

The Role of the Traditional Game Gobak Sodor in Improving Self-Esteem in Adolescent Students

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Abstract : This article aims to examine the role of the traditional game of gobak sodor in improving self-esteem in adolescent students through a literature study. The method used is qualitative with a literature study approach from various relevant scientific sources. The results of the study indicate that *self-esteem* in adolescents is influenced by self-assessment and the social environment, so that low *self-esteem* can impact students' academic, social, and emotional aspects. The game of gobak sodor contains values of cooperation, communication, responsibility, discipline, and courage that have the potential to support the improvement of student self-esteem . In conclusion, gobak sodor can be integrated into guidance and counseling services as an effective medium to improve student self-esteem .

Keywords : self-esteem; adolescents; guidance and counseling; games traditional; gobak Sodor

INTRODUCTION

In the era of globalization, where technology is developing very rapidly, it has made many positive contributions to everyday human life. Social media, as one of the products of technological progress, has influenced human life patterns, from how to communicate, how to survive, to how people think about the world. This influence has spread to various aspects of life, especially in the world of education. Education has a great responsibility for the progress of the nation, not only as a forum for transferring knowledge to students, but also responsible for shaping the character and personality of students as a whole. Amid this great responsibility, the influence of social media has become a challenge in the world of education, especially in building the psychological well-being of students.

Students in adolescence are the group most vulnerable to psychological problems, as adolescence is a phase of self-discovery, during which humans experience emotional and emotional instability that can influence their attitudes and morals (Anarta et al., 2022) . Social media, which consistently displays other people's achievements, lifestyles, and even standards of physical perfection, are often misunderstood as benchmarks for adolescent success. This can trigger self-comparison in adolescents when they are unable to meet these standards. This can lead to feelings of dissatisfaction and a tendency to continually feel inadequate. These feelings will impact their emotional development, such as the emergence of anxiety, low self-esteem, and feelings of worthlessness due to being unable to meet the standards set on social media. If left unchecked, adolescents are at risk of experiencing confusion in identifying their identity, commonly known as an identity crisis (Adam et al., 2025) . Adolescents who fail to find their identity or who experience an identity crisis often have low self-esteem and self-confidence (Siregar in Padilah 2020).

Self-esteem plays an important role in shaping the overall emotional development, attitudes, and behavior of adolescents. According to Rosenberg (1965), Self-esteem is a self-evaluation process carried out by an individual, which can be either affirming (positive) or demeaning (negative). According to Rosenberg (in Murk, 2006) Self-esteem as a feeling of self-acceptance , respect and self-esteem (self-respect / self-worth) which is concluded into a form of positive or negative self-evaluation. So it can be concluded that self-esteem is a form of evaluation of an individual that reflects the level of self-acceptance, respect or appreciation for oneself regardless of the shortcomings and advantages that one has . Low self-esteem in students can hinder their academic and social development at school. According to Iqsani et al., (2025) individuals with low self-esteem are always afraid to start communicating with people around them because of their lack of self-confidence, in addition they tend

to judge themselves as bad and stupid and always feel afraid of being blamed. Low self-esteem can also lead students to maladaptive behaviors such as smoking, drinking alcohol, brawls, drug abuse and drugs and free sex which can interfere with students' academic, social and emotional development, and have a long-term impact on their quality of life (Turnip et al., 2023) . This shows that the problem of low self-esteem, especially in adolescent students, requires more attention in the world of education.

As professionals in the field of psychopedagogical services, guidance and counseling (BK) teachers have a significant responsibility in helping students overcome various developmental challenges, including low self-esteem . BK teachers need to provide services that support their psychological development, particularly by fostering a sense of acceptance and positive self-esteem in students. In this process, BK teachers require an approach that is not only educational but also provides meaningful and enjoyable experiences to ensure students are easily accepted.

One approach that can be considered is utilizing traditional games as a medium for guidance and counseling services. Traditional games are a cultural heritage passed down from generation to generation by communities in various regions and have various types and benefits (Audi, 2022) . According to Mu'ammamah (2021), traditional games contain social values such as cooperation, honesty, responsibility, and social interaction that develop through play activities. Traditional games are not just games but can also guide students to behave in a way that is not cheating in playing, helping each other, being responsible, respecting each other, and working together (Daulay et al., 2023) .

Gobak Sodor is a traditional game that contains abundant positive values that have the potential to help student development. According to Sholikin et al., (2022) gobak sodor contains positive values that can be applied in everyday life, including honesty, tolerance, discipline, hard work, independence, responsibility, and friendship or communication. In addition, Permatasari, (2025) also emphasized that the gobak sodor game can be an effective character education medium for its players through values that can improve personal qualities, including strategy and planning, teamwork, speed, agility, focus and concentration, discipline, sportsmanship, and the courage to take risks. Based on this statement, it shows that the traditional gobak sodor game not only functions as a recreational activity, but also has enormous potential that can be utilized as a character education medium in guidance and counseling services as a solution to help develop students' psychological aspects, especially low self-esteem .

However, the use of traditional games in guidance and counseling services, particularly in improving students' self-esteem during adolescence, still requires further in-depth study. Several previous research studies on self-esteem found that most still focused on conventional counseling approaches, such as using Assertive Training techniques in group counseling (Rusmana et al., 2020) , Gestalt counseling with the empty chair technique (Lestari et al., 2021), and Cognitive Restructuring Techniques (Elfida Putri et al., 2021) . Meanwhile, studies on traditional games, especially gobak sodor, still focus on the analysis of character values and their benefits in aspects of health and physical fitness, such as in the research of Nofadillah et al., (2024) which discusses the influence of the gobak sodor game on the physical fitness of children under 15 years old, the influence of the gobak sodor game on increasing student agility (Affandi et al., 2024) , the influence of the gobak sodor game on adolescent emotional intelligence (Azizi et al., 2024) and the gobak sodor game in increasing the character of mutual cooperation in students (Alimuddin et al., 2024) .

However , these studies have not specifically mapped the relationship between the values contained in the traditional game of gobak sodor with the main aspects of self-esteem, namely self-acceptance and self-worth. Therefore, through a literature study approach, this research aims to comprehensively examine how the psychosocial values contained in the game of gobak sodor can be internalized into the development of adolescent self-esteem , as well as how this potential can be utilized as an innovative medium in guidance and counseling services.

METHOD

This study employed a qualitative research method with a literature review approach. This approach involved collecting library data, reading and taking notes, and organizing research materials relevant to the research objectives (Puspananda, 2022) . The literature review aimed to thoroughly examine various theories and previous research findings to gain a comprehensive understanding of the concepts, factors, and intervention strategies related to the research topic. This study focused on the concept of self-

esteem in adolescent students and the role of the traditional game of gobak sodor as a medium for guidance and counseling services.

The literature collection process was carried out selectively based on inclusion criteria, namely library sources in the form of scientific journal articles, books, and official proceedings relevant to the topic of self-esteem, gobak sodor, or guidance and counseling service media. The selected libraries were limited to publications within the last ten years (2016–2026) and could be accessed in full (full-text). This library search was conducted through electronic databases such as Google Scholar, open knowledge journals, neliti, and Garuda. The collected library materials were then managed and analyzed through several systematic stages. First, the data were categorized into two main theme groups, namely aspects and factors forming adolescent self-esteem, and psychosocial values in the game of gobak sodor. Next, a conceptual synthesis was carried out by connecting findings from various sources to map how the values contained in gobak sodor can support the improvement of self-acceptance and self-worth in adolescents. The results of the synthesis were then drawn descriptively to formulate a form of use of gobak sodor in helping to improve students' self-esteem.

RESULTS AND DISCUSSION

Self-esteem in adolescence

According to Rosenberg (1965), self-esteem is an individual's self-evaluation process, which can be either affirming (positive) or demeaning (negative). Self-esteem is an individual's sense of self-worth, where the individual is able to accept and appreciate everything about themselves, such as achievements, intelligence, physical condition, and abilities or skills (Rosani et al., 2021). Furthermore, Salmiyati (in Sasmita et al., 2021) stated that self-esteem is the foundation for building well-being and happiness in one's life. From these experts' statements, it can be concluded that self-esteem is an individual's self-evaluation process, both positive and negative, which includes the level of self-acceptance, self-respect, and self-esteem, as well as belief in one's self-worth, which influences well-being and happiness in their life.

Self-esteem consists of several interrelated aspects that shape an individual's perspective on themselves. According to Rosenberg (in Fitri et al., 2024), Self-esteem consists of two aspects. The first aspect is self-acceptance, which is an individual's ability to accept everything about themselves, both strengths and weaknesses. Individuals with good self-acceptance are not afraid to look at themselves honestly, whether in their hearts, thoughts, emotions, or what is visible from the outside such as behavior and appearance, because they realize that they cannot run away from themselves no matter how hard they try (Islami & Fitriyani, 2022). Furthermore, the second aspect is respect or self-respect, which refers to the meaning of an individual's value as something that influences how individuals view and behave towards themselves. Individuals with high self-respect believe that they are worthy, relevant, and valuable.

Self-esteem is formed by two main factors: reflected appraisals and social comparisons (Rosenberg, 1965). The assessments individuals receive from others have a significant impact on how they perceive themselves. Individuals who frequently receive positive feedback, such as praise, rewards, and recognition, tend to have higher levels of self-esteem than those who are consistently criticized and rarely appreciated. They tend to have lower levels of self-esteem and lack confidence. This can also lead to comparisons. Individuals often judge themselves based on the appearance and abilities of those around them. If the results of their self-comparison do not meet their expectations, this can lead to feelings of inferiority and lower self-confidence.

The level of self-esteem in individuals can be seen from several characteristics. According to Rosenberg (in Suhron, 2016) individuals with high self-esteem have characteristics such as having a feeling that they are valuable, able to respect themselves but not admire themselves excessively, do not think that they are superior to others and focus on developing and improving themselves to be better. On the other hand, individuals with low levels of self-esteem tend to seek safety or focus on protecting themselves from making mistakes, when they experience failure they tend to be excessively disappointed and experience social anxiety, like to exaggerate negative events that have been

experienced and are unable to express themselves when interacting with others such as being shy, awkward, pessimistic, cynical and having rigid thinking unable to accept other people's points of view.

Self-esteem is a crucial aspect essential for adolescents. This is because during adolescence, individuals experience significant growth and development, both physically and mentally (Diananda, 2019). Adolescence is a time of identity discovery, during which individuals experience emotional and emotional instability that can influence their attitudes and morals (Anarta et al., 2022). During this phase, adolescents also tend to be more sensitive to the judgments of others, making them easily influenced by their social environment in shaping their self-concept.

self-esteem significantly influences how they view themselves, interact with their social environment, and face challenges in daily life, including at school. According to Triwidaryanti et al. (2025), adolescents with adequate self-esteem will have a positive attitude toward themselves and others, thus fostering good relationships. Conversely, adolescents with low self-esteem will lack self-confidence, be afraid to express their opinions and feelings for fear of being disliked by others, and tend to remain silent and have a negative attitude toward themselves. The resulting negative assessment can trigger anxiety and depression. Depression in adolescents that is not immediately addressed properly can have negative consequences and can even lead to self-harm or suicide (Aditomo & Retnowati, 2004).

This is reinforced by research conducted by Simanungkalit & Sompie, (2025) conducted on high school students. The results of the study showed that there was a significant negative relationship between self-esteem and student anxiety. This means that the higher the self-esteem of students, the lower the anxiety they feel, conversely, the lower the self-esteem of students, the higher the anxiety they experience. In addition, low self-esteem is also strongly related to the risk of developing the desire to harm themselves or even lead to suicide. Research by Ida Wahyuni, Fujianti & Holis, (2025) showed that adolescents with low self-esteem have a higher risk of experiencing suicidal ideation than adolescents with healthy self-esteem. In line with this, research by Saputro, (2025) also showed that there is a significant relationship between low levels of self-esteem in students and the tendency for self-injury behavior. Adolescents with low self-esteem tend to engage in self-harm as a way to vent negative emotions such as feelings of unappreciation, psychological stress, and unmanaged problems. These findings indicate that low self-esteem in adolescents not only impacts self-confidence and anxiety but can also be linked to self-harming behavior. Therefore, appropriate efforts are needed to help students improve their self-esteem, especially through guidance and counseling services.

Several previous studies have shown that self-esteem in adolescent students can be improved through various services and techniques in guidance and counseling. Research conducted by Afifah et al., (2021) showed that Gestalt counseling with the empty chair technique was effective in improving the self-esteem of students at SMP Negeri 2 Undaan Kudus. After receiving counseling services, students experienced increased self-confidence, social skills, and the ability to accept and appreciate themselves. Further research was conducted by Hana Fatimah et al., (2023) on grade XI students at SMA Negeri 9 Pandeglang in the 2023/2024 academic year. The results showed that group guidance services with assertive training techniques were effective in improving students' self-esteem. This was evidenced by the difference in pretest and posttest results in the experimental class with a significance value of $0.00 < 0.05$. After receiving the services, students became better able to communicate, interact socially, and were more confident in their surroundings. Furthermore, research conducted by Mutakin & Budiono (2025) showed that group guidance services using sociodrama techniques were effective in improving students' self-esteem. After receiving the services, students experienced increased self-confidence, social interaction skills, and were better able to appreciate and accept themselves.

Based on these findings, it can be understood that guidance and counseling services play a crucial role in helping adolescents improve their self-esteem. This is because guidance and counseling employs various techniques tailored to students' needs, such as the empty chair technique, assertive training, sociodrama, and others. These various techniques demonstrate that guidance and counseling services can help address adolescent issues, including low self-esteem, through services tailored to students' needs and characteristics. Therefore, guidance and counseling services tailored to adolescent characteristics are needed to help students feel comfortable, active, and able to express themselves optimally. Selecting the right service techniques is expected to help students improve their self-esteem

, build self-confidence, and develop better social and emotional skills, thereby supporting optimal personal and social development.

Traditional game of gobak sodor

Gobak Sodor is a traditional game originating from Yogyakarta. It has several other names in different regions, including Meun Gala (Aceh), Galah (Natuna Islands), Galasin (West Java), Galah Panjang (North Sumatra and the Riau Islands), and Cak Bur/Belon (Mainland Riau). The game is played in a rectangular box divided horizontally and vertically into sections (Sit, 2021) .

Furthermore, Sholehatus et al. (2023) explained that the Gobak Sodor game is a team game played on a rectangular field divided into six spaces. Each space is delimited by a line that serves as a guard area. This game is played by dividing players into two teams consisting of a guard team and an attacker team. Each team consists of three to five players. In practice, the guard team on the horizontal line can only move left and right. Meanwhile, the guard team on the vertical line is free to move forward and backward. The number of lines/squares on the Gobak Sodor field can be fewer or more according to the number of players but can affect the level of difficulty of the game (Permatasari, 2025) . Therefore, success in Gobak Sodor depends heavily on solid coordination between players and the individual's ability to exploit gaps in each defense line.

The traditional game of gobak sodor is not only entertainment but also contains various positive values that can be applied in everyday life. According to Sholikin et al., (2022) in the game of gobak sodor there are positive values such as honesty, tolerance, discipline, hard work, independence, responsibility and friendship or communication. In addition, Arifa et al., (2026) also explained that the traditional game of gobak sodor is not only able to develop physical aspects, but also strengthen the ability to regulate attention and mental readiness of players. In addition, several previous studies also prove that the traditional game of gobak sodor contains positive values such as in the study of Febyarum & Ichsan, (2023) which showed that the traditional game of gobak sodor is effective in helping develop a cooperative attitude in early childhood. This happens because in the traditional game of gobak sodor each player is required to help each other, develop strategies, and carry out their respective roles in the group. These findings emphasize that the traditional game of gobak sodor is not just a game used for entertainment but has enormous potential to be used as a means or media in building positive individual character.

The relationship between gobak sodor and guidance and counseling

Guidance and counseling is a systematic process of providing assistance provided in schools to help students face various basic problems ranging from personal, career, social and learning (Wati et al., 2025) . Guidance and counseling services do not only focus on solving problems, but also on developing students' potential optimally so that they can develop healthily and independently. In its implementation, guidance and counseling services require an approach that suits the character of students, especially adolescents. Monotonous approaches such as lectures are often ineffective because they are unable to make students feel directly involved. Students may get bored and tend not to pay attention so that the objectives of the services provided cannot be achieved optimally.

By utilizing traditional games such as gobak sodor as a medium for guidance and counseling services, it can be packaged into something new and able to increase student enthusiasm in the ongoing service process. This is in accordance with the statement of Setyaputri et al., (2018) who stated that game media is a means to convey messages through flexible and varied activities, which provide new experiences to students and involve interactions with certain rules of play to achieve goals. In addition, Yuniar & Sukma, (2022) also explained that play activities have an important role in helping students adapt to their surroundings, increasing self-confidence, fostering a sense of self-esteem, strengthening belief in personal abilities, and developing a character of justice in students, as well as changing thought patterns to prevent and overcome problems.

This is also reinforced by the research results of Novi Octaviani, Iis Nurasiah and Irna Khaleda Nurmeta (2024) entitled "Improving Mathematics Learning Outcomes Through Gobak Sodor Games Based on Local Wisdom in Elementary Schools ". This research shows that gobak sodor media is able to improve the learning outcomes of fifth grade students at SDIT Darussalam, especially in mathematics learning. This is evidenced by the results of mathematics learning tests that continue to increase to

reach the best scores that exceed the KKM value indicator. In line with this, Permatasari, (2025) also emphasized that gobak sodor games can be an effective character education medium for its players through values that can improve personal qualities including strategy and planning, teamwork, speed, agility, focus and concentration, discipline, sportsmanship and courage to take risks.

Thus, in the BK context, the traditional game of gobak sodor can be utilized by BK teachers as a means to convey service messages in a more interesting way and to be able to involve students as a whole through fun game activities without having to get bored of hearing monotonous lectures. After the game is underway, the guidance and counseling teacher can direct the students to reflect based on the playing experience that has been carried out, such as how they work together, communicate, make decisions, obey the rules, accept defeat and the experiences that can be taken from the game. Through this reflection process, gobak sodor not only becomes a play activity, but also becomes a service medium that helps students understand personal and social experiences more concretely.

Integration of the traditional game of gobak sodor in increasing *self-esteem*

The integration of the traditional game of gobak sodor in improving adolescent self-esteem can be seen through the relationship between the values contained in the game and aspects of self-esteem . Self-esteem is not only related to self-confidence but also self-acceptance, self-esteem, belief in one's abilities and how they interact with their social life. In the traditional game of gobak sodor, students gain direct experience in working together, making decisions, taking responsibility, accepting failure and appreciating their role in the group. This experience can be the basis for improving their self-esteem . This is reinforced by Amrulloh's research (2019) entitled "The Influence of Traditional Sports on the Self-Esteem of Suryakencana University Students ". This study shows that learning with traditional sports such as gobak sodor can have a significant influence on Students' self-esteem levels . Traditional activities involving cooperation, creativity, togetherness, mutual acceptance and forgiveness, and self-appreciation and recognition can provide positive experiences that help students build healthy self-esteem.

In the context of guidance and counseling services, the traditional game of gobak sodor can be integrated into group guidance services. Group guidance is a service that utilizes group dynamics, enabling students to interact, collaborate, share experiences, and achieve common goals. Group dynamics in group guidance can help improve students' communication and socialization skills with their peers (Meriani & Wayan 2025) . In group guidance services, there are several main stages that must be passed, namely the initial stage (formation), the transition stage, the activity stage, and the closing stage (Prayitno, 2004) . In the initial stage, the guidance counselor can explain the purpose of the activity, the rules of the game, and the values to be learned during the game. During the implementation stage, students are directly involved in the game by playing the role of the guard team or the attacking team. After the game is over, the guidance counselor facilitates group reflection by inviting students to discuss the experiences gained, such as how they work together, make decisions, face failure, accept defeat, and understand their roles in the group. Through this reflection process, the experience of playing gobak sodor can be directed to help students build self-acceptance, self-esteem, self-confidence, and belief in their own abilities.

The contribution of the values in the traditional game of gobak sodor to increasing students' self-esteem occurs through the deep internalization of these values. The values of courage in taking risks and making quick decisions are relevant for students with low self-esteem . As explained by Wigati et al. (2024), in the game of gobak sodor, an individual must be independent and consistently able to achieve goals despite facing many difficulties. In the game of gobak sodor, players must also have the courage to make quick decisions. Because courage is more likely to open opportunities and be able to help the team achieve victory. Conversely, fear and doubt are detrimental to the group and oneself. Internalizing the values of courage in taking risks and being able to make quick decisions can indirectly support the development of self -confidence to be able to try new things in everyday life. This is in line with Muqopi & Afriansyah, (2025) , who stated that self-confidence is a positive attitude possessed by individuals within themselves, characterized by confidence in their abilities to complete tasks and face various challenges. This attitude includes the ability to make decisions quickly and independently, take responsibility for what is done, and can maintain a positive outlook on success in learning. Individuals

with low self-esteem often feel insecure about their potential (Arum et al., 2019) . This inherent courage can alter an individual's perception of failure. When a player is bold enough to make quick decisions and willing to break through the opponent's line despite the risk of being touched, they are actually building a sense of self-competence .

Success in overcoming each challenge in the Gobak Sodor game arena can indirectly erode feelings of helplessness and uselessness in individuals because they ultimately know they have potential and can be useful to their team. This experience demonstrates that courage in the game is not only related to students' ability to make decisions but also provides opportunities for students to recognize their own abilities. When students successfully face challenges in the game, the experience can foster confidence in their ability to do something. This awareness of one's abilities can support self-worth , namely an individual's appreciation of themselves as someone with abilities and value.

The values of honesty and sportsmanship help individuals foster a sense of self-acceptance . The traditional game of gobak sodor embodies the values of honesty and sportsmanship, reflected in players' adherence to the rules and acceptance of the final outcome (Abharini et al., 2023) . In gobak sodor, when a player crosses the gobak sodor zone line and is touched by the guarding team, the team whose member is touched must take over as the guard, or in other words, the team must fail. In this case, players must be sporting in following the agreed-upon rules of the game. They must admit that they have lost. In terms of improving self-esteem, students learn that failure and mistakes in life are human nature. They also learn that although failure is always felt, it will never reduce their self-esteem (Safarina & Maulayani, 2021) . The experience of accepting defeat can be an important experience in developing self-acceptance in students . Through this experience, students learn that results that do not meet expectations do not mean they are failures or worthless individuals. In this way, students can learn to accept themselves more completely, both when they achieve success and when they experience failure.

Meanwhile, the values of cooperation and communication in this game help students feel needed, recognized, and accepted in their social environment (Liu et al., 2024) . In the game of gobak sodor, each team communicates with each other to determine strategies to win the game. In addition, each player also encourages each other. This value is very important as a foundation for increasing self-esteem because social support is one of the important aspects to increase self-esteem in individuals. When students receive support, the opportunity to express opinions, and experience that they have a role in the group, students can feel that their presence is accepted and needed by others. This experience can help students build a more positive assessment of themselves, which triggers an increase in self-esteem . This is supported by several studies such as research conducted by Latief & Anshori, (2026) who directly tested the impact of peer social support on students' self-esteem levels . The results showed that peer social support had a positive and significant effect on self-esteem , with a contribution of 28.8%. Similarly, research conducted by Wadin & Subarjo (2026) on 140 late adolescent students experiencing fatherlessness also showed a highly significant relationship between social support and individual self-esteem. The study concluded that the higher the social support an individual received, the higher their level of self-esteem . This proves that social support values such as communication and cooperation in gobak sodor not only develop social relationships but also provide social experiences that support students' sense of self-worth.

The final values are discipline and hard work, which also contribute significantly to building a foundation of self-esteem. The players' discipline and obedience are reflected in every rule in the game of gobak sodor. Players must consistently work hard to devise the best course of action to pass each guard line. They must try repeatedly to break through the guard team's defenses, even if they have failed. Thus, the value of discipline in gobak sodor provides individuals with direct experience in self-control, following the rules, and being consistent in facing all challenges. This self-control also indirectly builds resilience, namely the individual's ability to survive and face various challenges in life. This is reinforced by the results of research conducted by Sidupa (2023) , which explains that self-resilience in individuals has a very significant relationship with the ability to continue trying and facing difficult situations and the presence of high self-discipline . In line with this research conducted by Auliya et al. (2025) . which shows a positive relationship between conscientiousness , which encompasses aspects of self-discipline, responsibility, and goal orientation, and resilience. This study explains that individuals with higher levels of conscientiousness tend to have better resilience in facing various challenges. Thus,

both studies reinforce each other's understanding that discipline, the ability to persist, and consistency in the face of difficulties can support the development of resilience in individuals.

A good level of resilience can foster a sense of pride in oneself and will slowly foster a sense of appreciation for every process experienced (Agustiniingsih, 2024). The experience of continuing to try after failure can help students see that their abilities are not solely determined by the final result. Students learn to appreciate the effort and process they have undertaken and recognize their ability to overcome difficulties. This can support self-worth as students begin to value themselves based on their ability to strive, persist, and thrive in the face of obstacles. Based on the entire series of descriptions that have been explained, the values in the game of gobak sodor have a complementary relationship in supporting the development of students' self-esteem. Courage, independence, and responsibility provide experiences for students to recognize their abilities and contributions, thus related to self-worth. Cooperation, communication, and support from group members provide the experience that students are accepted, needed, and have a role in the group. Meanwhile, honesty and sportsmanship provide students with the experience to accept success and failure, thus related to self-acceptance. Discipline and hard work provide students with the experience to keep trying when facing difficulties and appreciate the process they have gone through.

Thus, the relationship between the game of gobak sodor and self-esteem lies not only in the positive values contained within the game, but also in the direct experience students gain when practicing those values. Students experience firsthand how they make decisions, carry out responsibilities, work together, face failure, accept defeat, receive support, and try again when faced with difficulties. These experiences can then be interpreted through reflection in guidance and counseling services so that students can connect the experience of playing with their own conditions. Through this process, the game of gobak sodor can provide experiences that support self-acceptance and self-worth as two important aspects of self-esteem. Therefore, the integration of the traditional game of gobak sodor into guidance and counseling services has the potential to be a medium that helps develop students' self-esteem. The game provides direct experience, while guidance and counseling services, through a process of reflection, help students understand and interpret those experiences. Thus, gobak sodor is not only seen as a game containing character values, but as an activity that can be directed to provide psychological experiences that support students' acceptance and appreciation of themselves.

CONCLUSION

Based on the literature review, it can be concluded that self-esteem in adolescence is an important psychological aspect that influences how students view themselves, interact socially, and face life's challenges. Low self-esteem in adolescents can impact emotional and social problems, even maladaptive behavior, so appropriate development efforts are needed through guidance and counseling services in schools. The traditional game of gobak sodor has the potential to be integrated as an alternative medium for guidance and counseling services to help improve students' self-esteem. This is because gobak sodor contains positive values such as cooperation, communication, courage, responsibility, sportsmanship, discipline, and hard work. These values are relevant to aspects of self-esteem, especially in building self-acceptance, self-esteem, self-confidence, and belief in one's abilities. In the context of guidance and counseling services, guidance and counseling teachers can utilize gobak sodor as an active, engaging, and youth-friendly service medium. Through play and reflection, students can learn to understand their own experiences, accept failure, appreciate their role within a group, and develop a more positive self-perception. Therefore, conceptually, the traditional game of gobak sodor is relevant for use as a guidance and counseling service medium to help improve self-esteem in adolescent students.

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