Development of ROPUTRAS Games in Group Guidance to Foster Self-Awareness among MTs Al-Islam Students

Rosyid Arfan Gustama*[1], Diniy Hidayatur Rahman[2], Arbin Janu Setiyowati[3]

[1,2,3] Guidance and Counseling, Faculty of Education, Universitas Negeri Malang, Malang, Indonesia

Abstract. One of the periods of growth and development that individuals will face is adolescence. Adolescence can be referred to as a period of identity search, where adolescents are required to develop self-awareness. This is especially true for students, who live their lives according to strong Islamic and social values. Students with low self-awareness face difficulties in daily life, struggling to recognize and reflect on their strengths. In addition, violations of the cottage such as leaving during class time, choosing to go to the canteen during class time and smoking behavior in the canteen are still widely seen. The purpose of this study is to develop the ROPUTRAS (Spinning Wheel of students Self-Awareness) game as a tool to enhance self-awareness among MTs students. The research and development procedure adopts the ADDIE model, implemented in five stages: analysis, design, development, implementation, and evaluation. The results of expert and potential user evaluations were analyzed using the Inter-rater-agreement method. Additionally, the effectiveness test used the Wilcoxon signed-rank test analysis. Based on the validation results by subject matter experts, media experts, and potential users, it can be concluded that this guide has very high validity, referring to the aspect of acceptability. Therefore, it can be concluded that the ROPUTRAS game media product for developing self-awareness among MTs students is suitable for use. In addition, violations of the cottage such as leaving during class time, choosing to go to the canteen during class time and smoking behavior in the canteen are still widely seen.

Keywords: simulation games, self-awareness, MTs students, ROPUTRAS

Introduction

One of the phases of growth and development that a person will experience is adolescence. Adolescence can be considered a transitional period in an individual's life from childhood to adulthood. Adolescents are characterized by being emotional and unstable. During this transitional period, individuals experience changes, namely physical, mental, and social changes. These changes lead to activities or behaviors that emerge in adolescents and are related to the phase of life they are about to enter (Yuliasari, 2020). Adolescence can be described as a period where individuals are in the process of seeking their identity, during which adolescents are required to develop self-awareness (Hafizha, 2022). Self-awareness can

be understood as the process by which an individual becomes the object of their own attention (Lage et al., 2022). Self-awareness falls within the affective domain, but to achieve it, the cognitive and psychomotor domains must also be developed to enable individuals to achieve success (Effendi et al., 2020). In addition, adolescents who have good self-awareness skills will be able to control and respond to social conditions so that others can easily express their expectations of them (Sabilila et al., 2023).

Self-awareness is an important aspect of adolescent development, and the environment greatly influences how self-awareness is formed. Students at MTs Al-Islam live in a structured environment that is oriented toward religious values and has strict rules and schedules. This environment shapes students self-awareness based on compliance with religious norms and the rules of the boarding school (Putri & Arini, 2024). Some of the characteristics of students include a positive attitude towards their surroundings, satisfaction with their lives, self-control, and Islamic values. The most prominent characteristics of students are gratitude, fairness, kindness, and high hopes (Melia et al., 2022). Self-awareness is very necessary to be instilled in adolescents because with self-awareness, adolescents can control and carry out all daily activities correctly and planned (Adhistia et al., 2023).

Adolescents who have good self-awareness abilities will be able to control and respond to social conditions so that other people easily express their expectations of them (Sabilila et al., 2023). So that individuals have an awareness of what to do and do not follow the flow of the surrounding environment. Self-awareness will open the way to higher adolescent potential, which allows them to continue to grow themselves and develop their potential in the future (Lailatussaidah et al., 2021).

Self-awareness enables individuals to understand their feelings, allowing them to assess themselves according to their abilities and self-confidence. Each individual has their own self-awareness, self-awareness affects thoughts, feelings, memories, and their intensity (Muhammad et al., 2023). Self-awareness can be considered an essential foundation for every individual; it serves as a strong shield or wall for individuals to face challenges. Adolescents with self-awareness are able to make appropriate choices to address the issues they face without harming themselves or others (Nisa et al., 2021). The above opinion can be summarized as follows: self-awareness is an individual's ability to understand themselves so that they can influence their understanding, management, and decision-making for themselves and others.

Teenagers with high self-awareness are able to deal with problems or challenges they face, while teenagers with low self-awareness will have a tendency to fall into negative things. Teenagers with low self-awareness will face challenges in their lives and have difficulty recognizing and reflecting on their strengths, limitations, feelings, cognition, actions, attitudes, and motivations, which can lead to psychological distress and imbalance in life(Solomon, 2020). This can result in deviant behavior. According (Yuliasari, 2020) to adolescents with low self-awareness may engage in behaviors of alcohol abuse, drug abuse, dangerous driving, premarital sex, aggression, dropping out of school, committing violence or crime and consuming cigarettes.

Risk behaviors that may arise include alcohol abuse, drug abuse, dangerous driving, premarital sex, aggression, dropping out of school, committing violence or crime and

consuming cigarettes (Yuliasari, 2020). This problem occurs due to various factors, especially the lack of self-awareness of students which results in their inability to control their behavior. Therefore, efforts to foster self-awareness are very important (Eriyani et al., 2021). Self-awareness supports students in learning and systematic activities. Self-awareness supports students to express their emotional and mental states well (Blank et al., 2023). Students will be able to make the right decisions by observing various perspectives and influences. Self-awareness is important to improve, this is because self-awareness plays an important or crucial role in individual self-development (Nurul Fatimah & Emilia Azzahra, 2024).

Based on preliminary research conducted by researchers using the Self Awareness Scale (SAS) questionnaire was distributed to students at MTs Al-Islam in Ponorogo Regency. The results showed that 113 MTs Al-Islam students were in the low category, with 35 students, while 69 students were in the moderate category and 9 students were in the high category. Thus, it can be stated that 30.97% of students fall into the low category, 61.06% into the moderate self-awareness category, and 7.96% into the high category. Based on the preliminary study data collected by the researcher, it can be concluded that the self-awareness level of MTs Al-Islam students falls into the moderate category, with a percentage of 61.06% in the moderate category.

Based on interviews with guidance counselors, it was found that students still lack self-awareness. This is evident in their confusion in making decisions for themselves, confusion about their future, and their inability to control themselves from engaging in deviant behavior at school. Additionally, students have not yet developed the ability to understand, manage, and take wise actions in resolving problems. The interventions conducted by school counselors to date have primarily involved reprimands, lectures, warnings, and advice. The outcomes of these interventions have not yielded significant impacts in addressing self-awareness. Furthermore, there are currently no supportive resources available to guidance counselors to foster self-awareness among students.

The role of counseling teachers is needed because of their great influence in helping to overcome student's problems. Guidance and Counseling Teacher teachers play an important role in shaping mindsets in adolescence, especially regarding awareness at the junior high school level (Noviyani, 2022). Guidance and counseling teachers are tasked with providing understanding to students so that they can take lessons from what is informed. Deviant behavior in our school will cause harm to student (Lestari & Retpitasari, 2020). Many counseling guidance services can be done by counseling guidance many counseling guidance services can be done by counseling guidance teachers to foster self-awareness. Self-awareness can be developed with intrapersonal (reflection), interpersonal, and group interaction. Thus, group guidance services simulation game techniques are able to foster student's self-awareness.

The technique considered effective in fostering self-awareness in students is the use of simulation techniques. According to (Nofianti et al., 2023) group counseling using simulation techniques can be considered one of the methods that represent real-life situations through an enjoyable and experience-based approach. Simulation techniques in group counseling services are practical and relatively simple, yet capable of supporting the realization of meaningful learning for students. The specific purpose of simulation games is to help

students understand experiences in their surroundings related to social rules (Flurentin & Hamibawani, 2023). Simulation game techniques are inseparable from the media used to provide stimuli to students. According to Firmansyah & Panglewai (2023) the use of media can facilitate cognitive, affective, and social stimuli as a means of fostering self-awareness. Media is considered a support for service delivery. According to (Agniarahmah et al., 2023) the success of a service can be influenced by the products developed.

There are several media that can be used to help students, one of which is the spinning wheel. The spinning wheel medium can be associated with a teaching aid that uses the spinning wheel game (Twister). (Tia et al., 2023) argue that the spinning wheel can engage all students, enabling them to participate directly in the spinning wheel game. Rotating media is very suitable for students, because students studying at MTs Al-Islam are not allowed to bring electronic devices, so simple media is needed to help students solve problems or develop their potential. Research (Rosemawati et al., 2022) found that group counseling services using simulation techniques can enhance self-awareness and serve as one of the tools for counseling and guidance. Another study conducted by (Rostantia et al, 2022) found that using media can increase sensory stimulation, enabling students to gain understanding and awareness.

Based on the above explanation, this study has limitations that can be used by school counselors. The novelty of this study is the existence of a game medium to facilitate school counselors in providing services and attract students to participate in the activities carried out. In addition, the game media in this study was relatively easy to find or create compared to previous studies, in which not all schools were able to create or obtain such media. Previous studies focused on the characteristics of students in public schools without linking them to MTs Al-Islam students and media used in previous studies had shortcomings in providing services, such as taking a long time to play, not being comprehensive, etc., whereas this game was developed in accordance with the characteristics of MTs students, making it easier for school counselors and students to understand and practice what happens in an MTs Al-Islam environment.

Method

Research Design

The research model in the development of the ROPUTRAS (students awareness wheel) game to foster self-awareness among students uses a Research and Development (R&D) approach employing the ADDIE (analysis, design, development, implementation, evaluation) design (Branch, 2009).

The stages in ADDIE development research consist of five stages, including: (1) the analysis stage; (2) the design stage; (3) the development stage; (4) the implementation stage; and (5) the evaluation stage (Branch, 2009). The analysis stage involves identifying the needs of potential users by identifying problems, causes of problems or gaps, and identifying suitable products. The analysis stage is reinforced by a literature review obtained from books, journals, and articles. Additionally, a preliminary study was conducted by interviewing school counselors to reinforce the phenomena identified. The design phase verifies the researched

issues and designs concepts based on the analysis results. The researcher developed a design concept for the ROPUTRAS (rotating awareness wheel for students) game product through group guidance to foster self-awareness among Madrasah Tsanawiyah (MTs) students, based on the analysis results. The development stage involved creating the product for validation. Validation was conducted by media experts and subject matter experts, ensuring the product was validated by experts. The results included critiques, suggestions, and feedback based on the developed product. The implementation stage involved testing the product with potential users as a practical application of the product and measuring the effectiveness of the developed media. The implementation was carried out to test the ROPUTRAS (students awareness wheel) game product in group guidance to foster self-awareness among Madrasah Tsanawiyah (MTs) students. Evaluation stage conducting a comprehensive evaluation of all previous stages, namely the analysis, design, development, implementation, and evaluation stages.

Participants

The population in this study was all 220 second-year students at MTs Al-Islam Joresan Ponorogo. The sampling technique used was random sampling. The sample in this study consisted of 113 male students, with the following inclusion criteria: aged between 13 and 15 years, male students in the second grade of MTs, and having lived at the boarding school for at least one year.

Participant Recruitment Procedure

The technique used in this research is purposive sampling. Purposive sampling is a technique of determining the sample according to special considerations, one of which is seen from the characteristics of the subject in accordance with the research objectives. In this study, the characteristics of the respondents were as follows:

Table 1. Respondent characteristics

No	Characteristics	Categories
1	Gender	Male
2	Class Levels	Grade 2 MTs
3	Age	13-14 years old
4	Length of Stay at the Cottage	≤ 1 years old
5	Level of Self-Awareness	Currently

Research Instruments

The measurement tool used to measure self-awareness was adopted from the self-awareness scale (SAS) (Setiyowati, 2023). This scale aims to measure the level of self-awareness of students in six dimensions, namely: recognizing one's own feelings and behavior; recognizing one's own strengths and weaknesses; having an independent attitude; being able to make decisions appropriately; being skilled at expressing thoughts, feelings, opinions, and beliefs; and being able to evaluate oneself. This scale consists of 35 statements, arranged in a four-point Likert scale.

Data Analysis

Quantitative Data Analysis Techniques Numerical data calculated three assessments: subject matter expert testing, media expert testing, and prospective user testing. The results

of the analysis of the material test, media test, and prospective user test use inter-rater agreement. The analysis of prospective users uses the mean. The analysis technique used to calculate the change scores obtained from the pretest and posttest is then analyzed using non-parametric statistics with the Wilcoxon Signed Rank Test.

Results

Before analyzing the experimental results, tests were first conducted on experts from each field and potential users. The results obtained from testing material experts, media experts, and potential users using inter-rater agreement analysis yielded a score of 1, which means that the product meets the acceptability criteria.

Product Effectiveness Test Results

The products that have been developed are then tested for effectiveness on class VIII students with a total of 8 students. The experimental design used to intervene students is one group pretest-posttest.

Table 2. Pretest

No	Name of Student	Score *Pretest*
1	AIK	93
2	MYN	89
3	ARN	99
4	MNU	77
5	EIN	108
6	FHA	97
7	BRM	79
8	MAA	115

Table 3. Posttest

No	Name of Student	Score *Posttest*
1	AIK	115
2	MYN	99
3	ARN	102
4	MNU	83
5	EIN	113
6	FHA	108
7	BRM	81
8	MAA	117

The results of the pretest and posttest scores have been obtained, then the scores are analyzed using non-parametric statistical tests using the Wilcoxon signed-rank test analysis with the SPSS application. The Wilcoxon Signed-Rank Test is to see the significance of the difference between before and after the intervention.

Table 4. Wilcoxon Signed-Rank Test Results

Ranks				
		N	Mean Rank	Sum of Ranks
Post test - Pre test	Negative Ranks	0[a]	.00	.00
	Positive Ranks	8[b]	4.50	36.00
	Ties	0[c]		
	Total	8		
a. Post test < Pre test				
b. Post test > Pre test				
c. Post test = Pre test				

Test Statistics[a]	
	Post test - Pre test
Z	-2.524[b]
Asymp. Sig. (2-tailed)	.012
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

The results of the Wilcoxon signed-rank test can be concluded that the Positive ranks obtained are 8, it can be concluded that there is an increase in self-awareness of Madrasah Tsanawiyah (MTs) students. While the results of Asymp. Sig. (2-tailed) is 0.012. This shows that there is a difference between the pretest and posttest results. It can be concluded that there is an effect of providing services with the ROPUTRAS (Rotating Wheel of Students Awareness) game media in group guidance to foster students self-awareness. This is indicated by the value obtained, which is 0.012 less than 0.05.

The table shows the posttest scores for self-awareness among students at Madrasah Tsanawiyah (MTs) Al-Islam after being given an intervention using the ROPUTRAS (Roda Putar Awareness Students) game to foster self-awareness among students. The results of the pretest and posttest show the difference between the two. There are differences between the pretest and posttest scores, with some students showing improvement. The conclusion drawn is that the ROPUTRAS game (Spinning Wheel of Students Awareness) is effective in fostering self-awareness among MTs students. The distribution of pretest and posttest scores can be seen in the graph below.
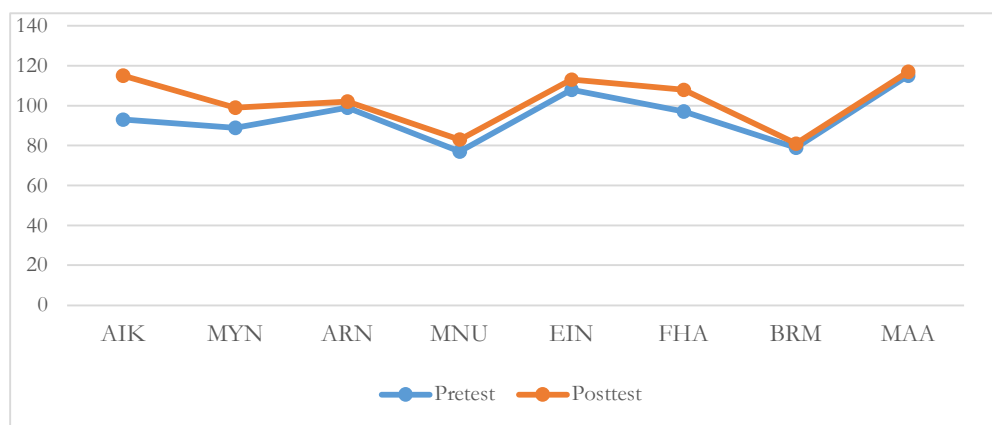

Figure 1. Graphic Pretest-Posttest

Discussion

This research and development produces a product, namely the ROPUTRAS game (rotating wheel of student's awareness) in group guidance to foster Self Awareness of Madrasah Tsanawiyah (MTs) students. The product developed by researchers is based on a needs analysis at one of the MTs in Ponorogo Regency. A needs analysis was conducted to determine the needs of students and school counselors at MTs. The media developed is in accordance with the needs of students and school counselors. Game media needs to be

attractive so that students can understand and be enthusiastic in following the services carried out. Learning media as a means of conveying information in the process of teaching activities to attract and interest students and as a liaison between students and teachers to improve the quality of learning (Sapulete et al., 2023).

This research and development produces ROPUTRAS (rotating wheel of student's awareness) game media products in group guidance to foster Self Awareness of Madrasah Tsanawiyah (MTs) students. There are several parts in the ROPUTRAS game including (1) the board part has bright and attractive colors and there are 18 number variants; (2) The design of the rotary wheel with a size of 30x30 cm and there are numbers in the rotary wheel circle; (3) The buffer design has 1 box to put the question card that matches the number presented; (4) The card can be in the form of questions or roles that will be answered or played by students; (5) The design of the question card will use Canva measuring 5x9 cm; (6) the question card is made with reference to the dimensions of self-awareness and adapted to the culture that exists in the boarding school.

The ROPUTRAS (rotating wheel of student's awareness) game media in group guidance to foster Self Awareness of Madrasah Tsanawiyah (MTs) students there is a guidebook in the use of the game. The guidebook used in providing group guidance services is expected to be used to facilitate school counselors in providing quality services and according to the needs at school. Given the guidebook provides the information needed. A well-designed guidebook can be one of the main resources that provide the information needed (Setiyowati et al., 2025). In addition to providing information, guidebooks must also contain instructions for users to serve as a reference so that the services provided can be maximized and of high quality. (Rahman et al., 2025) stated that the guide must also provide clear and precise instructions.

The analysis stage, knowing the need for product development based on preliminary studies carried out to identify students problems related to self-awareness. Data collection by reviewing literature studies and conducting interviews. Interviews were conducted with school counselors as a source to find out students self-awareness, students interest in using the media, and services that have been provided by counselors in fostering students self-awareness. After obtaining data on the needs of students in schools, then researchers collect data through literature studies intended to strengthen the theoretical basis of research. In completing the data, the developer conducted interviews submitted to counselors and students.

The design stage, carried out as desired, the product can be said to be feasible to build. Researchers design ROPUTRAS game products to foster self-awareness of MTs Al-Islam students based on the results of the analysis stage. Media needs to be made as attractive as possible to attract users. In accordance with the opinion of (Setiyowati et al., 2022) attractive media will foster students interest and motivation to learn about important things in achieving their development. At this stage, development is carried out by creating products that are relevant to the needs of counselors at school. Then the product is adjusted to the needs at school, a test is carried out to get suggestions, criticisms and input to improve the developed product. This stage is tested on experts and potential users.

The results of expert and prospective user tests will obtain numerical data in the form of numbers and verbal data in the form of suggestions, criticisms and input related to the product. The test of experts and potential users uses an inter-rater-agreement analysis model. The products developed were assessed by two material experts each with a background in guidance and counseling lecturers, while two media experts have a background in Educational technology lecturers and two prospective users who have become school counselors. The results of the expert and prospective user tests obtained high validity qualifications with a score of 1.00. It can be said that the ROPUTRAS (rotating wheel of student's awareness) game product in group guidance to foster Self Awareness of Madrasah Tsanawiyah (MTs) students has very high qualifications and is suitable for use from material experts, media experts and prospective users.

Pretest-Posttest Data

The results obtained from the initial pretest score show that group members do not fully have Self Awareness. Furthermore, after obtaining the scores of all members, group guidance services are given simulation game techniques to foster Self Awareness of Madrasah Tsanawiyah (MTs) students. Interventions are provided with products that have been developed and have been tested by experts so that they are feasible to implement.

The pretest posttest results can be concluded that group members who take part in group guidance services simulation game techniques to foster Self Awareness of Madrasah Tsanawiyah (MTs) students show an increase score so that it can be said that group guidance simulation game techniques are able to foster Self Awareness of Madrasah Tsanawiyah (MTs) students.

Results of the Game Effectiveness Test

The data from the effectiveness test of the game is then analyzed in order to get changes in pretest and posttest scores in small groups. This research and development effectiveness test was conducted on the same intervention group to see the comparison between before and after being given an intervention using simulation technique group guidance. According to (Wiranata & Sujana, 2021) The small group test has the aim of determining the feasibility of the product developed by the researcher and used in the implementation process. The results of the effectiveness test in this study indicate that game media is effective in fostering self-awareness and should be implemented. This is in line with the opinion of (Rosemawati et al., 2022) found that group counseling services using simulation techniques can enhance self-awareness and serve as one of the tools for counseling and guidance.

The results of the pretest and posttest scores have been obtained, then the scores are analyzed using non-parametric statistical tests using the Wilcoxon signed-rank test analysis method using the help of the SPSS application. The Wilcoxon Signed-Rank Test aims to determine the significance of changes between before and after the intervention is given to the research subject.

The Wilcoxon signed-rank test results can be concluded that the positive rank obtained is 8, which means that the positive difference between the pretest and posttest self-awareness shows that 8 students experienced an increase in self-awareness, thus concluding that there is an increase in self-awareness among Madrasah Tsanawiyah (MTs) students. Meanwhile,

the Asymp. Sig. (2-tailed) result is 0.012. This indicates that there is a difference between the pretest and posttest results. It can be concluded that there is an effect of providing services using the ROPUTRAS (Rotating Wheel of Students Awareness) game medium in group counseling to increase student's self-awareness. This is indicated by the value obtained, which is 0.012, which is smaller than 0.05.

The last stage is the evaluation stage, the evaluation stage of the developed product is considered feasible and appropriate and meets a very high classification, seen from the test results of experts and prospective users. The results of the tests of experts and potential users have met the classification, but there is still a need for revision in the development of the ROPUTRAS (Rotating Wheel Students Awareness) game product in group guidance to foster student's self-awareness. This is in line with the opinion of (Larasati et al., 2020) revising to produce a better product with improvements from the comments suggestions that have been given by experts and potential users. After testing the experts and potential users, a small group test was conducted, the results of the small group test found that there was an effect of the ROPUTRAS (Rotating Wheel of Students Awareness) game in group guidance to foster student's self-awareness, so that the product could foster self-awareness.

The ROPUTRAS (Rotating Wheel of Students Awareness) game in group guidance to foster student's self-awareness can facilitate school counselors in providing group guidance services at school, the purpose of this product is to foster self-awareness of Madrasah Tsanawiyah students. The existence of the ROPUTRAS (Rotating Wheel of Students Awareness) Game product in group guidance to foster self-awareness of Madrasah Tsanawiyah students in service delivery will assist counselors in making appropriate, interesting and easy interventions for counselors and useful for fostering self-awareness.

Novelty of the Research

Previous research used simulation games in the form of board games/monopoly, but the media used in previous research had shortcomings in terms of service, such as taking a long time to play and not being comprehensive. Additionally, it requires a long duration of time; if the time allotted is short, it becomes inefficient to apply the game, as each group must wait for their turn. Therefore, the researcher used the ROPUTRAS (Spinning Wheel Awareness Game for Boarding School Students) medium, considering the characteristics or culture present in the boarding school. The media to be developed by the researcher will involve all students in participating. This aligns with Tia et al. (2023), who state that the spinning wheel media can involve all students, enabling them to play an active role in the spinning wheel game.

Implications and Contributions

The main contribution of this research is the creation of the ROPUTRAS (Rotating Wheel of Students Awareness) game product that assists counselors in providing group counseling services using simulation game techniques as an alternative medium for guidance and counseling services to foster self-awareness. The media developed takes into account the characteristics and culture of students, thus providing a strong foundation for implementation in the context of *pesantren*. With appropriate media, effective services can be provided to students. Thus, the results of this study are expected to contribute to the

development of media in group counseling services. In addition, it can be a reference for further research in developing guidance and counseling service media to foster self-awareness.

Research Limitations

This study has limitations, namely that the research only focuses on the ROPUTRAS game to foster student's self-awareness. The samples taken only focused on Madrasah Tsanawiyah and limited group tests were only carried out using a one group pretest posttest design. This weakness is mainly because randomization is not carried out as an absolute requirement for experimental research. In addition, because it is carried out, measurement before and after the provision of manipulation, is vulnerable to the threat of testing because it uses pre-test which results in retroactive history.

Conclusion

The results obtained from this research and development are the ROPUTRAS (Rotating Wheel of Students Awareness) Game in group guidance to foster self-awareness of Madrasah Tsanawiyah students. The ROPUTRAS (Rotating Wheel of Students Awareness) game can foster self-awareness. This can be seen from the results of the Pretest-Posttest through the instrument given and the provision of treatment using the ROPUTRAS game. The results of the product effectiveness test conducted showed that the ROPUTRAS (Rotating Wheel of Students Awareness) game in group guidance was effective for fostering self-awareness of Madrasah Tsanawiyah (MTs) students. This can be seen from the Wilcoxon Signed Rank Test, which gets a positive ranks value of 8, this value indicates that there is an increase in self-awareness. While the results of Asymp. Sig. (2-tailed) is 0.012. This is indicated by the value obtained, which is $0.012 < 0.05$. The results obtained mean that there is a difference between the pretest and posttest results.

Suggestions for school counselors are that this research and development can be used and useful for counselors in implementing counseling services at school using the ROPUTRAS game to foster students self-awareness. Suggestions for further researchers are that the game developed can be in the form of an application so that the media display used will be more attractive to students.

Author Contributions

Author R.A.G. designed the research topic, collected data, and drafted the manuscript and conducted the literature review. Authors D.H.R and A.J.S. provided guidance and assisted in revising and refining the manuscript. All authors read and approved the final version of the manuscript.

Declaration of Conflicting Interests

The authors declare that there is no potential conflict of interest related to the research, writing, and/or publication of this article.

References

Adhistia, N., Kusnadi, K., & Marianti, L. (2023). Efektivitas Konseling Kelompok dengan Pendekatan Rational Emotive Behavior Therapy untuk Meningkatkan Self Awareness. *Journal of Society Counseling*, *1*(3), 321-327.

Agniarahmah, A., Yulia, C., & Stevani, H. (2023). Keefektifan Media Ular Tangga Dalam Meningkatkan Self Awareness. *Jurnal Bimbingan Konseling Indonesia*, *8*(1), 8–13.

Dewi, K. Y. F., Yaniasti, N. L., Puger, I. G. N., Setiawan, G. D., Nisaa, R. D., Mudarya, I. N., ... & Wedhayanti, G. C. (2023). Pelatihan Tehnik-Tehnik Menumbuhkan Self-Awareness (Kesadaran Diri) Bagi Para Guru Di SMPN 1 Seririt. *Jnana Karya*, *4*(2).

Branch, R. M. (2009). *Instructional Design-The ADDIE Approach*. Springer.

Effendi, M. F., Akbar, S. N., & Rachmah, D. N. (2020). Hubungan antara dukungan sosial orang tua dengan kesadaran diri pada siswa SMPN 8 Banjarmasin. *Jurnal Kognisia*, *2*(1), 61–65.

Eriyani, T., Shalahuddin, I., & Rosidin, U. (2021). Edukasi 3M Dalam Meningkatkan Self-Awareness Terhadap Penyebaran Covid-19 Di Smkn 4 Garut. *Kumawula: Jurnal Pengabdian Kepada Masyarakat*, *4*(1), 98.

Firmansyah, M. R., & Panglewai, M. M. L. (2023). Menumbuhkan Self-Awareness Dengan Media Hand Puppet Show Sebagai Upaya Preventif Tindak Penculikan Pada Anak. *Community Development Journal*, *4*(2), 4408–4414.

Hafizha, R. (2022). Profil Self-awareness Remaja. *Journal of Education and Counseling (JECO)*, *2*(1), 159–166.

Rostantia, R. R. K., & Zorgi, S. Snakes and Ladders Game as a Learning Media for Clean and Healthy Life Behavior (PHBS) for SDN 1 Benteng Students.

Lage, C. A., Wolmarans, D. W., & Mograbi, D. C. (2022). An evolutionary view of self-awareness. *Behavioural Processes*, *194*(November 2021), 104543.

Lailatussaidah, L., Noor, F., & Isti, L. (2021). *Profil kesadaran diri di kalangan siswa sekolah menengah pertama*. *2*(2), 62–72.

Larasati, A. D., Lepiyanto, A., Sutanto, A., & Asih, T. (2020). Pengembangan E-Modul Terintegrasi Nilai-Nilai Islam Pada Materi Sistem Respirasi. *Jurnal Penelitian Pendidikan Biologi*, *4*(1), 1–9.

Lestari, D. D., & Retpitasari, E. (2020). Komunikasi Antar pribadi Guru BK Dan Siswa Dalam Mengatasi Kenakalan Remaja (Spiritual Counseling di SMK Ketintang Surabaya). *CONNECTED: Jurnal Ilmu Komunikasi*, *1*(1), 18–28.

Melia, R. Q., Alfarizi, S., Amali, Z. M., & Umar. (2022). Karakter Religius Antara Students dan Non Students: Sebuah Analisis. *JIECO: Journal of Islamic Education Counseling*, *2*(1), 8–15.

Muhammad, H., Faris, A., & Zulkipli, L. (2023). Self Awareness Dalam Perilaku Sosial Altruisme Di Era Sosial Media: Studi Jama'ah Masjid Al-Azhar Yogyakarta. *Jurnal Pendidikan Dan Konseling*, *5*(2), 2042–2053.

Nisa, A. R., Patonah, P., Prihatiningrum, Y., & Rohita, R. (2021). Perkembangan sosial emosional anak usia 4-5 tahun: tinjauan pada aspek kesadaran diri anak. *Jurnal Anak Usia Dini Holistik Integratif (AUDHI)*, *4*(1), 1–7.

Nofianti, A., Muslihati, M., & Hambali, I. M. (2023). Pengembangan Aplikasi SOS-MB Tentang Kebiasaan Efektif Untuk Penguatan Kemandirian Belajar Bagi Siswa SMP. *Buletin Konseling Inovatif*, *3*(3), 185–192.

Noviyani, C. E. (2022). Kesadaran budaya guru Bimbingan dan Konseling di Sekolah

Menengah Pertama (SMP) se-DKI Jakarta. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, *6*(1), 95–103.

Nurul Fatimah, A., & Emilia Azzahra, S. (2024). Meningkatkan Self-Awareness Siswa SMP Melalui Bimbingan Konseling Islami Dengan Metode Client-Centered. *Jurnal Pendidikan Berkarakter2*, *2*(1), 254–261.

Putri, W. N., & Arini, A. (2024). Implementasi Ta'zir Dalam Peningkatan Kesadaran Diri Students (Studi Kasus Di Pondok Pesantren Putri Walisongo Cukir Jombang). *Millatuna: Jurnal Studi Islam*, *1*(03), 46–64.

Rahman, D. H., Muslihati, M., Zamroni, Z., Hamibawani, S. Z., & Khowatim, K. (2025, March). Crafting Novel Practicum Model for Solution-Focused Brief Counseling: Integrating Case Method with Experiential Learning. In *2024 3rd International Conference on Educational Management and Technology (ICEMT 2024)* (pp. 143-156). Atlantis Press.

Rosemawati, S., Restu Dwi Ariyanto, & Santy Andrianie. (2022). Pengembangan Board Game Reog Kendang Untuk Meningkatkan Self Awareness Siswa Smp. *HELPER : Jurnal Bimbingan Dan Konseling*, *39*(2), 66–80.

Sabilila, D. P., Putri A.F, A., Sulistiyono, M. C., & Mudlikah, S. (2023). Sosialisasi Dan Penerapan Teknik Self Management Dan Self Awareness Pada Remaja Karang Taruna Desa Gapurosukolilo Kota Gresik. *DedikasiMU : Journal of Community Service*, *5*(3), 353.

Sapulete, H., Priakusuma, A., Markiano Solissa, E., Dwi Aristy Putri, I., Mere, K., Studi Pendidikan Fisika, P., Pjok, G., Pendidikan Bahasa dan Sastra Indonesia, P., Studi Pendidikan Guru Sekolah Dasar, P., Studi Manajemen, P., Pattimura, U., Negeri, S., Cokroaminoto Palopo, U., & Wisnuwardhana Malang, U. (2023). Efektivitas Penggunaan Media Google Site dalam Meningkatkan Hasil Belajar Peserta Didik. *Journal on Teacher Education*, *5*(1), 94–100.

Setiyowati, A. J. (2023). Skala Self Awareness. *Universitas Negeri Malang*.

Setiyowati, A. J., Multisari, W., Apriani, R., Pratiwi, A. S., Thoriq, A., Sainda, T., & Widaad, E. R. (2025). *Pengembangan Buku Panduan Penguatan Penyesuaian Diri Mahasiswa Terhadap Lingkungan Sekolah*. *5*(4), 0–5.

Setiyowati, A. J., Probowati, D., & Apriani, R. (2022). Strategi Biblioedukasi Melalui Cerita Bergambar Keragaman Budaya untuk Menumbuhkan Kesadaran akan Keragaman Budaya Siswa SD. *Abdimas Pedagogi: Jurnal Ilmiah Pengabdian Kepada Masyarakat*, *5*(1), 23.

Solomon, J. (2020). Competitive victimhood as a lens to reconciliation: An analysis of the black lives matter and blue lives matter movements. *Conflict Resolution Quarterly*, *37*(1), 7–31.

Tia, T. N., Puang, D. M. El, & Bunga, M. H. D. (2023). Pengaruh Media Roda Putar Terhadap Hasil Belajar Matematika Pada Siswa Kelas Ii Sekolah Dasar. *Judika (Jurnal Pendidikan Unsika)*, *11*(1), 79–89.

Wiranata, R. A., & Sujana, I. W. (2021). Pengembangan Lembar Kerja Peserta Didik Berbasis Pemecahan Masalah Kontekstual Materi Masalah Sosial Kelas IV SD. *Jurnal Pedagogi Dan Pembelajaran*, *4*(1), 30.

Yuliasari, H. (2020). Pelatihan Konselor Sebaya Untuk Meningkatkan Self Awareness Terhadap Perilaku Beresiko Remaja. *Jurnal Psikologi Insight*, *4*(1), 63–72.