

ENHANCING STUDENT EMOTIONAL INTELLIGENCE WITH *LUDO EMOSI*: AN EFFECTIVE EXPERIENTIAL LEARNING MODEL FOR GROUP GUIDANCE

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Abstract: Low emotional intelligence is a significant problem that hinders the social and academic development of high school students, where conventional guidance methods often fail to engage students effectively. This study aims to evaluate the effectiveness of an innovative group guidance intervention model that uses the Ludo Emosi game media in the Experiential Learning framework to improve students' emotional intelligence. This study used a pre-experimental, one-group pretest-posttest design involving eight 11th-grade students with low to moderate levels of emotional intelligence. The intervention was carried out in three structured sessions following Kolb's learning cycle, namely concrete experience, reflective observation, abstract conceptualization, and active experimentation. The results showed a statistically significant increase in participants' emotional intelligence scores from before (pretest, $M=19.12$) to after (posttest, $M=51.75$), as evidenced by the Paired Samples t-test ($t(7) = -15.76$, $p < 0.001$). Furthermore, the N-Gain Score analysis produced a value of 0.80, indicating that the intervention had a practical effectiveness level classified as "High." These findings demonstrate that a game-based experiential learning approach can effectively improve students' emotional skills and provide a practical, validated intervention model for guidance and counseling teachers.

Keywords: guidance counseling; group guidance; experiential learning; emotional intelligence

INTRODUCTION

Adolescence is a transitional phase from childhood to adulthood. The transition period is characterized by many changes in the individual, including biological, cognitive and social-emotional changes (Santrock, 2011). These changes that occur in adolescents are often followed by new problems, ranging from independence, conflicts with peers and family and a tendency to experience stress and depression (Santrock, 2011).

According to Achenbach & Rescorla (Kamilah & Rahmasari, 2023), emotion-related problems are prone to occur in adolescents, such as anxiety, depression, withdrawal, stress, difficulty thinking, difficulty adapting and excessive aggressive behavior. In addition, adolescents who have not managed their emotions effectively tend to experience difficulties

with socializing and academic achievement at school (Amalia & Haryani, 2024). These problems arise from low emotional intelligence among adolescents (Fitria, Harahap, & Agustina, 2022).

Based on a survey conducted by the Centers For Disease Control and Prevention (CDC), it shows that in 2016-2019 as many as 32.5% of adolescents and children in the United States had emotional problems (Fitria et al., 2022). Based on the results of the 2023 Indonesian Health Survey (SKI) conducted by the Badan Kebijakan Pembangunan Kesehatan (2023) related to a survey of mental health problems conducted on individuals aged > 15, it was found that the 15-24 age group experienced mental health problems with a percentage of 2.8%. The 15-24 age group is the most vulnerable age group in experiencing mental health problems.

Based on the above problems, emotional intelligence is an important quality that everyone, especially adolescents, must possess, as they are experiencing many changes in their lives. According to Goleman (2006), emotional intelligence is the ability to regulate emotions and their expression through self-awareness, self-control, self-motivation, empathy, and social skills. Furthermore, based on a preliminary study conducted by researchers among class XI students at SMAN 1 Baros, it was found that 65% of students have emotional intelligence at the low-medium level. Thus, an intervention is needed to improve students' emotional intelligence.

To address these problems, the Guidance and Counseling Teacher needs to provide guidance services. Guidance services function as prevention by developing individual aspects, be it personal, social, academic, or career. One form of guidance service is experiential learning-based group guidance using Ludo media. Ludo is a game media that can simulate social life (Fauziah, Rochani, & Handoyo, 2023). The application of Ludo in learning/services can increase interaction among students, generate excitement, interest in learning, and a competitive spirit, and help students develop emotional regulation and self-control (Fauziah et al., 2023; Kasmia, 2022).

Although Ludo game media has been used in several service settings by Guidance and Counseling Teachers, there is a gap in the literature, particularly regarding its structured and systematic application in guidance services, especially group guidance services. Previous applications tend to focus on cognitive aspects rather than on developing emotional aspects in students, especially emotional intelligence. This article aims to fill the gap by presenting a model of "best practices". Specifically, it details the integration of a modified *Ludo Emosi* game into group guidance services, based on David A. Kolb's experiential learning approach. Thus, creating an effective, replicable, and engaging group guidance service intervention to increase students' emotional intelligence.

Experiential Learning is one of the approaches developed from David A. Kolb's theory (Rahmi, 2024). He developed the Experiential Learning Theory, which emphasizes that effective learning occurs through a cycle of hands-on experiences that includes four stages: concrete experience, reflection, abstract conceptualization, and active experimentation. This approach supports the development of social-emotional skills and better decision-making. In the context of guidance services, this approach allows students to experience real-life situations, reflect on their experiences, understand underlying concepts, and apply them in their lives (Rahmi, 2024; Romiaty & Rahimi, 2020).

The main characteristics of the Experiential Learning model are as follows. First, it is based on direct experience. Guidance activities are designed so that students experience situations relevant to the issues being discussed. Second, structured reflection. After experiencing an activity, students are guided to reflect on what happened, what they felt, and what they learned. Third, collaboration. Activities are conducted interactively in groups, encouraging students to share and build meaning together (Daniswara & Setiawati, 2024). Therefore, it can be concluded that the Experiential Learning-Based Guidance Service Model is highly suitable for implementation in an educational setting because it provides meaningful hands-on experiences, encourages deep reflection, and fosters active student engagement. Through this approach, guidance services not only address cognitive aspects but also strengthen social and emotional values in real life.

According to the literature review, the various stages of the service will be described using the following Experiential Learning model. First, the Concrete Experience Stage. Guidance and Counseling Teachers facilitate activities that allow students to directly experience situations containing messages in the service, such as group games. Guidance and counseling teachers need to provide media that support the service process. Second, the Reflective Observation Stage. After the experience, students are encouraged to reflect by answering questions that explore their feelings, attitudes, and understanding of the situation they have just experienced. Third, the Abstract Conceptualization Stage. Students are guided to connect their experiences and reflections with relevant theories, values, or norms, thereby developing new conceptual understanding. Fourth, the Application Stage (Active Experimentation). Students are motivated to design and try out new behaviors and attitudes in real life based on the understanding they have developed (Dhana, 2024; Hajjah, Munawaroh, Yuniasti, Wulandari, & Hidayati, 2022).

Thus, it can be concluded that this guidance model is based on David A. Kolb's Experiential Learning theory (Kasmia, 2022), which emphasizes that meaningful learning grows from direct experiences that are recognized, understood, and tested in real actions. In the context of guidance services, this theory reinforces the idea that self-understanding, attitudes, and values can grow through students' active involvement in situations specifically designed to foster emotional and social awareness. Additionally, the effectiveness of this model lies in its ability to connect students' life experiences with reflective and applied guidance processes. Learners not only understand concepts but also learn to practice positive behaviors and emotional skills in real life. This approach strengthens empathy, self-control, cooperation, and initiative, and builds the habit of critical thinking in making responsible decisions.

METHOD

This study was conducted using a pre-experimental design with a one-group pretest-posttest model. This research design was chosen as a method for evaluating and measuring the effectiveness of the intervention in the research group. Measurement of the effectiveness of the intervention is done by comparing the initial condition (pretest) and the final condition (posttest) after the group guidance service intervention.

The participants in this study were students in class XI at SMAN 1 Baros, Serang. The sampling methods used to select participants were based on a non-probability purposive sampling technique. The criteria for research participants were students identified as having emotional intelligence in the "low" to "medium" range. Based on the results of the previously conducted assessment, eight students were selected as research participants. The participants were divided into two small groups of four each.

The research instrument used in data collection in this study is a questionnaire. The questionnaires used include an emotional intelligence questionnaire and a group guidance service satisfaction sheet. The Emotional Intelligence Questionnaire was used to measure the level of emotional intelligence of research participants, both before and after the implementation of the intervention. The Emotional Intelligence Questionnaire was developed based on Daniel Goleman's theory of emotional intelligence (2006). This questionnaire measures five aspects of emotional intelligence, including self-awareness, self-control, motivation, empathy and social skills. The Emotional Intelligence Questionnaire has undergone testing to assess its validity and reliability. The questionnaire consists of 15 statements with a Cronbach's Alpha reliability coefficient of 0.875, which is "very high".

The research procedure was carried out systematically in three main stages as follows:

1. Pretest stage: conducting an initial assessment using an emotional intelligence questionnaire to obtain initial data and an overview of the level of emotional intelligence in students.
2. Intervention Stage: Implementation of experiential learning-based group guidance service interventions using Ludo Emosi media. The intervention was carried out over three sessions, each 45 minutes long, and was designed around four stages of the experiential learning cycle (concrete experience, reflective observation, abstract conceptualization, and active experimentation).
3. After all stages of the intervention are completed, participants are given an emotional intelligence questionnaire to obtain final data (posttest) and assess their level of acceptance of group guidance services.



Figure 1. Intervention Flowchart

Data analysis techniques included descriptive statistics, prerequisite tests (normality test), hypothesis testing, and analysis of intervention effectiveness using the Normalized Gain Score (N-Gain). The data analysis was carried out using SPSS Ver 26.00 (Statistical Package for the Social Sciences).

RESULT AND DISCUSSION

Result

In this section, the results of statistical data analysis will be presented. The statistical analysis includes descriptive statistics, tests of data normality, hypothesis testing, and analysis of intervention effectiveness.

1. Group Guidance Service Intervention Process

The group guidance service was conducted in three sessions, with each session lasting 45 minutes and attended by eight participants who were divided into two small groups. Each session was systematically designed following the four stages of Kolb's Experiential Learning Cycle to ensure that the gaming experience could be transformed into meaningful emotional learning.

Stage 1: Concrete Experience

At this stage, participants are actively involved in the Ludo Emosi game. Concrete experiences come not only from the playing activity itself, but also from the social interactions and emotional challenges that naturally arise. For example, when an opponent returns a student's pawn to the starting point, it triggers genuine feelings of frustration or disappointment. Conversely, when getting a good turn or draw, there is a feeling of excitement. The specially designed challenge cards and questions also serve as prompts to reflect on personal experiences, giving learners new ways to engage with themselves and their emotions. The role of the facilitator (counseling teacher) is to observe, guide the process, ensure psychological safety, and note important dynamics that emerge for later discussion.

Stage 2: Reflective Observation

After the game lasts approximately 20-25 minutes, the facilitator pauses to begin the reflection stage. This is the core of the intervention process. Participants are encouraged to discuss and share their thoughts and feelings during the play.

Stage 3: Abstract Conceptualization

At this stage, the facilitator helps participants to give names and meanings to the experiences they have reflected on. Personalized experiences are linked to core concepts of emotional intelligence. Guide learners in connecting their experiences to their understanding, particularly regarding emotion regulation and emotional intelligence. Learners can create a new understanding of emotional intelligence.

Stage 4: Active Experimentation

To conclude, the facilitator encourages participants to create a plan for applying their new knowledge and understanding in their daily lives outside the guidance sessions, especially in developing emotional intelligence.

2. Descriptive Statistics of Service Intervention

The group guidance service intervention was provided to eight research participants (N=8). In Table 1, a comparison of the emotional intelligence scores of each research

participant before and after the intervention is shown. The comparison of pretest and posttest emotional intelligence scores is as follows:

Table 1. Pretest-Posttest Comparison of Emotional Intelligence Score

No.	Name	Pretest	Posttest	Score Differences
1	SK	20	52	+32
2	M	21	56	+35
3	LAM	18	56	+38
4	SMR	17	57	+40
5	SJ	20	47	+27
6	LA	16	48	+32
7	LM	18	53	+35
8	MB	23	45	+22
Rata-rata (Mean)		19.12	51.75	+34.14
Standar Deviasi (SD)		2.3	4.6	

Based on the comparison table of participants' pretest-posttest emotional intelligence scores above, all participants showed an increase, with an average increase of +34.14. To facilitate the analysis process, the score comparison is displayed in the form of data visualization, as follows:

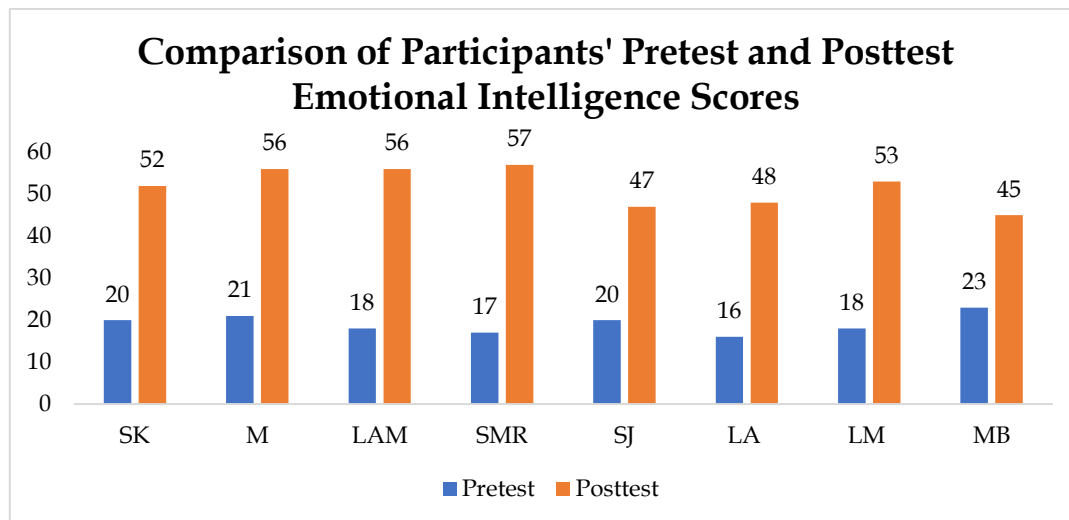


Figure 2. Comparison of Participants' Pretest-Posttest Emotional Intelligence Scores

3. Normality Test

Before hypothesis testing, a normality test is conducted to assess the distribution of the data. The normality test was carried out using the Shapiro-Wilk Test to assess the distribution of the obtained pretest-posttest difference scores. The results of the data normality test are presented in the following table:

Table 2. Test of Normality Result

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
posttest_pretest	.207	8	.200*	.946	8	.673

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

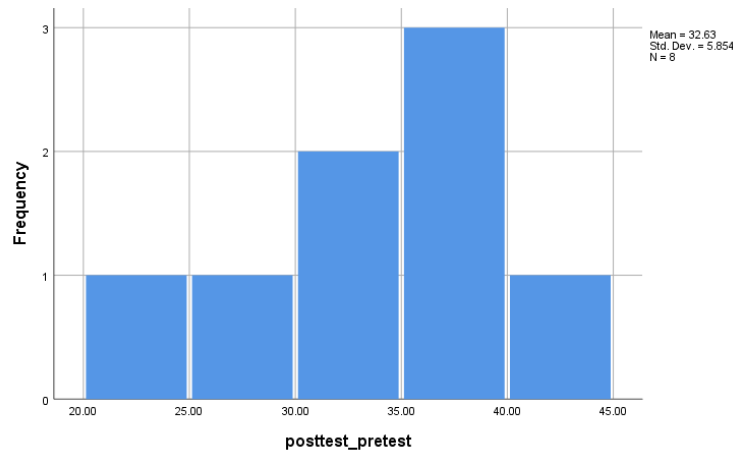


Figure 3. Participant's Emotional Intelligence Pretest-Posttest Score Distribution

Based on the results of the normality test carried out, the Shapiro-Wilk p-value is $p = 0.673$ ($p > 0.05$). Therefore, it can be concluded that the distribution of emotional intelligence comparison scores is "normally distributed". Based on the results of this normality test, the hypothesis test used is the paired-samples t-test.

4. Hypothesis Testing

Hypothesis testing was conducted using the Paired Samples t-test. The Paired Samples t-test was used to assess whether there was a significant mean difference in participants' emotional intelligence scores before and after the intervention. The following are the results of the statistical calculations conducted.

Table 3. Result of Paired Sample t-test

Paired Samples Test							
	Paired Differences			95% Confidence Interval of the Difference		t	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	Lower	Upper		
Pairpretest - 1 posttest	-32.62500	5.85388	2.06966	-37.51896	-27.73104	-15.763	.000

The results of the analysis showed a significant difference between pretest scores (Mean = 19.12, SD = 2.3) and posttest scores (M = 51.75, SD = 4.6), with $t(7) = -15.76$ and p-value < 0.001.

Based on the statistical calculations above, the $t(7) = -15.76$ indicates a large average difference between before and after the intervention. Furthermore, a p-value of < 0.001 was obtained, indicating that the experiential learning-based group guidance service intervention using *Ludo Emosi* media significantly increased participants' emotional intelligence scores.

5. Analysis of Intervention Effectiveness (N-Gain Scores)

The practical impact of the intervention was measured using the Normalized Gain Score (N-Gain Score) to assess its effectiveness. The calculation of N-Gain Score uses the formula proposed by Hake (1998):

$$g = \frac{(\text{Posttest Mean Scores}) - (\text{Pretest Mean cores})}{(\text{Ideal's Scores}) - (\text{Pretest Mean Scores})}$$

Figure 4. Normalized Gain Scores Formulas

By entering the research data (Pretest Average = 19.12, Posttest Average = 51.75, and Ideal Maximum Score = 100), the calculation is as follows:

$$g = \frac{51.75 - 19.12}{60 - 19.12} = \frac{32.63}{40.88} = 0.80$$

Figure 5. Calculated N-Gain Scores

The result of the N-Gain Score calculation is 0.80. Based on Hake's (1998) criteria, this value falls into the "High" category. Further analysis showed that the program's effectiveness reached 80%, which can be classified as "Highly Effective". This finding indicates that the intervention was not only statistically significant but also had a very large impact on change.

Discussion

The main findings of this study indicate that a group guidance service intervention using *Ludo Emosi* media designed with an Experiential Learning approach significantly improved participants' emotional intelligence. Strong quantitative evidence supports this success, where the results of the Paired Samples t-test showed a highly statistically significant increase in scores ($p < 0.001$) from pretest to posttest. Furthermore, the N-Gain Score analysis yielded a value of 0.80, indicating that the intervention had a "High" level of practical effectiveness. This combination of statistical significance and high practical effectiveness confirms that the intervention model developed is not only successful, but also provides a very large and meaningful change impact for participants..

The success of this intervention can be explained through the underlying theoretical framework, Kolb's Experiential Learning Cycle. The effectiveness of this model lies not in the game itself, but rather in how each stage of the cycle systematically transforms play experiences into social-emotional learning.

First, at the Concrete Experience stage, the *Ludo Emosi* game successfully creates a safe space for learners to experience and learn about emotions. Moments such as a pawn returning to the starting point or getting a challenge card are no longer just games, but triggers for real

emotions such as frustration, joy, or anxiety. These experiences become authentic raw materials for learning. Secondly, at the Reflective Observation stage, the intervention is effective due to the structured discussion session led by the facilitator. It is at this stage that students learn to pause to identify and articulate what they are feeling - a crucial step towards self-awareness that is often missed in everyday life.

Third, at the Abstract Conceptualization stage, the facilitator's role becomes central in connecting personal experiences ("I get angry when I lose") with theoretical concepts ("That is an example of how we need to practice self-regulation"). By giving theoretical "labels" to real experiences, students begin to build a more solid conceptual understanding of emotional intelligence. Finally, at the Active Experimentation stage, the model encourages the transfer of learning to the real world, where students are challenged to apply the emotion management strategies learned in the game to their everyday problems, ensuring that learning does not stop in the guidance room.

Previous research shows that this guidance model can alleviate low emotional intelligence among students in educational units. A previous study has explained the success of this guidance model in great detail, but there has been no specific research applying the Ludo game medium to this guidance model for the phenomenon of emotional intelligence. This can be seen in the study titled "Development of a Group Guidance Model with Experiential Learning to Improve Emotional Intelligence in Junior High School/MTS Students" (Munawaroh, 2023). Moreover, the research subjects were junior high school students. Meanwhile, this case involves a recent phenomenon found in senior high schools. Thus, this novelty can serve as a research topic on the implementation of the Experiential Learning guidance model using an innovative game-based media rooted in local wisdom, called the Ludo Emosi game, through a development process, thereby becoming one of the efforts to address low emotional intelligence among students. Dhana (2024) shows that the Experiential Learning Technique method can enhance students' active participation in counseling services, making it highly potential for application in this Emotional Ludo Media innovation. Additionally, findings from Fauziah et al. (2023) prove the effectiveness of Ludo games in improving students' understanding of social issues, such as bullying, indicating that this media can address both the emotional and cognitive aspects of students simultaneously.

* The results of the identification of the advantages of the Experiential Learning-Based Guidance Service Model are described as follows. First, it provides meaningful real-life experiences. Students are not merely recipients of information but are directly involved in the experience. This makes the guidance program feel more active, resulting in deeper and longer-lasting understanding. Second, it develops emotional intelligence in a genuine manner. Through activities that involve feelings and self-reflection, students learn to recognize, understand, and manage their emotions. This positively impacts their ability to empathize, build social relationships, and make wise and responsible decisions. Third, it increases participation and enthusiasm in the program. This approach helps students experience a sense of full involvement, not just physical presence. When they directly experience processes that touch on personal aspects, their mental and emotional engagement increases. Fourth, fostering reflective attitudes and personal responsibility. Reflection after activities helps students become aware of the impact of their actions, making them more responsible for their

choices and behavior in life. Fifth, it is flexible and adaptable to various service topics. This model can be applied to various guidance themes, such as self-development, social relationships, career planning, and academic adjustment. The service process can be tailored to the specific context and needs of the students. This is also supported by the findings of Daniswara & Setiawati (2024), which show a significant increase in students' self-efficacy through the application of experiential learning in group guidance services. Additionally, the systematic and creative use of experiential learning can improve students' social-emotional skills (Hajjah et al., 2022). In this regard, research by Dani (2024) concluded that the Ludo game medium can significantly improve students' critical thinking skills, supporting cognitive engagement in guidance activities.

However, this study makes specific new contributions. Compared to Munawaroh's (2023) study, which also developed a similar model for emotional intelligence, this study extends its findings by (a) applying it to the context of high school students, and (b) presenting more precise quantitative evidence through N-Gain Score analysis, which provides a clear measure of effectiveness. In addition, if the research by Fauziah et al. (2023) demonstrated the effectiveness of Ludo in understanding social-cognitive issues such as bullying, this study adds a new dimension by proving that Ludo is also highly effective in the personal-affective domain, namely, the management of internal emotions.

The results of this study have several important implications. Practically, this study provides counseling teachers with a structured, tested, and highly effective intervention model. The 4-stage model can serve as a practical guide for delivering more engaging and impactful group guidance services, while the Ludo Emosi media can be replicated as a low-cost tool. For future research, these findings pave the way for more rigorous studies. Future research is recommended to use an experimental design with a control group to strengthen causal evidence, test this model on a larger, more diverse sample, and conduct a longitudinal study with follow-up measurements to assess whether the improvement in emotional intelligence persists over the long term.

Although this study shows very positive results and provides strong preliminary evidence, it is important to acknowledge some inherent methodological limitations. These limitations should be considered when interpreting the findings and may serve as directions for future research. First, the main limitation lies in the research design. The use of a pre-experimental one-group pretest-posttest design did not involve a control group, which means the study cannot completely rule out the possibility of other external factors - such as students' natural maturation or the effect of taking the pretest itself - that may have contributed to the improvement in scores. Therefore, we cannot definitively state a cause-and-effect relationship.

Second, limitations are related to the characteristics of the sample. The study was conducted on a small, homogeneous sample (N=8) from one school, which limits the generalizability of the findings to a broader population of high school students. Third, limitations stem from the measurement process. The measurement of emotional intelligence relies on self-report instruments that are prone to bias. In addition, this study did not include long-term follow-up measurements to assess whether the improvements are permanent. Considering these limitations, the results should be interpreted as a pilot study for future studies with a more rigorous and accurate research methodology.

CONCLUSION

The implementation of group counseling services based on Experiential Learning, using the Ludo Emosi game, has proven effective in improving the emotional intelligence of high school students. Research results show that most students fall into the moderate-to-low emotional intelligence category, with the highest percentage showing an inability to manage emotions. Through the Experiential Learning approach, which emphasizes real-life experiences, reflection, and active application, students not only gain theoretical understanding but also internalize emotional skills through joyful and contextual activities. The significant improvement in emotional intelligence scores and the high level of student satisfaction with the program demonstrate the effectiveness of this approach. The use of innovative media, such as Ludo Emosi, also enhances active participation and boosts students' enthusiasm for learning. Despite challenges in implementation, such as time constraints, limited resources, and effectiveness in large groups, the overall results indicate that this model is worthy of further development. Therefore, counseling services that use an experiential learning approach, combined with innovative media such as Ludo Emosi, represent a potential strategy for supporting the comprehensive, adaptive, and sustainable social-emotional development of students.

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