

Development Of The Social-Based "Billiard Connect" (SBC GAME) Social Media Platform As A Guidance And Counseling Tool To Foster Students' Social Interaction

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Abstract

This study aims to develop the Social Billiard Connect (SBC Game) as a guidance and counseling medium to train students' social interaction skills. The development of this medium was motivated by the difficulties experienced by some students in communicating, cooperating, expressing opinions, and actively participating in group activities. This study employed a Research and Development (R&D) method using the 4D development model, which consists of four stages: define, design, develop, and disseminate. The research subjects consisted of one material expert, one media expert, one guidance and counseling teacher, and eight eleventh-grade students from SMA Swasta Pembangunan Nasional Medan. Data were collected through observation, interviews, and questionnaires. The data were analyzed using descriptive quantitative techniques by calculating the percentages of expert validation results and user responses. The results showed that the SBC Game obtained a feasibility score of 100% from the media expert and 83% from the material expert, both of which were categorized as highly feasible. The practicality test results indicated a score of 98% based on the guidance and counseling teacher's assessment and 90% based on students' responses, both of which were categorized as highly practical. Therefore, the Social Billiard Connect game is considered feasible and practical for use as a supporting medium in guidance and counseling services, particularly group guidance, to provide interactive experiences that help students practice communication, cooperation, mutual respect, and active participation. However, further effectiveness testing involving a larger number of participants is needed to determine the impact of this medium on improving students' social interaction skills.

3498



Keywords: Social Billiard Connect, guidance and counseling media, social interaction, group guidance, 4D model.

INTRODUCTION

Social development is the process by which a person reaches a level of readiness to relate to others, thus adapting to the rules and norms agreed upon within a particular group. In the context of learning, the maturity of a child's social development can be seen from the expansion of interactions and social relationships that occur during learning and play, both in and outside the classroom. They will begin to recognize and establish social interactions with new people and new, mutually agreed-upon rules. Therefore, to develop a good personality that is acceptable to the surrounding environment, the active participation of adults is needed to make this happen. (Afandi, 2023)

Children's social skills are a crucial foundation for psychosocial development, encompassing communication, empathy, cooperation, and peer interaction. In today's digital age, many children struggle to build social relationships due to the dominance of individualistic virtual interactions, necessitating innovative interactive media to foster this development.

A child's early development is influenced by several social and cultural contexts, including the family, educational settings, community, and the wider society. Development reflects the influence of a number of family and family environmental systems, including the microsystem, the residential environment. This context encompasses family, peers, school, and the surrounding environment. It is within this microsystem that the most direct interactions with social agents, such as parents, teachers, and peers, occur. (Ummah, 2020)

Social interaction only occurs when there is social contact and communication (Ginanjari & Saleh, 2020). Social contact refers to relationships established through communication, while communication involves giving meaning to other people's behavior and responding to the feelings conveyed (Masdul, 2018). Understanding communication requires empathy so that we can better interpret other people's behavior and feelings.

On the other hand, advances in technology and social media have a dual impact on children's social development. While digital media can expand friendship networks and facilitate communication, it also carries the risk of limited face-to-face interaction and excessive use, which can diminish the ability to interact directly. Therefore, learning media are needed that combine



the appeal of play and social aspects, while simultaneously guiding children toward positive and structured forms of social interaction.

In line with these issues, guidance and counseling services in schools play a crucial role in helping students develop emotional regulation and social skills. However, conventional approaches such as lectures and discussions tend to lack active student engagement. (Dahlan, 2025)

One alternative that can be used is educational games, because they can create a fun learning atmosphere, actively engage students, and provide meaningful learning experiences. In this context, researchers developed the *Social Billiard Connect game* as a guidance and counseling medium to train emotional regulation in junior high school students. This media is a modification of the Social Billiard Connect game adapted to the objectives of Guidance and Counseling services.

The research conducted by Ramadhani and Nursalim aims to develop a modified *Truth and Dare Card* social interaction media as a guidance and counseling media that can be used in group guidance services for class VIII E students at SMP Negeri 29 Gresik. The development of this media is motivated by the fact that there are still students who have a level of social interaction in the medium to low category, so that an interesting, interactive learning media is needed, and is able to encourage students to be more active in communicating, working together, and interacting with their peers. In addition to producing a product in the form of game media, this research also aims to test the level of media acceptability based on aspects of usability, feasibility, accuracy, and appropriateness so that the developed media is suitable for use by Guidance and Counseling teachers as an alternative media in implementing group guidance services to improve students' social interactions.

This study shares similarities with this one, as both developed game media for guidance and counseling services, focusing on student social interaction. The differences lie in the development objectives, media type, development model, and research subjects. This study developed a *truth and dare card game* . to train social interaction of junior high school students using the Borg and Gall model, while this research develops the Billiard Connect social game media to train social interaction of senior high school students using the Four-D (4D) model.

Previous research above shows that cooperative game media is effective in improving the social skills of early childhood to pre-adolescents, such as *board games* or emotion-based games that train empathy and self-acceptance. Social billiards, especially the "*Social Billiard Connect*"



variant, can be developed as an educational media with elements of connection between players, combining physical strategies and discussions to strengthen social bonds. This approach is in line with studies that emphasize group games in the curriculum to address the negative impact of digital technology on children's socialization.

The development of children's social skills is a crucial foundation for character development and the ability to interact in social environments. From early childhood through elementary school, children need a variety of engaging and contextual stimulation media to learn to share, cooperate, appreciate differences, and resolve conflicts with peers. Numerous studies have shown that game- *based -learning* is effective in improving social skills through group interaction, negotiation, and the implementation of shared rules.

Based on this, *Billiard Media (Social Billiard Connect)* **was developed** as a form of game based on the billiard concept modified into -interactive social media. This media is designed to train children's social relationship skills through play activities that involve group cooperation, communication, joint decision-making, and the application of game rules socially. Previous studies on cooperative games and *board game media* have shown that game-based media can improve the social and socio- -emotional skills of early childhood and elementary school children. Thus, the development of *Social Billiard Connect media* is expected to be an innovative alternative to strengthen children's social relationship skills in a fun and contemporary learning context. (Khairiyah & Sanusi, 2022) .

METHOD

This study uses the *research and development* (R&D) method. Research and development in English is translated as *research and development* (R & D) is a research method widely adopted by the academic world today to design and test product effectiveness. This method aims to produce products through the process of discovering potential problems, designing and developing a product as the best solution. In the field of education, the research and development method can be used to develop principal leadership models, teacher training modules, school curriculum models, character education models, educational staff training modules, and others. (Marinu Waruwu, 2024) .

The development model used in this study is the 4D proposed by Sivasailam, Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel in 1974, which consists of 4 stages, namely the definition stage (*define*), the design stage (*design*), the development stage (*develop*) and the



dissemination stage (*disseminate*). The 4D model is a development model that can be used to develop various types of learning media. (Bahosin Sihombing, 2024).

The subjects in this Billiard Connect Social media development research consisted of 1 material expert, 1 media expert, 1 guidance and counseling teacher, and 8 students from one of the eleventh graders of a National Development Private High School who had problems in emotional regulation based on the results of student needs assessments and interviews with guidance and counseling teachers. The school is located at Jl. Mustika/Pukat Banting II No. 2 Mandala Bypass Medan, North Sumatra. The involvement of each subject was adjusted to the stages of the 4D development model. Material experts and media experts were involved in the development stage to assess the feasibility of content, presentation, language, and media appearance. Guidance and counseling teachers were involved as observers to assess the practicality of using the media in the context of Bk services, while students were involved as limited test subjects to obtain initial responses to the use of the developed Billiard Connect Social game media.

The types of data used in this study include qualitative and quantitative data. Data collection techniques used were observation, interviews, and questionnaires. Interviews were used to obtain initial information regarding media needs and to identify students' problems related to self-control. Through interviews, researchers were able to understand the actual conditions in the field as a basis for developing appropriate media. Furthermore, questionnaires were used to collect assessment data for the developed media. This assessment involved subject matter experts, media experts, and student responses to determine the level of feasibility and practicality of the media in helping train students' self-control.

The research procedure is divided into several main stages. In the define stage, a needs analysis is conducted through interviews with guidance and counseling teachers and students to identify emotional regulation issues and the need for relevant service media.

In the design stage, researchers developed a social media game design for *Billiard Connect* tailored to the objectives of emotional regulation training, including game rules, the creation of illustrated cards, and research instruments. The development stage continued with the actualization of the design into a product, validated by guidance and counseling experts and learning media experts, followed by revisions based on validator input, and trials on students to measure the feasibility, practicality, and effectiveness of the media.



Dissemination stage involves disseminating the developed product through outreach to guidance and counseling teachers and scientific publications. This stage aims to ensure that the developed game media can be utilized as an innovative alternative in guidance and counseling services to help train regulatory skills.

The research instruments used consisted of an expert validation sheet and a student response questionnaire. The data obtained were analyzed using quantitative descriptive analysis techniques by calculating the validation results and user responses as percentages. The percentage results were then categorized to determine the feasibility, practicality, and usefulness of the developed media. Furthermore, suggestions and comments from the validators were used as a basis for product improvements so that the resulting *Billiard Connect Social game media* better suited to students' needs.

The validation data were analyzed quantitatively using the following percentage feasibility formula:

$$P = \frac{f}{N} \times 100\%$$

Information:

P: Percentage of grades obtained

F: Frequency of alternative answers

N: Highest score

Table 1. Criteria for validity and practicality of media

No	Score Range (%)	Category
1	81% - 100%	Very Practical
2	61% - 80%	Practical
3	41% - 60%	Quite Practical
4	21% - 40%	Impractical
5	0% - 20%	Very Impractical

(Source: Dermawanti & Saino, 2021)



RESULTS AND DISCUSSION

Results

Table 1. Test Results and Validity of Material

Aspect	Score	Maximum score	Presentation	Criteria
Media	95	95	100%	Very Worthy
Material	50	60	83%	Very Worthy

Based on the media validation results conducted by one of the validators, the designed media product received an assessment and input from the media validator with a score of 95 and a percentage of 100%. This percentage is categorized as Very Feasible. Furthermore, the validation results produced a score of 50 and a percentage of 83%, which is also included in the Very Feasible category. Thus, the Billiard Connect Social game media and its guidebook are declared suitable for use as a guidance and counseling service medium to help train high school students' emotional regulation.

Table 2. Practicality Test Assessment Results Based on Teacher Responses

Respondents	Score	Maximum Score	Presentation	Criteria
Guidance and Counseling Teacher	49	50	95%	Very Practical

Based on Table 2, the results of the practicality test conducted by Mrs. Linawati Pangaribuan, S.Pd. as a guidance and counseling teacher obtained a score of 49 with a percentage of 98%. This result is included in the Very Practical category. This shows that the *Billiard Connect Social game media* is considered easy to use, easy to understand, and suitable for use as a supporting medium in the implementation of guidance and counseling services in schools.



Table 3.Results of the Student Response Practicality Test Assessment

Number of Respondents	Score	Maximum Score	Presentation	Criteria
8	360	400	90%	Very Practical

Furthermore, based on the results of the practicality test in Table 3, students' responses to the use of the *Billiard Connect Social game media* obtained a score of 360 with a percentage of 90%, which is included in the Very Practical category. These findings indicate that *the Billiard Connect Social game media* is well received by students, easy to use, and provides an interesting and interactive learning experience in the implementation of guidance and counseling services.

This research produced a product in the form of a *social game media Billiard Connect* which was developed as a guidance and counseling service media to help students gain experience in training emotional regulation . Media development was carried out using a 4D model consisting of the *define, design, develop, and disseminate stages*.

In the define stage , a needs analysis was conducted through interviews with Guidance and Counseling teachers and the distribution of needs questionnaires to students at the National Development Private High School in Medan. The results of the needs analysis indicate that some students still experience difficulties in building good social interactions with peers. These difficulties are evident from a lack of courage in communicating, low participation in group activities, less ability to work together, and the fact that some students still tend to be passive and lack confidence when expressing opinions in front of their friends. In addition, the results of the analysis also show that the media used in guidance and counseling services are still limited so that the implementation of services has not been able to encourage optimal student involvement. Therefore, media that is interesting, interactive, and appropriate to the characteristics of high school students is needed to provide a learning experience that can improve students' social interaction skills.

In the design stage, *the Billiard Connect Social game media* was designed as an interactive support medium for guidance and counseling services to help improve students' social interactions. This media was designed by combining a modified billiard game with communication, collaboration, strategy development, group discussions, and reflection activities. The game is designed for use in group guidance services involving several students in one group. In practice, each group consists of four people who take turns playing the game according to



predetermined rules. Before hitting the ball, group members discuss to determine the best game strategy. During the game, students are encouraged to communicate with each other, cooperate, respect each other's opinions, provide support, and make decisions together. After the game is over, the Guidance and Counseling teacher facilitates discussion and reflection on students' experiences while interacting, collaborating, and overcoming various challenges in the game so that students gain an understanding of the importance of positive social interactions in everyday life.

In the development stage, the *Billiard Connect Social game media* was developed based on the design prepared in the previous stage. The completed product was then validated by media experts and material experts to determine the level of media validity. In addition to providing assessments, the validators also provided suggestions and input that were used as a basis for making improvements to the product. After the revision process was completed, the media was then tested for practicality through a questionnaire response from Guidance and Counseling teachers and students. The results of the validation and practicality test showed that the *Billiard Connect Social game media* met the criteria of Very Feasible and Very Practical. Thus, the *Billiard Connect Social game media* can be used as a supporting medium in guidance and counseling services to provide an active, collaborative, and interactive learning experience in improving students' social interaction skills.

At the *dissemination stage*, dissemination is carried out on a limited basis through the introduction and submission of the final product to Guidance and Counseling teachers at the National Development Private High School in Medan. This activity is carried out as a form of conveying the results of media development so that they can be known, understood, and utilized as an alternative supporting media in the implementation of group guidance services. Through the use of the *Billiard Connect Social game media*, Guidance and Counseling teachers are expected to have innovative, interesting, and interactive media to help students improve their communication skills, work together, respect the opinions of others, build positive social relationships, and increase active participation in every group activity in the school environment.

Discussion

Based on the results of initial observations conducted at the National Development Private High School in Medan, information was obtained that there are still students who experience difficulties in social interactions with peers in the school environment. These difficulties are evident in the behavior of students who tend to be passive when participating in



group activities, lack confidence in expressing opinions, are less able to establish good communication with friends, and are less active in working together to complete group assignments. In addition, there are some students who prefer to be alone, are less able to adapt to the social environment, are reluctant to start conversations with friends, and experience difficulties in building positive relationships with classmates.

Discussions with guidance and counseling teachers indicate that students' social interaction skills still need to be improved through services that actively engage them. However, the implementation of group guidance services in schools is still dominated by lectures, discussions, and question-and-answer methods, thus not fully encouraging students to communicate, collaborate, and interact directly with their peers. Guidance and counseling teachers also stated that the use of media in service implementation is still limited, so more innovative, interactive media is needed, and one that is appropriate to the characteristics of high school students to make service implementation more engaging and effective.

Based on observations of the implementation of guidance and counseling services in schools, it was discovered that there were no games specifically designed to help improve students' social interaction skills. This condition resulted in service activities not providing an active, enjoyable learning experience that could encourage students to communicate and collaborate optimally. Consequently, student engagement during group guidance services was still relatively low because some students tended to be passive listeners and did not participate optimally in each activity.

Given these conditions, *the Billiard Connect social game media* is seen as having the potential to be developed as a medium for guidance and counseling services, particularly group guidance services. Through this game, students not only gain an understanding of the importance of social interaction, but also are trained to communicate effectively, work together in groups, convey ideas and opinions, respect the opinions of others, build team cohesion, and complete group assignments through fun play activities. Each student has the opportunity to interact directly with their group members through developing game strategies, providing support to friends, making joint decisions, and taking turns playing the game so that social interaction skills can develop through real-life learning experiences.

Based on these observations, it can be concluded that students require guidance and counseling services that are more engaging, interactive, and tailored to their developmental characteristics. Therefore, the development of the *Billiard Connect social game* is considered



relevant as an alternative medium for group guidance services to help improve students' social interaction skills. Through this medium, it is hoped that students will be more active in communicating, able to collaborate with friends, respect differences of opinion, and build positive social relationships, thereby making the implementation of guidance and counseling services more effective and meaningful.

There are steps in the social game of billiard connect for social interaction, 1). Students consist of 8 people who are then divided into two groups, where each group must choose their group leader, 2). Students are given the opportunity to play billiards in turns starting with the group leader, where if the group leader of the first group succeeds in putting the ball into the hole in the corner of the table then they have managed to score 1 score, where the maximum score for putting the ball into the corner hole of the table is a maximum of 4 points, and if the first group leader does not succeed in putting the ball into the corner hole of the table then it will be replaced and continued by group two, 3). After there is a group that succeeds in putting the ball into the hole in the corner of the table, then the group will get a roll of challenge paper where if they succeed in collecting a maximum of 4 rolls of paper then they get four points which if combined then there are a maximum of eight points to be said to be the winner. 4). Then the paper rolls will be played at the end of the game to determine who the winner of the game is, the paper rolls are a challenge to guess the style whose words and movements are determined by the paper that the participants get. 5). Then each group demonstrates each style on the paper rolls which is guessed by the fourth person from each group. In this game, social interaction and good cooperation are increasingly formed among the participants who take part, as well as a sense of mutual trust in each other.

Based on the results of the student response questionnaire involving 8 students as respondents, it is known that the development of the *Billiard Connect Social game media* as a guidance and counseling media to improve students' social interactions received very positive responses from all respondents. The student response questionnaire was given after students participated in group guidance services using the media that had been developed. The purpose of giving this questionnaire was to determine the level of student acceptance of the media based on aspects of attractiveness, ease of use, clarity of game rules, and the benefits of the media in helping to improve social interactions during the implementation of guidance and counseling services.



Based on the data from the student response questionnaire, each respondent gave a high rating to the *Billiard Connect Social game media*. The total score obtained by each respondent was in the range of 43 to 47 out of a maximum score of 50, with a percentage between 86% and 94%. All of these percentages were included in the "Strongly Agree" category, which indicates that students gave a very good response to the media developed. These results indicate that the *Billiard Connect Social game media* can be well received by students as a guidance and counseling medium to help improve social interaction skills.

When analyzed further, most respondents obtained a score of 44 to 46, or equivalent to a percentage of 88% to 92%. This indicates a consistent positive assessment from students towards the developed media. In addition, there was one respondent who obtained the highest score of 47 (94%), which indicates that the media was considered very interesting, easy to use, and able to create a pleasant learning experience during the group guidance service. Through the *Social Billiard Connect game*, students get the opportunity to communicate, collaborate with group members, express opinions, respect the opinions of friends, and build cohesiveness in completing the game. Meanwhile, the lowest score obtained was 43 (86%), but still in the "Strongly Agree" category. Thus, there was no negative response to the developed media, but all students gave good appreciation to the use of the *Social Billiard Connect game media*.

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Based on these results, it can be concluded that the development of the *Billiard Connect Social game media* as a guidance and counseling medium to improve students' social interactions received a very positive response from students. The high level of acceptance of the media indicates that this media is suitable for use as a supporting medium in the implementation of group guidance services. Through the game activities presented, students have the opportunity



to practice their communication skills, work together, respect others' opinions, build positive social relationships, and increase active participation in groups through a pleasant learning atmosphere. Therefore, the Billiard Connect Social game media can be used as an alternative innovative guidance and counseling media to help improve students' social interactions.

Based on the results of the media needs questionnaire analysis given to 8 students, in the media needs aspect, it was found that 5 students (62.5%) stated that they strongly agreed and 3 students (37.5%) stated that they needed interesting media to make it easier to follow group guidance services. In the indicator of the use of game media, 4 students (50%) stated that they strongly agreed, 3 students (37.5%) stated that they agreed, and 1 student (12.5%) stated that they quite agreed that the use of game media made them more interested in following guidance and counseling activities. These results indicate that most students need interesting media and the use of game media can increase their interest and involvement in following guidance and counseling services.

In terms of student characteristics, 5 students (62.5%) strongly agreed and 3 students (37.5%) agreed that they found it easier to learn to build social interactions through practical activities or games than simply listening to teacher explanations. Furthermore, regarding the indicator of group activity involvement, 5 students (62.5%) strongly agreed and 3 students (37.5%) agreed that they enjoyed being actively involved in group activities involving games, discussions, communication, and collaboration with friends. These results indicate that students tend to find it easier to develop their social interaction skills through activities that provide direct experience and prefer activities that involve communication, collaboration, and active participation in groups.

In terms of media availability, 4 students (50%) strongly agreed, 3 students (37.5%) agreed, and 1 student (12.5%) agreed that the availability of game media in guidance and counseling services at their school was still limited. Meanwhile, in terms of expectations for the availability of game media, 5 students (62.5%) strongly agreed and 3 students (37.5%) agreed that they hoped that game media would be available that could be used in group guidance services. This finding indicates that most students feel the limitations of game media in guidance and counseling services and hope that there will be game media that can be used to help improve social interaction during group guidance activities.

Furthermore, in the aspect of social interaction, as many as 3 students (37.5%) stated that they strongly agree, 4 students (50%) stated that they agree, and 1 student (12.5%) stated that



they quite agree that they still experience difficulties in communicating, collaborating, and establishing good relationships with friends when participating in activities at school, so they need media that can help them practice their social interaction skills. In the next indicator, as many as 3 students (37.5%) stated that they strongly agree, 4 students (50%) stated that they agree, and 1 student (12.5%) stated that they quite agree that they still lack confidence in expressing opinions, are less active in group activities, and have difficulty working together with friends. These results indicate that some students still experience obstacles in building good social interactions with peers. Therefore, students need activities that can provide direct learning experiences to practice their communication skills, cooperate, respect each other, exchange opinions, and build positive social relationships.

In the aspect of learning effectiveness, as many as 5 students (62.5%) stated that they strongly agree and 3 students (37.5%) stated that they agree that the *Billiard Connect Social game media* needs to be developed as a media in group guidance services to help improve students' social interactions. In addition, as many as 5 students (62.5%) stated that they strongly agree and 3 students (37.5%) stated that the use of game media helps them better understand the objectives of guidance and counseling services. These results indicate that all students gave a positive response to the development of the *Billiard Connect Social game media* as a media in group guidance services and assessed that the use of game media can help them develop their communication skills, work together, respect other people's opinions, and increase participation in group activities.

Based on the overall results of the media needs questionnaire analysis, it can be concluded that the majority of students responded in agreement and strongly agree with the need for the use of game media in guidance and counseling services. Students showed a need for interesting and interactive media, liked activities that involved practice, games, communication, cooperation, discussion, and exchange of opinions, and expected the availability of game media in group guidance services. In addition, the questionnaire results showed that students still experienced difficulties in building social interactions, such as lack of confidence in communicating, being less active in group activities, and not being able to cooperate optimally with peers. Therefore, media is needed that can provide active and interactive learning experiences to help students improve their communication skills, cooperate, respect the opinions of others, and build positive social relationships. Based on these results, the *Billiard Connect*



Social game media needs to be developed as a supporting medium for group guidance services to help improve students' social interactions.

Conclusion

This research successfully developed the *Social Billiard Connect game media* as a guidance and counseling service media to help improve students' social interactions using the 4D development model which includes the define, design, develop, and disseminate stages. The media development was based on the results of a needs analysis which showed that students still experience difficulties in communicating, collaborating, actively participating in group activities, and building positive social relationships with peers. Therefore, the *Social Billiard Connect game media* was designed as an interactive and collaborative learning media to provide direct learning experiences through communication activities, collaboration, strategy development, group discussions, and reflection.

The validation results show that the *Billiard Connect Social game media* obtained a percentage of 100% from media experts and 83% from material experts which is included in the very valid category. In addition, the results of the practicality test showed a percentage of 98% based on the responses of Guidance and Counseling teachers and 90% based on student responses which is included in the very practical category. Thus, *the Billiard Connect Social game media* is declared suitable for use as a supporting medium in guidance and counseling services to help improve students' social interaction skills. Through this game, students get the opportunity to practice their communication skills, work together, respect others' opinions, participate actively in groups, and build positive social relationships in a fun learning atmosphere.

This study has limitations because the product trial was conducted on a limited scale involving only 8 students at the National Development Private High School. Therefore, further research is recommended to test the effectiveness of the media on a larger number of students and in a more diverse school environment so that a more comprehensive picture is obtained regarding the effect of using the *Billiard Connect Social game media* on improving students' social interaction skills. In addition, media development can also be refined by adding game variations, cooperative challenges, and more diverse communication activities so that the media is more interesting, innovative, and able to accommodate the characteristics and needs of students at various levels of education.



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