

Using Game-Based Techniques as A Strategy in Group Guidance Intervention

Rina Agustina¹, Muslikah²

Email: rinaagustina_2717@students.unnes.ac.id

Email: muslikah@mail.unnes.ac.id

Universitas Negeri Semarang^{1,2}

Article Info		ABSTRACT
Article history: Submitted: 21-04-2026 Accepted: 21-06-2026 Published: 24-06-2026		<i>Group guidance supports individual development through group interaction. One enjoyable strategy is the use of game-based techniques, although previous studies often examined only one game type. This study aimed to identify the effectiveness, forms, and objectives of games in group guidance. A Systematic Literature Review was conducted using Google Scholar articles published between 2021 and 2025. After identification, screening, and full-text assessment, 20 journal articles met the inclusion criteria. Most studies involved elementary, junior high, senior high, or vocational students with challenges related to communication, motivation, and self-confidence. The dominant methods were quantitative experiments, especially one-group pretest–posttest designs, and Classroom Action Research. Interactive and cooperative games, including Talking Stick, sumpit, bentengan, egorang, and simulations, were commonly used. Outcomes covered social, personal, academic, and career domains, including cooperation, prosocial behavior, self-regulation, confidence, motivation, burnout reduction, and career planning. Overall, game-based group guidance is an effective and practical strategy for school counselors.</i>
Keyword: Intervention; Guidance; Techniques.	Group Game	
Kata Kunci: Intervensi; Kelompok; Permainan.		ABSTRAK Bimbingan kelompok mendukung perkembangan individu melalui interaksi kelompok. Salah satu strategi menyenangkan ialah penggunaan teknik berbasis permainan, meskipun penelitian sebelumnya sering hanya mengkaji satu jenis permainan. Penelitian ini bertujuan mengidentifikasi efektivitas, bentuk, dan tujuan permainan dalam bimbingan kelompok. Metode yang digunakan adalah <i>Systematic Literature Review</i> terhadap artikel Google Scholar terbitan 2021–2025. Setelah tahap identifikasi, penyaringan, dan penilaian teks lengkap, sebanyak 20 artikel memenuhi kriteria inklusi. Sebagian besar penelitian melibatkan siswa SD, SMP, SMA, atau SMK dengan permasalahan komunikasi, motivasi, dan kepercayaan diri. Metode yang dominan ialah eksperimen kuantitatif, khususnya desain <i>one-group pretest–posttest</i> , serta Penelitian Tindakan Kelas. Permainan interaktif dan kooperatif, seperti <i>Talking Stick</i> , sumpit, bentengan, egorang, dan simulasi, paling sering digunakan. Hasil intervensi mencakup ranah sosial, pribadi, akademik, dan karier, seperti kerja sama, perilaku prososial, regulasi diri, kepercayaan diri, motivasi, penurunan kejenuhan, dan perencanaan karier. Secara keseluruhan, teknik permainan merupakan strategi efektif dan praktis bagi guru bimbingan dan konseling.
Corresponding Author: Author Name, Muslikah Muslikah Email: muslikah@mail.unnes.ac.id		

Introduction

Group guidance is an efficient intervention in guidance and counseling that helps individuals in the personal, social, career, and academic spheres through group-based activities. Group guidance utilizes interactions among group members as a tool to support students' growth to the fullest extent (Tarigan & Silvia, 2025). In other words, the primary strength of group guidance lies in the dynamics of interaction among group members; when managed effectively, these interactions serve as an effective means to help students develop holistically in terms of self-understanding, social relationships, and readiness to face life's challenges.

Group guidance is a planned, prevention-oriented intervention focused on developing individual skills through a collaborative learning process within a group sharing common characteristics. Through this approach, individuals not only gain knowledge but also receive social support and interactive experiences that enrich their developmental process. Researchers explain that guidance and counseling are efforts to provide assistance—both preventive and developmental—to help individuals optimize their personal potential (Rismi et al., 2022).

Group guidance can be provided to all individuals regardless of differences in age, gender, race, or other factors. Group guidance can be used for various age groups and different educational levels (Muslikah et al., 2022). This demonstrates that group guidance is a broad and adaptive approach that can be applied to various age groups and educational levels with certain adjustments. It is this flexibility that makes group guidance a relevant and effective method for supporting individuals' continuous development throughout the lifespan.

Based on this explanation, it can be concluded that group guidance is one of the effective interventions within guidance and counseling services for assisting individuals in addressing various obstacles that may hinder their personal development process. One strategy that can be employed is the use of game techniques, which are viewed as capable of creating a communicative and conducive environment that significantly facilitates the acquisition of knowledge and the improvement of individual behavior.

Game techniques in group guidance are a strategy employed by counselors or guidance teachers by incorporating play-based activities as a medium to help group members achieve specific self-development goals. Games offer a variety of benefits during their implementation; not only are they enjoyable for individuals through play, but they also provide new experiences that help hone skills in responding, reacting, and interacting (Ardiwinata, 2022). Thus, it can be concluded that game-based techniques in group guidance are an effective and enjoyable means of supporting holistic individual development, where through a fun-filled play process, individuals not only receive entertainment but also a rich learning experience that helps them develop their cognitive, emotional, and social skills in a balanced manner. Consequently, game-based techniques can be viewed as an educational tool that plays a strategic role in the learning and development process for individuals.

The use of game techniques in group guidance is not merely intended to lighten the mood during the counseling process, but serves as a learning tool that enables group members to explore their surroundings in a comfortable and structured environment. Research findings support the use of game techniques in group guidance. The use of the Snakes and Ladders game as a supplementary tool in group guidance has proven effective in reducing individuals' boredom with more conventional learning methods (Maya et al., 2025). These findings indicate that the use of game-based media, such as Snakes and Ladders, in group guidance represents an innovative approach capable of overcoming the limitations of conventional learning methods. This is achieved through a more interactive and enjoyable approach, enabling individuals to actively engage, reduce feelings of boredom, and gain a more meaningful learning experience.

Another study explains that group guidance using game-based methods is effective in helping to improve social interaction among individuals with autism (Ardiwinata, 2022).

From this research, it can be understood that group guidance using game-based methods is an appropriate and effective approach to help individuals with autism develop their social interaction skills. Through a fun atmosphere, hands-on experiences, and support from the group environment, individuals can learn to interact more effectively, thereby supporting their overall social development and quality of life.

Furthermore, another study also explains that guidance and counseling interventions utilizing an adapted version of the “Snakes and Ladders” game within group guidance services have proven successful in enhancing students’ learning motivation (Kusumaningrum et al., 2024). The findings of this study highlight that the use of creative and purposeful game-based media in group guidance services is an effective strategy for enhancing students’ learning motivation; this technique not only makes the guidance process more engaging but also brings about tangible positive changes in students’ learning attitudes and behaviors.

Furthermore, the results of subsequent research indicate that group guidance using play-based methods is effective in fostering altruistic or selfless traits in individuals (Mawadah & Mulawarman, 2021). This study reveals that group guidance using game-based techniques is an effective strategy for fostering altruistic traits in individuals; through a fun atmosphere, dynamic interactions, and direct experiences in helping and collaborating, individuals can internalize the values of caring and selflessness more deeply. This game-based technique emphasizes that the development of social character is not achieved through knowledge alone but requires real-life experiences that involve the individual’s emotions and actions.

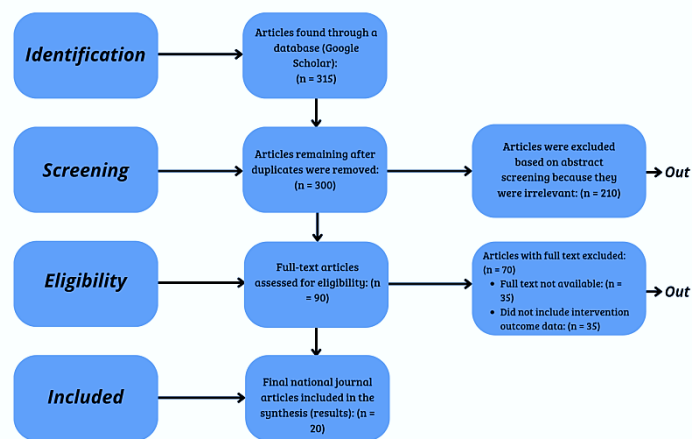
Based on the results of previous research on the use of game-based techniques in group guidance, it can be concluded that the use of these techniques is effective in addressing certain issues; therefore, they can serve as an appropriate and efficient strategy in group guidance interventions. Although there have been many studies on game techniques in group guidance, most of them tend to focus on only one specific type of game, and there is not yet much literature that attempts to do so.

Although other studies have discussed the use of game techniques in group guidance, this article offers a novel contribution by developing a typology of game techniques based on the intervention objectives in group guidance and the types of games used. Through the analysis of relevant national articles, this study is expected to provide a theoretical contribution to the field of guidance and counseling by helping to select game techniques that are relevant to the dynamics of group guidance.

The practical implications of these findings are crucial for guidance and counseling teachers and counselors, as this study through its comprehensive framework and well-defined categories provides practical guidance for selecting and implementing game techniques aligned with the desired intervention goals. Guidance and counseling teachers/counselors can consider the most effective types of games based on students’ developmental needs whether to enhance social skills, manage emotions, or support career exploration and planning. Thus, the use of game-based techniques is no longer merely a type of service technique but becomes a strategic approach that serves as evidence in supporting the success of group guidance services.

Research Methods

This study employed a literature review methodology. The researcher conducted an exploration or search for articles related to game-based techniques in group guidance during the period 2021–2025. A literature review aims to address a problem by seeking references from previously published works (Nuryana et al., 2019). Based on this, the literature review in this study serves as a foundation for the researcher to explore data from previous studies related to the objectives and game techniques used in group guidance



Picture 1 Research Flowcart

Based on the flowchart above, the researcher carried out several stages in this research process, including identification, screening, eligibility assessment, and inclusion. The details of these stages are as follows:

1. Identification Phase

In this phase, the researcher conducted an initial literature search via the Google Scholar database using keywords relevant to the research topic. Following this initial literature search, the researcher identified 315 articles ($n = 315$) that were potentially relevant to the research topic.

2. Screening Phase

After successfully identifying these 315 articles, the researcher conducted a duplication check, during which 15 duplicate articles were excluded, leaving 300 articles ($n = 300$). Next, the researcher conducted a screening based on the abstracts; as a result of this process, 210 articles ($n = 210$) were excluded because they were deemed irrelevant to the research focus.

3. Eligibility Phase

At this phase, 90 articles ($n = 90$) remained, which were then analyzed in depth based on the full text. Afterward, the researchers conducted a more rigorous eligibility analysis, resulting in the exclusion of 70 articles for reasons such as 35 articles being inaccessible in full text and 35 articles failing to present data results clearly.

4. Inclusion Phase

After going through the selection process, a final set of 20 national journal articles ($n = 20$) was obtained; these articles were then included in the data set and further analyzed.

Discussion Results

No.	Penulis dan Tahun Terbit	Sampel	Metodologi	Tujuan	Hasil
1.	Iip Nandang Rusmana & Yusi Riksa Yustiana (Istirahyu et al., 2024)	20 elementary school students in Singkawang	This study employs a quantitative experimental design.	This study aims to analyze the impact of the traditional game “chopsticks” as a method in group guidance on	The results of the study show that students’ collaboration skills improved significantly after group guidance using the chopstick

No.	Penulis dan Tahun Terbit	Sampel	Metodologi	Tujuan	Hasil
				improving the collaboration skills of elementary school students in Singkawang.	game technique. This means that the chopstick game is effective in improving the collaboration skills of elementary school students in Singkawang.
2.	Hilda Hidayatun Nafi'ah & Caraka Putra Bhakti (Nafi'ah et al., 2025)	Six students with low SDL levels.	This study was conducted using a quantitative experimental design with a one-group pretest-posttest design.	The purpose of this study is to assess the effectiveness of group guidance services that use game-based techniques in improving students' self-directed learning (SDL) skills.	The results of the study show that the intervention improved students' SDL scores. These findings indicate that game-based group guidance services can enhance students' SDL.
3.	Agus Wibowo, Iskandar & Friska Octavia Rosa (Wibowo et al., 2023)	10 students in the 10th grade at SMA Negeri 04 Kota Metro.	This study employs a quantitative descriptive approach to classroom action research.	The purpose of this study is to understand how effective group guidance that uses game-based methods is in improving students' social interactions.	The results of the study show that, compared to Cycle I, students' social interactions in Cycle II increased. The study concludes that 10th-grade students at SMA Negeri 04 Kota Metro can achieve better social interactions with the help of group guidance that uses game-based methods.
4.	Arni Ulan, Idriani Idris & Nurul Maulida Alwi (Ulan et al., 2021)	10 seventh-grade students at Makassar Public Junior High School No. 8.	This study employs a qualitative descriptive classroom action research approach.	The purpose of this study is to examine the use of play-based methods through group guidance to improve self-acceptance among seventh-grade students at SMP Negeri 8 Makassar.	The results of the study show that the use of game-based techniques in group guidance can improve self-acceptance among seventh-grade students at SMP Negeri 8 Makassar.
5.	Indah Zahro Fajrotuz (Zahro, 2024)	6 children with low adaptability skills.	The study employed a quantitative experimental design with a one-group pretest-posttest design.	This study aims to explore the impact of group guidance using the traditional game "Cublak-Cublak Suweng" on improving adaptability.	This study found that group guidance using the traditional "cublak-cublak suweng" game was effective in improving adaptive skills.
6.	Muji Hartanto (Hartanto, 2023)	There are 32 students in Class VII H, consisting of 13 boys and	The study used classroom action research.	The purpose of this study is to gain an objective perspective on efforts to boost	The results of the study show that group guidance services using play therapy can boost the self-confidence of

No.	Penulis dan Tahun Terbit	Sampel	Metodologi	Tujuan	Hasil
		19 girls.		self-confidence through group guidance using game-based methods among seventh-grade students in Class H at SMPN 1 Trenggalek during the second semester of the 2021–2022 school year.	students in Class VII H at SMPN 1 Trenggalek. This activity has met expectations and is considered a success.
7.	Delis Nurmilasari, Evi Afiati & Putri Dian Dia Conia (Nurmilasari et al., 2021)	The research subjects consisted of 8 students whose social-emotional development was not yet optimal.	A pre-experimental design using a one-group pretest-posttest method.	This study aims to determine whether group games can improve children's social-emotional development.	The results of the study show that using group play techniques with children at the TKQ MALNU enhances their social-emotional development.
8.	Faridha Rifqi (Rifqi, 2021)	20 eighth-graders who exhibit low levels of prosocial behavior.	A quantitative study using a randomized pre-test-post-test group experimental design.	The purpose of this study is to understand how students' prosocial behavior changes before and after being introduced to the traditional game of "bentengan" through group guidance sessions. This study also aims to determine the extent to which the traditional game of "bentengan," introduced through group guidance sessions, can improve the prosocial behavior of eighth-grade students at SMPN 1 Banjarmasin.	The results of the study indicate that there was a difference in the level of prosocial behavior before and after the group guidance sessions using the "bentengan" game. This is evident from the increase in the percentage of scores among eighth-grade students at SMP Negeri 1 Banjarmasin after participating in the activity.
9.	Erik Teguh Prakoso, Wagimin & Suci Prasasti (Prakoso et al., 2023)	20 11th-grade students from SMK N 4 Surakarta.	The study used a quantitative one-group pretest-posttest design.	The purpose of this study is to evaluate how effective group guidance that uses game-based techniques is in improving students' communication skills.	The findings of this study indicate that a group guidance program using game-based techniques successfully improved the communication skills of 11th-grade students in the Beauty Care

No.	Penulis dan Tahun Terbit	Sampel	Metodologi	Tujuan	Hasil
					program at SMK N 4 Surakarta during the 2022–2023 school year.
10.	Hervina Nathasya, Fadhlina Rozzaqyah & Yola Eka Putri (Nathasya et al., 2025)	12 seventh-grade students at Indralaya Utara Junior High School.	The method used a one-group pretest-posttest pre-experimental design.	The purpose of this study is to assess the development of friendships among seventh-grade students at Indralaya Utara Junior High School through game-based activities in group guidance sessions.	This study reveals that games used in group guidance have proven effective in strengthening friendships among seventh-grade students at Indralaya Utara Junior High School. These findings support the view that group games can serve as an effective method for honing social skills, particularly in fostering friendships in an educational setting.
11.	Harning Skripta Maya Sari & Agungbudiprabo wo (Sari & Agungbudiprabo wo, 2022)	16 female students from Class XII C at Trensains Muhammadiyah High School in Sragen, with 8 students in the experimental group and 8 others in the control group.	A quasi-experimental study with a pretest-posttest control group design.	This study aims to support the development of career exploration among students and to evaluate the extent to which group guidance services using simulation games influence students' career exploration.	The findings of the study indicate that group guidance programs using simulation games were not effective in enhancing students' career exploration.
12.	Yanuari Srienturi, Rizki Putra Ayu Distria & Sindi Fitrianingsih (Srienturi et al., 2024)	9 students at Al-Abror Islamic High School in Sukosewu.	A quantitative, pre-experimental, one-group pretest-posttest design.	This study aims to identify the impact of group guidance using simulation games on improving students' career planning at MA Al-Abror Sukosewu.	Research findings indicate that group guidance using simulation games is effective in improving students' career planning at MA Al-Abror Sukosewu.
13.	Sulistiyana, Ririanti Rachmayanie & Nur Aisya Alamarani (Sulistiyana et al., 2022)	Eight seventh-grade students from SMP Negeri 25 Banjarmasin.	Experimental design method: Nonequivalent Pretest-Posttest Control Group.	This study aims to evaluate the effectiveness of group guidance using the coconut shell stilts game in improving the work ethic of seventh-grade students at SMP Negeri 25	The findings of the study indicate that a group guidance process using the coconut shell stilts game can effectively foster a strong work ethic among Generation Z.

No.	Penulis dan Tahun Terbit	Sampel	Metodologi	Tujuan	Hasil
				Banjarmasin who were born during the Generation Z era.	
14.	Anggi Paramesthi, Hera Heru Sri Suryanti & Ahmad Jawandi (Paramesthi et al., 2022)	All 36 students in Class X MIPA 1 at Colomadu State High School for the 2021/2022 school year.	The method used was a pre-experimental one-group pretest-posttest design.	The purpose of this study is to evaluate the extent to which group guidance services using game-based techniques influence the interpersonal communication skills of 10th-grade MIPA 1 students at Colomadu State High School during the 2021/2022 academic year.	Research findings show that group guidance using game-based techniques can enhance interpersonal interactions among 10th-grade students in the MIPA 1 class at Colomadu State High School during the 2021/2022 school year.
15.	Noviya Wahyu Nuriya & Aniek Wirastania (Nuriya & Wirastania, 2022)	6 seventh-grade students at Surabaya Public Junior High School No. 5.	A quantitative, pre-experimental method using a one-group pretest-posttest design.	The purpose of this study is to examine how effective group guidance using wordplay techniques is in improving students' communication skills.	The findings of the study indicate that guidance provided in group guidance sessions is recognized as effective in improving the interpersonal communication skills of seventh-grade students at SMP Negeri 5 Surabaya.
16.	Nurul Fauziana, Teuku Fadhli & Zamratul Aini (Fauziana et al., 2022)	14 students from SMA Negeri 1 Simpang Tiga.	Quantitative experimental research.	The purpose of this study is to measure the effectiveness of group guidance that incorporates game-based techniques in reducing students' boredom with learning in the 11th-grade class at SMA Negeri 1 Simpang Tiga.	The findings of the study indicate that group-based mentoring using game-based methods successfully reduced boredom in learning among 11th-grade students at SMA Negeri 1 Simpang Tiga.
17.	Aiza Uzlifatul Jannah & Aniek Wirastania (Jannah & Wirastania, 2022)	10 students with poor critical thinking skills.	A quantitative study using a one-group pre-test/post-test design.	This study aims to assess how effective the use of group guidance with the "talking stick" game method is in improving participants' ability to express their opinions.	The results of the study show that group guidance sessions using the Talking Stick game technique proved effective in improving the ability of seventh-grade students at SMP Negeri 12 Surabaya to express their opinions.
18.	Vida Rizkiah, Raudah Zaimah	8 twelfth-grade	Research method: pre-	The purpose of this study is to	The findings of this study indicate that

No.	Penulis dan Tahun Terbit	Sampel	Metodologi	Tujuan	Hasil
	Dalimunthe & Meilla Dwi Nurmala (Rizkiah et al., 2022)	students from SMAN 1 Bojonegara.	experimental design with a one-group pre-post test.	understand how career planning is carried out and the impact of group guidance that uses game-based techniques.	career development can be enhanced after 12th-grade students at SMA Negeri 1 Bojonegara receive group guidance using game-based techniques.
19.	Elisabeth Tea, Andriyani E. Lay & Lolang Maria Masi (Tea et al., 2025)	10 seventh-grade students at the Kupang City Public Islamic Junior High School who exhibit low levels of self-disclosure.	A one-group pretest-posttest pre-experimental quantitative study.	The purpose of this study is to evaluate the extent to which group guidance that incorporates game-based techniques can increase the level of self-disclosure among seventh-grade students at the State Islamic Junior High School in Kupang.	The research findings show that after receiving the intervention, each participant demonstrated significant progress in self-disclosure. Therefore, the play-based technique has proven effective in increasing students' levels of self-disclosure.
20.	Ahmad Mughni (Mughni, 2022)	34 students in the 11th grade at SMAN 1 Mendo Barat.	Quantitative method: Pre-experimental design with a single-group pretest-posttest design.	This study aims to explore the extent to which group guidance using the "Trust Me" game method impacts students' self-confidence.	The study's findings indicate that group guidance using the "Trust Me" game method has a significant impact on students' self-confidence.

Based on research articles on game techniques in group guidance over the past 5 years, there have been quite significant differences. These differences can be seen in the types of games used and the intervention objectives achieved.

The games most frequently used in group guidance services are interactive and cooperative games focused on developing social relationships, communication, and cooperation among group members. These games are designed to create a fun atmosphere while encouraging students to actively engage in group dynamics. The main characteristics of the most commonly used games include the need for direct interaction, collaboration, information exchange, and emotional engagement among group members. Game formats such as "Sambung Pena," "Talking Stick," "Message Chain," "Problem Solving," "Form a Line," traditional games like "Bentengan" and "Cublak-Cublak Suweng," as well as team-based cooperative games, demonstrate that the primary focus of these services is not on competition but on the process of building positive communication and social relationships.

Interactive games are the most dominant type because they have the ability to facilitate natural communication among group members. Through these games, students are encouraged to talk to one another, listen, respond, and understand their peers' perspectives. For example, the "Sambung Pena" game requires all group members to participate in a shared activity, thereby fostering deeper interactions and strengthening bonds among group members (Wibowo et al., 2023). Similarly, in the "Talking Stick" technique, students are given equal opportunities to express their opinions, allowing their communication skills and confidence in speaking in front of a group to develop optimally (Jannah & Wirastania, 2022).

In addition to serving as a communication tool, the games used in group guidance also involve many elements of cooperation. Games such as Problem Solving, Form a Line, Chopsticks, and various other team-based cooperative games require group members to work

together to complete specific tasks. These situations encourage students to learn to share roles, devise strategies, resolve conflicts, and make decisions collectively. Therefore, cooperative games not only improve communication skills but also develop more complex social skills such as leadership, responsibility, empathy, and the ability to adapt within a group. Findings by Istirahyu et al. indicate that the “Chopsticks” game significantly improves students’ cooperation skills by enhancing communication, task division, problem-solving, conflict management, and self-confidence (Istirahyu et al., 2024).

In addition to modern games, traditional games are also a common form of activity used in group guidance sessions. The games “Bentengan” and “Cublak-Cublak Suweng” are examples of traditional games proven effective in developing students’ social skills. Furthermore, research conducted by Rifqi explains that the game “Bentengan” enhances prosocial behavior because students are required to cooperate, help one another, and prioritize the group’s interests over personal ones (Rifqi, 2021).

Meanwhile, findings from Zahro’s research indicate that the game “Cublak-Cublak Suweng” is effective in improving students’ adaptability skills, as participants must adjust to the game’s rules, group members, and various situations that arise during gameplay (Zahro, 2024). This demonstrates that traditional games possess educational value highly relevant to the objectives of group guidance services.

Furthermore, several recent studies indicate that games focused on building interpersonal relationships are increasingly being used in group guidance. Self-disclosure games and team-based cooperative games are specifically employed to enhance closeness among peers. Through these activities, students learn to get to know one another, build trust, offer positive affirmation, and reduce the social awkwardness that often arises in group interactions. This is supported by research by Nathasya et al., which explains that this process is crucial because positive social relationships form the foundation for the development of students’ social skills, psychological well-being, and adjustment to the school environment (Nathasya et al., 2025).

Interpersonal communication skills and social interaction abilities are fundamental pillars of students’ psychosocial development, which can be significantly accelerated through game-based techniques in group guidance. Based on research conducted by Paramesthi et al., the application of game-based techniques has been empirically proven to be effective in improving the interpersonal communication skills of 10th-grade MIPA 1 students at Colomadu State High School, where the dynamics of the games require students to convey messages precisely, listen actively, and set aside their egos to achieve a common goal (Paramesthi et al., 2022). This enhancement of communication skills is further validated by Prakoso et al., who confirm that group guidance using game-based techniques can reduce interpersonal communication barriers among vocational high school (SMK) students, such as silence, passivity, and an inability to express themselves during discussions (Prakoso et al., 2023).

Conclusion

The application of game-based techniques in group guidance interventions has been empirically proven to be a highly effective, adaptive, and educational strategy. Game-based techniques in group guidance serve not merely as icebreakers but act as structured learning tools capable of fostering a communicative, conducive, and engaging social environment free from boredom. Through emotional engagement and direct interaction in various types of games including modern interactive games (such as Talking Stick, Sambung Pena, and simulations) as well as traditional games (such as Bentengan, Cublak-Cublak Suweng, and Egrang Batok Kelapa) students are able to genuinely internalize psychosocial skills. This technique has been proven effective in improving interpersonal communication skills, strengthening teamwork, fostering altruism, enhancing self-acceptance, increasing motivation and self-disclosure, and even assisting students with career planning. Thus, game-based

techniques play a strategic role for guidance counselors as evidence-based interventions to support the success of group guidance services, thereby fostering balanced cognitive, emotional, and social development in students.

Although this study contributes a novel approach by developing a typology of game-based techniques based on intervention objectives, the findings of this Literature Review still have several limitations that need to be considered for future research. The literature identification process in this study focused exclusively on national journal articles found through the Google Scholar database. The absence of international journals limits the synthesis of the effectiveness of these game-based techniques to the cultural context, student characteristics, and educational system in Indonesia alone.

Given the limited scope of this study, which is confined to the national level, future researchers are encouraged to expand their literature search to global, international-scale databases. This is important to validate whether the effectiveness of game-based techniques in group guidance demonstrates the same consistency when applied across diverse cultural contexts in different countries.

CRedit Authorship Contribution Statement

All authors contributed substantially to the conceptualization, methodology, instrument development, data collection, data analysis, interpretation of findings, manuscript drafting, critical revision, and approval of the final version of the manuscript. All authors have read and agreed to the published version of the manuscript and take full responsibility for the accuracy, integrity, and accountability of the work.

Data Availability Statement

The data used in this study are available from the corresponding author upon reasonable request. The data are not publicly available due to respondent confidentiality, ethical considerations, and the protection of students' personal information.

Declaration of AI-Assisted Writing

The authors declare that AI-assisted writing tools were used only to improve language clarity, grammar, structure, and readability. No AI tools were used to generate research data, conduct statistical analysis, interpret findings, or draw scientific conclusions. The research design, data analysis, interpretation of results, conclusions, and academic responsibility remain entirely with the authors.

Funding Statement

The authors declare that this research and the preparation of this manuscript received no specific funding from any public, private, commercial, or not-for-profit organization.

Declaration of Competing Interest

The authors declare that they have no financial or non-financial competing interests that could have influenced the research process, data analysis, interpretation of findings, manuscript preparation, or publication of this article.

Acknowledgement

The authors would like to express their sincere gratitude to Universitas Negeri Semarang for the academic support and access to scholarly resources that facilitated this systematic literature review. The authors also thank their academic colleagues and mentors for

their constructive feedback during the preparation of the manuscript. Appreciation is further extended to the researchers whose published studies provided the evidence base for this review.

References

- Ardiwinata, E. (2022). Model Bimbingan Kelompok dengan Teknik Permainan untuk Mengembangkan Interaksi Sosial Anak Autistik. *Jurnal Bimbingan dan Konseling Borneo*, 4 (1), 71-80. <http://jurnal.borneo.ac.id/index.php/jbkb/article/view/4477>
- Fauziana, N., Fadhli, T., & Aini, Z. (2022). Efektivitas bimbingan kelompok teknik games untuk menurunkan kejenuhan belajar siswa. 20(1), 11–19. <https://doi.org/10.25170/psikoedukasi.v20i1.3416>
- Hartanto, M. (2023). Upaya Meningkatkan Percaya Diri melalui Bimbingan Kelompok Teknik Permainan pada Siswa Kelas VII H SMPN 1 Trenggalek Semester 2 Tahun Pelajaran 2021 / 2022. *Jurnal Terapan Pendidikan Dasar Dan Menengah*, 3(2), 207–212. <https://doi.org/10.28926/jtpdm.v2i4.905>
- Istirahyu, I., Rusmana, N., & Yustiana, Y. R. (2024). Kerja Sama Siswa Sekolah Dasar. *PEDAGOGIA: Jurnal Ilmiah Pendidikan*, 16(2), 78–82. <https://doi.org/10.55215/pedagogia.v16i2.18>
- Jannah, A. U., & Wirastania, A. (2022). Bimbingan kelompok dengan teknik permainan talking stick dalam meningkatkan kemampuan berpendapat siswa. 6(1), 1–7. <https://doi.org/10.26539/teraputik.61960>
- Kusumaningrum, E., Pd, S., & Madiun, U. P. (2024). Penggunaan Media Permainan Ular Tangga dalam Layanan Bimbingan Kelompok untuk Meningkatkan Motivasi Belajar Siswa SMPN 02 Madiun. 3(2), 94–101. <http://prosiding.unipma.ac.id/index.php/SENASSDRA>
- Mawadah, Z., & Mulawarman, M. (2021). Keefektifan Bimbingan Kelompok dengan Teknik Permainan Untuk Meningkatkan Perilaku Altruis Siswa. *COUNSENEsia: Indonesian Journal of Guidance and Counseling*, 1(1), 61-71. <https://doi.org/10.36728/cijgc.v2i1.1450>
- Maya, I., Miranda, E. P., & Putri, R. M. (2025). Penerapan Bimbingan Kelompok Berbasis Media Ular Tangga untuk Meningkatkan Pemahaman Karir Siswa Kelas VIII SMPN 36 Palembang. *AL-IRSYAD: Jurnal Pendidikan dan Konseling*, 15(1), 163-175
- Mughni, A. (2022). Pengaruh Bimbingan Kelompok Teknik Permainan “ Percayalah Padaku ” Terhadap Kepercayaan Diri Peserta Didik. *IJoCE : Indonesian Journal of Counseling and Education*, 3(1), 22–28. <https://doi.org/10.32923/ijoce.v3i1.2721>
- Muslikah, M., Sugiharto, D. Y. P., Sugiyo, S., & Sutoyo, A. (2016). *Psikoedukasi Kelompok dengan Peer Support untuk Meningkatkan Career Adaptability Santri di Pesantren*. 718–724. <https://proceeding.unnes.ac.id/snpasca/article/view/718-724>
- Nafi'ah, H. H., & Bhakti, C. P. (2025). Efektivitas Bimbingan Kelompok dengan Teknik Permainan untuk Meningkatkan Self-Directed Learning Peserta Didik. *Jurnal Pembelajaran, Bimbingan, dan Pengelolaan Pendidikan*, 5(4). <https://doi.org/10.17977/um065.v5.i4.2025.2>
- Nathasya, H., Rozzaqyah, F., & Putri, Y. E. (2025). Peningkatan Intimasi Pertemanan Melalui Permainan dalam Bimbingan Kelompok. *Jurnal Fokus*, 8(3), 238–250. <https://doi.org/10.22460/fokus.v8i3>
- Nuriya, N. W., & Wirastania, A. (2022). Efektivitas Bimbingan Kelompok Teknik Permainan Kata Dalam Meningkatkan Komunikasi Interpersonal Peserta Didik Kelas VII SMP Negeri 5 Surabaya. 9(2), 242–247. <https://doi.org/10.29407/e.v9i2.17705>
- Nurmilasari, D., Afiati, E., & Conia, P. D. D. (2021). Teknik Permainan Kelompok untuk Meningkatkan Perkembangan Sosial Emosional Anak. *Journal of Education and Counseling*, 1(2), 80 – 89. <https://doi.org/10.32627/jeco.v1i2.55>

- Paramesthi, A., Heru, H., Suryanti, S., & Jawandi, A. (2022). *Efektivitas Layanan Bimbingan Kelompok dengan Teknik Permainan terhadap Keterampilan Komunikasi Antar Pribadi Siswa Kelas X MIPA 1 Sma Negeri Colomadu*. 8(1). <https://doi.org/10.33061/jm.v8i1.7811>
- Prakoso, E. T., Wagimin, W., & Prasasti, S. (2023). Efektifitas Bimbingan Kelompok dengan Teknik Permainan Untuk Meningkatkan Keterampilan Komunikasi Siswa. *Jurnal Kreatif Olahraga*. 1(1), 37–46. <https://ejournal.utp.ac.id/index.php/JKO/article/view/4127>
- Rifqi, F. (2021). Efektivitas Permainan Tradisional Bentengan Melalui Layanan Bimbingan Kelompok Untuk Meningkatkan Perilaku Prososial Siswa Pada Kelas VIII di SMPN 1 Banjarmasin. *Jurnal Pelayanan Bimbingan dan Konseling*, 4(2), 62–68. <https://doi.org/10.20527/jpbk.2021.4.2.3409>
- Rachmayanie, R., Alamarani, N. A., Mangkurat, U. L., & Mangkurat, U. L. (2022). Bimbingan Kelompok dengan Permainan Egrang Batok Kelapa Meningkatkan Karakter Kerja Keras Generasi Z. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 11(2), 51–61. <https://doi.org/10.15294/ijgc.v11i2.60806>
- Rismi, R., Yusuf, M., & Firman, F. (2022). *Bimbingan Kelompok Untuk Mengembangkan Pemahaman Nilai Budaya Siswa*. 3(1), 17–21. <https://doi.org/10.29210/08jces149300>
- Rizkiah, V. D., Dalimunthe, R. Z., & Nurmala, M. D. (2022). Pengaruh bimbingan kelompok dengan teknik permainan terhadap perencanaan karier siswa. *Jurnal Fokus Konseling*, 8(1), 18–25. <https://ejournal.umpri.ac.id/index.php/fokus/article/view/1554>
- Sari, H. S. M., & Agungprabowo. (2022). *Keefektifan Layanan Bimbingan Kelompok Teknik Permainan Simulasi untuk Meningkatkan Eksplorasi Karir Siswa*. 11(1), 12–21. <https://doi.org/10.25273/counsellia.v12i110527>
- Srianturi, Y., & Distira, R. P. A., & Firianingsih, S. (2024). Efektivitas Layanan Bimbingan Kelompok Melalui Teknik Permainan Simulasi untuk Meningkatkan Perencanaan Karier. *Jurnal Bimbingan Dan Konseling Ar-Rahman*, 10(2), 211–219. <https://doi.org/10.31602/jbkr.v10i2.15929>
- Tarigan, E. D. Br., & Ar, S. (2025). Bimbingan Kelompok dengan Teknik Diskusi: Solusi Mengurangi Kebiasaan Membolos di Kalangan Pelajar. *Jurnal Bimbingan dan Konseling Ar-Rahman*. 11(1), 175–184. <https://doi.org/10.31602/jbkr.v11.i1.19569>
- Tea, E., Lay, A. E., Masi, L. M., Cendana, U. N., & Kupang, K. (2025). Efektivitas Bimbingan Kelompok Teknik Games Untuk Meningkatkan Keterbukaan Diri Pada Peserta Didik Kelas VII MTs Negeri Kota Kupang. *PROSIDING | SEMBIONA 2025 Seminar Nasional Bimbingan Konseling Undana*. <https://conference.undana.ac.id/sembiona/article/view/892>
- Ulan, A., Idris, I., & Alwi, N. M. (2021). *Penerapan Layanan Bimbingan Kelompok dengan Menggunakan Permainan untuk Membantu Meningkatkan Penerimaan Diri Siswa*. 12(1), 120–133.
- Wibowo, A., Iskandar, & Rosa, F. O. (2023). Layanan bimbingan kelompok dengan teknik permainan untuk meningkatkan interaksi sosial peserta didik kelas X SMA Negeri 04 Kota Metro. *Prosiding SNPPM (Seminar Nasional Penelitian dan Pengabdian kepada Masyarakat)*, 161–169. <https://prosiding.ummetro.ac.id/index.php/snppm>
- Zahro, I. F. (2024). *BIMBINGAN KELOMPOK DENGAN TEKNIK PERMAINAN TRADISIONAL CUBLAK-CUBLAK SUWENG UNTUK*. 54, 15–16. <https://sinta.kemdiktisaintek.go.id/authors/profile/6122879/?view=garuda#!>