

DEVELOPMENT OF THE WHACK A PICTURE GAME MEDIA AS A GUIDANCE AND COUNSELING MEDIUM TO TRAIN STUDENTS' EMOTION REGULATION

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ABSTRACT

Emotion regulation is an essential ability that enables students to manage, control, and express their emotions adaptively in various situations. A needs analysis conducted through observations and interviews revealed that students still experience difficulties in regulating their emotions, while the media used in guidance and counseling services remain limited. Therefore, more engaging and interactive learning media are needed. This study aimed to develop the Whack a Picture game as a guidance and counseling medium to train junior high school students' emotion regulation and to determine its validity and practicality. This study employed a Research and Development (R&D) method using the 4D development model, which consists of the define, design, develop, and disseminate stages. However, this study was conducted only up to the develop stage. The research participants consisted of one material expert, one media expert, one guidance and counseling teacher, and eight eighth-grade students at SMP Negeri 14 Medan. Data were collected through observations, interviews, and questionnaires and were analyzed descriptively using percentage analysis. The results indicated that the Whack a Picture game achieved a validity score of 100% from the media expert and 83% from the material expert, both categorized as highly valid. The practicality test showed scores of 98% based on the guidance and counseling teacher's responses and 90% based on the students' responses, both categorized as highly practical. Therefore, the Whack a Picture game was considered valid and practical as a supporting medium for guidance and counseling services, providing junior high school students with opportunities to practice emotion regulation.

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INTRODUCTION

Adolescence is a transitional period from childhood to adulthood marked by physical, emotional, intellectual, and moral changes. Junior high school students, who are in the 12–15 year age range, face various developmental challenges that affect emotional stability (Anggraini et al., 2023).

Alongside this developmental process, hormonal changes, identity-seeking, and pressure from the social and academic environment make adolescence a phase filled with emotional turmoil (Apriliani et al., 2025). This situation requires adolescents to be able to regulate and control their emotional responses adaptively, since an inability to regulate emotions can increase the risk of various psychosocial problems (Fitriani & Gina, 2024). Emotion is a psychological and physiological response to a particular situation that influences how a person thinks, behaves, and interacts with others (Swastikaningtyas & Wulandari, 2025).

In relation to this, emotion regulation is an important ability that adolescents need to have in facing various developmental changes. Emotion regulation refers to the process by which an individual monitors, evaluates, and controls emotional responses so that they align with the goals to be achieved, and it can be trained through experience and learning. According to Gross (2014), emotion regulation is the process by which individuals influence which emotions they have, when they have them, and how these emotions are experienced and expressed.

Gross (2014) explains that emotion regulation can be trained through two main strategies, namely *cognitive reappraisal* and *expressive suppression*. *Cognitive reappraisal* is a strategy of changing the way a situation is interpreted before an emotional response arises, while *expressive suppression* is a strategy of controlling the expression of emotion after it arises. Both strategies help individuals manage emotions more adaptively (Izzah et al., 2026). Good emotion-regulation ability has a positive impact on students' social development. Individuals who are able to regulate their emotions well tend to show positive social behavior, are able to cooperate with others, and build healthy interpersonal relationships (Cahyaningtyas et al., 2024). Conversely, individuals with low emotion regulation are at risk of experiencing various psychological problems such as stress, anxiety, depression, and even aggressive behavior (Kamilah & Rahmasari, 2022).

In the context of education in Indonesia, various phenomena of juvenile delinquency remain a serious concern. Aggressive behavior, conflict among peers, and difficulty managing negative emotions are problems that are still frequently found in the school environment. This condition is reinforced by the findings of Wahyuni & Christiana (2024), which show that various emotion-regulation problems still exist among students. Based on the results of observations and interviews with guidance and counseling teachers, it was found that students still get angry easily, get involved in conflicts with peers, use harsh words when facing situations that do not meet their expectations, and display aggressive behavior in various situations. In addition, the guidance and counseling teachers reported that the media used in services related to emotion regulation are still limited, and the delivery of material is still dominated by the lecture method and the use of student worksheets (LKS). These findings indicate that students need appropriate intervention through more innovative guidance and counseling media to help train their emotion-regulation ability.

One effort that can be made to help students train emotion regulation is through guidance and counseling services. Guidance and counseling services aim to help students achieve optimal development in the personal, social, academic, and career aspects (Nurhayati et al., 2025). Specifically, in personal-social services, guidance and counseling teachers play a role in helping students manage emotions, control behavior, and build positive interpersonal relationships (Hayati et al., 2025). In carrying out these services, guidance and counseling teachers need media that can facilitate students to learn through direct experience. One medium that can be used is educational games, because they are able to increase student engagement in the service (Sopian et al., 2022). Therefore, developing game media for guidance and counseling services becomes a relevant alternative to help students train emotion regulation through meaningful learning experiences that resemble real situations.

In an effort to overcome this problem, several previous studies have shown that guidance and counseling services can be a means of training students' emotion regulation. A study by Khofia et al. (2025) showed that the *role playing* technique in group guidance services helps students understand, express, and control emotions through the simulation of reflective social situations. However, this approach requires a relatively longer time because it involves a gradual process of simulation and reflection, so it places less emphasis on training spontaneous emotional responses.

In addition, a study by Romadhoni & Christiana (2026) showed that the EMORA (*Emotion Regulation Activity*) game medium helps students recognize, understand, and control emotions through game activities that contain various emotional situations. Nevertheless, this medium focuses more on the process of reflecting on emotional experience, so it has not specifically trained the ability to make emotional decisions quickly in situations that demand a spontaneous response.

Based on the results of the analysis of previous research, this study develops the *Whack a Picture* game medium, which trains students to face emotional situations, control impulses, and choose an appropriate response. In this game, statement cards function as a stimulus that presents various emotional situations close to students' daily lives. Students are asked to understand and interpret the situation read aloud to them, then consider several response options presented through pictures before determining the response considered most appropriate. This activity is related to the *cognitive reappraisal* strategy, an emotion-regulation strategy carried out by reassessing or reinterpreting a situation before giving an emotional response. Through this process, students are trained not to react immediately to the situation they face, but to first consider the situation and the consequences of the response to be given, so that they can choose a more adaptive response (Sari & Islami, 2024).

In addition, during the game and discussion process, students may experience various emotional responses, such as feeling disappointed when the option they chose turns out to be less appropriate, disagreeing with a friend's choice, or receiving feedback on the answer they gave. In such conditions, students learn to control the emotional expression that arises so that it is not displayed impulsively or excessively, while still being able to take part in the activity and express their opinions properly. This process is related to the *expressive suppression* strategy, an emotion-regulation strategy carried out by controlling the expression of emotion after it arises (Radde et al., 2021). Thus, the *Whack a Picture* game does not only involve physical activity through the use of a hitting tool, but also gives students the experience of understanding emotional situations, considering various response options, controlling the urge to react impulsively, and choosing and displaying a response that is more appropriate to the situation faced.

Unlike previous studies that emphasize a gradual process of simulation and reflection, the *Whack a Picture* game medium offers a more direct and repeatable mechanism for practicing emotion regulation. Its novelty lies in three concrete elements: (1) statement cards function as an immediate stimulus that presents an emotional situation and requires a fast response, rather than an extended simulation process; (2) students choose their response from picture options using a hitting tool, which externalizes the process of weighing alternatives before acting; and (3) each round is followed by a reason-giving and discussion activity that gives students the opportunity to reflect on and reconsider their response. Together, these elements integrate the practice of *cognitive reappraisal* and *expressive suppression* into a single repeatable game cycle, which distinguishes *Whack a Picture* from role-playing techniques that rely on an extended simulation process (Khofia et al., 2025) and from the EMORA game, which focuses more on reflecting on emotional experience than on training a quick, considered response (Romadhoni & Christiana, 2026).

Guidance and counseling services at school still need media that can actively involve students in practicing emotion regulation, since conventional approaches such as lectures and discussions have limitations in providing a direct training experience (Dahlan et al., 2025). This gap — the absence of a game-based medium that specifically trains a considered, non-impulsive response — is the research gap this study addresses. Based on the description above, this study aims to develop the *Whack a Picture* game medium as a guidance and counseling service medium

to train the emotion regulation of junior high school students, and to determine its validity and practicality. This study is expected to contribute an innovative, interactive guidance and counseling medium that can serve as an alternative to help students practice emotion regulation adaptively.

METHOD

This study used the *Research and Development* (R&D) method, a method that develops a product and tests the feasibility level of the medium developed. The aim is to produce a product that is feasible and practical for use in guidance and counseling services (Okpatrioka, 2023). The development model used in this study is the 4D model proposed by Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel in 1974, which consists of four stages: *define*, *design*, *develop*, and *disseminate*. The 4D model is a development model that can be used to develop various types of learning media (Zamsiswaya et al., 2024).

The subjects in this study on the development of the *Whack a Picture* medium consisted of 1 material expert, 1 media expert, 1 guidance and counseling teacher, and 8 students from class VIII-A of SMP Negeri 14 Medan who had emotion-regulation problems based on the results of a needs assessment and interviews with the guidance and counseling teacher. The school is located at Jl. Pandan No. 4 Medan, Gang Buntu Village, East Medan District, North Sumatra. The involvement of each subject was adjusted to the stages of the 4D development model. The material expert and media expert were involved at the *develop* stage to assess the feasibility of the content, presentation, language, and appearance of the medium. The guidance and counseling teacher was involved as an observer to assess the practicality of using the medium in the context of the guidance and counseling service, while the students were involved as limited-trial subjects to obtain initial responses to the use of the *Whack a Picture* game medium developed. The eight students were purposively selected based on the needs assessment and the guidance and counseling teacher's recommendation, targeting students who most frequently displayed difficulties in regulating emotion, such as getting angry easily, becoming involved in peer conflict, and giving impulsive responses. Given the limited number of participants, this study is intended as an initial development trial (limited trial) and is not intended to generalize the effectiveness of the product.

The data-collection techniques used were observation, interviews, and questionnaires. Interviews were used to obtain initial information about the need for media and to identify students' problems related to emotion regulation. Through the interviews, the researcher was able to find out the actual conditions in the field as a basis for developing an appropriate medium. In addition, questionnaires were used to collect assessment data on the medium developed. This assessment involved the material expert, the media expert, and student responses to determine the level of feasibility and practicality of the medium in helping to train students' emotion regulation.

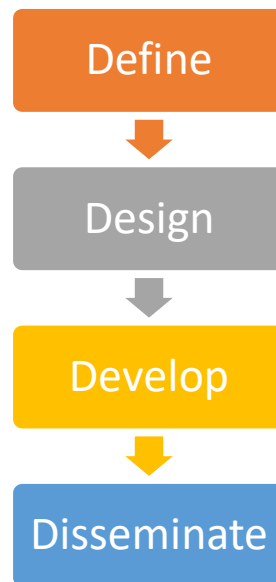


Figure 1. Stages of the 4D R&D Model

(Source: Muqdamien et al., 2021)

This study used the 4D development model, which consists of the *define*, *design*, *develop*, and *disseminate* stages.

The *define* stage focused on a needs analysis to identify students' emotion-regulation problems and the need for an appropriate guidance and counseling service medium. Activities at this stage were carried out through interviews with the guidance and counseling teacher and with students. The results of the needs analysis were used as the basis for determining the objective and direction of the development of the *Whack a Picture* game medium.

The *design* stage was carried out by preparing the design of the *Whack a Picture* game medium, which included the design of the game equipment, the preparation of statement cards as the game stimulus, the preparation of picture-response cards as the students' response options, the preparation of the game rules, the preparation of a media user guidebook, and the preparation of research instruments in the form of expert validation sheets and a student-response questionnaire.

The *develop* stage was carried out by developing the design into a real product ready for use. The product developed was then validated by guidance and counseling experts and learning media experts to assess the feasibility of the content, appearance, language, usability, and usefulness of the medium. Next, the medium was revised based on the suggestions and input from the validators. After the revision process was complete, a trial was conducted with students to determine the level of feasibility, practicality, and usefulness of the *Whack a Picture* game medium in helping to train students' emotion regulation.

The *disseminate* stage was not carried out in this study. Data collection and the product trial were limited to the *define*, *design*, and *develop* stages with a limited number of subjects, so the results are intended as findings from an initial development trial (limited trial) and are not meant to generalize the effectiveness of the product. Wider dissemination of the *Whack a Picture* game medium is recommended as a direction for future research.

The research instruments used consisted of expert validation sheets and a student-response questionnaire. The data obtained were analyzed using a descriptive-quantitative analysis technique by calculating the validation

scores and user-response scores in the form of percentages. The percentage results were then categorized to determine the level of feasibility, practicality, and usefulness of the medium developed. In addition, suggestions and comments from the validators were used as the basis for making product improvements so that the *Whack a Picture* game medium produced was more suitable to students' needs.

The validation data were analyzed quantitatively using the following feasibility-percentage formula:

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

Description:

P: Percentage score obtained

F: Frequency of the alternative answer

N: Highest score

The expert validation sheets were arranged using a Likert scale of 1--5, covering indicators of content accuracy, presentation, language, and appearance for the material and media instruments, while the student-response questionnaire used a Likert scale of 1--5 covering indicators of ease of use, attractiveness, and usefulness of the medium. The minimum and maximum scores for each instrument were determined based on the number of statement items multiplied by the lowest and highest scale points, and the percentage obtained was categorized using the criteria in Table 1 so that the calculation can be replicated.

Table 1. Criteria for the Validity and Practicality of the Medium

No	Score Range (%)	Category
1	81% – 100%	Very Valid
2	61% – 80%	Valid
3	41% – 60%	Fairly Valid
4	21% – 40%	Not Valid
5	0% – 20%	Very Not Valid

(Source: Dermawanti & Saino, 2021)

RESULTS AND DISCUSSION

Results

This study produced the *Whack a Picture* game medium as a supporting medium for guidance and counseling services to train the emotion regulation of junior high school students. The medium was developed using the Four-D (4D) model, which consists of the *define*, *design*, *develop*, and *disseminate* stages. Each stage was carried out systematically to produce a medium that suits students' needs and can be used in guidance and counseling services.

1. Define Stage

The *define* stage is the initial stage aimed at identifying needs and problems as a basis for product development. At this stage, a needs analysis was carried out through interviews with the guidance and counseling teacher and the distribution of a needs questionnaire to students at SMP Negeri 14 Medan. The interview results showed that some students still experienced difficulty managing their emotions when facing various situations that did not meet their expectations, including conflict, criticism, and differences of opinion. Some students also tended to give spontaneous or impulsive responses when facing emotional situations. In addition, emotion-regulation services were still mostly carried out

through the lecture and discussion method, while the use of game media specifically used to train emotion regulation was not yet available. The results of this analysis showed a need for media that is engaging, interactive, and suited to the characteristics of junior high school students. Therefore, the results of the *define* stage became the basis for determining the characteristics of the *Whack a Picture* game medium developed. Specifically, the needs questionnaire and interview results indicated that most students had difficulty responding to conflict and criticism without becoming angry or defensive, while the guidance and counseling teacher confirmed that no game-based medium was yet available to address this need. These findings were used directly in the design stage: the situations most frequently reported by students, such as peer conflict and unmet expectations, became the basis for the statement cards, so that the content of the medium reflects the specific needs identified at this stage rather than a general topic selection.

2. Design Stage

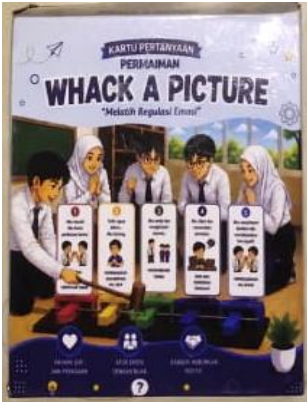
The *design* stage is the product-design stage based on the results of the needs analysis carried out at the *define* stage. At this stage, the *Whack a Picture* game medium was designed as a guidance and counseling service medium to provide an active and interactive learning experience in training students' emotion regulation. At the *design* stage, the *Whack a Picture* game medium was designed as an interactive guidance and counseling service medium to provide a learning experience in training students' emotion regulation. The game medium was designed using statement cards containing various emotion-triggering situations close to students' daily experience, along with pictures showing various alternative responses to those situations. The medium was also equipped with a guidebook containing the objectives, target users, game rules, implementation steps, and discussion and reflection activities. In its implementation, the guidance and counseling teacher reads aloud a statement card containing an emotional situation. Students then analyze the situation and choose the response picture considered most appropriate using a hitting tool (*whacker*). After determining their choice, students explain the reason for the response chosen and discuss it with the other students, including by considering more appropriate alternative responses. This design directly reflects the needs identified at the *define* stage: because students most often struggled with conflict, criticism, and impulsive reactions, the design prioritized a stimulus-and-response mechanism that forces a pause for consideration before a reply is given, rather than a longer simulation format.

3. Develop Stage

The *develop* stage is the stage of developing the design that was created in the previous stage. At this stage, the *Whack a Picture* game medium began to be developed into a product that can be used as a supporting medium in guidance and counseling services to train students' emotion regulation. All game components were made in accordance with the design that had been drawn up, including the game board, statement cards containing various emotion-triggering situations, alternative-response pictures, a hitting tool (*whacker*), and a game-implementation guidebook. After the product was finished being developed, the *Whack a Picture* game medium was then validated by the media expert and the material expert to obtain an assessment and input related to the appearance, validity, content, and suitability of the medium with the objectives of the guidance and counseling service. The media expert rated the appearance, ease of use, and clarity of the game components, while the material expert rated the accuracy and appropriateness of the emotional situations and response options presented on the cards; each aspect was scored using the validation sheet described in the Method section. The suggestions and comments given by the validators were used as the basis for making improvements and refinements

to the product developed. The revised medium was then trialed with students to determine users' acceptance of and response to the medium developed. During the trial process, students took part in the game by analyzing the emotion-triggering situation, choosing the response picture considered appropriate, explaining the reason for the choice, and discussing the appropriate alternative response. The results of the validation and user response were used to determine the feasibility and practicality of the *Whack a Picture* game medium as a supporting medium for guidance and counseling services to train students' emotion regulation.

Table 2. Results of Media Revision

Validator's Comment	Before Revision	After Revision
Media Validator: Adding a storage box for the statement cards so that the cards remain tidy and are not easily damaged.		

(Source: Researcher's primary data, 2026)

Table 3. Results of Media Validation

Validator Score	Maximum Score	Percentage	Criteria
95	95	100%	Very Valid

(Source: Researcher's primary data, 2026)

Based on the results of the media validation carried out by Ms. Manna Wassalwa, M.Pd, the media product designed obtained an assessment and input from the media validator with a score of 95 and a percentage of 100%. This percentage is categorized at the very-valid level.

Table 4. Results of Material Revision

Validator's Comment

Before Revision

After Revision

Material Validator:
Adding pictures to the implementation-steps section of the game to clarify each stage of using the medium so that it is easier to understand.



(Source: Researcher's primary data, 2026)

Table 5. Results of Material Validation

Validator Score	Maximum Score	Percentage	Criteria
50	60	83%	Very Valid

(Source: Researcher's primary data, 2026)

Based on the results of the material validation carried out by Dr. Ahmad Syarqawi, M.Pd, a score of 50 was obtained with a percentage of 83%, which is included in the Very Valid category.

Table 6. Results of the Practicality Test Based on the Teacher's Response

Respondent	Score	Maximum Score	Percentage	Criteria
Guidance and Counseling Teacher	49	50	98%	Very Practical

(Source: Researcher's primary data, 2026)

Based on Table 6, the results of the practicality test carried out by Ms. Linawati Pangaribuan, S.Pd, as the guidance and counseling teacher, obtained a score of 49 with a percentage of 98%. This result is included in the

Very Practical category. This shows that the *Whack a Picture* game medium is considered easy to use, easy to understand, and suitable for use as a supporting medium in the implementation of guidance and counseling services at school.

Table 7. Results of the Practicality Test Based on Students' Response

Number of Respondents	Score	Maximum Score	Percentage	Criteria
8	360	400	90%	Very Practical

(Source: Researcher's primary data, 2026)

Furthermore, based on the results of the practicality test in Table 7, students' response to the use of the *Whack a Picture* game medium obtained a score of 360 with a percentage of 90%, which is included in the Very Practical category. This finding shows that the *Whack a Picture* game medium can be well received by students, is easy to use, and provides an engaging and interactive learning experience in the implementation of guidance and counseling services.

Discussion

The results of the study show that the development of the *Whack a Picture* game medium was based on students' need for a more engaging and interactive guidance and counseling service medium to train emotion regulation. The medium developed was designed based on the results of a needs analysis showing that some students still experienced difficulty managing their emotions, such as getting angry easily, being easily offended, and giving spontaneous responses when facing situations that did not meet their expectations. In addition, the use of media in guidance and counseling services related to emotion regulation is still limited, and the delivery of material tends to use the lecture method. This gap is what the *Whack a Picture* medium was designed to address: by replacing one-way delivery with a game activity that requires students to analyze a situation and choose a response, the medium provides a concrete, repeatable context for practicing emotion regulation that a lecture-based approach cannot offer.

Whack a Picture was designed by combining statement cards containing situations that can trigger an emotional response with pictures showing various alternative responses. Through this mechanism, students not only obtain information about emotion regulation, but are also given the opportunity to understand the situation, consider various response options, determine an appropriate response, and explain the reason for the choice made. Thus, this game creates an activity that involves the process of thinking and decision-making when facing a situation that can trigger an emotional response.

Student involvement in the game is one of the main characteristics of *Whack a Picture*. The guidance and counseling teacher reads the situation on the statement card, and students then consider a response before choosing a picture using a hitting tool (*whacker*). After determining their choice, students explain the reason for the response and discuss it with the other students. This activity gives students the opportunity to understand the situation, consider the appropriateness of the response, express an opinion, and discuss more appropriate alternative responses. Through this mechanism, the medium not only functions as a tool for delivering material, but also as a means of providing an emotion-regulation training experience within guidance and counseling service activities.

The mechanism of *Whack a Picture* is related to Gross's concept of emotion regulation. Emotion regulation is related to the process by which individuals influence the emotions they have, when they arise, and how they are experienced and expressed (Firmanilah et al., 2026). In this game, students are directed not to give an immediate response to the situation faced, but to first understand the situation and consider the available response options. This

process gives students the opportunity to practice controlling the urge to give a spontaneous response and to consider a more adaptive action.

The activity of understanding a situation and considering alternative responses in the game is also related to the *cognitive reappraisal* strategy, the process of reassessing a situation before determining a response. Meanwhile, the activity of controlling how emotion is displayed so that it is not expressed impulsively can be linked to *expressive suppression*. This relationship shows that the activities within the medium support a training process related to emotion regulation, rather than being evidence that the medium has improved students' emotion-regulation ability. This is in line with the aim of the study, which focused on developing a medium that is feasible and practical as a supporting service to train emotion regulation.

The feasibility of the medium is supported by the results of the validators' assessment. The media-validation results obtained a percentage of 100% with the very-valid category, while the material-validation results obtained a percentage of 83% with the very-valid category. It should be noted that the 100% score was given by a single media validator, so it should not be interpreted as evidence that the medium is entirely flawless; rather, it reflects a highly positive assessment from the validator involved within the limited scope of this validation. These results show that the medium developed has met the feasibility aspects in terms of appearance, content, and suitability with the objectives of the service and the characteristics of junior high school students. Input from the validators was also used to refine the medium, such as adding a storage box for the statement cards so that the cards remain tidy and are not easily damaged, and adding pictures to the implementation steps to clarify the use of the medium.

In addition to feasibility, the practicality-test results show a positive response from users. The response from the guidance and counseling teacher obtained a percentage of 98% with the very-practical category, while students' response obtained a percentage of 90% with the very-practical category. These results show that *Whack a Picture* can be used easily and is understood by users, and can support a more engaging and interactive service activity. The high user response also shows that the simple game mechanism—the use of pictures, choosing a response, explaining a reason, and discussion—can be applied in guidance and counseling service activities.

The results of this study are consistent with the study by Hakim et al. (2026), which showed that group guidance services can support the development of students' emotion regulation. In addition, Aritonang & Soetjningsih (2024) explain that emotion regulation is an important ability for adolescents in facing various developmental changes and challenges. The study by Amanda et al. (2025) also showed that game media can be used in group guidance services to provide a more active learning experience in helping students learn to manage emotions. These findings reinforce the notion that the use of interactive game media can be one alternative in supporting the implementation of guidance and counseling services. For guidance and counseling practice, these findings suggest that *Whack a Picture* can be a practical alternative for teachers who want to move away from lecture-based delivery when introducing emotion-regulation material, particularly in the early stage of a service program before more intensive intervention is considered.

Based on the overall results of the study, the *Whack a Picture* game medium has met the very-valid and very-practical criteria as a supporting medium for guidance and counseling services to train the emotion regulation of junior high school students. This feasibility is supported by the results of the media- and material-expert validation, while the practicality is supported by the response of the guidance and counseling teacher and the students. This medium gives students the opportunity to understand situations that can trigger an emotional response, consider various alternative responses, determine a choice, explain a reason, and discuss a more appropriate response.

CONCLUSION

This study aimed to develop the *Whack a Picture* game medium as a guidance and counseling service medium to train the emotion regulation of junior high school students and to determine its validity and practicality.

The *Whack a Picture* game medium was considered valid and practical for use as a supporting medium for guidance and counseling services, providing opportunities for students to practice emotion regulation. This is reflected in the media-expert assessment, which reached 100% in the very-valid category; the material expert, 83% in the very-valid category; the guidance and counseling teacher's response, 98% in the very-practical category; and students' response, which reached 90% in the very-practical category. This assessment shows that the medium has met the criteria of validity, appropriateness of content, ease of use, and user acceptance, so it can be used as a supporting medium for guidance and counseling services in providing opportunities to practice emotion regulation.

Suggestions

Based on the results of the research that has been conducted, the *Whack a Picture* game medium is expected to be utilized by guidance and counseling teachers as one alternative supporting medium in the implementation of guidance and counseling services, particularly to train students' emotion regulation. The use of an engaging and interactive medium is expected to create a more active and enjoyable service atmosphere and encourage students to be involved in understanding emotional situations, considering responses, and discussing appropriate alternative responses.

For future researchers, it is suggested that further research be conducted focusing on testing the effectiveness of the *Whack a Picture* game medium in training students' emotion regulation, preferably using an experimental or quasi-experimental design with a pre-test and post-test measurement of emotion regulation so that the actual change in students' ability can be assessed, in addition to involving a larger number of subjects and a more diverse school environment. The medium that has been developed can also be further refined, whether in terms of design, the variety of situations or statement cards, or the alternative responses presented, so that it is increasingly engaging and suited to students' needs.

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