



The Application of Monopoly Games in Group Guidance to Improve Emotional Control Skills in Junior High School Students

Safira Khairun Nisa^{1*}, Elviana²

^{1,2} Universitas Islam Negeri Ar-Raniry, Banda Aceh, Indonesia

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ABSTRACT

This study aims to determine the effectiveness of monopoly games in group counseling services to improve emotional control among students at SMP Negeri 1 Baitussalam. This is a quantitative study with a pre-experimental approach using a one-group pretest-posttest design. The sample consisted of eight students selected using purposive sampling. Data collection was conducted using a Likert scale questionnaire to measure emotional control. The results of the study indicate a significant improvement in students' emotional control after the intervention, as evidenced by the paired sample t-test results, which yielded a t-value of 8.792, greater than the critical t-value of 2.365 ($8.792 > 2.365$), meaning the alternative hypothesis is accepted and the null hypothesis is rejected. Additionally, the average N-Gain of 0.60 falls within the moderate category. The study concludes that the monopoly game effectively improves students' emotional control. This research is a reference for future studies on the application of games in enhancing students' emotional control. It can serve as a guideline for guidance counselors in designing more effective counseling services.

KATA KUNCI

Pengendalian emosi;
Permainan monopoli;
Bimbingan kelompok;
Siswa SMP;

ABSTRAK

Penelitian ini bertujuan untuk mengetahui efektivitas media permainan monopoli dalam layanan bimbingan kelompok untuk meningkatkan pengendalian emosi siswa di SMP Negeri 1 Baitussalam. Jenis penelitian ini adalah kuantitatif dengan pendekatan pre-eksperimen menggunakan desain One Group Pretest-Posttest. Sampel penelitian terdiri dari 8 siswa yang dipilih dengan teknik purposive sampling. Pengumpulan data dilakukan melalui angket skala Likert untuk mengukur pengendalian emosi. Hasil penelitian menunjukkan adanya peningkatan signifikan dalam pengendalian emosi siswa setelah perlakuan, yang dibuktikan dengan hasil uji paired sample t-test yang memperoleh nilai thitung 8,792 lebih besar daripada t tabel 2,365 ($8,792 > 2,365$), yang berarti hipotesis alternatif diterima dan hipotesis nihil ditolak. Selain itu, rata-rata N-Gain sebesar 0,60 termasuk dalam kategori sedang. Kesimpulan penelitian mengungkap bahwa media permainan monopoli efektif dalam meningkatkan pengendalian emosi siswa. Penelitian ini memberikan kontribusi sebagai referensi bagi penelitian selanjutnya terkait penerapan media permainan dalam meningkatkan pengendalian emosi siswa, serta dapat dijadikan pedoman bagi guru BK dalam merancang layanan bimbingan yang lebih efektif.

1. INTRODUCTION

Emotional control is an important aspect of student personality development, especially at the junior high school level (Hartini et al., 2024). During this period, students are in the adolescent stage of development, which is characterized by emotional instability due to rapid physical, psychological, and social changes. Inability to manage emotions often causes students to act impulsively and exhibit negative behaviours, such as truancy, using harsh language, defying teachers, and even fighting (Amanullah, 2022). This is also in line with the opinion that the inability to manage emotions can cause adolescents to engage in destructive behaviours as a way to cope with negative emotions.

* **Corresponding Author:** Safira Khairun Nisa; ✉ 210213042@student.ar-raniry.ac.id

Guidance and Counseling Study Program, Universitas Islam Negeri Ar-Raniry, Banda Aceh, Indonesia

Address: Jl. Syech Abdurrauf, KOPELMA Darussalam, Kec. Syiah Kuala, Kota Banda Aceh

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According to Goleman, emotional control encompasses several important aspects, namely the ability to recognise one's own emotions, manage emotions, motivate oneself, and recognise the emotions of others (Anggraheni et al., 2019). These aspects are fundamental in adolescent development, where emotional instability often occurs. Goleman (2004) emphasises that individuals who can control their emotions are more successful in various aspects of life, including learning and social interaction (Ulandari et al., 2019). Thus, developing emotional control skills in junior high school students is crucial to support positive learning and social relationships. Uncontrolled emotions can also hinder learning, damage social relationships, and trigger prolonged stress. This is in line with Surya's statement that adolescents tend to express stress or problems through aggressive actions (Marsel et al., 2023). Goleman also states that individuals who cannot control their emotions tend to have difficulty motivating themselves and adapting socially (Utomo et al., 2021). Emotional thoughts dominate and paralyse students' logical thinking abilities, making it difficult for them to find appropriate solutions when facing conflicts.

The results of the researchers' observations at SMP Negeri 1 Baitussalam show that many students vent their emotions negatively, such as smoking, using harsh language, refusing teachers' advice, and being indifferent/unconcerned about school rules. In addition, students are also involved in fights, teasing each other, or showing defiant attitudes when reprimanded. Some students even choose to skip school to escape unpleasant situations. To address these issues, the school and teachers have tried to provide personal advice, enforce rules and sanctions, and involve guidance and counseling teachers through counseling services. However, these measures have not been optimal in helping students manage their emotions appropriately (Mubarak & Helsa, 2025). These problems are caused by internal factors such as anxiety and mental pressure, as well as external factors such as conflicts with peers or family. Therefore, emotional control is crucial to develop during adolescence. In this case, guidance and counseling teachers are vital as facilitators in helping students recognize and manage their emotions healthily through appropriate services, one of which is group counseling (Putri et al., 2022). This service allows students to share experiences and learn from social interactions in a more open and supportive atmosphere. Furthermore, innovation in the delivery of services is also needed to increase effectiveness, for example, through the use of games (Utomo, 2021).

One medium that has proven enjoyable and educational is a modified version of Monopoly tailored to the guidance theme. Research shows that, as a learning medium, Monopoly can improve learning outcomes and create a fun learning atmosphere. Monopoly is a board game where players compete to accumulate wealth through a game system that includes questions to be answered by the players (Fitriah & Simon, 2024). Monopoly is one of the world's most popular board and group games, so it will be very easy to introduce, as most children are already familiar with it.

Previous research has shown that monopoly media can improve students' self-acceptance through group guidance. These findings indicate that games can be an effective tool in developing students' emotional aspects. According to the opinion of developing the Cirebon Mask Monopoly game media for student self-control, the validation results show high feasibility. The study shows that monopoly media improves students' understanding of ethics when interacting with peers. Furthermore, the study produced an analysis based on the implementation of monopoly games in play therapy to improve self-confidence, which was found to be valid and can be implemented to improve the self-confidence of students at SMP Negeri 14 Banda Aceh. Meanwhile, the analysis results obtained based on the implementation of the media trial indicate that 87.51% of students were in the moderate category and 12.5% were in the high category. This indicates a change in students' self-confidence before and after the media was provided, as evidenced by decreased students in the low category. The use of Monopoly games in play therapy is effective in enhancing self-confidence in students.

Although previous studies have proven monopoly games' effectiveness in improving students' psychological aspects, such as self-acceptance, self-control (Irawan et al., 2025), understanding of social ethics (Sandhita et al., 2024), and self-confidence (Sari et al., 2019), no study has specifically highlighted emotional control as the primary focus. However, emotional control is a fundamental aspect of adolescent development because it relates to academic discipline, social interaction, and mental health. Therefore, this study aims to fill this gap by examining the effectiveness of monopoly games in improving emotional control in junior high school students through group counseling services. With this new focus, the study is expected to not only contribute theoretically to expanding the study of the use of games in group counseling but also provide practical contributions in the form of innovative strategies for guidance and counseling teachers in helping students manage their emotions through an approach that is fun, interactive, and appropriate for the developmental characteristics of junior high school students.

By examining the differences in variables and indicators in previous studies, this research is important because it can provide alternative solutions to students' emotional problems that directly affect the learning process and

social relationships at school. The researcher wants to know how monopoly games can foster positive emotions and improve students' emotional control. This study focuses on students at SMP Negeri 1 Baitussalam, titled "The Application of Monopoly Games in Group Guidance to Improve Students' Emotional Control." The results of this study will not only contribute theoretically to the field of counseling guidance but also provide practical contributions to guidance counselors in implementing enjoyable and effective strategies for developing students' emotional intelligence. To answer this research question, the researcher uses the statement: Is applying the Monopoly game in group counseling effective in improving students' emotional control skills at SMP N 1 Baitussalam? This study aims to determine students' emotional control skills before and after applying the Monopoly game through group counseling services.

Based on the problem statement and objectives above, the hypotheses in this study are: (Ha) After implementing the Monopoly game through group counseling services, there is an increase in students' emotional control abilities at SMP Negeri 1 Baitussalam; and (Ho) After implementing the Monopoly game through group counseling services, there is no increase in students' emotional control abilities at SMP Negeri 1 Baitussalam. Therefore, based on the theory of emotional control proposed by, which states that an individual's ability to manage emotions can be improved through appropriate intervention, this hypothesis is expected to provide empirical evidence regarding the effectiveness of monopoly games in improving students' emotional control at SMP Negeri 1 Baitussalam.

2. METHOD

2.1 Research Design

This study uses a quantitative approach utilising a pre-experimental method. Experimental research is a method used to find the effect of a particular treatment on another under controlled conditions.

The experimental design used is a pre-experimental design using a One-Group Pretest-Posttest Design, which involves two measurements: before treatment (pre-test) and after treatment (post-test). This design is used to evaluate the effect of a treatment on a group of participants. This design is illustrated in

Table 1. Research Design

O_1	X	O_2
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Description:

O_1 = Value of the *pretest* related to students' emotional control (before being given treatment using the Monopoly game)

O_2 = Value of the *posttest* related to students' emotional control (after being given treatment using the Monopoly game)

X = *Treatment* (treatment given using the Monopoly game)

2.2 Research Subjects

This study was conducted in 2025 at SMP Negeri 1 Baitussalam. The population in this study were eighth-grade students, totalling 29. The sample was taken using purposive sampling, consisting of 8 people. The sample was determined based on characteristics or criteria set by the researcher. Considerations in selecting students included the following: (1) Eighth-grade students; (2) Students who took the pre-test had low emotional control skills.

2.3 Data Collection

Data was collected by distributing a questionnaire using a Likert scale for emotional control. This questionnaire measures aspects of emotional control, such as recognising one's emotions, managing emotions, motivating oneself, recognising the emotions of others, and building relationships. The questionnaire was developed based on the theory of emotional control and has been tested for validity and reliability through previous trials.

2.4 Data Analysis

In the data analysis technique, a prerequisite test in the form of a normality test was conducted using the Shapiro-Wilk test to answer the hypothesis using a paired sample t-test. The t-test aims to test the effectiveness of the Monopoly game in improving students' emotional control through group guidance. The decision-making criteria are: H_a is accepted if $t\text{-count} > t\text{-table}$, and H_a is rejected if $t\text{-count} < t\text{-table}$. Subsequently, the N-Gain test is used to measure the effectiveness of the Monopoly game in improving students' emotional control by comparing the pretest and posttest scores. To determine the category of the increase in N-Gain scores, refer to the normalised Gain criteria in Table 2. Meanwhile, to determine the level of effectiveness of the intervention, refer to Table 3.

Table 2. Normalized Gain Criteria

N Gain Value	Category
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$g < 0,3$	Low

Table 3. Criteria for Determining the Level of Effectiveness

Percentage of N Gain	Category
>76	Effective
56-75	Fairly Effective
40-55	Less Effective
<40	Not Effective

3. RESULTS AND DISCUSSION

3.1 Results

The findings of this study explain that the application of group guidance using the Monopoly game effectively improves students' emotional control. Emotional control is one of the determinants of student success in learning, so it is necessary to improve students' emotional control to develop their potential optimally. By the purpose of the pretest, which was to determine the initial condition of students' emotional control before the treatment was given, the following table shows the pretest results of emotional control before the game media treatment was given:

Table 4. Pretest of Emotional Control

Category	Formula	Score Range	Frequency	Percentage
Low	$X < M - 1SD$	$X < 59$	6	21%
Medium	$M - 1SD \leq X \leq 1SD$	$59 \leq X \leq 73$	18	62%
High	$M + 1SD$	$X > 73$	5	17%
Total			29	100%

The researcher provided treatment by conducting group counseling using emotional control monopoly cards. Treatment was given twice a week. Each treatment session lasted approximately 45 minutes. Treatment 1 was conducted in the guidance counseling room on July 16, 2025. The researcher prepared group counselling materials titled "Basic Concepts of Emotional Control, Recognising One's Own and Others' Emotions" to be distributed to group members to help students understand and identify their emotions and those of others. After explaining the materials, a game was conducted. Before starting the game, the researcher provided instructions to the students about the game, its benefits, and the rules of play. The students were enthusiastic about the game activity and eagerly awaited their turn. The researcher observed the students before the game, during the game, and after the game. Before the game, some students appeared happy while others looked bored. During the game, those who initially looked bored appeared happy, and some showed various emotions such as frustration, happiness, and sadness. After the game ended, each student shared their conclusions and closed the first session. From treatment 1, it can be concluded that students have begun to understand the various emotions that occur in themselves and others, but there are still students who are afraid and do not seem to enjoy playing.

Treatment 2 was conducted on July 18, 2025, in the classroom. The material provided in the group guidance service was about how to manage emotions, motivate oneself, and build relationships, and the students played Monopoly as in Treatment 1. Here, the students played joyfully and seemed more enthusiastic than in the previous meeting. During the game, some students were still unable to control their emotions. However, as the game progressed, they began to show improvement in controlling their emotions when faced with challenges and instructions from each emotion card and each space in the game. They started applying some methods from the Monopoly game to manage their emotions, such as writing an emotion journal, relaxation techniques, etc.

During the game, the students' emotions were visible. Some were happy because they kept getting points and reached the finish line first, some were upset because they had to move back several times and took a long time to reach the finish line, and some were sad when they lost the game. The second game ended well, with each student giving their conclusions from the results of the game that had been played. The posttest was conducted on July 18, 2025, with eight students receiving the treatment.

The purpose of the posttest was to show changes in students' emotional control before and after receiving treatment in the form of group guidance with a Monopoly game. This means that students experienced a significant increase in emotional control based on the data analysis results. The data from the pretest and posttest on students' emotional control can be seen in Table 5 below:

Table 5. Posttest on Emotional Control

Category	Formula	Score Range	Frequency	Percentage
Low	$X < M - 1SD$	$X < 59$	0	0%
medium	$M - 1SD \leq X \leq 1SD$	$59 \leq X \leq 73$	6	75%
High	$M + 1SD$	$X > 73$	2	25%
Total			8	100%

Based on the table above, it can be seen that eighth-grade students at SMP Negeri 1 Baitussalam experienced an increase in their ability to control their emotions after being given group guidance services using the Monopoly game. The results were that 21% of students were in the low category, 62% were in the medium category, and 17% were in the high category. After the students were given the game, there was a change in the results, namely a decrease in the low category. This is proven by the results obtained in the table, which show that 0% of students are in the low category, 75% are in the moderate category, and 25% are in the high category. In conclusion, the results obtained after implementing group counseling using the Monopoly game with students have improved students' emotional control skills. To see the increase in scores per respondent, see Table 6 below.

Table 6. Students' Emotional Control Conditions at the Pretest and Posttest

No	Subject	Pre test		Post test	
		Score	Category	Score	Category
1	AAAW	61	Medium	71	Medium
2	AL	58	Low	73	Medium
3	FK	55	Low	69	Medium
4	IM	61	Medium	75	High
5	MFA	57	Low	71	Medium
6	NT	55	Low	66	Medium
7	SK	57	Low	81	High
8	TU	58	Low	68	Medium

Based on the table above, applying monopoly media to students' emotional control abilities can improve their abilities. The success of monopoly media in improving emotional control abilities can be seen in the posttest-posttest results, which obtained high and low scores in the posttest-posttest.

a) Prerequisite Analysis Test

Data Normality Test

The prerequisite analysis test uses a normality test. The normality test in this study uses the Shapiro-Wilk technique. The data is considered normally distributed if the p-value is > 0.05 . If $\text{sig} < 0.05$, the results are not normally distributed, as follows:

Table 7. Normality Test Results for Pretest and Posttest
Tests of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest	.907	8	.331
Posttest	.927	8	.491

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on Table 7, the normality test results using the Shapiro-Wilk test show that the significance value for the pretest data is 0.209 and for the posttest data is 0.578 ($p > 0.05$). This indicates that both data sets are typically distributed so that further analysis can use parametric statistical tests, namely the paired sample t-test.

b) Paired Sample T-Test

The researcher used the paired sample t-test to determine whether monopoly games in group counseling services effectively improved students' emotional control skills. The basis for decision-making is that if the significance value (2-tailed) < 0.05 , it indicates that applying monopoly games through group counseling services effectively improves students' emotional control skills. Conversely, if the significance value (2-tailed) is > 0.05 , it indicates that the application of the Monopoly game does not significantly improve students' emotional control skills. The results of the paired sample t-test are as follows:

Table 8. Results of the Paired Sample T-Test

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
Pair	Pretest - Posttest	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
		1		-14.000	4.504	1.592			

Based on the paired sample t-test results, a significance value (2-tailed) of $0.000 < 0.05$ was obtained with a calculated t-value of $8.792 > t\text{-table } 2.365$. By the decision criteria, H_0 was rejected and H_a was accepted, which means that there is a significant difference between the pretest and posttest scores. This indicates that the application of monopoly games in group counseling services effectively improves students' emotional control skills at SMP Negeri 1 Baitussalam.

c) N-Gain Test

The N-gain Score test was conducted to determine the difference in scores between the pretest and posttest. The results of the N Gain Score test are as follows:

Table 9. Results of the N-Gain Score and N-Gain Per cent Test

Subject	PRE	POST	N GAIN SCORE	N GAIN SCORE %
AAAW	61	71	0,49	49
AL	58	73	0,64	64
FK	55	69	0,55	55
IM	61	75	0,71	71
MFA	57	71	0,59	59
NT	55	66	0,42	42
SK	57	81	0,99	99
TU	58	68	0,43	43
MEAN	58	71,75	0,60	60

Based on the pretest and posttest data analysis results, the average pretest score was 58, and the posttest score was 71.75. This increase indicates a difference of 13.75 points. Additionally, the average N-Gain value of 0.60 or 60% falls into the moderate category, indicating that implementing the monopoly game in group counseling services effectively improves students' emotional control skills. Based on the pretest and posttest results given to the sample in this study, which consisted of 8 students at SMP Negeri 1 Baitussalam, one student showed improvement in the high category, while the rest were in the moderate category. This improvement was obtained from the treatment or application of the monopoly game in group counseling services.

3.2. Discussion

The use of monopoly games in group counseling services to improve students' emotional control skills in junior high school can be seen through the perspectives of game theory and emotional control theory. Board-based game theories, such as Monopoly, provide entertainment and involve social dynamics that enable students to develop social and emotional skills. In this context, Vygotsky (1978) suggests that social interactions during games can enhance cognitive and emotional skills, including managing feelings such as frustration and anxiety. Games like

Monopoly allow students to practice dealing with winning and losing situations directly related to their emotional regulation.

Furthermore, the application of games in group counseling is in line with group counseling theory, which states that interactions within a group can improve social skills, including emotional control. Corey (2016) emphasizes the importance of group dynamics in counseling to enrich students' emotional and social experiences. In group counseling, Monopoly provides opportunities for students to learn to manage their feelings in a realistic social context (Handayani & Ubaidilah, 2022). Students are encouraged to manage feelings such as disappointment, anxiety, or pride during the game, which can increase their awareness and self-control in dealing with these feelings (Mitina & Isakova, 2022).

The theory of self-regulation proposed by Zimmerman (2000) is also very relevant to the application of monopoly games in group counseling. Self-regulation refers to an individual's ability to manage feelings, thoughts, and behaviour in response to certain situations (Deci & Ryan, 2000; Ozhiganova, 2018). In the context of Monopoly, students are encouraged to control their emotions, both when winning and losing, which helps them develop better emotional control skills. The intrinsic motivation from fun and challenging games can also improve students' emotional control skills, ultimately contributing to their overall personal development (Deci & Ryan, 2000).

These results align with the emotional intelligence theory, which proposes recognizing, understanding, and managing emotions is an important key to individual success. Through the Monopoly game, students face situations that trigger emotions, such as feeling happy when winning, upset when losing, or disappointed when losing (Peranti et al., 2019; Latief & Novalia, 2023). These situations serve as real-life practice for students to apply the emotional control strategies they have learned in group guidance, such as relaxation techniques, writing an emotion journal, and self-motivation (Hidayati, 2024). This is supported by research stating that an interactive and fun learning environment can increase student engagement in the learning process, including developing social and emotional skills (Rahmadiani et al., 2020).

Previous studies also reinforce this research. Research has shown that educational games (serious games) effectively improve social and emotional skills (Bărbuceanu, 2022; Siddiqui & Ventista, 2018; Whitted, 2011). Games that contain elements of strategy, challenges, and social interaction have been proven effective in facilitating the practice of emotional regulation skills, especially in adolescents (Kamilah, 2023). Another study showed that the game Monopoly, despite being competitive, can still increase players' positive emotions, while also serving as a means of practising emotional regulation when facilitated appropriately (Said & Bakhtiar, 2025).

These results are consistent with previous research that emphasises the dynamic interaction between children's play activities and their environment, which significantly contributes to the development of their social behaviour (Risma et al., 2019). The findings of this study further reinforce the idea that structured play, such as games like Monopoly, can be a powerful tool in fostering emotional growth. Based on these results, integrating Monopoly into group counseling services is a practical and innovative approach to enhancing students' emotional control. This approach aligns with the study's primary objectives, which aim to explore methods for improving students' emotional intelligence in a practical, engaging manner. By offering a fun and interactive medium, Monopoly enables students to gain valuable real-life experiences in recognising, managing, and expressing their emotions more positively and constructively. These findings are supported by prior studies that have demonstrated the efficacy of Monopoly and similar games in educational settings. Research shows that such games boost motivation and active participation among students and play a key role in enhancing their social and emotional competencies. As such, using Monopoly in this context offers a promising strategy for fostering emotional development in students, with potential long-term benefits for their personal and social well-being.

4. RESEARCH IMPLICATIONS

4.1 Theoretical Implications

This study contributes significantly to developing emotional intelligence theory, particularly in game-based learning. The results reinforce Daniel Goleman's view that emotional control can be trained through appropriate interventions, and support Gross's idea of emotional regulation through interactive activities (Gross, 1998). These findings expand our understanding of how competitive and collaborative elements in games such as Monopoly can effectively train students' emotional awareness, thereby enriching the theoretical foundation in educational psychology and counseling.

4.2 Practical Implications

Practically, this study suggests more engaging group counseling methods through Monopoly or similar media. Counselors can utilise these findings to design play therapy sessions that are not only enjoyable but also enhance students' emotional skills. Additionally, this approach can serve as an alternative solution for schools facing challenges in addressing students with emotional regulation issues, such as aggression or anxiety, thereby helping to create a more conducive learning environment.

4.3 Methodological Implications

This study shows that a pre-experimental design with a one-group pretest-posttest can effectively assess the effect of game-based counseling services. These results can be used as a reference for further research using a stronger experimental design, with a larger sample size or the addition of a control group, in order to obtain more comprehensive results.

5. CONCLUSION

Based on the results of research conducted at SMP Negeri 1 Baitussalam, it can be concluded that using monopoly games in group counseling significantly improves students' emotional control. Before using monopoly games, most students were in the moderate and low emotional control categories. However, after using monopoly games, no students were in the low category, and the percentage of students in the high category increased.

These findings indicate that monopoly games are effective in helping students recognise, manage, and control their emotions. This study is significant because emotional control is a crucial aspect of student personality development, especially during adolescence, which is characterised by emotional instability. By improving their emotional control skills, students can reduce negative behaviour and improve their concentration and learning performance.

These findings are worth noting and should be used by the scientific community and education practitioners, especially guidance and counseling teachers, as an alternative method in developing students' emotional control. Therefore, it is recommended that teachers consider using monopoly games in group counseling, conduct periodic evaluations of the effectiveness of this method, and develop more interesting game variations for students. Further research is also needed to explore the long-term effects of applying game media on student emotional control.

As recommendations for further research, it is suggested that the long-term effects of applying game media in student emotional control be explored, and studies involving various other types of educational games be conducted. Further research may also consider external factors that influence student emotional control, such as parental support and social environment, to better understand emotional skill development among adolescents.

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AUTHOR CONTRIBUTION STATEMENT

All authors discussed the results and contributed to the final manuscript. Safira Khairun Nisa contributed to the Writing - Original Draft and interpretation of the results. Elviana contributed to the conceptualized and review.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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