



Vol. 4, No. 3, September 2026, pp. 1109-1120

INTERNATIONAL JOURNAL OF

POST AXIAL

FUTURISTIC TEACHING AND LEARNING

<https://journal.amorfati.id/index.php/postaxial> | ISSN 3025-7549



Development of Self-Concept Rubik's Media in Orientation Services to Help Students Self-Identify

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Article History:

Received:

15-06-2026

Revised:

31-07-2026

Accepted:

18-08-2026

Keywords:

*Guidance and Counseling,
Orientation Services,
Research and Development,
Rubik's Cube Media,
Self-Concept.*

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Abstract

This study aimed to develop a self-concept Rubik's cube medium for orientation services to facilitate self-discovery among Grade X students at a private high school in Bandung and to examine its validity and practicality. The study employed a Research and Development (R&D) approach using the Four-D (4D) development model, which consists of Define, Design, Develop, and Disseminate stages. However, the present study was limited to the Develop stage, focusing on product development, expert validation, and practicality testing. The validation process involved one media expert and one subject matter expert, while the practicality test involved teachers and Grade X students. The media expert assessment obtained an average score of 88.16%, categorized as highly valid, while the subject matter expert assessment obtained 87.50%, also categorized as highly valid. The practicality assessment resulted in an average score of 92.50% from teachers and 87.18% from students, indicating that the medium was highly practical. The developed product consists of a self-concept Rubik's cube, reflection cards, individual worksheets, a user manual, and a media storage box. The findings indicate that the developed medium meets the established validity and practicality criteria and is suitable for supporting orientation services aimed at helping Grade X students recognize and understand themselves.

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Introduction

Self-recognition is an important component of adolescent development because it enables students to understand their characteristics, recognize their strengths and limitations, identify their interests and aspirations, and determine appropriate directions for personal development.

In the context of secondary education, this ability becomes increasingly important as students face academic demands, changing social relationships, emotional development, and decisions concerning their future. Self-concept, which develops through personal experiences and social interactions, influences how adolescents perceive, evaluate, and respond to themselves and their environment (Sonstroem, 1997). Therefore, guidance and counseling (BK) services need to provide opportunities for students not only to receive information but also to explore and reflect on their own experiences.

Carl Rogers' theory provides a relevant conceptual foundation for this process. Rogers conceptualizes self-concept as an organized set of perceptions, beliefs, and evaluations about oneself, including the *self-image*, *self-esteem*, and *ideal self* (C. R. Rogers, Kirschenbaum, & Henderson, 1989), (E. M. Rogers, 2003). Positive development occurs when individuals are increasingly able to achieve congruence between their perceived self and their ideal self. Rogers further explains that personal development involves openness to experience, awareness of experience, self-acceptance, and an *actualizing tendency*. These processes are highly relevant to adolescent self-recognition because students need opportunities to explore experiences, become aware of their thoughts and feelings, accept their strengths and limitations, and identify directions for developing their potential. Thus, Rogers' theory provides not only a theoretical explanation of self-concept but also a conceptual basis for designing interventions that facilitate a reflective process of self-recognition. Within school-based BK services, orientation services can provide an initial context for this process. Orientation services traditionally help students understand school rules, facilities, culture, programs, and the new educational environment (Ramadani, Alam, & Rauf, 2022), (Tambusai, 2021). However, orientation can also serve a broader developmental function by helping students understand themselves as they adapt to new educational demands (Sari, Budiyo, & Winingsih, 2026), (Mardes, Khadijah, Donal, & Arlizon, 2023). This broader function is particularly relevant for Grade X students, who are transitioning into a new school environment while simultaneously experiencing important developmental changes.

The empirical condition at a private high school in Bandung indicates a mismatch between this developmental need and the implementation of orientation services. Interviews with BK teachers showed that existing orientation activities primarily emphasize information about school rules, facilities, programs, and the school environment. Services are still dominated by lecture-based delivery, with limited opportunities for students to explore their personal characteristics, potential, strengths and limitations, interests, and self-development goals. A needs analysis among Grade X students similarly indicated that some students experienced difficulties in identifying their characteristics and potential and in developing a clear understanding of their interests and future aspirations. Students also expressed a need for BK media that is more engaging, interactive, and allows them to participate directly in the service process. These conditions indicate that the problem is not simply a lack of self-knowledge but also a limitation in the service medium and learning experience used to facilitate self-recognition. Previous studies have shown that instructional and BK media can improve student engagement, facilitate understanding, and create more interactive service experiences. Research (Syafiah, Laswi, Syamsuddin, Rahayuningsi, & Husna, 2025) explained that the media functions as a means of conveying messages that can help the communication process become easier to understand. (Scott, 2024) also shows that the use of media in BK services can increase student engagement so that services become more interesting and interactive. (Manurung, 2021) explained that interactive media can help improve mastery of concepts, make it easier to understand the material, and create a more active service atmosphere.

Other studies have demonstrated the potential of visual, audiovisual, digital, and game-based media in BK services. Research (Lord, Hidayah, & Wahyuni, 2024), (Zaharah et al., 2024) shows that the development of media in guidance and counseling allows BK teachers to use visual, audiovisual, digital, and game media in accordance with the characteristics of students. Nevertheless, most existing media primarily function as tools for information delivery, understanding, or development of particular skills. There remains limited development of interactive game media specifically designed to facilitate self-recognition through a structured psychological process grounded in Carl Rogers' self-concept theory. This gap provides the rationale for developing the Self-Concept Rubik's Media. The media modifies the conventional Rubik's cube into a reflective guidance and counseling tool in which colors represent six dimensions relevant to students' self-recognition: academic abilities and talents, social relationships, emotional and mental conditions, physical characteristics and appearance, future aspirations and ideals, and self-esteem and solutions. Each dimension is supported by reflection cards and individual worksheets that guide students from game-based interaction toward personal reflection. Therefore, the Rubik's cube is not used merely as an entertaining activity; it functions as a structured stimulus for self-exploration.

The design of the media is directly connected to Rogers' theoretical framework. Openness to experience is facilitated through questions that invite students to disclose and explore personal experiences. Awareness of experience is developed by encouraging students to identify their thoughts, feelings, characteristics, and responses. Self-acceptance is supported through activities that help students recognize their strengths, limitations, and self-worth. Finally, the actualizing tendency is addressed by activities that encourage students to identify their potential, interests, aspirations, and possible self-development actions. In this way, Rogers' theory serves not only as a theoretical reference but also as a design framework that determines the content and reflective sequence of the developed medium. The novelty of the Self-Concept Rubik's Media therefore lies in the integration of game-based interaction, multidimensional self-exploration, reflection cards, and individual worksheets within a single orientation service medium grounded explicitly in Carl Rogers' self-concept theory. Unlike conventional orientation media that primarily provide information about the school environment, this medium is designed to move students from experience and exploration toward awareness, self-acceptance, and self-development. Its use of a familiar and visual game format is also intended to increase student participation while maintaining a clear developmental purpose. Based on this research gap and the identified needs of students and BK teachers, this study aims to develop Self-Concept Rubik's Media for orientation services and determine its validity and practicality. The study is expected to provide an alternative interactive medium for BK teachers and contribute to the development of game-based guidance and counseling media that translates Carl Rogers' self-concept theory into a practical tool for facilitating students' self-recognition.



Method

This study employed a Research and Development (R&D) approach to develop the Self-Concept Rubik's Media as a supporting medium for orientation services in guidance and counseling. The study adopted the Four-D (4D) development model, consisting of Define, Design, Develop, and Disseminate stages (Johan, Iriani, & Maulana, 2023). However, the present study was limited to the Define, Design, and Develop stages because its primary objective was to produce a validated and practical prototype. The Disseminate stage was excluded because large-scale dissemination and implementation were beyond the scope of the present study and would require broader field testing across different schools and student populations (Salsabila, Iriani, & Sri Handoyo, 2023).

The development process involved several participants according to the requirements of each stage. During the Define stage, a needs analysis was conducted involving Grade X students and guidance and counseling teacher(s) at a private high school in Bandung. Data were collected to identify students' difficulties in self-recognition, their expectations regarding BK services, and the need for an interactive medium to support self-exploration. The Define stage consisted of needs analysis and identification of the development requirements. The researcher examined students' difficulties in recognizing their personal characteristics, potential, strengths and limitations, interests, self-esteem, and future aspirations. Interviews with guidance and counseling teachers were also conducted to identify the characteristics of existing orientation services and the limitations of currently used media. The findings from this stage were used as the basis for determining the content, objectives, characteristics, and format of the Self-Concept Rubik's Media.

The Design stage involved designing the prototype based on the needs identified in the previous stage and the conceptual framework of Carl Rogers' self-concept theory. The design incorporated four developmental processes: openness to experience, awareness of experience, self-acceptance, and actualizing tendency. These were translated into interactive questions and activities covering six self-recognition dimensions: academic abilities and talents, social relationships, emotional and mental conditions, physical characteristics and appearance, future aspirations and ideals, and self-esteem and solutions. The prototype consisted of a Self-Concept Rubik's cube, reflection cards, individual worksheets, a user manual, and a media storage box. The design was reviewed internally before being submitted for expert validation. The Develop stage consisted of product validation, revision, and practicality testing. Expert validation involved one media expert and one subject matter expert. The media expert evaluated the visual appearance, practicality, implementation, and overall quality of the product. The subject matter expert evaluated content eligibility, material presentation, language, benefits, and compatibility with guidance and counseling services. Each expert completed a validation questionnaire using a four-point Likert scale ranging from 1 (lowest score) to 4 (highest score) and provided comments and suggestions for product improvement. The researcher revised the product based on the experts' recommendations before conducting the practicality test (Lestari, Dewi, & Hasanah, 2021).

The practicality test involved teacher(s) and Grade X students who assessed the developed medium after its use in orientation services. Teacher responses focused on ease of use, media quality, usefulness, and media eligibility, whereas student responses examined attractiveness, ease of use, engagement, understanding, and perceived benefits. Data were collected using needs-analysis instruments, expert validation questionnaires, teacher response questionnaires, student response questionnaires, interviews, and documentation. Expert validation and practicality instruments were developed according to the characteristics and objectives of the Self-Concept Rubik's Media. In addition to quantitative scores, comments and suggestions provided by experts were analyzed descriptively and used as the basis for revising the product. The validity score was calculated using the following formula:

$$\frac{\text{Total Score Obtained}}{\text{Highest Total Score}} \times 100$$

where (V) represents the percentage of product validity. The resulting validity percentage was interpreted using the following criteria:

Table 1. Validity Score Interpretation Criteria

No.	Percentage (%)	Criteria
1.	0% to 25%	No Validity Aspect
2.	25% to 50%	Enough

3.	50% to 75%	Valid
4.	75% to 100%	Highly Valid

Sources: (Lestari, Dewi, & Hasanah, 2021)

The practicality score was calculated using the same percentage formula:

$$\frac{\text{Total Score Obtained}}{\text{Highest Total Score}} \times 100$$

where (P) represents the percentage of product practicality. The practicality percentage was interpreted according to the following criteria:

Table 2. Practicality Score Interpretation Criteria

No.	Percentage (%)	Criteria
1.	0% to 25%	No Practicality Aspect
2.	25% to 50%	Enough
3.	50% to 75%	Valid
4.	75% to 100%	Highly Valid

The criteria were adapted from (Lestari et al., 2021) The quantitative results were used to determine whether the developed media met the predetermined validity and practicality standards, while qualitative comments from validators were used to improve the product before the practicality test. Overall, the development procedure followed a systematic sequence of needs identification, product design, expert validation, revision, and practicality testing. This procedure was intended to ensure that the Self-Concept Rubik's Media was theoretically appropriate, visually and substantively suitable, and practical for use as a supporting medium in orientation services.

Results

This study produced a Self-Concept Rubik's Media designed as an interactive medium for orientation services to facilitate students' self-recognition. The development followed the Four-D (4D) model through the Define, Design, and Develop stages. The resulting product consists of a Self-Concept Rubik's cube, reflection cards, individual worksheets, a user manual, and a media storage box. The developed components were designed to guide students from game-based interaction toward self-exploration and reflection.

The Validity of Self-Concept Rubik's Cubes

The validity of the developed media was assessed by one media expert and one subject matter expert using a four-point assessment scale ranging from 1 to 4. The validation process examined both the quality of the media and the suitability of its content for orientation services. In addition to quantitative scores, the experts provided comments and suggestions that were used to refine the product before the practicality test.

Media Expert Validation

The media expert evaluated three aspects: **display, practicality, and implementation**. The results are presented in Table 3.

Table 3. Validation Results Based on Media Experts

Yes	Assessment Aspects	Average Score	Criteria
1.	Display	89,29%	
2.	Practicality	87,50%	
3.	Implementation	87,50%	
	Total Overall Score	88,16%	Highly Valid

The media expert assessment produced an overall score of 88.16%, which falls within the *highly valid* category. The highest score was obtained for the display aspect (89.29%), indicating that the visual presentation of the Rubik's media was considered appropriate and sufficiently attractive for its intended use. This aspect is particularly relevant because the media is game-based and requires students to interact with a physical and visual object. The practicality and implementation aspects both obtained 87.50%. These scores indicate that the structure and operational procedures of the media were considered suitable for implementation in orientation services. The results suggest that the components of the product, including the Rubik's cube, reflection cards, worksheets, and user instructions, were sufficiently clear to support its use by teachers and students. The overall validity score of 88.16% indicates that the media design met the established criteria and could proceed to practicality testing after incorporating the expert's recommendations. Thus, the validation result does not merely demonstrate visual suitability but also indicates that the media has an appropriate structure for use within the intended service context.

Subject Matter Expert Validation

The subject matter expert assessed five aspects: content eligibility, material presentation, language, benefits, and compatibility with guidance and counseling services. The results are shown in Table 4.

Table 4. Validation Results Based on Subject Matter Experts

Yes	Assessment Aspects	Average Score	Criteria
1.	Content Eligibility	87,50%	
2.	Presentation of Materials	87,50%	
3.	Language	87,50%	
4.	Benefits	81,25%	
5.	Compatibility with BK Services	93,75%	
Total Overall Score		87,50%	Highly Valid

The overall score obtained from the subject matter expert was 87.50%, categorized as *highly valid*. The highest score was found in compatibility with guidance and counseling services (93.75%), indicating that the content and activities embedded in the media were considered strongly aligned with the objectives of orientation services. This result is important because the purpose of the product is not simply to provide an entertaining game but to facilitate structured self-recognition within the BK service context. The aspects of content eligibility, material presentation, and language each obtained 87.50%, indicating that the content was considered appropriate, sufficiently clear, and relevant to the intended users. The benefits aspect obtained 81.25%, which was the lowest score among the assessed dimensions, although it remained within the *highly valid* category. This suggests that the perceived benefits of the media were positive but provided greater room for refinement than the other aspects. In practical terms, the media may require clearer guidance regarding how its reflective activities can be maximized during orientation services. Taken together, the results from the media and subject matter experts demonstrate that the Self-Concept Rubik's Media achieved strong validity at both the technical-media level (88.16%) and the content-service level (87.50%). The consistency of these scores indicates that the product was considered appropriate not only in appearance and operation but also in content relevance to guidance and counseling services.

Practicality of Self-Concept Rubik's Cubes

Following expert validation and product revision, a practicality assessment was conducted to examine the usability of the developed media from the perspectives of teachers and students. Practicality is important because a product that is theoretically valid may still be difficult to use in actual service settings. The assessment therefore examined ease of use, quality, usefulness, attractiveness, engagement, understanding, and perceived benefits.

Results of the Teacher Response Questionnaire

Teachers assessed the media in terms of ease of use, media quality, usefulness, and media eligibility. The results are presented in Table 6.

Table 6. Results of the Teacher Response Questionnaire

Yes	Assessment Aspects	Average Score	Criteria
1.	Ease of Use	95,00%	
2.	Media Quality	90,00%	
3.	The Usefulness of Media	100,00%	
4.	Media Eligibility	85,00%	
Total Overall Score		92,50%	Very Practical

The teacher response produced an overall score of 92.50%, categorized as *very practical*. The highest score, 100%, was obtained for usefulness of the media, indicating that teachers considered the Self-Concept Rubik's Media highly relevant for supporting orientation services and facilitating students' self-recognition. The ease-of-use score of 95.00% indicates that teachers considered the product straightforward to implement. This finding is particularly important for classroom or group guidance settings, where instructional media must be sufficiently clear to use within limited service time. The media quality score of 90.00% further indicates that teachers perceived the product as having an appropriate overall quality. The comparatively lower score of 85.00% for media eligibility, although still categorized as *very practical*, indicates an area where further refinement may be possible. This may relate to the need for continued adaptation of the product to specific service conditions, group sizes, or teacher preferences. Nevertheless, the overall score demonstrates that the media can be practically integrated into orientation services without requiring complex procedures.

Student Response Survey Results

Students assessed the media based on attractiveness, ease of use, engagement, understanding, and perceived benefits. The results are presented in Table 7.

Table 7. Student Response Survey Results

Yes	Assessment Aspects	Average Score	Criteria
1.	Media Attractiveness	88,80%	
2.	Ease of Use	99,20%	
3.	Student Engagement	86,10%	
4.	Understanding	78,38%	
5.	Benefits	83,30%	
Total Overall Score		87,18%	Very Practical

Based on the results of the questionnaire given to students, an average score of 87.18% was obtained in accordance with the assessment criteria, that the self-concept Rubik media was stated to be very practical to be used in orientation services to help students get to know themselves. Based on the results of the analysis of research data, it is proven that the self-concept rubik's media developed and used in orientation services to help students get to know themselves has met the criteria of validity and practicality, so that it is declared feasible to be used as a supporting media for BK services in schools. The media development process is carried out using a 4D model (*Define, Design, Develop, Disseminate*) which produces products in the form of rubiks, reflection cards, individual worksheets, user manuals, and media storage boxes.

The validation and practicality results demonstrate that the Self-Concept Rubik's Media met the predetermined development criteria. The media obtained 88.16% from the media expert and 87.50% from the subject matter expert, both categorized as *highly valid*. These results indicate that the product was considered appropriate in terms of visual design, operational characteristics, content, language, and compatibility with guidance and counseling services. The practicality results were also consistently high, with 92.50% from teachers and 87.18% from students, both categorized as *very practical*.

The teacher assessment particularly emphasized the media's usefulness and ease of implementation, whereas the student responses highlighted ease of use and attractiveness. The difference between the highest and lowest scores within the student assessment also provides useful information: the media was easy to operate, but some students may need additional facilitation to derive maximum reflective meaning from the activities. Therefore, the percentages indicate more than general acceptance of the product. They suggest that the Self-Concept Rubik's Media is usable, accessible, and compatible with orientation service activities when implemented with appropriate teacher facilitation. The findings support its use as a supporting medium for self-recognition, particularly because the product combines physical game interaction with reflection cards and individual worksheets. However, the results demonstrate validity and practicality rather than effectiveness; therefore, further research is needed to determine whether regular use of the media produces measurable improvements in students' self-concept or self-recognition.



Discussion

Development of Self-Concept Rubik's Media in Orientation Services to Help Students Self-Identify

The results of the study show that the development of Self-Concept Rubik's Media produces educational game media that can be used as a support for orientation services to help students in the process of self-recognition. The developed media consists of rubiks, reflection cards, individual worksheets, user manuals, and media storage boxes. Development was carried out using the Four-D (4D) model which includes the *Define*, *Design*, and *Develop*, while the stage *Disseminate* has not been widely implemented. The results of the development show that the media meets valid and practical criteria based on the assessment of media experts, material experts, teachers, and students. The findings show that the developed media not only has feasibility in terms of appearance and content, but can also be used relatively easily in the implementation of onboarding services. At the stage *Define*, media development is based on students' need for services that can help them recognize their characteristics, potentials, strengths and limitations, emotional states, interests, and future goals. These needs are in line with the characteristics of student development in adolescence who are building their identity and self-concept. (Manurung, Maulida, Siregar, & Syahriani, 2026) explains that adolescents' self-concept develops through personal experiences and social interactions that then influence the way individuals perceive and evaluate themselves. Thus, the need for media that provides opportunities for students to explore their experiences and reflect on their condition becomes relevant in the implementation of guidance and counseling services.

At the stage *Design* The Self-Concept Rubik's Wheel is designed by combining Rubik's Cube, reflection cards, and individual worksheets. The combination of these components makes the media not only function as a game, but also as a means of self-reflection. The six aspects contained in the media, namely talent and academics, social relationships, emotions and mental, physical and appearance, future and ideals, as well as solutions and self-esteem, provide space for students to recognize various dimensions of themselves. The design is in accordance with Rogers' view of the concept of the self which includes *Self-image*, *Self-esteem*, and *The Ideal Self*. *Self-image* related to how students understand themselves at this time, *Self-esteem* related to how students assess and appreciate themselves, while *The Ideal Self* related to the self-image that you want to achieve in the future. From perspective (C. R. Rogers et al., 1989), (E. M. Rogers, 2003) The use of Rubik's Cube: Self-Concept is also related to the process of individual development through openness to experience (*openness to experience*), awareness of experience (*Awareness*), self-acceptance (*self-acceptance*), and a tendency to self-actualization (*actualizing tendency*).

The activity on the reflection card provides an opportunity for students to express their experiences and conditions so as to support openness to experience. As students answer questions, discuss experiences, and fill out worksheets, they are directed to be aware of their thoughts, feelings, characteristics, and potential. This process can then help students accept their strengths and limitations and begin to determine the potential and goals they want to develop. Thus, the structure of the Self-Concept Rubik's Media has a conceptual suitability with the process of developing self-concept according to Rogers. The results of the validation of media experts showed an overall average score of 88.16% with very valid criteria. The assessment included the aspect of display of 89.29%, practicality of 87.50%, and implementation of 87.50%. The results show that from the perspective of design and media characteristics, the Rubik's Self-Concept has met the criteria necessary for use in onboarding services. A high score on the display aspect indicates that the visual form of the media has been able to support the attractiveness of the product, while the practicality and feasibility score indicates that the media is relatively easy to use and can be applied in service activities. These findings are in line with research (Manurung, 2021) which shows that interactive media can help create a more active and enjoyable atmosphere of service. Thus, the use of game elements in Rubik's Wheel of Self Concept can be one of the strategies to reduce the dominance of conventional methods of information delivery in BK services.

The validation of the material expert obtained an overall score of 87.50% with very valid criteria. The feasibility aspects of content, material presentation, and language obtained 87.50%, usefulness obtained 81.25%, while conformity with BK services obtained the highest score of 93.75%. The high score in the aspect of conformity with BK services shows that the materials and activities in the Self-Concept Rubik's Cubes have been relevant to the purpose of guidance and counseling services, especially in helping students understand themselves. This finding is important because BK media is not enough to be visually appealing, but must have a match between the content of the media, the characteristics of the learners, and the purpose of the service. This is in line with (Tambusai, 2021) which emphasizes the importance of the ability of BK teachers to choose and utilize media based on service objectives and characteristics of students. The practicality of the media also showed positive results. Based on the teacher's response, the Self-Concept Rubik's Media obtained an overall score of 92.50% with very practical criteria. The usefulness aspect obtained the highest score of 100%, followed by ease of use at 95%, media quality at 90%, and media feasibility at 85%. These results show that teachers view the media as having high benefits in supporting the implementation of orientation services. The high assessment of the ease of use aspect also shows that media components, such as rubiks, reflection cards, worksheets, and guides, can be used relatively easily in the implementation of services.

This is in line with (Armaijn, Darmayanti, Sonia, & Rochmat, 2024) which explains that the use of media in BK services can help increase student involvement while making it easier for teachers to deliver service materials in a more interesting and systematic manner. Meanwhile, the results of the students' responses obtained an overall score of 87.18% with very practical criteria. The aspect of ease of use obtained the highest score of 99.20%, followed by media attractiveness of 88.80%, student involvement of 86.10%, usefulness of 83.30%, and understanding of 78.38%. These results showed that students responded positively to the use of Self-Concept Rubik's. A very high ease of use score indicates that students can follow the game mechanics well. Meanwhile, attractiveness and engagement scores show that the use of games is able to provide a more participatory service experience. The findings reinforce previous research that explains that interactive media can increase student involvement in the learning process as well as guidance and counseling services. (Ismiyati et al., 2025), (Arrumaisyah Daulay, Daharnis, & Afdal, 2021) explained that the media can help clarify the delivery of information and create a more interesting learning process.

Similarly, Padmi and Sarmila (2021) show that interactive media can help improve understanding and skills and create a more active learning atmosphere. In the context of this research, the principle is applied through games that require students to be directly involved in choosing, answering, discussing, and reflecting on questions related to themselves. However, there are things that need to be considered from the results of the students' responses, namely the score of the understanding aspect of 78.38%, which is the lowest score compared to other aspects even though it is still in the very practical category. These findings show that the attractiveness and ease of use of media does not automatically guarantee that all students have the same level of understanding of the material or reflective questions. These conditions can be influenced by differences in the ability to reflect, experience, openness, and psychological development of each student. Therefore, the role of BK teachers is still needed to provide explanations, facilitate discussions, provide examples, and help students understand the meaning of each reflection activity. Thus, the Rubik of Self-Concept should be positioned as a service support medium, not as a substitute for the role of BK teachers.

When associated with Rogers' theory, the results show that the main strength of the Self-Concept Rubik's Wheel Media lies in its ability to create experiences that allow students to interact with themselves through concrete activities. The process of playing can be an entrance to the reflection process. When students answer questions about talents, social relationships, emotions, physicality, ideals, and self-esteem, students have the opportunity to look back at their experiences and perceptions about themselves. The process is relevant to the concept *Self-Awareness* and *self-acceptance* in the Rogers approach. Furthermore, questions about self-development ideals and plans can be directed to *The Ideal Self* and *actualizing tendency*, which is the individual's drive to develop potential towards the expected state of self. In terms of guidance and counseling services, the use of Self-Concept Rubik's Cubes also expands the meaning of orientation services. Orientation services not only function to introduce the school environment, rules, facilities, and various school programs, but can be developed as a service that helps students understand themselves in dealing with the environment and developmental demands. This is in accordance with the view (Dola, Kasih, & Wira Nita, 2024), (Khoiriyah, Azizah, & Muhid, 2021) that orientation services help students adapt, understand the environment, and build readiness in undergoing the educational process. In this study, orientation is extended through activities that help students recognize themselves as an important part of the process of adjustment and personal development.

Overall, the results of the study show that the Self-Concept Rubik's Media has high validity and practicality as a supporting media for orientation services. Media expert validation of 88.16%, validation of material experts of 87.50%, teacher response of 92.50%, and student response of 87.18% show the consistency of positive assessments from various users and validators. The results show that the media developed has met the aspects of design feasibility, material, service suitability, ease of use, attractiveness, and usefulness. These findings also strengthen the results of previous research on the importance of interactive media and games in increasing student involvement in BK services. Thus, the contribution of this research does not only lie in producing educational game products in the form of rubiks, but in the integration of games with the process of self-reflection based on Self-Concept Theory (E. M. Rogers, 2003), (E. M. Rogers, 2003) Self-Concept provides an alternative medium that allows the process of self-recognition to take place through the experience of play, interaction, discussion, and reflection. This media can help BK teachers create more active and student-centered orientation services. However, because the study focused on developing and testing validity and practicality, the results of this study could not be used to conclude the effectiveness of the media in improving the ability to recognize oneself quantitatively. Therefore, further research can test the effectiveness of the Self-Concept

Rubik's Cube, through experimental design or *Pretest-Posttest* to find out the change in students' self-recognition abilities after obtaining services using the media.



Conclusion

This study developed Self-Concept Rubik's Media as an interactive medium for orientation services to support students' self-recognition. The product, developed through the Define, Design, and Develop stages of the Four-D (4D) model, consists of a Self-Concept Rubik's cube, reflection cards, individual worksheets, a user manual, and a media storage box. The validation results indicate that the media achieved a **high level of validity**, with an overall score of **88.16% from the media expert** and **87.50% from the subject matter expert**. These results indicate that the media design, content, language, and compatibility with guidance and counseling services met the established validity criteria. The practicality assessment also produced positive results. Teachers gave an overall score of **92.50%**, while students gave an overall score of **87.18%**, both categorized as **very practical**. These findings indicate that the media is relatively easy to use, attractive, engaging, and suitable for integration into orientation services.

The combination of game interaction, reflection cards, and individual worksheets provides a structured opportunity for students to explore personal characteristics, experiences, strengths, limitations, interests, and aspirations. Thus, the media has the potential to support the process of self-recognition by creating an interactive and reflective service experience. However, the findings should be interpreted within the scope of the research design. This study established the **validity and practicality** of the Self-Concept Rubik's Media; it did not directly measure its effectiveness in improving students' self-recognition or self-concept. Therefore, the high validation and practicality scores should not be interpreted as evidence that the media has been proven effective. Further research involving larger samples, broader school contexts, and experimental, quasi-experimental, or longitudinal designs is needed to determine its effectiveness and longer-term contribution to students' self-recognition.



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