Vifada Journal of Education, 4(2), 2026 Page 214 - 226
DOI: 10.70184/4x8h3967

Vifada Journal of Education , E-ISSN 3021-713X
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Development Of Relay Educational Media To Train Students' Emotional Skills

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Received: 2026, 10, 25 **Accepted:** 2026, 11,10
Available online: 2026, 11, 20

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KEYWORDS

Keywords:
Educational Media; Relay Games; Emotional Skills; Guidance and Counseling; Educational Games.

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ABSTRACT

This study aimed to develop Educational Relay Media as a supporting medium for Guidance and Counseling (GC) services and to assess its feasibility and practicality in facilitating students' emotional skills. The study employed a research and development method by adapting the ADDIE model, limited to the analysis, design, and development stages, followed by a limited product trial. The research participants consisted of 10 eighth-grade students at SMP Swasta Islamiyah Hessa Air Genting, one Guidance and Counseling teacher, and one validator. Data were collected through interviews, observations, needs analysis questionnaires, validation sheets, and user response questionnaires, and were analyzed using descriptive quantitative and qualitative methods. The needs analysis revealed that 80% of students had a high need for Guidance and Counseling media, while 50% demonstrated emotional skills at low and very low levels. The developed product comprised a game board, relay baton, emotional situation cards, challenge cards, reflection cards, learning materials, and a user guidebook. The validation results indicated that the media achieved a feasibility score of 79.69%, while the content received 75.00%, with both categorized as feasible. The teacher's practicality assessment reached 93.60%, while students' responses accounted for 74.16%. Thus, the media received preliminary feasibility ratings and positive user responses as a supporting medium for Guidance and Counseling services. Further research is required to examine its effectiveness.

1. Introduction

Education is not just focused on academic achievement, but also aims to develop the personality, social, and emotional aspects of students (Iskandar, Thalal, Sari, & Azhari, 2026). One important aspect to pay attention to is emotional skills, which are a person's ability to recognize, understand, control, and express emotions properly. These skills are really needed so that students can manage their feelings, build positive social relationships, and deal with various problems in everyday life (Nurcahyaningtias, Laily, Arrahim, & Mukarrohmah, 2026). Therefore, developing emotional skills needs to be an important part of the educational process, especially at the junior high school level.

Eighth-grade junior high school students are in their teenage years, marked by various physical, psychological, and social changes. At this stage of development, students often face challenges in controlling their emotions, such as getting angry easily, feeling disappointed, lacking confidence, struggling to accept others' opinions, and having a hard time understanding friends' feelings. These conditions can affect students' behavior and social relationships if they don't have good emotional management skills (Williamson, 2021). Thus, educational and guidance activities are needed that can help students recognize and practice emotional skills through experiences that match their developmental characteristics.

One alternative that can be used to train students' emotional skills is through educational media based on games. Educational media can create a fun, interactive learning atmosphere and encourage active student participation (Baek, et al., 2026). Using games also gives students the chance to learn to work

together, communicate, and control themselves, respecting others, and dealing with challenges. In this case, relay educational media can be developed as a learning tool that combines physical activities, group work, challenges, and emotional reflection so that students get hands-on experience in recognizing and managing various forms of emotions (Asshalikha, Ngabiyanto, Ellianawati, Subali, & Widiarti, 2025).

The development of relay educational media is also relevant to the concept of Social and Emotional Learning (SEL), which emphasizes five main competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Supriyadi & Suswandari, 2025). Through relay games, these skills can be trained by giving various instructions and challenges related to the students' emotional situations. This activity is expected to encourage students to recognize their feelings, control their reactions, show empathy, cooperate, and appreciate both successes and failures in the game.

Based on the description, developing relay educational media has become one of the innovative alternatives in implementing guidance and counseling services at SMP Swasta Islamiyah Hessa Air Genting. This media is designed to provide an active and enjoyable learning experience through games that include activities and emotional challenges. Therefore, this study aims to develop relay educational media that is feasible and practical to use for training the emotional skills of eighth-grade students at SMP Swasta Islamiyah Hessa Air Genting. The results of this research are expected to serve as an alternative resource for guidance and counseling teachers in supporting students' emotional development in a more engaging and focused way.

Research on developing emotional skills through games has been carried out by several researchers. (Nisa, Sandy, Juwita, & Komalasar, 2025) found that digital game-based learning can support the improvement of adolescents' social-emotional competence, especially empathy and care. Next, (Yamin, 2025) Through systematic reviews and meta-analyses, it shows that educational games (serious games) have the potential to help children and teenagers develop emotion regulation skills. (Prestiliano, Kurniawan, & Prasida, 2026) also found that game-based social-emotional learning programs have potential in boosting students' engagement and social-emotional skills.

Based on previous research, there is a research gap, which is the limited development of physical relay-based game media specifically aimed at training emotional skills in middle school students. Previous studies have focused more on digital games, serious games, and general social-emotional learning programs. Meanwhile, integrating relay activities with exercises for recognizing emotions, self-control, showing empathy, and building teamwork hasn't been widely developed as an educational tool in guidance and counseling services.

The novelty of this study lies in the development of a relay educational media that integrates group game activities, instruction cards, emotional challenges, and student experience reflection. This media is designed not only to create a fun atmosphere but also to give students the chance to practice recognizing emotions, self-control, empathy, communication, and teamwork directly. This development is expected to produce media that is feasible and practical to use in guidance and counseling services for eighth-grade students at SMP Swasta Islamiyah Hessa Air Genting.

2. Research Design and Methodology

This study uses the research and development (R&D) method which aims to produce an Educational Relay Media to train the emotional skills of eighth-grade students at Islamiciyah Hessa Private Junior High School in Air Genting. This method is chosen because it focuses on developing and testing the quality of educational products (Borg & Gall, 1983). Product development adapts the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. This model was chosen because it provides a systematic development procedure based on user needs up to product evaluation. The study focused on assessing the feasibility and practicality of the media.

Data collection was carried out through semi-structured interviews with Guidance and Counseling (BK) teachers, initial observations, need analysis questionnaires for 10 students, expert validation sheets, as well as response questionnaires from students and BK teachers. Interviews and observations were used to identify students' emotional skills conditions and the implementation of BK services, while the need questionnaires were used to find out students' learning characteristics, media needs, and motivation. Using these various techniques helped gather information as a basis for product development (Mulyatiningsih, 2014).

Product validation was done using an evaluation sheet for media and material aspects filled out by Fitria Umami, M.Pd. The media aspects include appearance, product quality, ease of use, emotion situation cards, reflection cards, and relay flow boards. The material aspects cover content feasibility, presentation, language, and suitability for the characteristics of the students. Feedback from the validator was used as a basis for revisions before the practicality test. Next, the student response questionnaire assessed their experience and ease of using the media, while the school counselor (BK) questionnaire evaluated the clarity of instructions, suitability with service needs, time efficiency, and ease of implementation. The preparation and use of these instruments considered the suitability of the indicators with the assessment objectives (Arikunto, Suhardjono, & Supardi, 2019).

The data analysis used a quantitative and qualitative descriptive approach. Qualitative data, such as interview results, observations, and validator suggestions, were used to explain the needs and improvements for the product. Meanwhile, quantitative data from needs questionnaires, expert validations, and user responses were analyzed through frequency recaps, score summations, and percentage calculations. Descriptive analysis was used to illustrate the evaluation results without testing cause-and-effect relationships. (Sugiyono, 2022). The percentage is calculated using the following formula:

$$P = \frac{\sum X}{\sum X_i} \times 100\%$$

Explanation:

P = assessment percentage
$\sum X$ = the number of points scored
$\sum X_i$ = maximum score.

Data processing is assisted using IBM SPSS Statistics to recap frequencies and assessment scores.

Table 1. Criteria for Interpreting Feasibility and Practicality

Percentage	Feasibility Category	Practicality Category
81–100%	Highly Feasible	Highly Practical
61–80%	Feasible	Practical
41–60%	Moderately Feasible	Moderately Practical
21–40%	Less Feasible	Less Practical
0–20%	Not Feasible	Not Practical

Source: Assessment criteria adapted and established for this study.

The validation percentage is used to determine the feasibility of the media, while the responses of students and school counselors are used to assess the practicality of the product. This assessment serves as the basis for evaluating and improving the educational product. (Richey & Klein, 2007). So, this study is limited to assessing the feasibility and practicality of the Relay Educational Media, not proving a significant improvement in emotional skills since it doesn't use an experimental design.

3. Findings and Discussion

a. Findings

Analyze Stage

The analysis stage was conducted to identify students' needs regarding Guidance and Counseling (GC) media and to examine the emotional skills of eighth-grade students at SMP Swasta Islamiyah Hessa Air Genting. The analysis involved administering a needs-assessment questionnaire to 10 students and conducting an interview with the school counselor. The ten students were selected from the target group for product development based on their grade level and involvement in learning activities and GC services. The purpose of selecting these respondents was to obtain preliminary information about students' media needs and emotional skills, rather than to statistically represent the entire population.

The needs-assessment questionnaire covered five indicators: the need for GC media, emotional skills, learning characteristics, motivation to participate in GC services, and perceptions of media effectiveness. The data were analyzed using descriptive quantitative techniques by calculating the

percentage of scores. The results were classified into four categories: very high, high, low, and very low, based on the instrument's categorization guidelines. The findings of the needs assessment were subsequently used as the basis for determining the characteristics and components of the Relay Educational Media developed in this study.

a. Student Needs Analysis

The results of the questionnaire administered to 10 eighth-grade students at SMP Swasta Islamiyah Hessa Air Genting are presented in Table 2.

Table 2. Results of the Student Needs Analysis

Indicators	Very High	High	Low	Very Low
Need for GC media	10%	70%	20%	0%
Emotional skills	0%	50%	30%	20%
Learning characteristics	10%	70%	20%	0%
Motivation to participate in GC services	30%	50%	20%	0%
Perceptions of media effectiveness	10%	50%	30%	10%

Source: Processed data from the student needs-assessment questionnaire.

Based on Table 2, 80% of the students demonstrated a high or very high need for GC media. Regarding emotional skills, 50% of the students were classified in the high category, while the remaining 50% fell into the low and very low categories. Furthermore, the indicators of learning characteristics and motivation to participate in GC services each showed that 80% of students were in the high and very high categories. Meanwhile, perceptions of media effectiveness indicated that 60% of students belonged to these two categories.

These findings indicate a need for GC media that provides more interactive activities and opportunities for active student participation. The varying levels of emotional skills also suggest the need for supportive activities that enable students to recognize, understand, express, and regulate their emotions. Therefore, Relay Educational Media was developed as an alternative medium to support GC services through group-based games, discussions, and reflection activities related to students' everyday emotional experiences.

b. Results of the Interview with the School Counselor

The interview with the school counselor revealed that some students still experienced difficulties in recognizing and regulating their emotions. These difficulties were evident in their inability to accurately distinguish between feelings of anger, disappointment, sadness, and anxiety. When dealing with problems involving their peers, some students also tended to respond impulsively without considering the consequences of their behavior. In addition, students demonstrated varying abilities in expressing their feelings and showing empathy toward others.

The implementation of GC services had primarily relied on explanatory methods and discussions supported by teaching materials, pictures, and simple videos. The use of game-based media specifically designed to provide students with opportunities to practice emotional skills had not yet been optimally developed. This situation highlights the need for media that is engaging, interactive, easy to use, and relevant to students' everyday experiences.

Based on the needs-analysis findings and interview results, Relay Educational Media was developed as a supporting medium for GC services that integrates games, discussions, and reflection activities. Through these activities, students are given opportunities to recognize their own feelings, understand others' emotions, consider appropriate emotional responses, and develop communication and cooperation skills with their peers.

Design Stage

The design stage involved developing the design of the Relay Educational Media based on the results of the student needs analysis and interviews with the school counselor. Product design considered the developmental characteristics of eighth-grade students, their need for interactive media, and the five

dimensions of emotional skills that served as the foundation for developing the learning materials and game activities.

a. Product Selection

The product developed was Relay Educational Media, a group-based game designed to support the development of emotional skills through Guidance and Counseling (GC) services. This game provides students with opportunities to identify various emotions, understand the causes of emotional responses, express their feelings appropriately, determine suitable responses, and develop social interactions through turn-taking activities.

b. Development of the Game Mechanism

The game mechanism employs a turn-taking system in which a relay baton serves as an indicator of each participant's turn. Students take turns following the game pathway, selecting and reading cards, answering questions, and completing challenges related to emotional situations. Other students are given opportunities to listen, provide feedback, and discuss alternative responses to the situations presented. The school counselor acts as a facilitator by providing instructions, reinforcement, and guidance throughout the activities.

c. Media Components

Relay Educational Media consists of a game board, a relay baton, emotion-situation cards, emotional-challenge cards, self-reflection cards, emotional skills learning materials, a card storage box, and a user guidebook. The game board serves as the activity pathway, the relay baton indicates turn-taking, the emotion-situation cards present problems, the challenge cards provide opportunities to practice emotional skills, and the reflection cards enable students to evaluate their feelings, thoughts, and behaviors. All components are accompanied by a user guidebook containing the objectives, rules, components, and procedures for using the media.

d. Validity and Reliability Testing of the Emotional Skills Instrument

Before being used for data collection, the emotional skills instrument underwent validity and reliability testing involving 30 respondents in a preliminary trial. This trial aimed to examine the quality of the items and the internal consistency of the instrument before its use in the study. The instrument trial involved respondents who were separate from the 10 students participating in the product trial. This separation was intended to ensure that the instrument quality assessment did not rely on the same group used to evaluate the product's practicality. The instrument trial was conducted with respondents whose educational levels and grade characteristics were relevant to the target population of the study.

The emotional skills instrument consisted of 25 statements covering five indicators: emotional recognition, emotional understanding, emotional expression, emotional regulation, and socio-emotional behavior. The measurement employed a Likert scale with response options of [adjust according to the original instrument], while scoring followed the specified scoring criteria for each statement. Positive and negative statements were scored according to their respective directions to ensure consistent score interpretation. The instrument blueprint, statements, and scoring guidelines were provided as part of the research documentation.

Item validity was examined using Pearson correlation between each item score and the corrected total score, excluding the item being tested (*corrected item-total correlation*). The analysis was conducted at a significance level of 5%. With 30 respondents, the degrees of freedom were 28, yielding a critical r-value (*r*-table) of 0.361. Validity decisions considered the magnitude of the correlation coefficient, the direction of the relationship, and statistical significance. The preliminary test results indicated that the item correlation coefficients ranged from 0.436 to 0.886.

Table 3. Results of the Emotional Skills Instrument Validity Test by Indicator

No.	Indicator	Item Numbers	Number of Items	Correlation Coefficient Range
1	Emotional recognition	P1–P5	5	0.713–0.864
2	Emotional understanding	P6–P10	5	0.615–0.793

3	Emotional expression	P11–P15	5	0.696–0.863
4	Emotional regulation	P16–P20	5	0.688–0.827
5	Socio-emotional behavior	P21–P25	5	0.436–0.886
Total	**Five indicators**	**P1-P25**	**25**	**0.436-0.886**

Source: Processed data from the instrument trial.

Based on Table 3, all item correlation coefficients exceeded the critical r-value of 0.361. These results provide preliminary evidence that each item has a positive relationship with the total instrument score. Nevertheless, item validity testing cannot be directly equated with establishing the overall construct validity of the instrument. Therefore, the item correlation results serve as preliminary evidence of instrument quality and should be complemented by an analysis of individual items and an assessment of the alignment between the instrument content and the emotional skills indicators.

Reliability testing was subsequently conducted using Cronbach's Alpha. The analysis involved all 25 statements administered to 30 respondents. The results yielded a Cronbach's Alpha coefficient of 0.928 and a Cronbach's Alpha Based on Standardized Items coefficient of 0.924.

Table 4. Results of the Emotional Skills Instrument Reliability Test

Instrument	Number of Respondents	Number of Items	Cronbach's Alpha	Standardized Alpha	Reference Threshold
Emotional skills instrument	30	25	0.928	0.924	0.70

Source: Processed data from the instrument trial.

The raw Cronbach's Alpha coefficient was calculated based on the variances and covariances of the original item scores, whereas the standardized alpha was calculated using inter-item correlations after standardization. Both values are presented to provide an overview of the instrument's internal consistency, particularly when differences in item variances may exist. The Cronbach's Alpha value of 0.928 and the standardized alpha value of 0.924 indicate a high level of internal consistency based on the trial data.

However, these results should be interpreted cautiously because the sample of 30 respondents was relatively small compared with the 25 instrument statements. A high Cronbach's Alpha coefficient does not, by itself, establish the construct validity of an instrument. Accordingly, the reliability test is considered preliminary evidence of the instrument's internal consistency, while its suitability for use should also take into account content validity and other forms of validity evidence.

Development Stage

The development stage involved translating the product design into the Educational Relay Media, which consisted of a game board, relay baton, emotional situation cards, emotional challenge cards, self-reflection cards, emotional skills learning materials, a storage box, and a user guidebook. After the product had been developed, an expert assessment was conducted to evaluate the suitability of the content, visual quality, completeness of the components, and ease of use before the media was tested. The assessment was conducted by one validator with academic and professional expertise in Guidance and Counseling and instructional media development, enabling the validator to evaluate the relevance of the emotional skills materials and the quality of the developed media. The same validator assessed both the content and media aspects. Therefore, the assessment results represent an individual expert evaluation by a single validator rather than independent validation by multiple experts.

The assessment employed a validation instrument using a four-point Likert scale: score 1 (inappropriate), score 2 (less appropriate), score 3 (appropriate), and score 4 (highly appropriate). The content assessment rubric covered content relevance, presentation quality, language accuracy, and the suitability of the materials for students' characteristics. Meanwhile, the media assessment covered visual appearance, media quality, ease of use, emotional situation cards, reflection cards, and the relay game board. The assessment percentages were calculated by dividing the total score obtained by the maximum possible score and multiplying the result by 100%. The assessment results were used to identify the initial

feasibility of the product and determine which components required improvement. Accordingly, the resulting percentages represent the evaluation of a single expert based on the assessment rubric and should not be interpreted as evidence of independent expert validation or as grounds for broadly generalizing the product's feasibility.

a. Content Expert Assessment

The content expert assessment aimed to determine the suitability of the learning materials incorporated into the Educational Relay Media. The assessed aspects included content relevance, presentation quality, language accuracy, and the suitability of the materials for students' characteristics.

Table 5. Results of the Content Expert Assessment

Aspect	Score	Maximum Score	Percentage	Category
Content relevance	20	25	80.00%	Feasible
Presentation quality	17	25	68.00%	Feasible
Language accuracy	20	25	80.00%	Feasible
Suitability for students' characteristics	18	25	72.00%	Feasible
Total	**75**	**100**	**75.00%**	**Feasible**

Source: Assessment results from one validator.

The assessment results indicate that content relevance and language accuracy achieved the highest percentages, both at 80.00%. The suitability of the materials for students' characteristics obtained 72.00%, while presentation quality received 68.00%. Overall, the content expert assessment yielded a score of 75 out of 100, equivalent to 75.00%, which was categorized as feasible.

These results indicate that the materials incorporated into the Educational Relay Media met the assessment criteria established in the rubric. Nevertheless, the presentation aspect requires further refinement to ensure that the information is more systematically organized, easily understood, and appropriate to students' developmental characteristics. This assessment represents an initial evaluation by a single validator and is therefore not intended to constitute evidence of independent expert validation or broad generalizability.

b. Media Expert Assessment

The media expert assessment aimed to obtain information regarding the visual quality and components of the Educational Relay Media. The assessed aspects included media appearance, media quality, ease of use, emotional situation cards, reflection cards, and the relay game board.

Table 6. Results of the Media Expert Assessment

Aspect	Score	Maximum Score	Percentage	Category
Media appearance	7	12	58.33%	Moderately Feasible
Media quality	10	12	83.33%	Highly Feasible
Ease of use	12	12	100.00%	Highly Feasible
Emotional situation cards	12	12	100.00%	Highly Feasible
Reflection cards	6	8	75.00%	Feasible
Relay game board	4	8	50.00%	Moderately Feasible
Total	**51**	**64**	**79.69%**	**Feasible**

Source: Assessment results from one validator.

Based on Table 6, ease of use and emotional situation cards achieved the highest percentages, both at 100.00%. Media quality obtained 83.33%, reflection cards 75.00%, media appearance 58.33%, and the relay game board 50.00%. Overall, the media received a score of 51 out of 64, equivalent to 79.69%, which was categorized as feasible.

The assessment results demonstrate that most media components met the criteria specified in the assessment rubric. However, the visual appearance and relay game board still require improvement,

particularly in terms of visual presentation and user comfort. The results of the content and media assessments were subsequently used as the basis for refining the product before conducting trials involving the Guidance and Counseling teacher and students.

Implementation Stage

The implementation stage involved testing the Educational Relay Media during Guidance and Counseling (GC) services at SMP Swasta Islamiyah Hessa Air Genting. The trial aimed to obtain an initial overview of users' responses regarding ease of use, clarity of instructions, the suitability of the media for GC service needs, and students' experiences while participating in the game-based activities.

The trial involved one Guidance and Counseling teacher and 10 eighth-grade students. These 10 students constituted the target group participating in the product trial. The teacher's assessment was conducted using a practicality questionnaire, while students' assessments were collected through a response questionnaire administered after they had used the media. Both instruments employed a scoring system based on respondents' selected answers. The percentage was calculated using the following formula:

$$P = \frac{\text{Skor yang diperoleh}}{\text{Skor maksimal}} \times 100\%$$

The practicality categories were determined based on the percentage interpretation guidelines adopted in this study. The assessment results were interpreted as users' initial responses to the media rather than as direct measurements of improvements in students' emotional skills.

Practicality Assessment by the Guidance and Counseling Teacher

The practicality assessment conducted by the Guidance and Counseling (GC) teacher aimed to obtain feedback regarding the use of the Educational Relay Media in the implementation of GC services. The assessment covered five aspects: ease of use, clarity of instructions, suitability for teachers' needs, time efficiency, and practicality in the implementation of GC services.

Table 7. Results of the Practicality Assessment by the Guidance and Counseling Teacher

Aspect	Score	Maximum Score	Percentage
Ease of use	23	25	92.00%
Clarity of instructions	23	25	92.00%
Suitability for teachers' needs	24	25	96.00%
Implementation time efficiency	23	25	92.00%
Practicality in GC services	24	25	96.00%
Total	**117**	**125**	**93.60%**

Source: Assessment questionnaire completed by one Guidance and Counseling teacher.

Based on Table 7, the GC teacher's assessment yielded a score of 117 out of a maximum score of 125, equivalent to 93.60%. The aspects of suitability for teachers' needs and practicality in implementing GC services obtained the highest percentages, each reaching 96.00%. Meanwhile, ease of use, clarity of instructions, and time efficiency each obtained 92.00%.

These results indicate that the GC teacher responded positively to the use of the Educational Relay Media. The media was considered to provide clear instructions, be easy to use, and meet the needs of GC service implementation. Despite the high percentage obtained, this result represents an individual assessment by a single teacher. Therefore, it is more appropriately interpreted as preliminary feedback regarding the product's usefulness and practicality rather than as a representation of GC teachers' assessments in general.

Students' Responses to the Educational Relay Media

Students' responses were assessed among 10 eighth-grade students after they participated in activities using the Educational Relay Media. The assessment focused on students' experiences and responses to the activities provided by the media, covering emotional recognition, emotional understanding and empathy, emotional expression, emotional regulation, and social interaction and positive relationships.

Table 8. Results of Students' Responses to the Educational Relay Media

Aspect	Score	Maximum Score	Percentage
Emotional recognition	168	250	67.20%
Emotional understanding and empathy	200	250	80.00%
Emotional expression	179	250	71.60%
Emotional regulation	181	250	72.40%
Social interaction and positive relationships	199	250	79.60%
Total	**927**	**1,250**	**74.16%**

Source: Response questionnaires completed by 10 students.

The assessment results indicate that the overall student response score reached 927 out of a maximum score of 1,250, equivalent to 74.16%. Emotional understanding and empathy obtained the highest percentage at 80.00%, followed by social interaction and positive relationships at 79.60%. Furthermore, emotional regulation obtained 72.40%, emotional expression 71.60%, and emotional recognition 67.20%.

These results provide an overview of students' positive responses to their experiences using the Educational Relay Media, particularly in activities related to emotional understanding, empathy, and social interaction. The game-based activities provided opportunities for students to interpret emotional situations, express their opinions, listen to their peers' responses, and engage in reflection. However, the percentages represent students' perceptions and experiences of using the media rather than objective measurements of their emotional skills.

Thus, the percentage of 74.16% is more appropriately interpreted as an initial indication of the media's acceptability and practicality based on students' responses. This study did not conduct pre- and post-use assessments or employ a comparison group. Therefore, the findings cannot yet be used to conclude that the use of the Educational Relay Media resulted in improvements in students' emotional skills.

Evaluation Stage

The evaluation stage represented the final stage in the development of the Educational Relay Media and involved reviewing the results of the expert assessment, feedback from the Guidance and Counseling (GC) teacher, and students' responses. The evaluation focused on product refinement based on aspects requiring further improvement, particularly the visual appearance of the media, the design of the relay game board, and the presentation of the learning materials. The refinement process also considered the clarity of instructions and the ease of use of each component to ensure that the media could be implemented more systematically in GC service activities.

Overall, the research findings indicate that the Educational Relay Media received an initial feasibility rating from one validator, a practicality assessment score of 93.60% from one GC teacher, and a student response score of 74.16% from 10 students. These findings provide an overview of the product's feasibility based on the expert assessment rubric, as well as users' initial acceptance and experiences with the media. Nevertheless, these findings do not constitute empirical evidence of improvements in students' emotional skills, as they are not supported by assessments of learning outcomes or emotional skills through pre-tests and post-tests. Therefore, the Educational Relay Media can be positioned as a supporting medium for GC services that has undergone preliminary feasibility and practicality assessments, while its effectiveness requires further investigation through studies employing more rigorous measurement designs.

b. Discussion

The research results show that the development of the Relay Educational Media is based on the needs of 8th-grade students at Islamiciyah Hessa Air Genting Private Middle School for more interactive Guidance and Counseling (GC) services. About 80% of students expressed a high to very high need for GC media, while 50% of students are still in the low to very low category in emotional skills. Interviews with GC teachers also revealed that some students have difficulty recognizing feelings, controlling emotional responses, expressing emotions, and showing empathy. This situation highlights the need for activities that provide hands-on experiences in understanding and responding to emotional situations. This aligns with

(Hansen, et al., 2025) which shows that school-based interventions can support the development of teenagers' emotional regulation, as well as (Yuwono, et al., 2025) that explains the potential of social-emotional learning in supporting mental health and social-emotional competence of preteens and teens.

These needs became the basis for developing the Relay Educational Media through a group game approach that integrates a game board, relay sticks, emotion situation cards, emotional challenge cards, and self-reflection cards. These components give students the chance to read situations, share their opinions, listen to friends' responses, and reflect on their emotional reactions. This design aligns with (Banas, Valley, & Chaudhri, 2021) who develops board games for training emotional competence, especially recognizing and distinguishing emotions. (Gimbert, Miller, Herman, Breedlove, & Molina, 2021) also shows that digital games accompanied by targeted training have the potential to support adolescents' emotional evaluation, expression, and regulation. Meanwhile, (Safitri & Darmayanti, 2026) through the EmoTIC program, it shows the potential of a game-based approach in developing teenagers' social-emotional skills.

The educational relay media's characteristics are also seen in the use of situation cards and challenge cards that contain emotional problems in daily life, like friendship conflicts, anger, disappointment, sadness, and anxiety. These components give students a chance to consider appropriate responses, while the reflection cards help them review their feelings, thoughts, and behaviors after the game. This design is relevant to research. (Juraeva & Juraeva, 2024) about the development of serious games to train interpersonal emotion regulation in early adolescents. Besides that, (Ball & Grimaldi, 2022) shows that social-emotional learning through self-awareness and collaborative discussion can support certain aspects of social-emotional competence. The findings reinforce the importance of games with clear goals, structured activities, and guidance from a school counselor as a facilitator.

In terms of understanding emotions and empathy, students' responses reached the highest percentage at 80.00%, followed by social interaction and positive relationships at 79.60%. These results show that students respond relatively well to activities involving understanding others' feelings, communication, and interacting with peers. These findings are related to research (Ayomsari & Azizah, 2024; Insanistyo, Pujianto, & Hussein, 2025) through the Facing History and Ourselves program, which shows positive results on classroom climate perception, empathy, prosocial behavior, and student participation. Thus, group game activities in the Educational Relay Media are relevant to learning that promotes understanding other people's perspectives and positive social relationships. This connection is also reinforced by research (Selvi, et al., 2026), which found that cooperative learning contributes to positive relationships among friends, empathy, and a decrease in bullying behavior. In the Educational Relay Media, passing the baton, discussions, and completing challenges give students the chance to listen, appreciate opinions, understand their friends' perspectives, and work together. These activities turn the game into a space for social interaction that can support practicing emotional skills. However, the percentage of student responses in this study still only reflects reactions to using the media and cannot yet be interpreted as evidence of increased empathy or social skills objectively.

In terms of emotion recognition, emotional expression, and emotion regulation, students' responses reached 67.20%, 71.60%, and 72.40%, respectively. Emotion recognition had the lowest percentage, making it the aspect that needs attention in improving the media. The ability to recognize emotions is fundamental for understanding the reasons behind feelings, expressing them appropriately, and determining self-control strategies. This aligns with (Amalia, Shopia, Noorkhalisah, Asniwati, & Ferdiyansyah, 2025) which places emotion regulation as an important skill in school-based interventions. (McCarrick, et al., 2025) also shows the potential of play in supporting the evaluation and expression of emotions as well as the use of emotion regulation strategies.

The findings show that the Educational Relay Media need to pay more attention to activities that introduce emotions. Improvements can be made by adding a variety of situation cards, emotion name options, and questions that guide students to explain the causes of certain feelings. This is in line with (Alfi, et al., 2025), which shows that board games can be designed to provide experiences in recognizing and distinguishing emotions. Therefore, game activities need to connect the situations students face with identifying feelings and appropriate response alternatives. However, this research hasn't proven an improvement in emotional skills because no measurements were taken before and after using the media.

From the perspective of product feasibility, the Estafet Educational Media scored 75.00% on material evaluation and 79.69% on media evaluation. These results indicate that the product meets the eligibility criteria based on the rubric used, but still needs some refinement. The quality of material presentation

scored 68.00%, while the media appearance and game board scored 58.33% and 50.00%, respectively. These findings show that improvements are needed in the material organization, readability of information, visual design, and comfort of the game board. These results are in line with (Hamrouni & Bendella, 2025; Djaelani, Fachturahman, & Noor, 2025), that places quality design and user experience as an important part in developing game media for emotional competence.

From a practicality standpoint, the assessment by one school counselor reached 93.60%, while the responses from 10 students overall reached 74.16%. The teacher's evaluation showed positive feedback on the suitability of the media for the service needs, the clarity of instructions, and ease of implementation. Meanwhile, the student responses gave an idea of their acceptance of the experience using the media. These results show that the Relay Educational Media has the potential to be used as an alternative to support counseling services through games, discussions, and reflection. However, the evaluation by the content and media expert was done by just one validator, while the practicality test involved one school counselor and 10 students. Therefore, these results are an initial evaluation and cannot yet be generalized widely.

Overall, the findings of this study are in line with the meta-analysis (Xu, Liu, & Zhang, 2022) which covers 424 studies from 53 countries involving 575,361 students. The review shows that school-based social-emotional learning programs are linked to the development of skills, attitudes, behavior, peer relationships, school climate, and academic achievement. (Lestari, Syaifudin, & Hidayat, 2026) It also highlights the potential for social-emotional interventions for preteens and teens, although the evidence for the effectiveness of each model still needs to be strengthened. This study's contribution lies in developing a relay game media that integrates emotion recognition, emotion understanding, emotion expression, emotion regulation, and social-emotional behavior into counseling services. Thus, the Relay Educational Media can be positioned as a supportive media for counseling services, receiving an initial assessment of feasibility and positive feedback. Testing its effectiveness in improving emotional skills still requires further research through pre- and post-treatment measurements, a larger number of respondents, and comparison groups.

4. Conclusion

This study concludes that the Educational Relay Media was successfully developed as a supporting medium for Guidance and Counseling (GC) services to facilitate the development of emotional skills among eighth-grade students at SMP Swasta Islamiyah Hessa Air Genting through group games, discussions, and reflection activities. The product obtained feasibility scores of 75.00% for the content aspect and 79.69% for the media aspect, while the practicality assessment by the GC teacher reached 93.60%, and the responses of 10 students reached 74.16%. These findings indicate that the media demonstrates preliminary feasibility and has received positive responses from users. In practical terms, this media can serve as an alternative for GC teachers in delivering more interactive services to facilitate emotional recognition, emotional understanding, emotional expression, emotional regulation, empathy, and social interaction. However, this study has several limitations, including the small number of product trial participants (only 10 students), the involvement of only one validator and one GC teacher, and the absence of pre- and post-intervention assessments or a comparison group. Furthermore, students' responses reflect their perceptions and experiences of using the media rather than providing objective evidence of improvements in emotional skills. Therefore, future research is recommended to involve larger and more diverse samples, engage multiple validators with relevant expertise, improve the visual appearance and game board design, and employ experimental or quasi-experimental designs with pre- and post-intervention measurements to examine the effectiveness of the media. Further studies should also investigate the sustainability of changes in students' emotional skills following the use of the media to provide a more comprehensive understanding of its benefits in Guidance and Counseling services.

Acknowledgment

The authors would like to express their sincere gratitude to all parties who provided support and assistance throughout the research process. Special appreciation is extended to SMP Swasta Islamiyah Hessa Air Genting for facilitating the research activities and to the validator, students, and guidance and counseling teacher for their valuable contributions.

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