

Jenga Kalasi: Development and Feasibility Game-Based Media to Support Students' Understanding of Academic Procrastination

Della Sinta Amelia* ^{1, a}, Ikke Yuliani Dhian Puspitarini ^{2 b}, Yuanita Dwi Krisphianti ^{3 c}

Universitas Nusantara PGRI Kediri¹²³

dellaamelia949@gmail.com, ikkeydp@unpkediri.ac.id, ju.wahyu@gmail.com

Abstract: This study aims to develop and determine the feasibility of the Jenga Card Against Procrastination (KALASI) game as a guidance and counseling medium to help reduce students' academic procrastination. The study employs the Research and Development (R&D) method using the ADDIE model, which encompasses the stages of analysis, design, development, implementation, and evaluation. The medium's feasibility was assessed by subject matter experts, media experts, and users (guidance and counseling teachers). The assessment results indicate feasibility scores of 85% from subject matter experts, 94.4% from media experts, and 95% from users, placing the medium in the "highly feasible" category. The developed product is the KALASI Jenga game, comprising game blocks, four types of game cards organized based on aspects of academic procrastination, a spinner, and a user manual. Field testing was conducted with six students exhibiting high levels of academic procrastination. Student response questionnaires showed scores exceeding 79% for every statement, indicating a positive reception from the students. Based on these findings, the KALASI Jenga game is deemed highly feasible for use as a guidance and counseling medium. It can help students understand academic procrastination behaviors and encourage them to reduce task-delaying habits through engaging, interactive, and enjoyable gameplay. Consequently, the KALASI Jenga game serves as an innovative alternative medium for guidance and counseling services in addressing students' academic procrastination.

Keywords: Academic procrastination; Medium Guidance and counseling; KALASI Jenga Game

INTRODUCTION

Education plays a crucial role in shaping an individual's character and capabilities. As stated in Law Number 20 of 2003, education is a conscious and planned effort to create a learning environment and process wherein students actively develop their potential cultivating spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills necessary for themselves, society, the nation, and the state. However, the reality on the ground indicates that a low level of student responsibility regarding learning remains a primary cause of issues within the education sector. The phenomenon of students lacking responsibility for their learning continues to be a significant problem. According to Hadi and Nurhaidah (2021), learning responsibility refers to an individual's willingness to perform learning tasks to the best of their ability while accepting all consequences associated with the learning process. Yet, not all students are able to manage their study time effectively, a shortcoming that can lead them to delay the completion of academic assignments. This habit of postponing academic work is known as academic procrastination.

Academic procrastination is one of the problems frequently found among learners. Wolters (Hidayati & Aulia, 2019) explains that academic procrastination is characterized by an individual's inability to complete tasks within the predetermined time, causing tasks to be completed close to the submission deadline. In line with this view, Ferrari et al. (Bangun & Sovranita, 2022) state that academic procrastination is the behavior of delaying or avoiding the completion of academic tasks that should be carried out. This behavior not only results in delayed task completion but can also hinder the learning process. According to Tjundjing (Hasibuan et al., 2025), the time that should be used to complete assignments is often wasted, resulting in less optimal outcomes. Furthermore, Wicaksono (Putri & Yunita, 2025) states that academic procrastination can lead to various negative impacts, including decreased academic achievement, increased stress, health problems, and negative effects on emotional well-being.

According to Ferrari (Wicaksana et al., 2022), academic procrastination occurs quite frequently among students, with a percentage of around 25%–75%. In addition, Solomon & Rothblum (Wicaksana et al., 2022) found that approximately 46% of students engage in procrastination when completing

academic tasks. Based on observations conducted at SMAN 8 Kediri, it was found that academic procrastination behavior is still frequently found among students. This can be seen when several students do not immediately complete assignments given by teachers after the learning process takes place. Some students tend to delay doing their assignments by engaging in other activities, such as playing games, talking with friends, or waiting until the submission deadline approaches. In addition, some students were also found copying their friends' assignments due to limited time in completing tasks independently. This condition shows that academic procrastination is still a problem that needs attention because it can hinder the optimal achievement of students' learning outcomes. Therefore, appropriate efforts are needed to help students reduce academic procrastination behavior and increase their responsibility in completing learning tasks..

As an effort to address this problem, guidance and counseling teachers need to provide services related to academic procrastination to students in an innovative way, one of which is by using media that is able to attract attention and increase student engagement in participating in counseling services. According to Sopian et al. (2022), media in counseling services functions as a means of delivering information that can stimulate students' thoughts, feelings, attention, and interest, thereby encouraging behavioral change toward a more positive direction. This view is in line with Nursalim (2015), who states that counseling media can help students understand themselves, make decisions, and solve the problems they face. One type of media considered suitable for adolescents is games, because they are able to increase student involvement in the service process (Setyaputri et al., 2018). Therefore, there is a need for innovation in game-based counseling media as an effort to support more creative and enjoyable counseling services for students..

In this context, the Jenga game has the potential to be adapted as a medium for guidance and counseling services. According to Fransisca (Pahri et al., 2024), Jenga is a game consisting of wooden blocks stacked in tiers. This game has been widely known in Indonesia since the late 1990s to the early 2000s, making it quite familiar among various groups. In addition, the Jenga game has an attractive appearance, is easy to carry, and has simple rules, so students can easily understand how to play and actively engage during the service process.

Based on these conditions, the researcher developed an innovative medium in the form of a Jenga game Card Against Procrastination (KALASI) as a guidance and counseling service medium to help reduce students' academic procrastination behavior. This medium is designed by combining the Jenga game and cards arranged based on the aspects of academic procrastination, thereby creating a service atmosphere that is engaging, interactive, and educational. Through play activities, reflection, and discussion, students are expected to be able to recognize their procrastination behavior and be motivated to develop more responsible study habits.

METHOD

This study uses a Research and Development (R&D) approach with the aim of producing the Jenga Card Against Procrastination (KALASI) game as a guidance and counseling service medium to help reduce academic procrastination behavior among high school students. The development model used is ADDIE, which consists of five stages: Analyze, Design, Development, Implementation, and Evaluation. In the Analyze stage, a needs analysis was conducted at SMAN 8 Kediri through observation and interviews with the Guidance and Counseling teacher. The results showed that students still exhibited academic procrastination behaviors such as delaying task completion and submitting assignments late, while BK services remained conventional without interactive media, thus students needed visual and game-based media to increase engagement. In the Design stage, the specifications of JENGA KALASI were formulated consisting of colored Jenga blocks representing aspects of academic procrastination, cards containing case studies, reflective questions, and challenges, a spinner to determine the blocks, and a guidebook containing usage instructions, game flowchart, material summary, and reflection sheet. In the Development stage, the prototype was validated by material experts, media experts, and BK teachers using a Likert scale instrument and was revised based on feedback regarding improvements to the guidebook layout and readability, simplification of language on the cards, and addition of the game flowchart. In the Implementation stage, the revised media was trialed

to students with high procrastination through a group guidance simulation to determine acceptance and ease of use. In the Evaluation stage, formative evaluation was conducted at each stage and the final decision determined that JENGA KALASI was declared highly feasible for use. The assessment was conducted based on aspects of content, language, presentation, and usability. The validity and feasibility assessment aims to ensure that the developed media is not only visually attractive but also aligned with the objectives of guidance and counseling services and students' needs. The expert validation assessment was conducted using a Likert scale instrument with a score range of 1 to 4. The results of the assessment were then analyzed by calculating the percentage of media feasibility based on a formula referring to Riduwan (Widiyani & Pramudiani, 2021):

$$\text{Percentage} = \frac{\text{Total score obtained}}{\text{Maximum score total}} \times 100\%$$

The validation instrument covers two domains the material aspect (content relevance, material depth, and language) and the media aspect (visual display, ease of use, and game appeal). Validation was conducted by validators with expertise in their respective fields. Material validation was carried out by a Guidance and Counseling lecturer at Universitas Nusantara PGRI Kediri, media validation by a Guidance and Counseling lecturer at UNP Kediri, and user validation by a school counselor at SMAN 8 Kediri. The score calculation for each validator is as follows:

$$\text{Kriteria Nilai} = \frac{\text{Jumlah skor yang diperoleh}}{\text{Total skor}} = \frac{51}{60} \times 100\% = 85\%$$

Figure 1. Material expert assessment

$$\text{Kriteria Nilai} = \frac{\text{Jumlah skor yang diperoleh}}{\text{Total skor}} = \frac{68}{72} \times 100\% = 94.4\%$$

Figure 2. Media expert assessment

$$\text{Kriteria Nilai} = \frac{\text{Jumlah skor yang diperoleh}}{\text{Total skor}} = \frac{57}{60} \times 100\% = 95\%$$

Figure 3. Guidance and counseling teacher assessment

The level of practicality and validity of the Jenga KALASI game media is determined through the percentage of assessment results referring to Riduwan opinion (Wahyuningsih & Susanti, 2012):

Table 1. Validation result category criteria

Score Value	Interpretation Criteria
0% - 20%	Highly Unsuitable
21% - 40%	Unsuitable
41% - 60%	Moderately Suitable
61% - 80%	Suitable
81% - 100%	Highly Suitable

RESULTS AND DISCUSSION

Based on Table 1, the evaluation results from the media expert, subject matter expert, and Guidance and Counseling Teacher indicate that the media falls into the highly feasible category for use.

Table 2. Expert validation results

Expert validation	Percentage	Description
Media Expert	94,4%	The media was considered highly feasible for use, with several suggestions, namely changing the font in the guidebook to make it more attractive, using glossy art paper to improve the quality of its appearance, and adding a reflection sheet to the guidebook.
Material Expert	85%	Highly feasible for use, with the suggestion that the language and Presentation of the material be adjusted to suit students' characteristics.
Guidance and Counseling Teacher (User)	95%	Highly feasible for use, with the suggestion of adding a concept map in the form of a game flowchart to make its use easier to understand.

**Figure 4.** KALASI Jenga Game Blocks**Figure 5.** Spinner**Figure 6.** Jenga KALASI Game Cards**Figure 7.** Jenga KALASI Game Guidebook

Based on the overall assessment results, the feasibility of the Jenga KALASI game media was declared highly feasible for use in Guidance and Counseling services. The expert validation results showed a feasibility level of 85% from the subject matter expert, 94.4% from the media expert, and 95% from the users (Guidance and Counseling teachers), all of which fall into the “highly feasible” category. This indicates that the media has met the criteria of content feasibility, display quality, aesthetics, and suitability with the objectives of counseling services. These results were strengthened through a limited trial conducted with six students. At this stage, the Jenga KALASI game was implemented in a group guidance service activity with the aim of providing students with a more active learning experience. Through the game activities, students did not only receive information passively but were also directly involved in the service process through discussions, answering questions, and completing assigned challenges. This involvement helped students understand their academic procrastination behavior and encouraged them to become more aware of the importance of time management, responsibility, and timely completion of tasks.

At the implementation stage, a response questionnaire was administered to six students after they participated in a group guidance service using the Jenga KALASI game media. Based on the questionnaire results, all statements obtained a percentage of 79% or higher, covering aspects of students' interest in the media, clarity of the game rules, ease of use, and comfort during the activity. These results indicate that the media was considered engaging and easy to use by the students during the service process. Through Guidance and Counseling services, students are assisted in recognizing their self-potential, adapting to the environment, and overcoming various obstacles encountered in school life (Febriani et al., 2025). Therefore, the use of appropriate media is important to support the implementation of the service. However, this achievement is limited to the level of acceptability and does not yet demonstrate an actual increase in understanding or reduction in academic procrastination.

These results are supported by Hariyanto (2023), who states that the use of media in Guidance and Counseling services aims to increase students' interest and strengthen their understanding of the information provided. In addition, the use of media can also help increase students' attention and engagement during the service process, making the implementation of the service more effective (Nabila & Darminto, 2020). Attractive and interactive media can also create a more enjoyable service atmosphere, encouraging students to participate more actively in service activities (Soleha et al., 2025). This condition is in line with the opinion of Izramadhani (2024), who states that students show higher interest in the use of game-based media in the implementation of Guidance and Counseling services, especially in the learning domain. This indicates that media in counseling services does not only function as a tool for delivering material, but also as a means that helps students more easily understand the content of the service. Therefore, the use of game-based media is one alternative that can be applied to support the success of Guidance and Counseling services.

According to Kholipah et al. (2024), game-based media is able to motivate students during the service process. In line with this, the Jenga KALASI game media is used as a medium in Guidance and Counseling services that presents academic procrastination material in the form of game activities. Through this form of game, students do not only receive direct explanations but are also involved in activities that illustrate situations of procrastination behavior. Through this involvement, students can more easily understand the forms of academic procrastination behavior and its impacts on learning activities. In addition, the counseling service process becomes more interactive because students actively participate in each game activity. This condition shows that the innovation of the Jenga KALASI game media is an appropriate effort to support the implementation of Guidance and Counseling services that are in accordance with students' characteristics and to help deliver academic procrastination material in a more attractive and easily understandable way.

Although the results of the study show that the Jenga KALASI game media is feasible to use, these results cannot be separated from several supporting factors. One of them is the high enthusiasm of students toward the use of game-based media. Compared to conventional material delivery, games are considered more attractive, so students are more focused and enthusiastic in participating in the service. In addition, the atmosphere created during the game tends to be more relaxed and enjoyable, so students feel comfortable participating in each activity. The active involvement of students during the game tends to be more relaxed and enjoyable, so students feel comfortable participating in each activity.

The active involvement of students during the game also helps the material delivery process become easier to understand. This is in line with the opinion of Prayitno (Sukma, 2018), who states that active participation of group members can build good group dynamics, thereby supporting the success of service implementation. Another supporting factor is the relatively small number of trial participants. This condition allows the Guidance and Counseling teacher to provide more optimal attention to each student, monitor the course of the game more effectively, and ensure that all students understand the rules of the game and the material being delivered.

These conditions indicate that the use of media in Guidance and Counseling (BK) services has strong potential for further development. Therefore, schools may consider using the Jenga KALASI game as an alternative in counseling services, particularly in delivering information related to academic procrastination. This media is considered capable of creating a more engaging, participatory, and student-centered service experience. However, this study still has limitations, as the trial was only conducted on a small group. This means that the findings cannot yet be generalized on a wider scale. Therefore, future research is recommended to involve a larger sample and to test the effectiveness of the Jenga KALASI game media in order to obtain more comprehensive results. In addition, future researchers are encouraged to develop and test other variations of the Jenga KALASI game media with different themes related to academic procrastination, such as time management, learning discipline, or improving learning motivation. Such development is expected to broaden the application of the media in helping students reduce academic procrastination behavior and support the development of more positive study habits

CONCLUSION

The research results indicate that the KALASI Jenga game is suitable for use as a supporting medium for guidance and counseling services. This suitability is based on evaluations by subject matter experts, media experts, and guidance and counseling teachers, all of whom rated the material, visual design, clarity of instructions, and practical application during service delivery as "excellent." These findings are reinforced by a limited trial involving six students; they responded positively, describing the medium as engaging, user-friendly, and comfortable to use during service activities. However, the current findings are limited to the product's suitability and initial user acceptance. Therefore, further research is recommended to examine in greater depth the medium's effectiveness in enhancing students' understanding of academic procrastination.

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