



Development of the “Untie the Rope” Media to Foster Commitment to Student Behavior at Private Junior High School

Aisyah Amini¹, Khairuddin²

^{1,2} Universitas Islam Negeri Sumatera Utara, Indonesia

Corresponding Author: ✉ aisyah303223076@uinsu.ac.id

ABSTRACT

ARTICLE INFO

Article history:

Received

August 14, 2026

Revised

August 22, 2026

Accepted

August 24, 2026

This study aims to develop the "Untie the Rope" media as a group guidance tool to train students' commitment to behavior and to find out its level of feasibility and practicality. The study used a Research and Development (R&D) method with the Four-D (4D) model, which includes the stages of Define, Design, Develop, and Disseminate, with research implementation focused on the Define, Design, and Develop stages. The trial subjects consisted of one media expert, one content expert, one Guidance and Counseling teacher, and five students from a private junior high school in Bandung. Data were collected through validation sheets from media and content experts as well as response questionnaires from the Guidance and Counseling teacher and the students, and then analyzed using descriptive percentage techniques. The results showed that the "Untie the Rope" media received a feasibility percentage of 90.48% from the media expert and 88% from the content expert, both of which fall into the very feasible category. The practicality test results showed a percentage of 87.50% from the Guidance and Counseling teachers and 88.00% from the students, both of which fall into the very practical category. The novelty of the media lies in the integration of game activities, challenges, decision-making, interaction, reflection, and commitment setting, all specifically aimed at developing students' behavioral commitment. Therefore, the 'Untie the Rope' media is considered highly feasible and very practical to use as a support tool in group counseling services to train students' behavioral commitment, especially in aspects of discipline, responsibility, social interaction, and activeness. However, this study has not yet tested the effectiveness of the media on behavioral changes empirically, so further research with an experimental design and a larger number of subjects is needed.

Keywords: *Behavior Commitment, Four-D Model, Group Guidance Media, Research And Development, Untie The Rope.*

How to cite

Amini, A., & Khairuddin, K. (2026). Development of the “Untie the Rope” Media to Foster Commitment to Student Behavior at Private Junior High School. *Journal of Society Counseling*. 4(3). DOI: <https://doi.org/10.59388/josc.v4i3.1045>

Journal Homepage

<https://journal.scidacplus.com/index.php/josc>

This is an open-access article under the CC BY-SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

Published by

ScidacPlus

INTRODUCTION

Education at the junior high school level is not just focused on academic achievement, but also plays an important role in shaping the character and behavior of students (Zena, Refliantob, Syamsuarc, & Arianid, 2022; Solehudin & Iskandar, 2026). Early adolescence is a stage of

development marked by increased independence, a need for social acceptance, and the ability to make decisions. At this stage, students need guidance to understand the consequences of their actions and to have a commitment to maintaining behavior that aligns with the school's values, norms, and rules (Mukhibat, Effendi, Setyawan, & Sutoyo, 2024). Commitment to positive behavior is important because it relates to students' discipline, responsibility, self-control, and consistency in carrying out their duties.

In the school environment, you can still find student behaviors that show a less than optimal commitment to positive behavior, like being undisciplined, not consistently finishing assignments, breaking agreements, being irresponsible, and being easily influenced by peers (Alturki & Aldraiweesh, 2021). This situation shows that shaping behavior isn't enough just by giving advice, scolding, or stating rules verbally. Students need learning experiences that let them understand the value of commitment in a concrete way through active, interactive activities that match the characteristics of teenage development (Qureshi, Khaskheli, Qureshi, Raza, & Yousufi, 2023). Therefore, guidance and counseling services need to be developed with an approach that can connect the understanding of values with students' behavioral experiences.

Guidance and Counseling media can be a tool that supports the process of shaping behavior. Engaging and interactive media can boost student involvement and create a more enjoyable service atmosphere. One approach that can be used is game-based media because it gives students the chance to learn through experience, interaction, decision-making, and reflection. Through game activities, students not only gain an understanding of the expected behavior but also learn to follow rules, consider consequences, cooperate, and take responsibility for the choices they make (Hastuti & Tyas, 2021).

Based on these needs, the "Untie the Rope" media was developed as a Guidance and Counseling service tool aimed at fostering students' commitment to their behavior. This media is designed through game activities that involve challenges, choices, interaction, and reflection so that students gain hands-on experience in understanding the meaning of commitment. Each activity is expected to help students realize that the decisions they make have consequences and that commitment requires consistency in carrying out those decisions. In this way, "Untie The Rope" not only works as a game but also as an educational tool that can facilitate students' personal and social development.

Therefore, developing the "Untie the Rope" media to foster students' commitment to responsible behavior at a private junior high school in Bandung is important as a form of innovation in Guidance and Counseling services. This media is expected to be an engaging, practical tool that matches the characteristics of junior high students, helping them understand and apply responsible behavior. The development of this media is also hoped to provide an alternative for Guidance and Counseling teachers to carry out services that are more active, contextual, and focused on building students' commitment to positive behavior.

Research on the development of game media in Guidance and Counseling services has shown that games can be used as an interactive tool to support student development. Research (Sidqi & Darmawan, 2025) developed a Snakes and Ladders simulation game to improve middle school students' learning responsibility and create media that is considered suitable for use in Guidance and Counseling services. Research (Hidayat, Rasyid, Bahrin, & AR, 2026) also developed a Monopoly game as a Guidance and Counseling tool to boost junior high school students' confidence and achieve a very good level of acceptance. Meanwhile, (Dewi, Hikmah, Kusumawati, Rahman, & Manshur, 2026) developed Challenge and Honesty Cards to train students' self-confidence and show that the game media meets acceptability criteria. More recent

research (Puobanye, Siita, & Seidu, 2026) also shows the use of communicative games in group guidance to boost students' self-efficacy in peer interactions.

Based on the research, it appears that game media has largely been directed at developing learning responsibility, self-confidence, communication, and self-efficacy, but there are still limitations in studies that specifically develop game media to foster commitment to student behavior. Behavioral commitment has a broader scope because it not only relates to students' ability to know the right behavior but also includes willingness to follow rules, stick to decisions, take responsibility for actions, control oneself, and accept the consequences of the behavior performed. Thus, there is a research gap in that the development of Guidance and Counseling media has not been optimal in systematically linking play experiences with the process of forming students' behavioral commitment. Previous studies provide a basis that games can enhance certain developmental aspects, but they have not specifically made behavioral commitment the main goal of the media.

The novelty of this research lies in the development of the “Untie the Rope” media as a Guidance and Counseling game specifically designed to foster commitment to behavior among middle school students. This media combines elements of challenge, decision-making, rule compliance, responsibility, consequences, social interaction, and behavior reflection into a single set of activities. Unlike previous game media that focused on just one particular skill, “Untie the Rope” is aimed at helping students directly experience the process of choosing behavior, maintaining commitment, facing consequences, and evaluating the decisions they've made. In addition, the development was based on the needs of students at a private middle school in Bandung, so the product has a specific and contextual usage. Thus, “Untie the Rope” is expected to become a media innovation in Guidance and Counseling that is not only engaging and practical, but also able to bridge the understanding of values with real experiences in building students' positive behavior commitment.

METHOD

This research uses the Research and Development (R&D) method, which aims to produce Guidance and Counseling media in the form of 'Untie The Rope' to foster commitment to student behavior at a private junior high school in Bandung. The development model used is Four-D (4D), which was developed by (Thiagarajan, Semmel, & Semmel, 1974), covering the Define, Design, Develop, and Disseminate stages. This model is used because it provides a systematic development procedure through needs analysis, product design, validation and testing, as well as product refinement. This study focuses on the Define, Design, and Develop stages, while the Disseminate stage is carried out on a limited basis by introducing the product to Guidance and Counseling teachers and the school.

In the Define stage, we carry out an analysis of needs, student characteristics, tasks, concepts, and development goals to identify the problems and the behavioral commitment indicators that will be developed. The Design stage includes preparing materials, designing the game format, usage rules, media components, game instructions, and reflection activities. Next, the Develop stage is carried out through expert validation, revisions, and small group trials. This approach aligns with research on the development of Guidance and Counseling media that uses expert validation and user testing to ensure the product is feasible before being used in services (Cansoy, Parlar, & Polatcan, 2022). (Carvalho, et al., 2021) It also shows that simulation game media for middle school students can be developed through needs analysis, planning, product development, expert validation, user testing, and product revision.

The research subjects consisted of one media expert, one content expert, one guidance and counseling teacher, and five students from a private junior high school in Bandung. The five students were selected purposively by considering the suitability of their characteristics, willingness to participate in the trial, ability to understand instructions, and ability to respond to the product. This number was used for a small group trial, so the study was aimed at obtaining preliminary information on the feasibility, comprehensibility, attractiveness, and practicality of the media, not for making generalizations about the student population. Using expert validation and user trials in developing guidance and counseling media has also been applied in developing simulation games for junior high school students (Borg, Gall, & Gall, 2003).

Table 1. Research Subjects

Subject	Number	Function
Media Expert	1 person	Evaluates the appearance and quality of the media
Material Expert	1 person	Evaluates the suitability of the material and indicators
Guidance and Counseling Teacher	1 person	Evaluates the practicality of use
Junior High School Students	6 students	Small-group trial
Total	9 people	

The research instruments consist of a media expert validation sheet, a material expert validation sheet, a counselor response questionnaire, and a student response questionnaire. The media expert instrument uses a 1–5 scale, while the instruments for material experts, teachers, and students use a 1–4 scale. The evaluated aspects include appearance, content, interactivity, material relevance, ease of use, attractiveness, and media usefulness. The instruments were reviewed for content validity by experts to ensure the items matched the indicators being measured. An assessment approach based on accuracy, usefulness, ease, and attractiveness was also used in developing the Counseling and Guidance simulation game media (Sugiyono, 2022).

The data were analyzed using percentage descriptive analysis with the formula $P = (\Sigma X / \Sigma X_i) \times 100\%$, which means the scores obtained were compared with the maximum scores and then multiplied by 100 percent. The percentage results were categorized as very feasible/very practical (81–100%), feasible/practical (61–80%), fairly feasible/fairly practical (41–60%), and less feasible/less practical ($\leq 40\%$). Data in the form of comments and suggestions from validators and users were analyzed qualitatively descriptively as the basis for product revisions. With this procedure, the "Untie the Rope" media was systematically developed and evaluated through validation and limited trials before being used as supporting media for Guidance and Counseling services to foster commitment to student behavior (Arikunto, 2021).

The research was carried out with attention to research ethics principles. The researchers first obtained permission from the school and consent from the students' parents or guardians (informed consent) before conducting the trial. Students were given explanations about the purpose, procedures, benefits, and voluntary nature of the research and were asked for their agreement (assent) before participating. Students' identities were kept confidential, and the data obtained was used only for research purposes. All activities were conducted with consideration for the students' comfort and safety, as well as their right to withdraw from participation at any time without consequences. If the research institution required ethical clearance, the research was conducted after obtaining approval from the relevant ethics committee.

RESULTS AND DISCUSSION

Result

Description of Product Feasibility and Practicality Test Results

This section explains the results of developing Media Untie the Rope as a tool for group guidance to train students' behavioral commitment, along with a discussion linking these findings to the theoretical studies that underpin the research. Product feasibility testing was carried out to determine the suitability of Media Untie the Rope through assessments by media and content experts, while practicality testing was done to find out how practical the product is through responses from Guidance and Counseling (BK) teachers as well as students as users. The evaluation covered aspects such as appearance, content, interactivity, overall feasibility, ease of use, and the relevance of the material to the intended service goals. The results were then analyzed and discussed to see how well the developed product aligns with the principles of guidance and counseling media, the concept of students' behavioral commitment, and B.F. Skinner's behaviorism theory, which forms the basis of the research.

Expert Media Validation Feasibility Test Results

Media expert validation was carried out to find out the feasibility level of the 'Untie the Rope' media in terms of appearance, content, interactivity, overall feasibility, and the practicality of using the media in group guidance sessions. The assessment was conducted by Mrs. Manna Wasalwa, M.Pd., a BKPI lecturer, using a validation instrument prepared based on assessment indicators for guidance and counseling media, with a rating scale of 1–5. The results of the media expert validation are presented in the table below.

Table 2. Expert Media Validation Results on the Feasibility of the "Untie the Rope" Media

Assessment Aspect	Obtained Score	Maximum Score	Percentage	Criteria
Appearance	18	20	90%	SL
Content	23	25	92%	SL
Interactivity	18	20	90%	SL
General Feasibility	18	20	90%	SL
Practicality	18	20	90%	SL
Overall Total	95	105	90.48%	SL

Based on the table above, the appearance aspect scored 18 out of a maximum of 20 (90%), the content aspect scored 23 out of a maximum of 25 (92%), the interactivity aspect scored 18 out of a maximum of 20 (90%), the general feasibility aspect scored 18 out of a maximum of 20 (90%), and the practicality aspect scored 18 out of a maximum of 20 (90%). Overall, the 'Untie the Rope' media scored 95 out of a maximum of 105 with a percentage of 90.48%, which falls into the Very Feasible (VF) category.

Expert validation results for the media show that the game 'Untie the Rope' has met the elements of guidance and counseling media as outlined in the theoretical review, including the hardware elements such as the game board, rope, and other equipment, as well as the message elements contained in the Challenge Cards and game stages. The highest score in the content aspect (92%) indicates that the guidance messages carried by the media have been designed appropriately to stimulate students' thoughts, feelings, and willingness in understanding and making decisions about their behavior, in line with the essence of guidance and counseling media, which places the message as the most important component, not just the equipment. In addition, the high scores in interactivity and practicality confirm that the 'Untie the Rope' media aligns with

the classification of engineered media (manipulative/real objects) as well as game media, meaning it is a three-dimensional medium that can be touched and played with directly, creating an active and enjoyable service atmosphere. Thus, the results of media expert validation reinforce the assumption that using game media can be a strategy to make guidance and counseling services more concrete, engaging, and easy for students to understand, as highlighted in studies on the types and functions of media in guidance and counseling.

Material Expert Validation Results

Material expert validation was carried out to determine the suitability of the content of the 'Media Untie the Rope' material with the concept of students' behavioral commitment as well as the goals of group guidance services. The assessment was done by Mr. Ali Daud Hasibuan, M.Pd., using a 4-point Likert scale (1–4). The evaluation aspects included understanding of behavioral commitment, responsibility, consistency in fulfilling obligations, self-control, and the ability to maintain commitments already made. The results of the material expert validation are presented in the following table.

Table 3. Results of Material Expert Validation Based on Student Behavior Commitment Indicators

Behavioral Commitment Indicator	Obtained Score	Maximum Score	Percentage	Criteria
Consistency in following rules and fulfilling obligations	18	20	90%	SL
Responsibility for tasks and obligations	18	20	90%	SL
Behavioral self-control in various situations	17	20	85%	SL
Ability to maintain positive decisions	18	20	90%	SL
Consistency in fulfilling commitments made	17	20	85%	SL
Overall Total	88	100	88%	SL

The indicator for consistency in following rules and obligations, as well as responsibility towards each task and duty, got a 90% score, which is considered very feasible. The indicator for controlling behavior in various situations and consistency in fulfilling commitments scored 85%, while the ability to maintain positive decisions scored 90%. Overall, the expert material assessment resulted in a score of 88 out of a maximum of 100, with a feasibility percentage of 88%, which falls into the very feasible category.

The validation results from content experts showed a high level of alignment between the content of the 'Untie the Rope' Media and the four aspects of student behavior commitment outlined in the theoretical study, namely discipline, responsibility, social interaction, and activeness. High scores on indicators like consistency in following rules and responsibility for tasks show that the material in the media has guided students to translate commitment not just as a statement of intention, but as actual observable behavior, in line with the idea that commitment is shown through the consistency between what is chosen, stated, and carried out. The indicator of the ability to maintain positive decisions is closely related to the social interaction aspect of behavioral commitment, namely the students' ability to stick to their chosen behavior even when influenced by peers. Meanwhile, the slightly lower percentage for the indicator of behavior

control and consistency in carrying out commitments (85%) suggests that maintaining behavior in the long term is a relatively more challenging part to facilitate through media, so it requires continuous reinforcement from the guidance counselor, as emphasized in the reinforcement principle in Skinner's behaviorism theory. Thus, the material validation results confirm that the Media Untie the Rope has been conceptually designed to facilitate the stages of behavioral commitment, from recognizing, choosing, expressing, to maintaining the expected behavior.

Counselor's Response

The practicality test by the Guidance and Counseling teacher, Mrs. Anggun Mediani, S.Pd.I, aimed to find out how practical it is to use the Untie the Rope Media in group counseling sessions to train students' behavioral commitment. The assessment was done using a 1–4 scale consisting of 5 aspects with 20 statements, covering ease of use, suitability for guidance and counseling services, media attractiveness, practicality in service implementation, and media usefulness. The results of the guidance counselor's response test are presented in the table below.

Table 4. Practicality Test Results of the “Untie the Rope” Media Based on Guidance and Counseling Teachers' Responses

Assessment Aspect	Obtained Score	Maximum Score	Percentage	Criteria
Ease of Use	14	16	87.50%	SP
Suitability for Guidance and Counseling Services	14	16	87.50%	SP
Media Attractiveness	14	16	87.50%	SP
Practicality in Service Implementation	14	16	87.50%	SP
Media Usefulness	14	16	87.50%	SP
Overall Total	70	80	87.50% $\approx$ 88%	SP

The five assessment aspects by the guidance counselor each got a score of 87.5%, with an overall score of 70 out of a maximum of 80, which is equivalent to 87.5% (rounded up to 88%) and falls into the very practical category. The guidance counselor also suggested making the rope untangling process more challenging so that students can have a more varied experience during the game.

The high percentage in terms of suitability with guidance and counseling services and the practicality of implementing the service shows that the 'Untie the Rope' media aligns with the stages of group guidance, from the formation stage, transition, core activities, to closure. This is because the media gives students space to interact, express opinions, reflect, and set behavioral commitments, which are the goals of group guidance. Positive responses from guidance counselors also strengthen the position of this game as a manipulative medium that can enliven group dynamics, in line with studies showing that educational games can create an active and enjoyable service atmosphere while encouraging direct student participation. The BK teacher's suggestion to make the rope-untying process more challenging also aligns with the principles of the game Untie the Rope, which emphasizes difficulty as a way to train attention to detail and problem-solving, so that this input becomes material for improvement to ensure every student gains meaningful experience in practicing behavioral commitment.

Student Response

After getting feedback from the guidance counselor, the 'Untie the Rope' media was then tested on 6 students from a private junior high school in Bandung as media users. The evaluation

was done using a 1–4 scale questionnaire consisting of 5 aspects with 20 statements, namely ease of use, media attractiveness, activity and interaction, understanding of the material, and usefulness of the media. The results of the practicality test by the students are presented in the table below.

Table 5. Results of the Practicality Test of the "Untie The Rope" Media Based on the Responses of Private Junior High School Students in Bandung

Assessment Aspect	Obtained Score	Maximum Score	Percentage	Criteria
Ease of Use	70	80	87.50%	SP
Media Attractiveness	71	80	88.75%	SP
Engagement and Interaction	70	80	87.50%	SP
Understanding of the Material	71	80	88.75%	SP
Media Usefulness	70	80	87.50%	SP
Overall Total	352	400	88.00%	SP

Based on the student response survey results, the 'Untie the Rope' media scored a total of 352 out of a maximum score of 400, with a percentage of 88.00%, and falls into the very practical category. The aspects of media attractiveness and material comprehension received the highest percentage (88.75%), followed by ease of use, activity and interaction, and media usefulness, each scoring 87.50%.

The students' responses reinforce the findings from the expert and school counselor tests and are also relevant to B.F. Skinner's behaviorism theory used in this study. The high percentage in aspects of activeness and interaction shows that students gained hands-on experience in choosing, expressing, and practicing behavior through the steps of the game, from selecting bracelets, picking Challenge Cards, untangling ropes, reflecting, to determining behavior commitments. These stages align with the principles of operant conditioning, where behaviors followed by reinforcing consequences are more likely to occur again. When students show positive decisions or behaviors during the game and receive appreciation or feedback from the school counselor, that experience acts as positive reinforcement, supporting the tendency for students to maintain those behaviors in school life. Moreover, the high level of material comprehension shows that the media not only delivers information about the importance of commitment but also gives students the chance to directly experience recognizing behaviors, making choices, and maintaining decisions, which aligns with the view that behavioral commitment needs to be built through experience, not just by providing information. Thus, the practicality test results on students provide an initial indication that the Untie the Rope Media has the potential to be used as a group guidance tool that supports the process of training students' behavioral commitments, especially in aspects of discipline, responsibility, social interaction, and activeness.

Overall, the feasibility and practicality test results show that the Untie the Rope Media received a very feasible category from media experts (90.48%) and material experts (88%), as well as a very practical category from guidance counselors (88%) and students (88.00%). These achievements indicate that the product developed through the Define, Design, and Develop stages in the 4D model has gone through a process of needs analysis, design, expert validation, and limited trials as required in research and development (R&D) methods, so it has both a solid theoretical and empirical foundation. The consistency of results across all testing stages also shows a strong correlation between the three theoretical foundations in this study, namely the concept of guidance and counseling media, the concept of student behavioral commitment, and Skinner's behaviorism theory. Guidance and Counseling (BK) media serve as a way to deliver

messages; behavioral commitment is the target of the changes we want to achieve; and Skinner's theory explains the mechanism of how playing experiences, along with the reinforcement provided by the BK teacher, can encourage students to maintain positive behavior. Therefore, the 'Untie the Rope' media can be considered feasible and practical to use as a medium in group guidance to train students' behavioral commitment, especially in aspects like discipline, responsibility, social interaction, and activeness.

Discussion

Research results show that the "Untie the Rope" media has a very good level of feasibility and practicality as a support tool for group guidance services to train students' behavioral commitment. Expert validation of the media obtained a percentage of 90.48% in the very feasible category, while content expert validation reached 88% in the very feasible category. Furthermore, the responses from Guidance and Counseling teachers scored 87.50% and student responses scored 88%, both in the very practical category. The consistency of these results indicates that the product not only meets the technical aspects of the media but also has suitable content, ease of use, appeal, and usefulness for users. These findings are in line with (Hasanudin, Srinio, & Warti'ah, 2024), who developed a Snakes and Ladders simulation game media to improve middle school students' learning responsibility. The study results showed that the game can be developed into Guidance and Counseling media that integrates playing activities with student development goals. Therefore, the high validation results of the "Untie the Rope" media reinforce previous findings that game media can be an alternative in creating more active and contextual Guidance and Counseling services.

From the media aspect, the highest percentage was found in content at 92%, while the aspects of appearance, interactivity, overall feasibility, and practicality each scored 90%. These results indicate that the "Untie the Rope" media already has an integration of visual elements, game mechanisms, and guidance messages conveyed. In Guidance and Counseling, media essentially not only serves as a tool to capture students' attention but also as a means to deliver messages and facilitate learning experiences that align with the service goals. These findings are in line with research (Anisah, 2023) regarding the development of a snakes and ladders game for Guidance and Counseling services for middle school students, showing that the game media can achieve a high level of feasibility after expert validation and user testing. Research (Karim, Bali, & Rached, 2023) also shows that the snakes and ladders game developed in group guidance received high ratings from validators and users. The similarity in those findings suggests that a game with rules, goals, physical components, and interaction mechanisms can be a suitable medium for middle school students since it provides a more concrete learning experience.

The expert validation results of 88% show that the content of the media "Untie The Rope" aligns with indicators of student behavior commitment. Consistency in following rules and fulfilling duties and responsibilities scored 90%, the ability to maintain positive decisions scored 90%, while behavior control and consistency in upholding commitments scored 85%. These findings indicate that behavioral commitment in the media is not just understood as the willingness to make statements or decisions, but is translated into observable behaviors, such as following rules, fulfilling duties, controlling behavior, and maintaining positive decisions. These findings are related to previous research. (Lestari, Ali, Sopandi, Wulan, & Rahmawati, 2022) This places responsibility as the main focus of game media. However, the "Untie the Rope" media has a broader scope because it integrates responsibility with consistency, self-control, and the ability

to stick to decisions. Thus, the material validation results show that the media has conceptual relevance to the goal of developing students' behavioral commitment.

The 85% score on the indicator of behavior control in various situations and consistency in keeping commitments also provides an important finding. That score is still in the very feasible category, but it's relatively lower compared to other indicators. This makes sense because maintaining positive behavior in different situations is a more complex process than just understanding rules or making decisions. Students are not only expected to know the right behavior but also to be able to maintain it when facing peer pressure, changing situations, or unpleasant consequences. From a behaviorist perspective, this process requires reinforcement that is done consistently. (Skinner, 1953) explaining that the consequences of behavior play an important role in increasing or decreasing the likelihood of a behavior reoccurring. Therefore, the game “Untie The Rope” can be an initial experience to introduce the connection between decisions, behavior, and consequences, while positive behavior reinforcement still needs to be carried out consistently by guidance and counseling teachers in school life.

The interactivity aspect of the “Untie the Rope” media scored 90%, while student responses on activity and interaction aspects reached 87.5%. These results show that the media is able to give students a chance to be directly involved in the service process. Activities like choosing bracelets, taking challenge cards, untying ropes, responding, reflecting, and making commitments create a situation where students don't just listen to the teacher's explanation, but also take action and make decisions. These findings are in line with research (Arif, Chapakiya, & Dewi, 2024) which shows that group guidance using simulation game techniques can be used to boost students' confidence in speaking. Game activities allow students to practice in a more relaxed and interactive situation, so their involvement in the group process increases. Thus, the interactivity in 'Untie the Rope' can be seen as a substantive part of the service process, not just a technical feature of the game.

From a practitioner's perspective, the response rate of guidance and counseling teachers at 87.50% shows that the “Untie the Rope” media is considered very practical to use in group counseling services. All aspects, including ease of use, suitability for counseling services, attractiveness, practicality of implementation, and usefulness, received the same percentage, which is 87.50%. This finding indicates that the media can be used without putting excessive procedural burden on teachers. This is in line with research (Wanti & Darmawan, 2024) about the development of the Assertive Snowball game in group guidance, which shows that game media can be developed as a means to support the implementation of more engaging and participative services. Research (Baharun, Al-Hasani, Muhammad, Sari, & Tamami, 2023) also shows that simulation game media in Guidance and Counseling can be developed through a process of expert validation and testing with prospective users to create a product that meets service needs. Thus, this study reinforces that practicality is one of the important characteristics in developing guidance and counseling media, because a product that is theoretically good but difficult for teachers to use will have limitations in its application.

The suggestion from the Guidance and Counseling teacher to make the rope-untying process more challenging is an important qualitative finding for improving the product. This suggestion shows that users not only provide quantitative assessments but also offer substantive input regarding the game mechanics. A greater variety of challenges can increase student engagement while also giving a more diverse experience in handling situations that require precision, self-control, teamwork, and decision-making. In the context of behavioral commitment, the level of challenge should still be managed carefully so it doesn't shift the main goal of the

game. This means that the game's difficulty should not just be made technically harder but should also be aimed at enhancing students' experiences in making decisions and maintaining the behaviors they have chosen.

Student responses yielded results consistent with expert and teacher assessments. Overall, students gave a score of 88% in the very practical category. The aspects of media attractiveness and understanding of the material received the highest scores, at 88.75% each, while ease of use, activity and interaction, and usefulness scored 87.50%. The high attractiveness indicates that the game format can create a more engaging service experience for students. Meanwhile, the high understanding of the material shows that the game elements do not diminish the substance of the service. These findings are in line with research (Guay, 2021; Dewantara et al., 2024) which shows that the Snakes and Ladders game in group guidance can get a positive response from users because it combines playing activities with student development goals. This shows that game media can be a bridge between students' need for fun activities and the school counseling service's need to achieve certain development goals.

The high level of material understanding also shows that the "Untie the Rope" media isn't just a recreational activity. The stages of the game, combined with challenge cards, discussions, reflections, and commitment setting, allow students to connect gameplay experiences with their daily behaviors. In this context, the game becomes an experience that helps students recognize behaviors, consider choices, understand consequences, and decide on actions that are seen as more positive. This approach aligns with research on developing educational game media that uses play activities as a way to integrate cognitive, affective, and social aspects into students' learning experiences. Therefore, the success of the media isn't just determined by how fun the game is, but also by how well the game's mechanisms can steer students back to the service's goals.

Research findings can also be explained through B. F. Skinner's behaviorism theory, especially the concepts of operant conditioning and reinforcement. In the "Untie the Rope" media, students get the chance to take actions, face the consequences of the game, receive feedback, and reflect. When students show positive behavior and get appreciation or reinforcement from the Guidance and Counseling teacher, that experience can act as positive reinforcement. (Seelig & McCabe, 2021; Djirong, et al., 2024) explaining that positive reinforcement can increase the likelihood of a behavior reoccurring. In the context of this study, this mechanism provides a theoretical basis for why games can be used as a behavior practice environment. However, the research results should not be interpreted as proof that the media has been shown to significantly boost students' behavior commitment. The percentages obtained serve as evidence regarding the feasibility and practicality of the product, while its effectiveness on behavior change requires testing through further research using experimental or quasi-experimental designs.

Compared to previous studies, the 'Untie The Rope' media has relatively different characteristics in terms of development targets. (Sidqi & Darmawan, 2025) developing games to boost learning responsibility, (Hidayat, Rasyid, Bahrn, & AR, 2026) developing a snakes and ladders game to support counseling services for middle school students, (Dewi, Hikmah, Kusumawati, Rahman, & Manshur, 2026) using simulation games to boost speaking confidence, while (Puobanye, Siita, & Seidu, 2026) developing a snakes and ladders game in group guidance to boost self-confidence. These studies show that games can be used for various student development purposes. The "Untie The Rope" study expands on this by focusing on commitment to behavior, which is the students' ability to follow rules and responsibilities, be accountable, control behavior, maintain positive decisions, and stay consistent with commitments they have

made. So, the novelty of the product isn't just in the form of the game, but mainly in integrating game mechanics with behavioral commitment indicators.

Overall, the research results show consistency between the validation results and user responses. The media "Untie the Rope" received 90.48% from media experts, 88% from subject matter experts, 87.50% from Guidance and Counseling teachers, and 88% from students. This consistency indicates that the product has met the criteria of being very feasible and very practical in the development stage carried out. These findings support previous research showing that game media can be an alternative in Guidance and Counseling services to support the development of students' character, responsibility, self-confidence, social interaction, and decision-making. Thus, "Untie The Rope" can be positioned as a supporting medium for group counseling services that combines elements of games, interaction, decision-making, consequences, reflection, and commitment setting.

Even so, this study has some important limitations because the trial only involved five students and focused on the feasibility and practicality of the product. Therefore, the results of the study cannot yet be used to claim that the "Untie the Rope" media is empirically effective in increasing the behavioral commitment of all middle school students. Further research needs to involve a larger number of subjects and use a quasi-experimental design, such as an experimental group and a control group with pretest and posttest measurements. This testing is important to determine whether using "Untie the Rope" really leads to greater changes in behavioral commitment compared to conventional Guidance and Counseling services. In this way, this study can be seen as an initial stage that successfully produced a very feasible and very practical product, while also providing an empirical basis for testing effectiveness in future research.

CONCLUSION

Based on the research results, the "Untie the Rope" media developed using the Four-D model was found to be very feasible and practical as a supporting tool for group guidance services to train students' behavioral commitment. Expert validation for the media scored 90.48%, material experts 88%, guidance and counseling teachers' responses 87.50%, and student responses 88%. These results show that the media can be an engaging, interactive, and contextual service alternative to help students practice discipline, responsibility, social interaction, and activeness. However, this study still has limitations, such as having only five student trial subjects and not yet testing effectiveness using an experimental design, so the results cannot yet be generalized and cannot prove significant changes in behavioral commitment. Therefore, future research is recommended to involve a larger sample, use a quasi-experimental design with pretest-posttest and a control group, expand the dissemination stage, and develop the game difficulty levels to be more varied according to the input from Guidance and Counseling teachers.

REFERENCE

- Alturki, U., & Aldraiweesh, A. (2021). Application of Learning Management System (LMS) during the COVID-19 Pandemic: A Sustainable Acceptance Model of the Expansion Technology Approach. *Sustainability*, 13(19), 10991. doi:<https://doi.org/10.3390/su131910991>
- Anisah, A. (2023). Implementation Strengthening Education Character Student School Al-Anwar's Foundations Through School Culture. *Assyfa Journal of Islamic Studies*, 1(2), 121–129. doi:<https://doi.org/10.61650/ajis.v1i2.296>

- Arif, M., Chapakiya, S., & Dewi, A. Y. (2024). Character Education in Indonesia Islamic Elementary Schools: A Systematic Literature Review (2014-2024). *J-PAI: Jurnal Pendidikan Agama Islam*, 11(1), 1-20. doi:<https://doi.org/10.18860/jpai.v11i1.29301>
- Arikunto, S. (2021). *Prosedur penelitian: Suatu pendekatan praktik*. Jakarta: Rineka Cipta.
- Baharun, H., Al-Hasani, A.-I., Muhammad, R., Sari, N., & Tamami, H. (2023). Student Behaviour Management: An Effect Of Social Media On Building Character. *POTENSIA: Jurnal Kependidikan Islam*, 9(1), 12-27. doi:<https://doi.org/10.24014/potensia.v9i1.21957>
- Borg, W. R., Gall, M. D., & Gall, J. P. (2003). *Educational research: An introduction (7th ed.)*. Boston: Allyn and Bacon.
- Cansoy, R., Parlar, H., & Polatcan, M. (2022). Collective teacher efficacy as a mediator in the relationship between instructional leadership and teacher commitment. *International Journal of Leadership in Education Theory and Practice*, 25(6), 900-918. doi:<https://doi.org/10.1080/13603124.2019.1708470>
- Carvalho, J. S., Oliveira, S., Roberto, M. S., Gonçalves, C., Bárbara, J. M., Castro, A. F., . . . Marques-Pinto, A. (2021). Effects of a Mindfulness-Based Intervention for Teachers: a Study on Teacher and Student Outcomes. *Mindfulness*, 12(1), 1719–1732. Retrieved from <https://link.springer.com/article/10.1007/s12671-021-01635-3>
- Dewantara, J. A., Hermawan, Y., Yunus, D., Prasetyo, W. H., Efriani, E., Arifiyanti, F., & Nurgiansah, T. H. (2024). Anti-corruption education as an effort to form students with character humanist and law-compliant. *Jurnal Civics: Media Kajian Kewarganegaraan*, 18(1), 70-81. doi:<https://doi.org/10.21831/jc.v18i1.38432>
- Dewi, A. T., Hikmah, U., Kusumawati, I., Rahman, M., & Manshur, U. (2026). Madrasah Vision Management Strategy in Realizing Superior Educational Quality. *EDUCARE: Jurnal Ilmu Pendidikan*, 5(1), 1-15. doi:<https://doi.org/10.71392/ejip.v5i1.122>
- Djirong, A., Jayadi, K., Abduh, A., Mutolib, A., Mustofa, R. F., & Rahmat, A. (2024). Assessment of Student Awareness and Application of Eco-Friendly Curriculum and Technologies in Indonesian Higher Education for Supporting Sustainable Development Goals (SDGs): A Case Study on Environmental Challenges. *Indonesian Journal of Science and Technology*, 9(3), 657-678. doi:<https://doi.org/10.17509/ijost.v9i3.74385>
- Guay, F. (2021). Applying Self-Determination Theory to Education: Regulations Types, Psychological Needs, and Autonomy Supporting Behaviors. *Canadian Journal of School Psychology*, 37(1), 14-34. doi:<https://doi.org/10.1177/08295735211055355>
- Hasanudin, K., Srinio, F., & Warti'ah. (2024). Unlocking Success: Innovative Education Marketing Strategies for Elementary School Enrollment Growth. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 3(1), 41–53. doi:<https://doi.org/10.59373/kharisma.v3i1.45>
- Hastuti, M. M., & Tyas, P. H. (2021). Online Media Usage in Guidance and Counseling Services during Covid-19 Pandemic. *Jurnal Kajian Bimbingan dan Konseling*, 6(2), 60-70. doi:<https://doi.org/10.17977/um001v6i22021p060-070>
- Hidayat, H., Rasyid, S., Bahrin, & AR, M. (2026). Branding and media promotion strategies to enhance public interest in public high schools. *Indonesian Journal of Educational Development (IJED)*, 6(4), 1414–1426. doi:<https://doi.org/10.59672/ijed.v6i4.5679>
- Karim, M. S., Bali, A. O., & Rached, K. (2023). Online education via media platforms and applications as an innovative teaching method. *Education and Information Technologies*, 28(1), 507–523. Retrieved from <https://link.springer.com/article/10.1007/s10639-022-11188-0>

- Lestari, H., Ali, M., Sopandi, W., Wulan, A. R., & Rahmawati, I. (2022). The Impact of the RADEC Learning Model Oriented ESD on Students' Sustainability Consciousness in Elementary School. *Pegem Journal of Education and Instruction*, 12(2), 113-122. Retrieved from <https://eric.ed.gov/?id=EJ1343339>
- Mukhibat, M., Effendi, M., Setyawan, W. H., & Sutoyo, M. (2024). Development and evaluation of religious moderation education curriculum at higher education in Indonesia. *Cogent Education*, 11(1), 2302308. doi:<https://doi.org/10.1080/2331186X.2024.2302308>
- Puobanye, C., Siita, N., & Seidu, E. (2026). Social Media Usage and the Academic Engagement of Junior High School Students in Northwestern Ghana. *Journal of Social and Scientific Education*, 3(1), 42–56. doi:<https://doi.org/10.58230/josse.v3i1.463>
- Qureshi, M. A., Khaskheli, A., Qureshi, J. A., Raza, S. A., & Yousufi, S. Q. (2023). Factors affecting students' learning performance through collaborative learning and engagement. *Interactive Learning Environments*, 31(4), 2371-2391. doi:<https://doi.org/10.1080/10494820.2021.1884886>
- Seelig, J. L., & McCabe, K. M. (2021). Why Teachers Stay: Shaping a New Narrative on Rural Teacher Retention. *Journal of Research in Rural Education*, 37(8), 1–16. doi:<https://doi.org/10.26209/jrre3708>
- Sidqi, M. H., & Darmawan, D. (2025). The Role of Character Education, Creativity, Motivation, and Social Media Use as Predictors of Junior High School Academic Achievement. *Jurnal Pendidikan Progresif*, 15(2), 978-994. doi:<https://doi.org/10.23960/jpp.v15i2.pp978-994>
- Skinner, B. F. (1953). *Science and human behavior*. New York: The Macmillan Company.
- Solehudin, S., & Iskandar, T. (2026). Peran Kepala Sekolah Dalam Penguatan Manajemen Pendidikan Islam Di Sekolah Berbasis Pesantren Indonesia. *Dirosat : Journal of Islamic Studies*, 11(1), 27–40. doi:<https://doi.org/10.28944/dirosat.v11i1.2603>
- Sugiyono. (2022). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Thiagarajan, S., Semmel, D. S., & Semmel, M. I. (1974). *Instructional Development for Training Teachers of Exceptional Children: A Sourcebook*. Bloomington: Indiana University, Center for Innovation in Teaching the Handicapped.
- Wanti, M. W., & Darmawan, D. (2024). The Influence of School Culture on the Character of Junior High School Students. *Journal of Islamic Elementary Education*, 2(2), 201–214. doi:<https://doi.org/10.32806/islamentary.v2i2.577>
- Zena, Z., Refliantob, Syamsuarc, & Arianid, F. (2022). Academic achievement: the effect of project-based online learning method and student engagement. *Heliyon*, 8(11), e11509. Retrieved from [https://www.cell.com/heliyon/fulltext/S2405-8440\(22\)02797-9](https://www.cell.com/heliyon/fulltext/S2405-8440(22)02797-9)

Copyright Holder :

© Amini, A., & Khairuddin, K. (2026).

First Publication Right :

© Journal of Society Counseling

This article is under:

