



# EFFECTIVENESS OF MOKATAJA MONOPOLY GAME IN CLASSICAL GUIDANCE TO ENHANCE STUDENTS' RESPONSIBILITY CHARACTER

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## Abstract

This study aims to examine the effectiveness of classical guidance services using the educational game MOKATAJA (Monopoly Character Responsibility) in enhancing students' sense of responsibility. The research was motivated by concerns over the low level of responsible behavior among students, reflected in various negative behaviors observed at school. A quantitative approach was employed with a one-group pretest-posttest experimental design involving 81 tenth-grade students, selected from a population of 417 using pretest results and purposive sampling techniques. The intervention utilized a modified Monopoly game integrated with responsibility values. Data were analyzed through descriptive statistics, normality tests, and the Wilcoxon signed-rank test. Findings revealed a significant increase in responsibility scores, from a pretest mean of 64.19 to a posttest mean of 85.27, with a significance level of 0.000 ( $p < 0.05$ ). These results indicate that classical guidance using the MOKATAJA game is effective in improving students' responsibility character. The study recommends the integration of creative and reflective media in guidance and counseling services to support character education in schools.

**Keywords:** Classical Guidance; monopoly game, responsibility character;

## 1. Introduction

Character education is an essential component of the education system and curriculum, aimed at shaping the personality and morality of students (F. Waruwu, 2024). This globalization era led to rapid moral and social challenges, so that character education becomes increasingly relevant to be implemented comprehensively within school environments. As the common believe implied the globalization numerous positive impacts, there also undeniable fact that the rapid changes also followed by numerous negative issues. There are unrestricted access in digital source information, which affect to the growing issues of misguides and fallacies to the students and in the end become the inappropriate decision on their social behaviors (Listiana, 2021). Misguided and maladaptive behaviors occur because of students limited wisdom to position themselves within global influences and local wisdom that had so many kontras values thorough social media and various online platforms (Tandi et al., 2025).

The acculturation of global values often misaligned with local wisdom. This misaligned values make the students facing difficulties to develop their character traits. This becomes today's educator challenges to build the students character. One of the factor of this challenged is the excessive spending time of social media used, that make the students consuming foreign cultural content. Another challenged is the online gaming addiction that led to unproductive behavior and ignorance character of the students. These issues deteriorate the important values (nationalism, independence, religiosity, and cooperation) in the students character This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License. (Puspita et al., 2024). The reduced moral awareness and ethical standards become the prove to reflect the unpreparedness of today's young generation in facing the complexities of globalization (Nurlaili & Naufal, 2022).

Amid the increasing accessibility of information in the globalization era, schools and educational institutions play a pivotal role in shaping students' character for the nation's future progress. Education is not merely about academic instruction but also involves instilling values and guiding students in real-life social contexts. Through the cultivation of positive moral values within educational settings, students are expected to manage real-world challenges effectively upon completing their formal education (Iqbal, 2024). Among the core values of character education, responsibility stands out as a critical aspect requiring special attention.

Responsibility reflects students' ability to recognize, accept, and fulfill their obligations, whether academic or social. It encompasses behaviors where students are willing to bear the consequences of their actions, impacting both themselves and others in their environment (Ningsih & Rasyid, 2023). Responsibility is an important indicator of a student's capacity to act independently, consistently, and with awareness of the repercussions of their behavior. However, current observations indicate that many students exhibit low levels of responsible behavior.

This phenomenon is evident in various negative behaviors observed in schools, such as laziness, procrastination, cheating, making excuses, neglecting assignments, skipping classes, showing disrespect toward teachers, and failing to fulfill classroom duties like cleaning schedules (Gaol et al., 2023). Despite advancements in both intellectual and non-intellectual domains, globalization presents significant challenges, particularly for adolescents. Many students drop out of school and, in some cases, become involved in criminal activities due to disciplinary violations, including rebellious behavior, smoking, drug abuse, fighting, theft, and even engaging in premarital sexual activities. These issues stem from the increasingly permissive social environment, highlighting the need for strict supervision from schools and parents (Apendi, 2020; Ramadhan, 2025).

The erosion of moral values among the younger generation is also reflected in growing indifference, disrespect, and disregard for others within community settings, either directly or indirectly. Such behaviors have caused concern among local communities (Aisyah & Fitriatin, 2025). These conditions illustrate that character education, particularly regarding responsibility, has not been optimally implemented. Findings from field observations further underscore these concerns. Observations conducted at MI Islamiyah Pelumutan between February and March 2023 revealed that many students failed to demonstrate responsible behavior, as evidenced by littering, absenteeism without permission, and noncompliance with school dress codes (Badarudin et al., 2024).

National data also support these observations. The KPAI (Indonesian Child Protection Commission) documented more than 1,400 of bullying cases within educational institutions in 2023. Furthermore, in early 2024, KPAI recorded 114 violence cases in schools, and 46 of them resulting in fatal injuries. Similarly, data from the BPS (Central Bureau of Statistics) indicate a significant rise in juvenile delinquency cases. As the BPS stated reported approximately 10,550 cases in 2018, had increased to 15,850 cases by 2022 (Wulandari et al., 2024). These cases included theft, fighting, gang clashes, and other criminal acts (Wulandari et al., 2024). This fact implied that the misaligned values might seriously affect into the criminally behavior, and it become an urgent need to develop a sense of responsibility among students, as strengthening this character trait can foster empathy, positive social behavior, solidarity, and resilience against negative influences. These findings affirm that the decline in responsible behavior among students is a pressing issue that requires immediate and effective intervention. The need should focused to help adolescents to accept consequences for their actions and contribute positively to society, especially thorough responsible character education (Bobyanti, 2023).

The lack of responsibility is not limited to societal contexts but is also evident within schools, where students frequently exhibit irresponsible behaviors during academic activities. This issue extends beyond individual concerns and poses systemic challenges to educational quality. Left unaddressed, it can lead to stagnation or regression in character development. Consequently, innovative educational strategies are needed as strategies that go beyond instructional approaches and provide enjoyable, meaningful experiences to foster value-based learning.

Several previous studies have explored the use of classical guidance services combined with instructional media, including Monopoly-based games, to enhance various aspects of student development. For instance, research by Genita Permata et al. (2023) demonstrated an improvement in self-confidence scores from 110 to 154 after implementing guidance sessions using Monopoly at SMK Negeri 3 Blitar. Similarly, Hanum (2023) found that Monopoly-based media effectively increased the confidence of seventh-grade students at SMP Negeri 1 Krueng Sabee, as indicated by significant statistical results ( $p < 0.05$ ) and t-values exceeding the critical

threshold. However, most prior studies did not specifically develop game innovations that systematically embed responsibility values. Furthermore, approaches to classical guidance that emphasize the consequences of actions and decision-making processes have not been extensively integrated into game design.

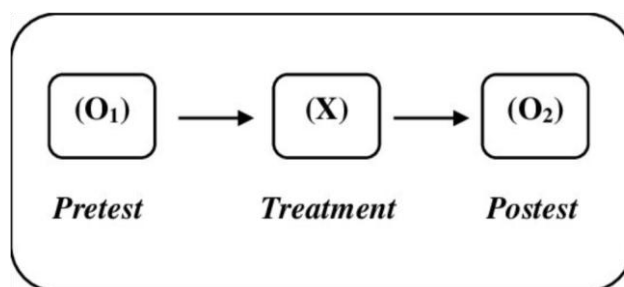
Classical guidance itself serves as a foundational preventive service in guidance and counseling programs, characterized by structured interactions between counselors or guidance teachers and students in classroom settings. Typically, classical guidance involves group discussions, question-and-answer sessions, and practical exercises that encourage active student participation in an enjoyable environment (Kamalia et al., 2020).

To address the identified gap, this study proposes an alternative approach through classical guidance incorporating game-based learning using a specially designed medium called Monopoli Karakter Tanggung Jawab (MOKATAJA). This medium represents a modification of the traditional Monopoly game, tailored to promote understanding, awareness, and the practice of responsible behavior among tenth-grade students. The innovation includes redesigned game boards, the addition of reflection cards containing responsibility-related values, and scenarios that challenge students to think critically and make responsible decisions during gameplay. Through this method, the study seeks to determine the effectiveness of MOKATAJA in enhancing students' responsibility character within a structured guidance framework.

## 2. Method

### 2.1 Research Design

This study employed a quantitative research method with an experimental approach. The objective was to determine the effect of classical guidance services using MOKATAJA media in improving the responsibility of tenth-grade students. A quantitative approach was chosen to collect and analyze numerical data, providing valid information about the observed phenomenon before and after the intervention (M. Waruwu et al., 2025). The research design applied was a one-group pretest-posttest design, which involves measuring a single group before the intervention (pretest), administering the classical guidance service, and then measuring again (posttest) to assess any changes (Arliana et al., 2022).



**Figure 1. One-Group Pretest-Posttest Design**

Explanation:

O<sub>1</sub>: Pretest using the responsibility character scale

X: Implementation of classical guidance intervention using MOKATAJA media

O<sub>2</sub>: Posttest using the responsibility character scale

### 2.2 Participants

The population of this study consisted of all tenth-grade students at a school pilot, totaling 417 students across 12 classes. Tenth graders were selected as they are in early phase of their highschool years, and provide a strategic developmental stage for shaping character and instilling responsibility values. To determine the sample, an initial measurement using the responsibility character scale was administered to the entire population. This pretest aimed to identify the students' level of need for classical guidance services. Descriptive analysis was then conducted on the pretest results to determine the average responsibility score for each class.

The sample was selected based on the following criteria: (a) Classes with a low average responsibility character score based on the pretest; (b) Availability of schedule for classical

guidance during the research period; (c) Approval and support from the guidance and counseling (BK) teacher. The sample size was determined using the Slovin formula:

$$n = \frac{1 + N(eN)^2}{e^2}$$

$n$  = sampel size

$N$  = total population (417 students)

$e$  = margin of error (10%)

Based on this calculation, the sample size was 81 students from the population of 417. For practical implementation, three classes were chosen as the experimental group, given that classical guidance is typically conducted in large groups (entire class) to maintain classroom dynamics and effectiveness. Each class has approximately 31–36 students; thus, three classes (a total of 99 students) exceeded the minimum required sample size. The three classes were selected using purposive sampling, based on low responsibility scores in the pretest and availability of class schedules.

### 2.3 Research procedures

The research was conducted during the even semester of the 2024/2025 academic year, spanning approximately three weeks. Activities included instrument preparation, pretest administration, delivery of the guidance service, and posttest administration. The preliminary study provide the students' needs and sample selection. The researcher then adopted the responsibility character scale developed by Sulisty (2020), which had previously undergone validity and reliability testing. The Classical guidance services using the MOKATAJA media were then delivered to the selected classes in one 45-minute session using an interactive approach to foster understanding and responsible behavior. After the intervention, students were given a posttest using the same scale to measure changes in responsibility scores. Pretest and posttest data were analyzed using descriptive statistics, normality testing, and the Wilcoxon Signed-Rank Test to assess the effect of the intervention.

### 2.4 Instruments

The research instrument aimed to collect data accurately and consisted of a responsibility character scale adapted from Sulisty (2020). This scale served as a benchmark for students' responsible behavior in both the pretest and posttest stages. It was used to determine the pretest scores of the population and identify samples with moderate or low responsibility levels. The Instrumen also measure posttest scores after the intervention of classical guidance. The scale includes four indicators and 25 statement items, using a 4-point Likert scale. Validity testing was conducted in two stages by experts. The first evaluation yielded a total score of 22 points, categorized as "usable with revision." The second evaluation improved the score to 28 points, categorized as "usable." Further validity and reliability testing by prospective users resulted in a total score of 33 points, with the following average scores: material aspect = 3.6, construct aspect = 4.0, and language aspect = 3.11.

### 2.5 Data Analysis

Data analysis aimed to determine the effect of classical guidance using MOKATAJA media on students' responsibility behavior. The data consisted of pretest and posttest scores from the experimental group. Descriptive analysis was applied to describe the data trends, including calculations of mean, standard deviation, minimum, and maximum values. Normality testing was performed using the Kolmogorov-Smirnov test, as the sample size exceeded 50 students. If the significance value was greater than 0.05, the data were considered normally distributed; otherwise, they were not (Sintia et al., 2022). Since the data were found to be non-normally distributed, a non-parametric test, the Wilcoxon Signed-Rank Test, was used to examine the difference between pretest and posttest scores. A significance value of less than 0.05 indicated a significant effect ( $H_0$  rejected), whereas a value greater than 0.05 indicated no significant effect ( $H_0$  accepted) (Astuti et al., 2021).

## 3. Results and Discussion

### 3.1 Result

#### 3.1.1 Descriptive Result

Before conducting hypothesis testing, a descriptive analysis was first performed on the pretest and posttest scores.

**Table 1. Descriptive Statistic**

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>Pre-Test</i>	99	50	78	64.19	7.810
<i>Post-Test</i>	99	76	91	85.27	3.619
<i>N Valid (listwise)</i>	99				

Based the table 1, the pretest mean score was 64.19 with a standard deviation of 7.810, while the posttest mean score increased to 85.27 with a standard deviation of 3.619. The minimum pretest score was 50 and the maximum was 78, whereas the posttest scores ranged from 76 to 91. These results indicate a notable descriptive improvement in students' responsibility scores after receiving classical guidance services using the MOKATAJA gamebased media.

#### 3.1.2 Normality Test Result

The normality test was conducted using the Kolmogorov-Smirnov test, as the sample size exceeded 50 students.

**Table 2. Normality Test**

	<i>Kolmogorov-Smirnov</i>			<i>Shapiro-Wilk</i>		
	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
<i>Skor Pre-Test</i>	.157	99	.000	.932	99	.000
<i>Skor Post-Test</i>	.106	99	.008	.932	99	.002

The results showed that the significance value for both the pretest and posttest scores was  $< 0.05$ , indicating that the data were not normally distributed. Thus, the hypothesis testing was carried out using a non-parametric test, namely the Wilcoxon Signed Rank Test..

#### 3.1.3 Hypothesis Testing

The Wilcoxon Signed Rank Test was applied to determine whether there was a significant difference between the pretest and posttest scores.

**Table 3. Wilcoxon Signed Rank Test**

	<i>Null Hypothesis</i>	<i>Test</i>	<i>Sig.</i>	<i>Decision</i>
1	The Median of Differences between Skor Pre-Test and Skor Post-Test equals 0.	Related Samples Wilcoxon Signed Rank Test	.000	Reject the null hypothesis

The test yielded a Sig. value = 0.000 ( $< 0.05$ ), which means the null hypothesis ( $H_0$ ) is rejected. Therefore, it can be concluded that there is a significant effect of classical guidance services using the MOKATAJA media on improving students' responsibility behavior.

### 3.2 Discussion

The findings of this study indicate that classical guidance services utilizing the educational board game MOKATAJA (MONopoli KARakter TAnggung JAWab/Monopoly of Responsibility Character) significantly improve students' responsibility behavior in the tenth Grade. This conclusion is supported by a substantial difference in the pretest and posttest scores, with the mean increasing from 64.19 to 85.27. The Wilcoxon Signed Rank Test yielded a significance value of 0.000 ( $< 0.05$ ), confirming that the improvement in students' responsibility after receiving this intervention is statistically significant. These results demonstrate that a creative approach through game-based learning, specifically using a modified monopoly game, can effectively instill character values such as responsibility.

Responsibility behavior is a crucial indicator in shaping students' character as it reflects their ability to recognize, accept, and fulfill obligations consistently while being accountable for their decisions and actions. A strong sense of responsibility encourages students to act independently, refrain from blaming others, and maintain integrity in completing tasks and adhering to social norms. However, real-world observations reveal that many students exhibit the opposite behavior, as they are avoiding responsibilities and showing indifference toward their duties, both in academic and non-academic contexts.

Character education in conventional methods commonly used expository and assignment, that had less significant effect to the students behavioral changes. An innovative learning strategies are more relevant to todays generation, provide more active design, various activities and interactive media. These aspect are required to engage students actively, provide experiential learning opportunities, and foster internal reflection on their decisions and actions. One proven effective approach, as highlighted by this study, is game-based learning. This pedagogical method incorporates game elements into the learning process to create a more engaging, enjoyable, and meaningful experience. Educational games like MOKATAJA simulate real-life scenarios infused with moral values, allowing students to practice responsibility through decision-making exercises in a controlled environment.

This finding aligns with previous studies, such as Melati & Suparno (2020), who concluded that traditional game-based approaches effectively enhance responsibility in children aged 4–6. Although the age group and media differed, the underlying principle remains consistent: active engagement in social simulations fosters natural internalization of values (Villareale et al., 2020). Through educational games, students do more than play; they encounter various scenarios aligned with instructional objectives that require decisionmaking, acceptance of consequences, and self-reflection, thus enabling experiential exploration of responsibility dynamics similar to real life.

Similarly, Genita Permata et al. (2023) found that using monopoly-based media increased students' self-confidence, even though their research did not focus specifically on responsibility. This study fills that gap by developing a modified version of the game designed to systematically nurture students' sense of responsibility. Key innovations in MOKATAJA include the addition of reflection cards, value-based scenarios, and decision-making mechanisms with tangible consequences. This features provide the unique attractiveness and comprehensive experienes of learning.

Beyond moral values, this approach fosters critical thinking skills as students must evaluate options, make choices, and justify decisions during each turn of the game. Such activities provide implicit training in accountability. Furthermore, the social-emotional aspect of the game promotes collaboration and empathy. Students learn not only to compete but also to share ideas, listen to peers, and adapt to group dynamics. This cooperative experience supports the development of social responsibility, emphasizing the interdependence of individual actions within a group. Astuti & Nugrahanta (2024) also confirmed that groupbased educational games enhance social responsibility and strengthen caring attitudes among students.

The theoretical foundation for these findings aligns with Kolb's Experiential Learning Theory, which emphasizes that knowledge and attitudes are best developed through active experience followed by reflection (Kolb & Kolb, 2017; George M. Slavich & Philip G. Zimbardo, 2012). Experiential learning provides students with opportunities to analyze real-world situations, reflect on actions, and build problem-solving skills, ultimately shaping personal responsibility. As Smart & Csapo (2007), in Mccarthy (2016), assert, experiential learning represents an active and interactive method where students assume significant roles in the educational process, thereby maximizing individual capabilities. This method allows teachers to assess whether the intervention impacts students meaningfully and offers insights into how its effectiveness can be sustained in both academic and non-academic contexts (Galaksi, 2025).

Beyond its immediate instructional impact, the use of MOKATAJA in classical guidance also produces significant nurturant effects that extend beyond the intended learning objectives. Instructionally, the game directly teaches concepts of responsibility by embedding rules, tasks,

and reflective questions that require students to make ethical decisions and accept consequences. This structured learning process helps students internalize responsibility as a behavioral expectation. Meanwhile, the nurturant effects emerge indirectly through the game's social dynamics, such as collaboration, turn-taking, and respecting peers' perspectives (Wahyuni, et al., 2025). These experiences foster empathy, discipline, and integrity as the traits that reinforce the broader value of responsibility. Such dual impact reflects the principles of character education, where explicit instruction and implicit experiences work synergistically to shape long-term attitudes and behaviors (Villareale et al., 2020; Kolb & Kolb, 2017).

This study contributes significantly to the development of guidance and counseling services in schools. School counselors can adopt games such as MOKATAJA as an alternative medium for delivering character education content. Classical guidance services, often perceived as monotonous, can now be transformed into engaging, enjoyable sessions without compromising their core objectives. Additionally, MOKATAJA can be integrated into interdisciplinary learning activities, particularly those related to Pancasila, civic education, and religious studies. Collaboration between school counselors and subject teachers in implementing educational games can strengthen holistic character education.

Despite its promising results, this study has limitations. The use of a one-group pretestposttest design restricts the ability to compare results with a control group, making it difficult to attribute changes exclusively to the intervention. Additionally, the intervention lasted only one session (45 minutes), which may limit insights into long-term effects. Future research should employ experimental designs involving control groups or adopt mixed-methods approaches that combine quantitative and qualitative data for a more comprehensive understanding of the intervention's impact.

#### 4. Conclusion

Based on the findings of this study, it can be concluded that classical guidance services using the educational board game Monopoly of Responsibility Character (MOKATAJA) have a significant effect on improving students' responsibility behavior in Grade X. This is evidenced by the substantial difference between the pretest and posttest scores, where the mean increased from 64.19 to 85.27 after the intervention, along with the Wilcoxon Signed Rank Test significance value of 0.000 ( $p < 0.05$ ). These results indicate that a game-based learning approach, delivered through an engaging and reflective medium, is more effective in fostering responsibility values compared to traditional instructive methods. Furthermore, the incorporation of reflection cards, value-based scenarios, and situational challenges within the game design successfully encourages students to think critically and act consciously regarding the consequences of their decisions. Therefore, MOKATAJA can be recommended as an innovative alternative for implementing classical guidance services to support character education in schools.

Future research might further develop the MOKATAJA in digital format to align with students' increasing engagement with technology. Subsequent studies should employ more robust experimental designs, including the addition of a control group, to enhance the validity of findings. Additionally, adopting a mixed-methods approach would allow for a deeper exploration of students' learning experiences, while expanding the research sample to other educational levels and institutions would provide broader evidence of the media's effectiveness.

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