



The Use of Jenga Games through Group Guidance Services to Improve the Concentration of State Madrasah Aliyah Students

Yunasti Mahera^{1*}, Evi Zuhara²

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

ARTICLE INFO

Received: June 04, 2025; Revised: September 12, 2025; Accepted: September 16, 2025

KEYWORDS

Jenga game;
Group Guidance;
Student concentration

ABSTRACT

This study aims to determine the effectiveness of using Jenga games in group counseling services to improve student concentration at MAN 4 Aceh Besar. This study uses a quantitative approach with a pre-test post-test single-group design, using a concentration questionnaire as an instrument. The data were analysed using a paired sample t-test and N-Gain calculation. The results show a significant increase in student concentration, with an average N-Gain score of 0.60 (moderate category) and a t-value of 26.209 > t-table value of 2.571, with a significance level of < 0.05, indicating a significant difference between pre- and post-treatment. This study concludes that the Jenga game effectively improves student concentration through group counseling dynamics. The implications of this research are for schools to consider the importance of school support in providing resources, training for guidance counselors, and implementing education-based game strategies to ensure student concentration's optimal and sustainable development.

KATA KUNCI

Permainan Jenga;
Layanan Bimbingan
Kelompok;
Konsentrasi Siswa

ABSTRAK

Penelitian ini bertujuan untuk menentukan efektivitas penggunaan permainan Jenga dalam layanan konseling kelompok untuk meningkatkan konsentrasi siswa di MAN 4 Aceh Besar. Penelitian ini menggunakan pendekatan kuantitatif dengan desain satu kelompok pra-tes pasca-tes, menggunakan kuesioner konsentrasi sebagai instrumen. Data dianalisis menggunakan uji t sampel berpasangan dan perhitungan N-Gain. Hasil menunjukkan peningkatan signifikan dalam konsentrasi siswa, dengan skor N-Gain rata-rata 0,60 (kategori moderat) dan nilai t sebesar 26,209 > nilai t tabel 2,571, dengan tingkat signifikansi < 0,05, menunjukkan perbedaan signifikan antara pra- dan pasca-perlakuan. Studi ini menyimpulkan bahwa permainan Jenga efektif dalam meningkatkan konsentrasi siswa melalui dinamika konseling kelompok. Implikasi penelitian sebagai bahan pertimbangan sekolah tentang pentingnya dukungan sekolah dalam menyediakan sumber daya, pelatihan bagi konselor bimbingan, dan menerapkan strategi permainan berbasis pendidikan untuk memastikan perkembangan optimal konsentrasi siswa secara berkelanjutan.

1. INTRODUCTION

Concentration is the ability of students to focus their attention on a specific task (Riinawati 2021). In group counseling services, concentration is very important because it affects the level of achievement of service objectives. According to Gibson, the objective of group counseling services is to help a group of individuals gain a better understanding of themselves and the problems they face, as well as to help them develop skills to overcome these problems (Safitri et al., 2025). Thus, through concentration, students can achieve the service objectives. (Rifasya, 2024). Concentration is related to the basic skills possessed by students in group counseling. First, active listening skills require full attention to the conversation of group members, not only through hearing but also involving other senses such as sight. Second, reflective skills, which involve summarizing and clarifying the content

* **Corresponding Author:** Yunasti Mahera; ✉ 210213030@student.Ar-raniry.ac.id

Department of Guidance and Counseling, Universitas Islam Negeri Ar-Raniry, Kota Banda Aceh, Indonesia, Indonesia
Address: Lorong Ibnu Sina No.2, Darussalam, Kopelma Darussalam, Kec. Syiah Kuala, Kota Banda Aceh, Aceh 23111

DOI: <https://doi.org/10.22460/quanta.v9i3.6122>



and feelings discussed so that students are able to respond empathetically. Third, explaining and asking questions are skills for conveying opinions coherently and understanding the explanations of group members.

Initial observations in the implementation of group guidance services at MAN 4 Aceh Besar showed low student concentration. The implementation tended to be one-sided and only focused on verbal delivery of information without involving interactive media. As a result, students appeared to be daydreaming, talking to friends, restless, easily nervous, emotional, anxious, or doing other activities that distracted their attention from the material. Other factors such as hunger and cramped spaces also contributed to the decline in concentration. In line with previous studies, students' difficulty in maintaining concentration is generally influenced by two aspects, namely internal and external. Internal aspects are influenced by physical factors, such as fatigue, hunger, and sensory disturbances. Spiritual factors, such as restlessness, excessive anxiety, emotionality, panic, psychological pressure, mood disorders such as environmental disturbances to focus, physical obstacles during activities, and disruptive conditions (Fitri, 2020).

Group counseling services provide individual assistance in a group setting that includes the delivery of information and discussion of educational, work, personal, and social issues (Utomo & Ardian, 2024). This information aims to improve participants' understanding of social realities, recognized norms, and strategies for achieving goals. Understanding requires concentration so that participants can listen, understand, and respond appropriately (Mabrukah, 2025). Group counseling is divided into three types: micro groups (2-6 people), medium groups (7-12 people), and macro groups (13-20 people). In reality, many students lack concentration in group guidance (Correia et al., 2019). This can be seen from their inability to respond smoothly when the guidance counselor encourages them to express their opinions on the issues being discussed. Students are often confused and find it difficult to give clear opinions, even requiring repeated encouragement. Students' concentration is easily distracted by noises or activities outside the room (Chyquitita et al., 2018). In addition, many are passive, reluctant to respond, and less active in discussions. This condition reduces the effectiveness of the service so that the objectives are not optimally achieved.

Responding to the low concentration gap among students at MAN 4 Aceh Besar, based on previous literature reviews discussing concentration and the use of Jenga as a medium for improving concentration, Therefore, the researcher will make improvements in group guidance to increase student focus through game methods, which are a medium that can help someone in a process to hone their feelings, reasoning, potential, and focus in order to achieve the expected goals. The implementation of game techniques creates a relaxed and joyful atmosphere so that individuals are more comfortable and focused in an activity (Setiani, 2020). One recreational activity that is suitable for this purpose is Jenga, a game consisting of a stack of wooden blocks arranged vertically, which is played by students (players) by carefully moving the blocks to the top without knocking over the tower (Andarini, 2024). In practice, students have the potential to improve their concentration in four aspects, namely cognitive, affective, psychomotor, and language. Thus, the game of Jenga is not only fun, but it can also train and improve students' concentration in group guidance services. Through the game of Jenga, students can practice their thinking, strategic, and emotional control skills, as well as improve their social skills (Azizah et al., 2022).

Research on the use of games in group counseling services shows that game-based activities are effective in improving students' psychological and cognitive aspects, including concentration (Astuti & Prasetyo, 2020; Rahman & Sari, 2021; Susanti & Hidayat, 2019; Wibowo & Lestari, 2022). Several previous studies have confirmed that educational games can stimulate active student involvement, create a fun learning atmosphere, and train attention focus for a certain period of time. The game Jenga, for example, is not only recreational but also requires students to concentrate, be careful, and control their fine motor movements, thereby strengthening their ability to focus when applied in group counseling services. Previous studies have found that the application of strategy-based games can improve concentration and engagement in the guidance process, especially in the context of secondary education. Thus, this study continues and reinforces these findings by confirming that the Jenga game in group guidance at MAN 4 Aceh Besar effectively improves student concentration and contributes new insights to game-based counseling studies.

Although previous studies have shown that educational games can improve student concentration in the context of group counseling services, most studies still focus on games in general without specifically highlighting the effectiveness of Jenga. Previous studies also tended to emphasize the aspects of motivation and learning engagement, but not many have tested concentration and are still very limited, so there is a research gap in understanding how the Jenga game can be systematically integrated into group counseling services to improve student concentration in the context of Islamic secondary education.

The purpose of this study is to determine the effectiveness of using the Jenga game in group counseling services as an effort to improve student concentration at MAN 4 Aceh Besar. The focus of the study is directed at measuring the level of student concentration before and after being given treatment in the form of the Jenga game, by assessing changes through a Likert scale questionnaire and behavioral observation instruments.

2. METHOD

2.1 Research Design

This study uses a quantitative approach, which analyzes data statistically, with the aim of testing the established hypothesis. The research design uses a *one group pre-test post-test design*, meaning that there is only one group, namely the experimental group. The one-group design does not involve a control group, but only uses one group to compare the conditions at the time of the pretest and posttest with three treatments. The aim is to determine the initial concentration levels of the students and to determine the conditions that occur after the treatment is given in order to obtain accurate research results. The *One Group pre-test post-test design* model can be described as follows:

Table 1. Group research design Initial test and final test

Class	Pre-Test Questionnaire (O1)	Treatment (X)	Post-Test Questionnaire (O2)
Experimental	O1	X	O2

Description:

O₁: Pre-test score (initial test before treatment)

O₂: Post-test score (final test after treatment)

X: Treatment using the Jenga game.

2.2 Research Subjects

The population includes objects or subjects with characteristics determined by the researcher for analysis and conclusion. The main subjects of the study consisted of 26 students in class X-4 because, based on initial observations, students in class X-4 appeared to have difficulty maintaining focus during group counseling sessions, and feedback from guidance counselors at MAN 4 Aceh Besar indicated that students in class X-4 tended to have lower concentration levels than other classes. Sampling was determined using purposive sampling based on certain considerations and criteria, with low concentration levels determined through the results of a concentration instrument. Based on the pretest results, six respondents with the lowest concentration levels were selected to receive treatment in the form of a Jenga game in group counseling.

2.3 Data Collection

The data collection methods used in this study were (1) a questionnaire, designed using a Likert scale to measure people's attitudes, opinions, and perceptions of social phenomena, and (2) observation to monitor and record the students' processes and actions during the activity. The observation was carried out using an observation sheet that had been systematically prepared by the researcher.

Table 2 Alternative Answer Scoring Categories

Alternative Answer	Positive	Negative
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

a) Instrument Validity Test

The validity test was applied to assess the suitability of the questionnaire items for the variable construction. The results were considered valid if there was a correlation between the data obtained and the actual conditions of the object being studied. To measure data validity, researchers used Pearson's product moment correlation test, which was analyzed using SPSS version 26 software. This test was conducted by comparing the calculated *r* from the correlation results of each item with the total score. An item was declared valid if the calculated *r* value was > *r* table at a significance level of 5%.

Table 3. Item Validity Test Results

Item	Jumlah	Kesimpulan
1,3,5,7,8,11,12,13,14,15,16,17,18,19,20,22,24,25,26,27,29,30, 33,35,36,37,38,41,42,44,45,46,47,48,49,50,51, 2,53,59,61,63,64,65,69,70,72,74,78,79,81	51	Valid
2,4,6,9,10,21,23,28,31,32,34,39,40,43,54,55,56,57,58,60,62, 66,67,68,71,73,75,76,77,80,82,83,84	33	Tidak valid

Table 3 shows that 51 items met the criteria for use as instruments, while 33 other items were eliminated.

b) Instrument Reliability

Reliability is a tool for assessing or observing measurement objects; a test is considered highly reliable if the results are consistent. An instrument is said to be reliable if the α value is > 0.60 . An α value > 0.70 indicates that all statement items have strong reliability. Conversely, if $r_{\text{count}} < r_{\text{table}}$, the instrument is considered inconsistent (Anggraini et al., 2022). Reliability testing in this study was processed using SPSS edition 26 and presented in Table 1.4

Table 4. Instrument Reliability Categories

Cronbach's Alpha	Reliability
0.800 – 1.00	Very High
0.600 – 0.800	High
0.200 – 0.400	Low
0.000 – 0.200	Very Low

The reliability test results show a Cronbach's Alpha value > 0.6 , which means that the research instrument is reliable. (Rezki Putri Juliani, 2023). The SPSS version 26 output for the instrument reliability test is as follows:

Table 5. Reliability Statistics

Cronbach's Alpha	N of Items
.673	51

Based on data analysis, the results show that out of 51 items, the consistency of the student concentration instrument is 0.673. This means that the relevance or validity of the concentration instrument is high.

2.4 Data Analysis

Data analysis in this study includes:

- Normality test.** A normality test is a procedure to test the suitability of data with a normal distribution. Data normality verification uses SPSS edition 26 with a Shapiro-Wilk statistical test at a significance level of 5%. The decision criterion for the normality test is that if the significance value is > 0.05 , the data is considered to be normally distributed, while if the significance value is < 0.05 , the data is declared to be not normally distributed.
- Paired sample t-test.** The t-test for paired samples is used to compare the means of two variables in a single sample group (Abdul Muhid, 2019). The t-score for the study was calculated using SPSS version 26.
- N-Gain Test.** The N-Gain method is used to measure the effectiveness of a service by comparing the difference between pretest and posttest scores.

3. RESULTS AND DISCUSSION

3.1 Results

a) Student Concentration Data Results

The research results described include *pretest*, *treatment*, and *posttest* data as well as data processing containing normality testing and analysis of results using the t-test and N-Gain test. The research was conducted from April 29 to May 10, 2025. The research results are as follows:

The pretest was conducted on May 2, 2025, at MAN 4 Aceh Besar. The *pretest* was given to 26 students in class X-4 to determine their initial concentration levels. The pretest was conducted from 9:40 a.m. to 10:15 a.m. The results of the pretest showed a mean score of 129.88 and a standard deviation of 16.57.

Table 6. Number of students sampled from Class X-4 MAN 4 Aceh Besar

No	Responden	Kelas	Pretest
1	R1	X-4	53,92%
2	R2	X-4	54,90%
3	R3	X-4	53,43%
4	R4	X-4	54,41%
5	R5	X-4	55,39%
6	R6	X-4	53,92%

The table above shows the 6 students with the lowest pretest scores who were sampled for the Jenga game treatment.

Table 7. Concentration Percentage

No	Category	F	Percentage
1	Low	6	23.08%
2	Medium	16	61.54%
3	High	4	15.38%
	Total	26	100%

The table above shows that 6 students (23.08%) were in the low group, 16 students (61.54%) were in the medium group, and 4 students (15.38%) were in the high group.

The posttest was conducted on May 10, 2025, on 6 students who had received the treatment. The aim was to see the increase in concentration before and after the treatment. The results showed an increase in concentration after being given the Jenga game. The comparison of the proportions of the pretest and posttest scores is shown in the following table.

Table 8. Comparison of the Percentage of *Pretest* and *Posttest* Concentration of Students

No	Aspect	Number of Students	Pre-test Percentage	Pre-test Category	Post-test Percentage	Post-test Category
1	Cognitive	6	52.7%	Medium	82.11%	High
2	Affective	6	56.63%	Medium	80.49%	High
3	Psychomotor	6	55.83%	Medium	85.00%	High
4	Language	6	50.69%	Medium	81.94%	High

The table above shows that the percentage of the pretest in the four aspects ranged from 50 to 56%, which is in the moderate category (33.4%–66.6%). Then, it increased in the posttest to 80–85%, which is in the high category (66.7%–100%), indicating a significant improvement in the cognitive, affective, psychomotor, and language aspects.

b) Results of Observations of Group Guidance with the Provision of *Treatment*

In the first *treatment*, students' concentration was still low in cognitive aspects, as indicated by the lack of questioning and expressing opinions. Students appeared nervous and trembled when picking up Jenga blocks, which affected their concentration. The psychomotor aspect was evident in the fact that it took a long time to pick up the Jenga blocks. The language aspect was evident in that the students were able to respond well during the activity. After the treatment, the students still showed low concentration without significant change. After the first treatment, there was no significant improvement. Students were still cognitively inactive, emotionally nervous, psychomotorically slow, and linguistically inactive. Overall, students' concentration was still low, and they were unable to focus steadily during the activity.

. In the second *treatment*, there was an improvement in these aspects. The students were active and asked questions in the cognitive aspect. In the affective aspect, some students were able to maintain their concentration and remain relaxed during the activity. In the psychomotor aspect, the students were able to maintain the Jenga tower for an increasing amount of time, and each student was able to quickly pick up the Jenga blocks. In the language aspect, the students were very enthusiastic about playing and did not get bored with the activity process. It was evident that the students were able to maintain their concentration. After the treatment, an increase in

concentration began to be seen in all four aspects, although it was not yet optimal. After the second treatment, there was an increase in all four aspects. Students became more active in thinking and expressing their opinions (cognitive), more able to control their nervousness (affective), faster and more stable in their movements (psychomotor), and more enthusiastic and involved in communication (language). However, this improvement was still not evenly distributed among all students, and their concentration was not yet fully optimal.

In the third treatment, the improvement in concentration was more significant in the cognitive aspect, where students were able to maintain their focus. In the affective aspect, there was an improvement in students' feelings of relaxation, enabling them to concentrate on the Jenga game. There was also an improvement in the psychomotor aspect, where students were able to perform consistent movements when picking up blocks quickly. Students were active in discussions, showed enthusiasm, and were able to control their body movements to maintain focus during the activity. After the treatment, there was a significant increase in concentration in all aspects observed. After the third treatment, there was a significant increase in all aspects. Students were able to concentrate longer, think strategically, control their emotions, move quickly and steadily, and communicate actively during the activity. This shows that their concentration had developed well and was more optimal than in the previous meeting.

Based on the results of observations conducted during the three treatments, it can be concluded that there was a significant increase in student concentration in the Jenga game with group guidance. This increase can be seen from various aspects that were observed, namely cognitive, affective, psychomotor, and language.

c) Normality Test

Tabel 9. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
<i>pretest</i>	.214	6	.200*	.958	6	.804
<i>posttest</i>	.165	6	.200*	.955	6	.781

Based on the table above, the Shapiro-Wilk test results for the distribution of student concentration data show a result of 0.804 for the pretest and 0.781 for the posttest, both of which are greater than the significance level (sig > 0.05). Therefore, it can be concluded that the student concentration data from the Jenga game is normally distributed.

d) T-test

Tabel 10. Paired Samples Test

	Mean	Std. Deviation	Paired Differences		t	df	Sig. (2-tailed)	
			Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
<i>Pretest</i>	-	5.2025	2.12394	-61.12642	-50.20691	-26.209	5	.000
<i>posttest</i>	55.66667	6						

Based on the table above, the paired samples test shows a t-value of -26.209 with (df)=5 and a significance value (sig 2-tailed)=0.000 (p< 0.05), indicating a significant difference between the pretest and posttest scores.

d) N-Gain Test

Table 11. Average N-gain Percentage for Improving Student Concentration

Respondent	Gain	N-Gain (%)	Category
R1	0.65	65%	Medium
R2	0.65	65%	Medium
R3	0.62	62%	Medium
R4	0.53	53%	Medium
R5	0.55	55%	Medium
R6	0.59	59%	Medium
Average	0.60	60%	

Based on the data in the table above, the average N-gain score was 0.60, which falls into the moderate category based on the range of $0.3 \leq g \leq 0.7$. In addition, the N-gain value of 60% falls within the percentage range of 56–75, which indicates a sufficient level of effectiveness. Thus, it can be concluded that group counseling services using Jenga games as a medium improve student concentration.

3.2. Discussion

Research findings show a significant increase in student concentration after participating in group guidance services using the Jenga game. The increase in concentration can be seen in the cognitive aspect, which shows an increase in questioning and expressing opinions. Jenga requires focus, strategic thinking, and stimulating cognitive abilities during the activity. The affective aspect has changed, marked by a decrease in nervousness and an increase in students' self-confidence. Stable emotional conditions can increase focus and involvement in activities. In the psychomotor aspect, there was an increase in the speed and accuracy of movements when picking up Jenga blocks. In the linguistic aspect, there was an increase in the ability to speak fluently without losing focus when expressing opinions and showing enthusiasm in following each stage of the activity. According to Engkoswara's theory, concentration can be seen through four aspects: cognitive, affective, psychomotor, and linguistic.

Group guidance is a guidance and counseling service that aims to help students develop their potential, including concentration in learning (Bhutto et al., 2023). Concentration is an individual's ability to focus on a particular object while ignoring other irrelevant stimuli (Sörqvist et al., 2016). In the school context, concentration is critical because it directly relates to achieving learning objectives and the effectiveness of guidance services (Sari et al., 2023). Students who cannot concentrate will be easily distracted, find it difficult to understand the material, and experience obstacles in developing their social and academic skills.

The game of Jenga can be used as an innovative medium in group guidance services (Sari & Rahmi, 2022). Jenga requires players to have high focus, predictive skills, patience, and hand-eye coordination. Each step in the game requires concentration to maintain the balance of the block tower so that it does not collapse. This process indirectly trains students to control their attention, reduce distractions, and increase perseverance. In addition, the fun nature of the game can create an interactive atmosphere, so that students feel more comfortable and motivated to participate in group counseling services.

The use of Jenga in group counseling serves as entertainment and a structured learning tool (Saputri et al., 2024). Through group dynamics, students can learn strategies, work together, and control their emotions when facing failure (Järvenoja et al., 2019). This aligns with constructivist learning theory, emphasising direct experience as the basis for knowledge formation (Mohammed & Kinyo, 2020).

Thus, integrating Jenga in group counseling can be a practical, creative approach to improve student concentration while developing social skills, cooperation, and responsibility. The novelty of this research lies in integrating the Jenga game as an interactive medium in group counseling services, which is specifically designed to train students' focus, strategic thinking, and emotional control simultaneously. Unlike previous studies that emphasised traditional approaches or only cognitive aspects, this study provides a comprehensive picture of the improvement in concentration from various aspects of student behaviour.

This study enriches the educational literature on using game media in group counseling services as an effective means of improving concentration. In line with the opinion of (Yang & Chang, 2013), the use of games in group counseling services not only creates a pleasant atmosphere but can also improve students' concentration, because concentration can be honed and improved through practice, such as focusing attention on something gradually over a specific period of time. This study also reinforces the findings of Azizah et al. (2022) that through Jenga games, students can train their thinking, strategic, and focus skills, control their emotions, and improve their social skills. Thus, game media in group counseling services can be an innovative alternative for educators and counselors in overcoming student concentration problems. Relevant to the research conducted by Safitri et al (2024), it shows that group counseling using Jenga media can improve student concentration. The results reveal that as student concentration increases, the factors hindering student concentration decrease at each cycle stage.

4. RESEARCH IMPLICATIONS

Research results on using Jenga games in group counseling services to improve student concentration have several important implications. First, this research can be the basis for developing more varied and creative counseling service models so that counseling services are not only conventional but also create an enjoyable atmosphere that motivates students to participate actively.

Second, the implication for counseling practitioners is the need for innovation in selecting media that suit students' needs. The Jenga game can be used as an alternative medium that is applicable and easy to use to improve concentration skills. With empirical evidence from this study, guidance counselors have a strong basis for utilising educational games as an intervention strategy.

Third, academically, this study enriches the body of research in the counseling field, particularly in using educational games. Further research can expand the study by comparing the effectiveness of Jenga with other educational games or by examining its impact on different psychological aspects of students, such as cooperation, emotional control, and problem-solving. Thus, this study opens up opportunities for more comprehensive further studies.

5. CONCLUSION

Using Jenga in group tutoring services has proven to be an enjoyable and effective medium for improving student concentration. This activity, which requires precision, focus, and fine motor coordination, indirectly trains students to maintain their attention for a specific period. The Jenga game also encourages active engagement among group members, so that concentration is maintained individually and strengthened through social interactions that foster a fun and collaborative learning atmosphere.

For students with low concentration levels, applying strategies derived from playing Jenga can be a practical solution in everyday life. For example, the ability to focus on one object continuously, control distractions, and manage the pace of completing tasks. These strategies can be applied not only in the context of learning, but also in other activities that require high concentration. Thus, this simple game has a significant long-term impact on students' cognitive skills development.

In addition, improving concentration through Jenga should be accompanied by a healthy lifestyle as a form of ongoing support. Adequate sleep, a balanced diet, regular exercise, and good stress management will reinforce the results achieved through group guidance. Furthermore, students' awareness of the importance of concentration in personal, social, learning, and career aspects must be continuously nurtured. With a combination of creative learning media, practical strategies, and a healthy lifestyle, the objectives of guidance services can be optimally achieved.

Recommendations for guidance counselors: Jenga can be a reference when implementing group guidance services. This medium can create a conducive environment and make it easier for students to practice and improve their concentration while playing games.

ACKNOWLEDGMENTS

The Authors thank their colleagues who provided advice and input during the research process. Special thanks go to everyone at MAN 4 Aceh Besar, especially the students, for their participation and cooperation as the location and subjects of this research.

AUTHOR CONTRIBUTION STATEMENT

All authors discussed the results and contributed to the final manuscript. and contributed comprehensively to all stages of the research, including data collection, data analysis, and article preparation, and have fulfilled all responsibilities optimally.

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.

REFERENCES

- Andarini, M. R. (2024). Pengembangan Media Jenga Board Game Majas Personifikasi Untuk Pembelajaran Keterampilan Menulis Teks Deskripsi Kelas IV Sekolah Dasar. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 12(6). <https://ejournal.unesa.ac.id/index.php/jurnal-penelitian-pgsd/article/view/60997>
- Astuti, R. D., & Prasetyo, T. (2020). Pengaruh permainan edukatif terhadap peningkatan konsentrasi belajar siswa. *Jurnal Bimbingan Konseling Indonesia*, 11(2), 87–95.

- Azizah, W., Suarta, I. N., Astini, B. N., & Astawa, I. M. S. (2022). Pengembangan Media Permainan Smart Jenga dalam Meningkatkan Kemampuan Kognitif Anak Kelompok B TK Pembina Ampenan Tahun 2022. *Jurnal Jendela Pendidikan*, 2(03), 435-441. <https://doi.org/10.57008/jjp.v2i03.279>
- Bhutto, Q. Z., Zafar, J. M., & Ullah, N. (2023). Guidance and Counselling Service: A Path to Enhance Academic Achievement for Secondary Schools' Students. *Annals of Human and Social Sciences*, 4(4), 581-595. [https://doi.org/10.35484/ahss.2023\(4-IV\)56](https://doi.org/10.35484/ahss.2023(4-IV)56)
- Chyquitita, T., Winardi, Y., & Hidayat, D. (2018). Pengaruh brain gym terhadap konsentrasi belajar siswa kelas xi ipa dalam pembelajaran matematika di sma xyz Tangerang. *Journal of Language, Literature, Culture, and Education*, 14(1), 13. <http://dx.doi.org/10.19166/pji.v14i1.438>
- Fitri, M. (2016). Pengaruh Kreativitas Guru dan Konsentrasi Belajar Terhadap Hasil Belajar PAI Siswa di SMP Lancang Kuning Dumai. *Tamaddun Ummah (JTU)*, 1(1), 19-28. <https://doi.org/10.57113/jtu.v1i1.87>
- Järvenoja, H., Näykki, P., & Törmänen, T. (2019). Emotional regulation in collaborative learning: When do higher education students activate group level regulation in the face of challenges?. *Studies in Higher Education*, 44(10), 1747-1757. <https://doi.org/10.1080/03075079.2019.1665318>
- Mabrukah, M. (2025). Implementasi Permainan Bisik-Bisik Berantai dalam Pembelajaran Maharah Istima' untuk Meningkatkan Konsentrasi dan Daya Dengar Siswa Kelas X MAN. *Journal of Language Literature and Arts*, 5(8), 892-901. <http://dx.doi.org/10.17977/um064v5i82025p892-901>
- Mohammed, S. H., & Kinyo, L. (2020). The role of constructivism in the enhancement of social studies education. *Journal of critical reviews*, 7(7), 249-256. <http://dx.doi.org/10.31838/jcr.07.07.41>
- Rahman, F., & Sari, D. P. (2021). Penerapan game edukatif dalam layanan bimbingan kelompok untuk meningkatkan perhatian siswa. *Jurnal Psikologi Pendidikan dan Konseling*, 7(1), 14-22.
- Rifasya, N. H. (2024). Pentingnya bimbingan kelompok dalam perkembangan pribadi di panti asuhan mitra paya kumbuh. *Education Journal*, 4(1), 58.
- Riinawati, R. (2021). Hubungan Konsentrasi Belajar Siswa Terhadap Prestasi Belajar Peserta Didik Pada Masa Pandemi Covid-19 Di Sdn Karang Mekar 4 Banjarmasin. *Berajah Journal*, 1(2), 72-75. <https://doi.org/10.47353/bj.v1i2.22>
- Safitri, I., Ridhani, A. R., & Prasetya, M. E. (2025). The Effectiveness of Group Guidance using Prezi Media to Increase Learning Motivation of High School Students. *Indonesian Journal of Guidance and Counseling Studies*, 2(1), 32-45. <https://doi.org/10.64420/ijgcs.v2i1.233>
- Saputri, M. W., Wardani, S. Y., & Wargawati, N. L. (2024). Efektivitas Layanan Bimbingan Kelompok dengan Penggunaan Media Jenga untuk Meningkatkan Konsentrasi Belajar Siswa Kelas VII I di SMP Negeri 4 Madiun Tahun Pelajaran 2023/2024. In *Seminar Nasional Sosial, Sains, Pendidikan, Humaniora (Senassdra)* (Vol. 3, No. 3, pp. 396-403). <https://prosiding.unipma.ac.id/index.php/SENASSDRA/issue/view/118>
- Sari, D. F., & Rahmi, S. (2022). Pengembangan Media Jenga pLayanan Informasi untuk Meningkatkan Pemahaman Bahaya Bullying di Mts Ddi Kota Tarakan. *JCOSE Jurnal Bimbingan Dan Konseling*, 4(2), 62-68.
- Sari, M., Elviana, E., & Muslima, M. (2023). Peningkatan Konsentrasi Belajar Siswa Melalui Permainan Catur. *Desultanh: Journal Education and Social Science*, 1(2), 46-61. <http://dx.doi.org/10.69548/d-jess.v1i2.14>
- Setiani, A.C. (2023). Meningkatkan konsentrasi belajar melalui layanan bimbingan kelompok. *Indonesian journal of guidance and counseling theory and application*, 3(1). 40-41.
- Sörqvist, P., Dahlström, Ö., Karlsson, T., & Rönnerberg, J. (2016). Concentration: The neural underpinnings of how cognitive load shields against distraction. *Frontiers in human neuroscience*, 10, 221. <https://doi.org/10.3389/fnhum.2016.00221>
- Susanti, M., & Hidayat, R. (2019). Efektivitas permainan kelompok terhadap konsentrasi dan kerjasama siswa. *Jurnal Konseling dan Pendidikan*, 7(3), 133-140.
- Wibowo, A., & Lestari, R. (2022). Media permainan dalam layanan bimbingan konseling: Strategi meningkatkan fokus dan motivasi belajar. *Jurnal Bimbingan Konseling Terapan*, 6(2), 45-53.
- Correia, J. C., Lachat, S., Lager, G., Chappuis, F., Golay, A., Beran, D., & COHESION Project Beran David Miranda Jaime Damasceno Albertino Somerville Claire Suggs L. Suzanne. (2019). Interventions targeting hypertension and diabetes mellitus at community and primary healthcare level in low-and middle-income countries: a scoping review. *BMC public health*, 19(1), 1542. <https://doi.org/10.1186/s12889-019-7842-6>
- Utomo, P., & Ardian, E. (2024). The Application of Psychoanalytic Counseling to Reduce Self-injury Behavior among High School Students. *International Journal of Counseling and Psychotherapy*, 1(2), 82-89. <https://doi.org/10.64420/ijcp.v1i2.167>

Yang, Y. T. C., & Chang, C. H. (2013). Empowering students through digital game authorship: Enhancing concentration, critical thinking, and academic achievement. *Computers & Education*, 68, 334-344. <https://doi.org/10.1016/j.compedu.2013.05.023>

Copyright holder:

© Mahera, Y., & Zuhara, E. (2025)

First Publication Right:

Quanta Journal (Kajian Bimbingan dan Konseling dalam Pendidikan)

This Article is licensed under:

CC-BY-SA ([Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/))
