interaction, and reflection on emotional situations. Thus, the strength of Tower Card does not solely lie in the shape of the cards or the tower, but in how the game mechanism creates a social experience that can be used as a space to practice emotional control.

The Emotional Card component in the Tower Card holds an important position because it serves as an initial stimulus to help students recognize and become aware of their emotional states. The ability to recognize emotions is a key part of the regulation process because individuals need to know what emotions they are experiencing before deciding how to respond to them. In this study, the Emotional Cards didn't stand alone but were connected to play experiences and situations close to the students' lives. When students receive a certain card, they are guided to recognize the emotion, relate it to their experiences, and discuss it in groups. This kind of approach shifts the service process from just knowing to actually experiencing. Research findings (Hutagaol & Suwarjo, 2025) also show that group guidance services can be used to improve emotional regulation in middle school students. The study used eight 8th-grade students and got a Wilcoxon significance value of 0.012 after applying self-regulated learning techniques. The difference is that Tower Card provides emotional regulation experiences through game activities and group interactions, whereas that study used self-management techniques. This shows that developing strategies for controlling emotions can be done in various ways, as long as the activities allow students to understand and manage their emotional responses.

The question box and Response Cards in the Tower Card further expand the media's function from just a game to a tool for reflection. The question box provides situations or problems that students need to understand, while the Response Cards help students consider possible actions to take. This way, students aren't immediately directed to give a spontaneous response but get the chance to pause, think, weigh alternatives, and decide on a more appropriate action. This pattern is relevant to the concept of emotional regulation as a process of managing and modifying emotional responses according to the demands of a situation. Research (Arifin & Suparno, 2025) shows that group guidance using sociodrama techniques can improve students' emotional regulation, with a Wilcoxon test result of 0.011. Sociodrama gives students the chance to face certain situations through roles, while Tower Card presents situations through questions and response cards. Even though the forms are different, both have the same principle, which is to provide structured experiences so that students can learn to understand situations and choose more appropriate emotional responses.

The activity of building towers is also an interesting element in Tower Card because it creates game situations that can bring tension, anticipation, failure, success, and the need to wait for their turn. In the context of emotional control exercises, this situation can be a simple but meaningful experience for students. Students are not only asked to answer questions about emotional control, but also have to practice controlling their responses during the game. For example, when the tower is unstable or a mistake happens in the game, students need to manage their reactions, follow the rules, and keep playing. Therefore, the game acts as experiential learning, allowing students to learn through direct experience. Findings (Abueva et al., 2025) regarding the effectiveness of play techniques in group guidance it supports the use of games as a medium to improve emotional regulation. Thus, the play aspect in Tower Card is not just an element of entertainment, but a pedagogical mechanism deliberately designed to create situations that require patience, self-control, communication, and decision-making.

The increase in media expert validation results from 75% in stage I to 90% in stage II shows that the revision process contributed to improving the quality of the product. The validators' feedback concerned the suitability of images with the characteristics of middle school students, the type and size of the font, color consistency, variety of emotional images, card thickness, naming of question boxes, and component packaging. These improvements indicate that the quality of counseling media cannot be assessed just based on the presence of material, but also on how the material is packaged to be easy to use and appealing to the target audience. These findings are in line with previous research. (Andrade & Roders, 2026) Regarding the development of the emotional regulation group guidance package. The study received ratings of 93% from content experts, 73.8% from media experts, 79% from counselors, and 91.4% from students, so the product was considered to meet the acceptability criteria. This similarity shows that the expert validation and revision process is an important part of developing guidance and counseling products. In the Tower Card study, the increase from 75% to 90% shows that expert feedback was translated into concrete improvements in appearance, readability, components, and packaging of the product.

Expert validation of the material at 85%, which falls into the very valid category, shows that the content of the Tower Card is already in line with the service goals and students' emotional regulation needs. The developed material covers the ability to recognize emotions, understand the causes of emotions, control emotional responses, and determine constructive actions. This result is important because visually appealing games do not necessarily have educational value if their content and activities are not aligned with the service goals. Research (Aksoy & Gresham, 2024)

regarding the development of a classical guidance podcast service on emotional regulation, it shows that the product developed received very good validation from content experts at 97.5%, media experts at 92.5%, and prospective BK teacher users at 96.25%. These findings indicate that developing emotional regulation media needs to pay attention to the integration between the material content, the form of the media, and user needs. In Tower Card, this integration is realized through the connection between emotion control material and Emotion Cards, question boxes, Response Cards, and game activities.

The practicality test result for the guidance counselor teachers was 90%, showing that Tower Card has a high level of applicability in group counseling services. The counselors assessed the ease of use, clarity of instructions, completeness of components, feasibility, attractiveness, usefulness, and the suitability of the media with the service goals. This is important because an educational medium can be considered theoretically valid, but it may not necessarily be practical when used in the field. In this study's context, the 90% score indicates that the product can be used by guidance counselors without complex procedures. These findings are in line with previous research. (Wiedermann, et al., 2023) which received a rating of 79% from prospective counselors and 91.4% from students in the development of the emotional regulation group guidance package. The difference is that Tower Card provides a more concrete form of interaction because the school counselor not only uses the package or guide but also manages the game with physical devices that can be played directly by the students.

Student responses of 95% further reinforce the practicality of the Tower Card from the perspective of target users. Such high responses indicate that students can understand the instructions, follow the game mechanism, engage in group activities, communicate, cooperate, and take on game challenges. These findings are important because the success of guidance and counseling media is greatly influenced by student engagement as users. Media that is theoretically good but not attractive or difficult for students to use will struggle to provide an optimal service experience. The results of the Tower Card study show that the game can create a more participatory service atmosphere. This aligns with various studies that use experiential group-based approaches, including research (Hafina, Rusmana, Hamzah, Irawan, & Mulyati, 2024) which shows that psychodrama activities in group counseling can improve students' emotional regulation. The difference is that Tower Card combines physical activities, visual stimuli, questions, responses, rules, and group interaction in one medium so that students can engage through several forms of activities at once.

Compared to previous research, the position of this study becomes clearer. Research (Cumming, et al., 2022) emphasizing the use of play techniques in group guidance services to improve emotion regulation; research (Brandl & Schrader, 2024) developing an emotional regulation group guidance package; research (Abidin, Noor, Ashaari, & Yadegaridehkordi, 2025) using psychodrama; whereas the research (Mardiah, Cahyani, Gehan, Ulfyani, & Mayang, 2025) using self-regulated learning in group guidance. The Tower Card study combines the strengths of these approaches in the form of a physical game product specifically designed to train emotional control for middle school students. What's new isn't just the use of games, since games have been widely used in counseling services, but rather the media design that integrates Emotion Cards, Response Cards, question boxes, tower activities, game rules, and group work as a single system for practicing emotional control. In this way, Tower Card offers a more concrete, structured, and contextual tool for school counselors to use in group guidance sessions.

Overall, the research results showing stage II media expert validation at 90%, material expert validation at 85%, school counselor practicality at 90%, and student response at 95%

indicate that Tower Card has met the criteria for high feasibility and practicality. These results align with trends in guidance and counseling research, which show that emotional regulation can be developed through group services using various approaches, including games, psychodrama, sociodrama, and self-regulation techniques. In this way, the Tower Card can be positioned as an alternative medium for group guidance services that turns the concept of emotion control from something abstract into a more concrete and interactive experience. Students not only get information about what emotions are and how to manage them, but also get the chance to experience situations that require patience, response control, communication, cooperation, and decision-making.

That said, the results of this study should be interpreted carefully. The percentages of 90% for media expert validation, 85% for material expert validation, 90% for the school counselor responses, and 95% for student responses show the validity and practicality of the product, not its effectiveness in statistically improving emotion regulation. In other words, this study has shown that Tower Card is considered feasible and easy to use, but it can't yet claim that using the media significantly boosts students' emotion regulation skills. These limitations actually open up opportunities for further research to test the media's effectiveness using a pretest-posttest or quasi-experimental design, just like previous emotion regulation studies that used the Wilcoxon test to compare conditions before and after the intervention. Therefore, the main contribution of this research lies in the stage of creating a valid and practical BK Tower Card media product, while proving its impact on changes in emotional control ability will be the agenda for the next research.

CONCLUSION

Based on the research results, the BK Tower Card (Tower Card) game media for groups was successfully developed as a supporting tool for group guidance services to help eighth-grade students at SMP Muhammadiyah 7 Medan manage their emotions. This media was considered highly valid, with media expert validation at 90% and content expert validation at 85%, as well as very practical based on responses from the BK teacher at 90% and students at 95%. The research implications show that Tower Card can be an interactive BK media alternative because it gives students the chance to recognize emotions, control their responses, communicate, cooperate, and reflect through playing experiences. However, this study has limitations in the number of subjects, was only conducted in one class, and the development stopped at the Develop stage. Moreover, recent research results prove the validity and practicality of the product, so it is still not possible to conclude the effectiveness of the Tower Card in improving students' emotional control. Therefore, future studies are recommended to test its effectiveness using a pretest-posttest or quasi-experimental design, involving a larger number of subjects and schools, as well as continuing the Disseminate stage to obtain stronger empirical evidence regarding the impact and sustainability of using the Tower Card in guidance and counseling services.

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