

DEVELOPMENT OF THE SMAILE GAME-BASED MEDIA TO ENHANCE SELF-LOVE AMONG SENIOR HIGH SCHOOL STUDENTS

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Abstract

Self-love is a positive attitude toward oneself that can be learned and sustained throughout life. Observations at State Senior High School 3 Kediri revealed low levels of self-love among students, as indicated by behaviors such as self-harm, insecurity, and difficulty taking pride in themselves. These symptoms correspond to key indicators of self-love: self-awareness, self-worth, self-esteem, and self-care. To address this issue, this study aimed to develop a game-based counseling medium called Serenity Mahjong: Embracing Self-Love (SMAILE) as a tool for group counseling services. The research employed a Research and Development (R&D) approach using the ADDIE model. Instruments used included expert validation questionnaires, practicality questionnaires, and a self-love scale (pre-test and post-test). Validation results showed that the media was highly feasible and practical, with validation scores of 96.59% (media expert), 75% (content expert), and a practicality score of 91.67% from practitioners. Effectiveness testing using the Wilcoxon test indicated a significant increase in students' self-love scores after the intervention ($p = 0.028$). Therefore, the SMAILE media is proven to be valid, practical, and effective in enhancing students' self-love through group counseling services. It is recommended that the development of SMAILE be continued, with improvements in design, content, and activities tailored to students' characteristics, and that broader trials be conducted to assess its wider applicability.

Keywords: : *self-love, game-based media, guidance and counseling, high school students, SMAILE*

Introduction

Adolescence is a complex phase of development, characterized by intense psychological and social dynamics. At this stage, individuals begin to form self-identity, question and evaluate personal values, and seek social recognition from the surrounding environment. According to Putra (in Regita & Fardana, 2021), adolescence is characterized by changes in thinking, emotional state, and the way they express the need for social acceptance through behavior. According to WHO, adolescents are individuals aged 10 to 20 years who are in a transition period of physical, psychological, and social development from childhood to adulthood (Larasati, 2020). Early adolescence is also a very vulnerable period for individuals in maintaining their emotional stability (Fauziah et al., in Rahmawati & Ghasya, 2024). In the process, adolescents often face various pressures, ranging from academic demands, social norms, to family and peer expectations. This condition often triggers emotional imbalance, feelings of inferiority, and even a self-esteem crisis. This is in line with the opinion of Ragita & Fardana (2021),

during adolescence, emotions tend to dominate more than rational thinking, but it is considered normal because one of the characteristics of adolescent psychological development is the tendency to be emotional and difficult to control, which increases the risk of depression and the emergence of rebellious behavior and actions. In this context, the ability to love and accept oneself (*self-love*) becomes a crucial aspect in maintaining mental health and supporting healthy emotional and social development of adolescents.

Self-love is an important aspect of adolescent psychological development. Neff (Bluth & Blanton, 2015) explained that self-compassion, which includes self-kindness, common humanity, and mindfulness, is an important foundation for forming self-love and emotional resilience in adolescents. Logan (2020) states that self-love is the ability to value oneself, treat oneself with love and respect, and maintain a positive assessment of oneself even in difficult situations. Self-love itself is a form of self-esteem that arises through efforts that support physical, mental, and spiritual development (Khoshaba, 2012). Fromm (Rinanda, et al., 2022) asserts that self-love is not selfishness, but an important part of a person's ability to love himself in a healthy and complete manner.

Healthy self-love plays an important role in building resilience, emotion regulation, and supporting overall mental health. Lack of self-love can contribute to the emergence of psychological disorders, such as depression, anxiety, feeling inauthentic or unappreciated, and increased self-doubt (Octarina, 2024).

Previous research shows that self-love has a positive relationship with psychological well-being, and plays a role in reducing stress and anxiety levels, and increasing self-acceptance in adolescents (Marganingrum & Purnomosidi, 2025). Similar findings were also presented by Elyas et al. (2022), which revealed that efforts to build self-love can help the psychological recovery process in individuals experiencing emotional distress.

Based on the results of observations and interviews with Guidance and Counseling teachers at SMAN 3 Kediri, various problems were found that reflected the low self-love in class X students. Some of these problems include self-harm behavior, which is the act of hurting oneself intentionally without always being accompanied by the desire to end life (Anugrah, 2023), difficulty feeling proud of oneself, and the emergence of insecurity. According to Flaxington (2015), adolescents often lack a strong understanding of themselves and rely heavily on external validation to feel accepted. This makes them vulnerable to feelings of insecurity in the process of self-identity formation. This situation highlights the need for appropriate interventions to enhance students' self-love. On the other hand, the use of media in guidance services is still relatively minimal, so the implementation of services, especially in group guidance, has not run optimally.

As an effort to increase self-love in students, guidance and counseling teachers have a strategic role in designing innovative and interesting services. One alternative that can be used is the Serenity Mahjong game media: Embracing Self-Love (SMAILE), an educational media developed to provide reflective, interactive and fun experiences for students.

The use of media in guidance and counseling services plays an important role in creating an interesting and interactive learning atmosphere. The right media can increase student focus and interest in the material (Sudjana & Rivai, Hidayatulloh et al., 2024). Setyaputri et al. (2018) showed that game media can increase student involvement through fun interactive activities, so that it becomes a varied alternative in delivering character material contextually. Research by Kirana, et al, (2023) showed that the Antaboga game, both the educational cinema version and the local wisdom-based board game, was effectively used in school counseling services and was able to significantly increase student confidence.

Although several previous studies have shown that educational games are effective in improving social-emotional skills such as increasing engagement, material

comprehension, and intrapersonal interactions (Robison, 2014; Loban, et al. 2020), there is limited evidence showing the use of modified traditional games such as Mahjong specifically aimed at increasing self-love in secondary school students.

Thus, the development of the SMAILE game media is a strategic step in supporting the effectiveness of group guidance services in schools. This media is modified from the Mahjong game originating from China, then adapted to fit the characteristics of adolescent development. Self-love indicators proposed by Mutiwaseka (2019), namely self-awareness, self-worth, self-esteem, and self-care. In this game, students are invited to recognize positive values in themselves and build a healthier relationship with themselves in a fun, interactive and reflective way.

Therefore, this study aims to produce SMAILE game media that is feasible and practical to use in helping to increase self-love in students. This research is also expected to contribute to the development of innovative game-based media in group guidance services, as well as expanding the alternatives of fun and reflective interventions in schools.

Method

This study used the Research and Development (R&D) method with the ADDIE development model, which consists of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation. The research was conducted for six meetings, from May 26 to June 13, 2025. The participants were six tenth-grade students from State Senior High School 3 Kediri, categorized into two self-love levels based on the pretest results: two at the medium level and four at the low level. This division was done to create optimal group dynamics in the guidance session.

Research instruments were developed to collect data during the media development process, including questionnaires, self-love psychological scales, and interviews. The self-love scale questionnaire was prepared based on indicators from Mutiwaseka (2019), namely self-awareness, self-worth, self-esteem, and self-care. The descriptors of the statements in the questionnaire were designed by adapting the format from Khumairoh, et al (2024). This instrument has been validated by experts to ensure the appropriateness of context and language.

The types of questionnaires used include: (1) self-love scale questionnaire (pre-test and post-test), (2) media and material expert validation questionnaire, and (3) counseling practitioner questionnaire to assess the practicality of the media. The self-love scale consisted of four indicators: self-awareness, self-worth, self-esteem, and self-care. Example items include: "I am aware of the emotions I experience" (self-awareness), "I always give support to myself" (self-worth), "I feel valued by the people around me" (self-esteem), and "I am able to distance myself from people who have a negative impact on my life" (self-care).

The media expert validation questionnaire assessed aspects of form, appearance, usability, and purpose suitability, while the material expert validation questionnaire evaluated the accuracy of the content, clarity of material writing, and quality of material presentation. Example items include: "The game visuals are clear" and "The media aligns with the purpose of enhancing students' self-love."

The practitioner questionnaire measured aspects such as media content, game practicality, and clarity of presentation. Example items include: "The language used in the game is easy to understand" and "The game contains meaningful content that is easily understood by students."

The media and material expert validation questionnaire was developed by adapting the assessment format from Joko Siswoyo in Haqiqi (2017), which includes aspects of form, appearance, use, and suitability of purpose in media expert assessment, as well as

aspects of material content, material writing, and material presentation in material expert assessment. The practicality questionnaire was developed by adapting the instrument from Haqiqi (2017), which includes aspects of media content, media games, and presentation. The content of the statements in the questionnaire was adapted to the context and needs of the research. The interview guidelines were developed based on notes and input from experts obtained through the media validation questionnaire (Haqiqi, 2017) to gather additional information and strengthen the evaluation results.

The data analysis techniques used in this research are qualitative and quantitative analysis techniques. The data analysis stage is divided into validity and reliability test analysis, feasibility and practicality analysis, normality test and Wilcoxon test to determine changes in students' self-love levels.

Data analysis techniques in this study included qualitative and quantitative analysis, consisting of validity and reliability tests, feasibility analysis, practicality analysis, normality test, homogeneity test, and Wilcoxon test to determine the effectiveness of using the SMAILE media in increasing self-love.

Validity and reliability test

Validity and reliability test analysis was conducted to ensure the feasibility of the instrument. This instrument has previously been tested for validity and reliability with 52 valid items out of 56 items, with a reliability value of 0,892. In the validity and reliability test analysis, a Likert scale was used as a measure of student *self-love*. The score provisions below are as follows:

Table 1. Psychological Scale Score	
Category	Score
Very Suitable	4
Appropriate	3
Not suitable	2
Very Unsuitable	1

Feasibility and practicality analysis

The feasibility and practicality analysis was obtained from media and material experts, as well as counseling practitioners on the media that had been developed by researchers. The determination of the score on the assessment is the same as the psychological scale above. The questionnaire data were then analyzed descriptively quantitatively using the following formula:

$$Presentation = \frac{\text{scores obtained}}{\text{Total Score}} \times 100\%$$

Furthermore, the level of feasibility in the study was classified into assessment categories and converted into qualitative on the feasibility assessment. which is used as a measurement that has the following provisions:

Table 2. Product Assessment Categories	
Percentage	Description
81-100%	Very Feasible
61-80%	Feasible
41-60%	Decent Enough
21-40%	Not Feasible
0-20%	Very inappropriate

Source Arikunto, in Maharani, et al, (2024)

Normality test, homogeneity test, and Wilcoxon test

Data analysis in this study was carried out through normality test, homogeneity test, and Wilcoxon test. The normality test aims to determine whether the pretest and posttest data are normally distributed. The homogeneity test was used to ensure that the data variance between the pretest and posttest after using the media was uniform. The Wilcoxon test was used to determine the difference in students' *self-love* levels before and after the intervention, considering that the data was ordinal scale and not normally distributed. All analyses were conducted with the help of SPSS 25 for Windows software.

Result and Discussion

SMAILE media is a Mahjong game media developed as a medium for counseling guidance services, namely group guidance. tested to assess its feasibility, practicality, and effectiveness in increasing *self-love* in students through small group trials.

Test Results Assessment of Media Experts, Material Experts, and Practitioner Assessment

The SMAILE game media that has been designed is tested to determine the level of feasibility, practicality, and its impact on students' *self-love* development through a small group test. Media feasibility is obtained from the assessment of media experts, material experts, and practitioners (counseling teachers).

Table 3. Recapitulation of Assessment Results

Description	Percentage	Category
Media Assessment	96.59%	Very feasible to use with a few notes on the guidebook and the addition of media components.
Material Assessment	75%	Feasible to use with the suggestion that it would be better if the grammar and media were adjusted to the subject.
Practitioner Assessment	91, 67%	Very feasible to use without revision.

Based on Table 3, the SMAILE media obtained a feasibility score from media, material, and practitioner assessments that confirmed its validity and practicality. SMAILE media obtained a feasibility score of 96.59% from media experts (very feasible category) and 75% from material experts (feasible category), so that the media was declared feasible to use with minor revisions according to expert input. The assessment from practitioners (counseling teachers) showed a practicality level of 91.67%, which was also included in the category of very feasible to use without revision.

Figures 1–5 collectively illustrate the final design and components of the validated SMAILE media, including the tile display, barcode tiles, cards, dice, and guidebook.



Figure 1. SMAILE Media Tile Display



Figure 2. Display of SMAILE Media Barcode Tiles



Figure 3. Cards in SMAILE Media



Figure 4. Dice in SMAILE Media



Figure 5. SMAILE Media Guidebook

As shown in Figures 1-5, the SMAILE media is designed in the form of a Mahjong tile-based game that has been modified according to the needs of group guidance services. There are 37 tiles in SMAILE media. Each tile not only displays interesting visual elements, but is also categorized into three main forms of activity, namely motivational quotes (quotes), simple challenges (challenges), and self-reflection questions (Q&A). To

reinforce the reflective and educational dimension, some tiles are equipped with digital barcodes that can be scanned using students' devices, which are directly linked to educational biblio materials (articles or short stories) and motivational videos on the theme of self-love.

In addition, this media is also equipped with dice as a game opening tool to determine the player's turn in the game, as well as a guidebook containing technical implementation instructions, sample reinforcement questions, and group reflection formats. The integration of print media, visual games, and digital content aims to create a fun, reflective, and sustainable mentoring experience, both during the session and in an independent process outside the service.

Test results on the subject

Further testing was carried out to measure the effectiveness of using the media in increasing students' self-love. Data were collected through pre-test and post-test results from six students who had participated in group guidance services.

Table 4. Pre-test and Post-test data of students' self-love

Statistics	Pretest	Posttest
Average	123,50	135,80
Minimum Score	99	147
Maximum Score	119	155

The data in Table 4 shows an increase in students' self-love scores between the pre-test and post-test results. The average score increased from 123.50 to 135.80. The minimum score from 99 increased to 147, while the maximum score increased from 119 to 155.

Results of normality test, homogeneity test, and Wilcoxon test

Table 5. Normality Test Data

Data	Kolmogrov-Smirnov Sig.	Shapiro-Wilk Sig.	Description
Pre-test	0,009	0,023	Not normal
Post-test	0,132	0,251	Normal

Based on the normality test results presented in Table 5, the pre-test data shows that the distribution is not normal, indicated by the significance value <0.05 in both tests (Kolmogorov-Smirnov and Shapiro-Wilk). Meanwhile, the post-test data is normally distributed. Because one of the data groups did not meet the normality assumption, the effectiveness analysis was carried out using the Wilcoxon Signed-Rank Test non-parametric test.

Table 6. Homogeneity Test Data

Statistics	df1	df2	Sig.
Based on Mean	1	10	0,202

The results of the homogeneity test conducted using Levene's Test show that the data has a homogeneous variance. This is indicated by a significance value of 0.202 in the based on mean category ($p > 0.05$), which means that there is no significant difference in variance between the pre-test and post-test data. Thus, it can be concluded that the data meets the assumption of homogeneity and is feasible to proceed to the effectiveness test using the appropriate statistical method.

Table 7. Wilcoxon Test Data

Statistics	Value
Z	-2.201
Asymp. Sig. (2-tailed)	0,028

The results of this study indicate a significant increase in students' self-love after using the SMAILE game-based media in group guidance services. This increase is evidenced by the Wilcoxon Signed-Rank Test results, which show a Z value of -2.201 with a significance level of 0.028 ($p < 0.05$). These findings indicate a significant difference between pre-test and post-test scores, demonstrating that SMAILE has a positive effect on improving students' self-love.

The findings of this study demonstrate that the structured and interactive design of the SMAILE game encourages students to actively engage in reflective emotional processing activities. The significant increase in post-test scores indicates that SMAILE effectively enhances students' self-love and emotional awareness. This result is consistent with Neff's theory (in Bluth & Blanton, 2015), which states that reflective practice and emotional awareness strengthen self-compassion, the foundation of self-love. Similar outcomes have also been reported by Loban (2020), who found that game-based activities within group guidance significantly improved students' interpersonal relationships, engagement, and emotional interaction. These findings support the idea that structured game-based media can strengthen students' emotional connection during counseling processes.

Furthermore, these findings are aligned with recent research emphasizing the effectiveness of digital and game-based interventions in promoting emotional wellbeing among adolescents. Choi, Yoon, and Park (2022) found that game-based digital therapeutics significantly improve emotional functioning and psychological stability among students experiencing mental health challenges. Likewise, Lee et al. (2024) concluded that game-based interventions support positive youth development by increasing motivation, participation, and emotional engagement. Meta-analytic evidence by Cheng and Ebrahimi (2022) also demonstrated that gamified interventions significantly enhance emotional wellbeing and self-regulation across diverse adolescent populations, indicating that interactive and reflective digital formats are more effective than traditional lecture-based methods. These results support the mechanism of improvement found in this study, in which students who engage with SMAILE become more capable of reflecting on personal values and emotional experiences.

In the SMAILE media, elements such as motivational quotes, reflection prompts, and QR-based bibliotherapy materials enable students to explore their strengths and personal values in an interactive and supportive environment. The SMAILE media consists of four structured components aligned with the indicators of self-love proposed by Mutiwaseka (2019), namely motivational quotes to strengthen positive self-talk, Q&A reflection sessions to encourage self-evaluation, challenge cards for behavioral practice of self-kindness, and QR-based bibliotherapy and educational videos to provide psychoeducational reinforcement related to self-love. This mechanism is aligned with Coyle and Matthews (2022), who emphasize that game-based therapeutic media enhance emotional expression and psychological reflection through deeper engagement and active participation.

The findings also show that SMAILE is feasible, practical, and relevant for counseling settings. The high expert validator scores indicate that SMAILE is appropriate for use in real-world school contexts and can serve as an innovative alternative to traditional counseling approaches. This is essential because adolescents often struggle to express emotions openly, and interactive media may help create a safer environment for self-expression and emotional growth.

However, alternative explanations should be considered. The improvement in self-love may be partially influenced by a novelty effect, in which students experience heightened enthusiasm due to interacting with visually engaging and unfamiliar digital media. Recent evidence indicates that digital game-based learning environments can significantly increase motivation and engagement among students as a result of initial excitement toward new and appealing educational tools (Li, Chen & Deng, 2024). Group dynamics may also have contributed to the outcomes, as supportive peer interaction in group-based interventions has been shown to enhance emotional openness, interpersonal support, and psychological wellbeing among adolescents (Shechtman, 2025). Therefore, these contextual factors should be acknowledged when interpreting the results.

This study offers both theoretical and practical implications. Theoretically, the results reinforce the importance of integrating interactive game-based media into school counseling to support emotional development in adolescents. Practically, SMAILE can serve as a creative counseling tool for school counselors to improve students' self-awareness, emotional reflection, and self-love.

Nonetheless, several limitations should be considered. The small sample size and single-school context limit generalizability. The duration of implementation was brief, preventing assessment of long-term effectiveness. Future research is recommended to involve larger samples, controlled experimental designs, and longitudinal evaluation, including the development of a mobile or web-based version of SMAILE to increase scalability and accessibility.

Conclusion

SMAILE game media is declared very feasible and practical to use in group guidance services. Wilcoxon test results show a significant increase in self-love of high school students after using this media, confirming its effectiveness in supporting the development of adolescent self-love. Therefore, the SMAILE game-based medium can be recommended as an innovative and engaging tool to support group counseling services in schools.

Future research is recommended to include larger participant groups and different educational levels to obtain broader insights into the applicability of the SMAILE media. Researchers may also explore digital or board-based versions of the media to increase accessibility and practicality. In addition, experimental and longitudinal research designs are suggested to assess the long-term effectiveness of SMAILE in enhancing students' self-love.

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Author Contributions Statement

SN conceptualized the study, collected and analyzed the data, and wrote the manuscript. NS provided substantial guidance throughout the research process, including refining the data collection and literature review, and contributed to the improvement of the manuscript. SS provided feedback on the abstract and methodological section and supported the submission of the manuscript.

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