International Journal of Education, Vocational and Social Science
https://e-journal.citakonsultindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Development Of *A Distracted Mission Game* To Train The Concentration Of Private Junior High School Students In Bandung

Chadiza Auliana Utami
State Islamic University of North Sumatra, Indonesia
Ahmad Syarqawi
State Islamic University of North Sumatra, Indonesia

Corresponding Author: chadiza303222162@uinsu.ac.id

Abstract

Learning concentration is an important aspect that influences students' success in participating in the learning process as well as guidance and counseling services at school. This study aimed to develop the Distracted Mission Game as a classical guidance and counseling service media to improve the concentration of students at Bandung Private Junior High School and to determine its validity and practicality. This research employed a Research and Development (R&D) method using the 4D development model consisting of define, design, develop, and disseminate stages; however, the study was limited to the developing stage. The research subjects were 28 eighth-grade students of Bandung Private Junior High School. Data collection techniques included interviews and questionnaires. The research instruments consisted of media expert validation questionnaires, material expert validation questionnaires, guidance and counseling teacher response questionnaires, and student response questionnaires. The results showed that the Distracted Mission Game obtained a validity score of 80% from media experts, categorized as valid, and 95% from material experts, categorized as very valid. Meanwhile, the practicality test results showed a percentage of 90% based on guidance and counseling teacher responses and 87% based on student responses, both categorized as very practical. This game media was considered capable of helping students improve their ability to focus attention, understand instructions, maintain concentration, and control distractions during activities. Therefore, the Distracted Mission Game is feasible to be used as an innovative medium in classical guidance and counseling services to improve junior high school students' concentration.

Keywords: Distracted Mission Game, student concentration, classical guidance service.

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INTRODUCTION

Education is a systematic process that aims develop potential participant educate optimally in aspect intellectual , social , emotional , and moral. Success education No only determined by the learning process in the classroom but also by service supporters who help participants educate to overcome developmental obstacles and optimize capacity self they (Kenanga & Hayati, 2025). Guidance and counseling services function to help participants educate develop independence as well as optimize potential in aspect personal , social , learning , and career (Batubara et al., 2022; Mubarok et al., 2025).

Guidance and counseling have relationship that is not inseparable from the educational process Because both of them each other support in increase effectiveness and meaningfulness of participant development educate (Syarqawi, 2018). One of form implementation guidance and counseling services in schools are services classical . Service This given to a number of student in One class in a structured and programmed manner (Anggraeni et al., 2025; Kenanga & Hayati, 2025).

Service classical is one of the form guidance and counseling services provided to all student in One class (Bafadal & Hayati, 2025; Hermatasiyah, 2023). Service classical own superiority in reach participant educate in a way wide as well as support developmental function in general preventive and promotive . It's just that the effectiveness service classical learning relies heavily on active involvement as well as readiness cognitive student during the service process ongoing (Ellis et al., 2024; Mustofa et al., 2023).

Classical guidance is service face face inside class by the supervising teacher or counselor to help improve concentration participant educate (Aprilia & Indahwati, 2016; Pratiwi et al., 2023). In the digital era, social media has become an integral part life students who influence various aspects , including concentration and achievement academic , where the concentration is focusing one's attention on object certain within a period of time certain so that the (Aprilia & Indahwati, 2016; Rizki et al., 2025)work can be completed with good results .

Concentration is one of the important aspects in the learning process that play a big role in success participant educate in understand material lesson as well as influence the learning process (Basri et al., 2022; Hermawatia et al., 2025). Concentration Study influenced by internal and external factors , where internal factors come from from in self individuals , such as condition healthy physique , consumption food nutritious , not have serious problems , and existence motivation to learn (Kartini & Sa'adah, 2022; Riinawati, 2021).

Concentration is a very determining factor . Concentration is ability focus attention or

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thoughts on an object within a period of time certain (Agustina & Priambodo, 2017). Ability This related to the selection process relevant information and control distraction so that individuals capable maintain concentration to ongoing activity conducted . Research show that level concentration related to effectiveness participation student in learning activities and services development self (Altermann & Gröpel, 2024; Yulianti et al., 2024).

In guidance and counseling services include aspects concentration allows student understand material service , following counselor's instructions , as well as reflecting on experiences in a way more deep (Kenanga & Hayati, 2025; Maisyaroh & Astuti, 2024). This matter in line with various findings empirical show that level concentration student school medium First in service classical Still not optimal (Maisyaroh & Astuti, 2024; Mustofa et al., 2023).

Student tend easy distracted , less responsive to counselor's directions and demonstrate low participation during service ongoing . Conditions the impact on not achievement objective service in a way maximum and inhibit achievement indicator (Altermann & Gröpel, 2024; Maisyaroh & Astuti, 2024). As student involvement increases in guidance and counseling services especially level concentration they tend increased so that it is easier them to concentrate without must try hard (Tambunan & Syarqawi, 2024).

In addition, there is also participation suboptimal students in service classical show existence gap between ideal service goals and implementation realities in the field (Mustofa et al., 2023). One of contributing factors to low concentration in service classical is a delivery approach that is still dominated method lecture . Lecture method tend not enough involving participation active student as well as less able to provide stimulus maintain attention in duration certain (Harumbina et al., 2022; Ellis et al., 2024).

Therefore , a more innovative approach is needed . interactive and participatory to train student involvement in service (Harumbina et al., 2022; Yuliati, 2022). Various approaches have been used to train concentration including activity based movement like *Brain Gym* which emphasizes coordination body and integration function back and front the brain so that it can train concentration in self individual the (Agustina & Priambodo, 2017).

This approach show that stimulation physical and cognitive in a way integrated can help train readiness attention individual . Research about educational games show that Games can train motivation , active involvement and concentration student in learning (Yuliati, 2022)context . However , there is a large amount of research the focused on improving results Study academic and not yet in a way specific developing game media to train concentration in context guidance and counseling (Ellis et al., 2024; Mustofa et al., 2023)services .

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Condition the show existence gap product *(product gap)* in the practice of guidance and counseling services in schools . Until moment This Not yet There are many game media available that are designed systematically , structured and validated to train concentration student in service classical . Concentration is one of the important prerequisites for success of the service process (Altermann & Gröpel, 2024; Yulianti et al., 2024). Thus , it is necessary to develop innovative media that is not just interesting and interactive but also has runway theoretical and through a proven validation process .

Based on the problem the so study This using *a Research and Development (R&D)* approach to develop game media *"Distracted Mission Game"* as an innovative strategy in classical guidance services . Development product done through stages analysis needs , media design , validation by experts , and limited trials to assess feasibility , practicality and potential effectiveness product in training concentration student school medium First .

RESEARCH METHODS

Study This use method *Research and Development (R&D)* which aims to develop as well as test the feasibility and effectiveness of a product before implemented in a way more wide (Krispaty et al., 2025). Research and development methods is method research used to design , produce , verify , and test eligibility product being developed (Andini et al., 2024). The development model used in study This is a 4D model proposed by Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel which consists of four stages , namely *Define* , *Design* , *Develop* and *Disseminate* (Slamet, 2022).

In study This stages development restricted only until stage *Develop* Because objective research has been achieved at the stage said . Subject in study these are the participants educate class VIII at a private junior high school in Bandung, which has 28 students . The school Located at Jl. Pengabdian No. 72, Bandar Setia Village, Percut Sei Tuan District, Deli Serdang Regency , North Sumatra. in study This is a *Distracted Mission Game media* developed to train concentration. students . The type of data used in study This consists of qualitative data and quantitative data .

Data collection techniques in study This use interviews and questionnaires . Semi-structured interviews were conducted with Guidance and Counseling (BK) teachers and students to obtain information about problem concentration students and needs towards guidance and counseling service media . Questionnaire used to obtain analysis data need students , analysis media needs , assessment media suitability by experts materials and media experts , as well as responses from guidance counselors and students towards the media being developed.

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Study This is Research and Development (R&D) using the 4D development model proposed by Thiagarajan, Semmel, and Semmel. However, the research This restricted only until Develop stage . Stage The first is Define (definition), which is done through analysis need students , analysis media needs , as well as identification problem concentration student based on results interviews and questionnaires . The second stage is design , which includes the preparation of concepts, designs , rules games , as well as device Distracted Mission Game media supporter which is tailored to the aim of training concentration junior high school students .

Stage The third is Develop (development) which includes creation product , validation by experts material and media experts , revision product based on validator suggestions and input , as well as limited trials with students Class VIII of Bandung Private Middle School and BK teacher. Trial done to find out level practicality of the media developed. Data results validation and response users analyzed use formula distribution frequency to determine level the feasibility and practicality of the Distracted Mission Game media, namely:

$$P = \frac{F}{N} x\ 100\%$$

Information :
P: Percentage value obtained
F: Frequency answer alternative
N: Highest score

Table 1. Criteria validity and practicality of the media

No	Range score (%)	Information
1	81% -100%	Very Valid/ Practical
2	61% - 80%	Valid/ Practical
3	41% - 60%	Quite Valid/ Practical
4	21% - 40%	Not Valid/ Practical
5.	0%- 20%	Totally Invalid/ Impractical

Source : (Nur'aini et al., 2025).

DISCUSSION

Game media development *Distracted Mission Game* done through study development using the 4D model (*Define* , *Design* , *Develop* and *Disseminate*). Through stages said , game media *Distracted Mission Game* was developed as an interactive media in service classical

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guidance and counseling aimed at training concentration students . With this approach , the media produced capable create experience active learning and helping students in training concentration as well as maintain inner attention a full situation distraction .

Stage Definition *(define)*

At the stage *define* (definition) is the very first stage that must be done . Stage This aims to identify and formulate need in the service process classical guidance and counseling (Montori & Jacobus, 2025). At the stage This done analysis need students and analysis media needs through semi-structured interviews with Guidance and Counseling (BK) teachers and distribution questionnaire to students Class VIII of Bandung Private Middle School .

Based on the results interviews with BK teachers were obtained information that there are still students who experience difficulty in maintain concentration during the learning process and services classical . This seen from easy students distracted moment activity ongoing , less pay attention to the teacher's explanation, and often No follow instructions given optimally . In addition, the implementation service classical which is still dominated method lecture cause part student not enough active and easy lost focus during activity ongoing .

To strengthen the results interview the so researchers do analysis need student through distribution questionnaire . Analysis need student done to find out condition concentration students in several aspects related to ability focus attention during the learning and service process classical . Analysis results need students can be seen in Table 2

Table 2. Questionnaire Results Analysis Need Student

No	Dimensions analysis	Aspect	Indicator	Choice answer	%
1	Internal concentration	Attention control	Ability student maintain concentration during the learning process	Strongly agree	**0**
				Agree	**0**
				Doubtful	**14**
				Don't agree	**32**
				Absolutely not agree	**54**
2	Concentration social	Disturbance Friend peers		Strongly agree	**0**
				Agree	**0**

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			Ability student still concentrate despite distractions from Friend	Doubtful	**14**
				Don't agree	**29**
				Absolutely not agree	**57**
3	Concentration situational	Control distraction	Ability student understand material during class atmosphere crowded or noisy	Strongly agree	**0**
				Agree	**0**
				Doubtful	**11**
				Don't agree	**32**
				Absolutely not agree	**57**
4	Environmental concentration	Disruption of learning environment	Ability student concentrate when there is sound or disturbing environmental conditions	Strongly agree	**0**
				Agree	**0**
				Doubtful	**11**
				Don't agree	**32**
				Absolutely not agree	**57**
5	Concentration academic	Concentration in learning	Ability student maintain concentration moment do assignments and follow the teacher's explanation	Strongly agree	**0**
				Agree	**0**
				Doubtful	**11**
				Don't agree	**25**
				Absolutely not agree	**64**

Based on Table 2 above, in the aspect internal concentration, there were 54% of students who stated that they were very dissatisfied agree and 32% of students state No agree capable maintain concentration during the learning process . Meanwhile, 14% of students expressed doubt, and there were no students who stated agree or strongly agree . This result show that most of the students Still experience difficulty in maintain concentration during Learning Activities .

In this aspect concentration socially , there were 57% of students who stated that they were very dissatisfied agree and 29% of students state No agree that they capable still concentrate despite distractions from Friend peers . As many as 14% of students expressed doubt, whereas

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there were no students who stated agree or strongly agree . Findings This show that disturbance from Friend peers still one of the influencing factors concentration student .

In this aspect concentration situational , as many as 57% of students state absolutely not agree and 32% of students state No agree capable understand material during class atmosphere crowded or noisy . Meanwhile, 11% of students stated doubt and no students stated agree or strongly agree . This is show that condition less class conducive to being one of reason decline concentration student.

In this aspect environmental concentration, there were 57% of students who stated that they were very dissatisfied agree and 32% of students state No agree capable concentrate when there is sound or disturbing environmental conditions . As many as 11% of students expressed doubt, whereas there were no students who stated agree or strongly agree . This result show that learning environment factors still an obstacle in maintain focus student.

In this aspect concentration academic , as many as 64% of students state absolutely not agree and 25% of students state No agree capable maintain concentration moment do assignments and follow the teacher's explanations. Meanwhile, 11% of students stated doubt and no students stated agree or strongly agree . Findings This show that most of the students Still experience difficulty maintain focus in activity academic .

Overall , the results questionnaire need student show that problem concentration still one of the enough problems dominant in participants educate Class VIII of Bandung Private Middle School . Findings This while strengthening the results interview with the Guidance and Counseling teacher who stated that student Still often experience difficulty in maintaining attention and focus during learning activities and services classical ongoing .

Findings the in line with the Selective Attention theory put forward by Broadbent (1958) which states that selective attention is a process that allows individual selecting and focusing on information certain to be processed furthermore , while in a way simultaneously ignoring unnecessary stimuli relevant . Low ability student in maintain concentration show that the attention selection process has not been walk optimally so that students more easy distracted by various stimuli that appear in the learning environment (Stevens & Bavelier, 2012).

Therefore , a medium is needed that can be used to train concentration . student in a way active , interesting, and according to characteristics participant educate school medium first . Analysis results need This then become the foundation main in development of Distracted Mission Game media as a media designed to train abilities concentration student through activity listen instructions , remembering information , convey messages , and maintain focus in condition

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controlled distraction .

In addition to identifying problems concentration students , next researchers also conducted analysis media need to know media characteristics expected by participants educate . Analysis media needs are met so that the product being developed is truly as needed users and can be used optimally in implementation service . Analysis results Media requirements can be seen in Table 3.

Table 3. Questionnaire Results Analysis Media Needs

No	Dimensions analysis	Aspect	Indicator	Choice answer	%
1	Media needs	Media types	Game media needs interactive	Strongly agree	**61**
				Agree	**25**
				Doubtful	**14**
				Don't agree	**0**
				Absolutely not agree	**0**
2	Characteristics participant educate	Learning style	Interest in activities challenge	Strongly agree	**54**
				Agree	**32**
				Doubtful	**14**
				Don't agree	**0**
				Absolutely not agree	**0**
3	Media availability	Facilities and infrastructure	Use of game media in BK services	Strongly agree	**64**
				Agree	**25**
				Doubtful	**11**
				Don't agree	**0**
				Absolutely not agree	**0**
4	Motivation Study	interest	Interest to game based distraction	Strongly agree	**61**
				Agree	**25**
				Doubtful	**14**
				Don't agree	**0**

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				Absolutely not agree	**0**

Based on Table 3 above, in the aspect Regarding media needs , 61% of students stated that they strongly agreed , 25% of students state agree , and 14% of students expressed doubts about game media needs interactive . There were no students who stated No agree or strongly disagree agree . This result show that most of the students requires a service media that is interactive and engaging participation active participant educate .

In this aspect characteristics participant educated , as many as 54% of students stated that they strongly agree and 32% of students state agree to challenging activities . Meanwhile, 14% of students stated doubt and no students stated No agree or strongly disagree agree . Findings This show that student more interested in activities that provide challenges and experiences active learning .

In this aspect availability of media, there were 64% of students who stated that they strongly agreed and 25% of students state agree to use of game media in Guidance and Counseling services . As many as 11% of students expressed doubt, whereas there were no students who stated No agree or strongly disagree agree . This result show that the game media considered feasible and possible to implement in BK services .

Next , on the aspect motivation learning, there were 61% of students who stated that they strongly agreed and 25% of students state agree to game based distraction . As many as 14% of students stated doubt and no students stated No agree or strongly disagree agree . Findings This show that student own high interest towards game media that contains element challenges and activities that train focus .

Overall , the results analysis media needs to show that participant educate requires interactive , challenging and capable service media involving they in a way active during activity taking place . In addition, students also demonstrated high interest to use of game media in Guidance and Counseling services . Based on the results analysis need students and the media needs , the Distracted Mission Game was developed as a guidance and counseling service media that is appropriate to the characteristics of students. participant educate as well as need service classical . This media It is hoped that it can help students practice their abilities concentration through interesting, challenging and involving activities participation active participant educate .

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Stage Design *(design)*

Stage This aims to design learning tools that will be developed so that they are obtained prototype (example) learning devices) devices (Rahmi & Baharuddin, 2021). At the stage This researchers designing game media *Distracted Mission Game* as a medium in service classical guidance and counseling aimed at training concentration students . Media developed in form game group based role with conditions distraction controlled , where students divided into a number of groups each consisting of from transmitter message , disturber official , and recipient message .

Media used in the form of box roles and roles balls that contain identity each student's assignment . In addition, it is arranged steps games listed in book guide as supporters use of media, research instruments in the form of questionnaire media and material validation as well as questionnaire teacher and student responses . This was carried out to design the media that will be developed in the form of *Distracted Mission Game* media as a medium in service classical guidance and counseling.

Stage Development *(develop)*

At the stage This do assessment to initial product that has been developed, then continued with the trial , improvement and validation process product (Lukman et al., 2021). Game media *Distracted Mission Game* developed through stages study furthermore validated by a validator team consisting of from media experts and experts materials , as well as involving response from guidance and counseling teachers and students . Validation process done through filling out a questionnaire instrument that includes several aspect main , including media security , convenience usage , media appeal , relevance purpose , clarity rule games , and the practicality of media in training concentration students . Assessment results from expert validator the material is revised later done revision . Here are the improvements before and after the revision process in the following table form :

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Table 4. Improvement Results Guidebook

Validator Comments	Before Revision	After Revision
Take note the font size used , try bigger so that the guidance and counseling teacher doesn't have to put in too much effort to read . The rest , the book it's very good .		

After product revised based on suggestions and input from the validator, the results evaluation Then analyzed to determine level validity and practicality of the media developed.

Table 5. Media Expert Validation Results

Validator Score	Total Maximum Score	Score	Criteria
40	50	80%	**Valid**

Based on the results validation carried out by Mrs. Manna Wassalwa, M.Pd in table 5 is known that the Distracted Mission Game media that was developed obtained evaluation from the media validator with a score of 40 out of the total score maximum 50 so obtain percentage of 80% and is included in valid category . The results show that the media designed has fulfilled the aspects media suitability which includes security , ease use , attractiveness appearance , relevance learning objectives and the effectiveness of media in training concentration students . The validator assesses that materials and size of media used Already safe for junior high school students and easy used in service classical .

Media design is assessed quite interesting because capable keep students' attention during the game process ongoing . *The Distracted Mission Game media* is also considered relevant to the objectives service Because able to help students train concentration , maintain attention,

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and follow instructions in the middle condition distraction controlled . Even though the media has been declared valid and suitable for use , the media validator still provides several suggestions for improvements to optimize the media's quality . These suggestions related to perfection media display to be visible more attractive, consistent , and in accordance with characteristics junior high school students so that the media can train concentration student .

Table 6. Results of Material Expert Validation

Validator Score	Total Maximum Score	Score	Criteria
57	60	95%	**Very Valid**

Based on the results validation expert The material presented by Mr. Muhammad Putra Dinata Saragi, M.Pd in table 6 is known that the Distracted Mission Game media game has obtained score of 57 out of the total score maximum 60 with a percentage of 95% and including in very valid category . These results show that the material contained in book guide and the entire contents the game is suitable for use in service classical guidance and counseling. Assessment expert the material covers several important aspect is eligibility content , presentation material , graphics , and language .

In this aspect eligibility content This validator assesses that game *Distracted Mission Game* has been in accordance with the aim of training concentration students and relevant implemented in service classical . In the aspect presentation there are steps here game assessed arranged systematically and in a directed manner implementation game easy to understand for both guidance and counseling teachers and students . In addition, this media is also considered capable encourage involvement and participation active student during the service process ongoing . From the aspect of graphics This appearance book the guide is considered quite interesting and supportive media use .

From the aspect linguistics use Language assessed Already in accordance with Indonesian language rules and easy to understand. Although getting very valid category , material validator still provide some notes repairs , such as the need pay attention to the layout of the text and images to make it more neat and comfortable seen , fixed size as well as the type of letters so that the guidance and counseling teacher does not easy tired moment read book guide , as well as increase quality presentation activities for participation students can be more optimal. Thus , the results validation expert material show that the game media *Distracted Mission Game* has had quality excellent content and presentation and suitable for use .

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Table 7. Practicality Test Assessment Results Based on Teacher Responses

Expert Scores (Guidance and Counseling Teachers)	Total Maximum Score	Score	Criteria
45	50	90%	**Very Practical**

Based on the results in table 7 it is known that that evaluation from Mrs. Anggun Mediani, S.Pd as a guidance counselor, I get score of 45 out of the total score maximum 50 with a percentage of 90% and including in very practical category . The results show that *the Distracted Mission Game* media is easy implemented in service classical and usable as innovative media alternatives in guidance and counseling. The guidance and counseling teacher assesses that instructions game easy for students to understand so that the implementation process the game can run well .

This media is also rated able to train concentration student during activity ongoing and help students in maintaining attention when facing distraction . The guidance counselor also assesses that this media safe used in class and is useful for supporting active engagement student during service ongoing . Assessment the show that the media *Distracted Mission Game* No only worthy in content and appearance , but also practical used in situation real in school .

Table 8. Results of Practicality Test Assessment Based on Responses Student

Amount Respondents	Score Obtained	Maximum Score	Percentage	Criteria
28	1226	1400	87%	**Very Practical**

Based on the results of the practicality test based on response students in table 8 show that the game media *Distracted Mission* Game earns percentage of 87% with a very practical category . This result show that students gave a very positive response to use of media in service classical guidance and counseling. Students evaluate that The games developed are interesting, fun, and easy to understand, making them they more enthusiastic to follow activity service .

Use game based group with the presence of role transmitter message , disturber official , and recipient message make student involved active during activity ongoing . Conditions deliberate distraction made in game able to train students to remain concentrate when receiving or delivering information . Response positive students also showed that the media *Distracted Mission Game* capable create a more service atmosphere interactive compared to service

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conventional which only use method lecture .

Through game This student No only listen material in a way passive , but also learning in a way direct through experience playing that requires attention, concentration , cooperation and ability understand instructions . Thus , the results of the practicality test show that the game media *Distracted Mission Game* is very practical used in service classical guidance and counseling and has the potential to help BK teachers in training concentration junior high school students in general more effective and enjoyable.

CONCLUSION

Based on the results research and development that has been carried out can be concluded that : (1) game media *Distracted Mission Game* successfully developed as a service media classical guidance and counseling to train concentration junior high school students and declared valid based on results evaluation media experts and experts material , (2) game media *Distracted Mission Game* stated to be very practical used in implementation service classical based on results guidance and counseling teacher responses and response students , (3) use of game media *Distracted Mission Game* able to help students in training skills concentration through activity demanding game ability concentrate , understand instructions , maintain focus , and control distraction during activity ongoing , as well as (4) game media *Distracted Mission Game* can be used as as alternative media for guidance and counseling services that are interactive , innovative , and tailored to needs student in support active engagement student during implementation service classical .

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