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Development of a Maze Game as a Media Tool to Foster Students' Social Cooperation through Group Guidance Services

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Abstract:
This study aims to develop a Maze Labyrinth game media as a practical tool to foster students' social cooperation skills through group guidance services. The main innovation of this medium lies in its collaborative design mechanism, which requires four students to hold four distinct edges of a physical board to simultaneously coordinate movement, integrated with post-game reflection cards to stimulate debriefing discussions. The development was based on a needs analysis indicating that students' social cooperation skills required development, evidenced by limited group participation, minimal appreciation of peers' opinions, and difficulty completing group tasks collaboratively. Additionally, existing group guidance media remained limited and lecture-heavy. This Research and Development (R&D) study used the Four-D (4D) model, limited to the Develop stage, and involved eight Seventh-Grade students, one guidance and counseling teacher, one material expert, and one media expert at SMPN 36 Medan. Data were collected through interviews, observations, and questionnaires, and were analyzed using descriptive qualitative and quantitative approaches. The results showed that the Maze Labyrinth media obtained a score of 75.0% (Feasible) from both material and media experts. Furthermore, practicality assessments yielded 85.29% (Highly Practical) from the guidance and counseling teacher and 69.47% (Practical) from students. These findings confirm the media's structural feasibility and practical user acceptance for counseling services; however, this development study evaluates media feasibility rather than empirical gains in students' actual social cooperation skills. Therefore, the Maze Labyrinth media is feasible and practical as a supporting medium for group guidance, while its actual effectiveness should be empirically examined in future research.

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Introduction (مقدمة)

Education plays a crucial role in human life, particularly in shaping the quality of future generations. Through education, young people can be developed into individuals with better quality of life. In Indonesia, education currently places greater emphasis on character development as an effort to establish the identity and character of the younger generation for the future. Learning in the 21st century requires students to possess skills that extend beyond cognitive abilities, including strong social skills, particularly the ability to work collaboratively with others.

Cooperation is one of the essential social skills that individuals frequently demonstrate when interacting with others. Through cooperation, students can establish social interactions, develop empathy, and improve effective communication. In addition, students can share knowledge and understanding with one another, enabling them to complete tasks collectively. As social beings, students should be introduced to and develop cooperation skills from an early age. This aims to equip them with the ability to collaborate, foster a strong sense of social awareness, demonstrate concern for others, and accept and appreciate different perspectives and opinions (Putri et al., 2024). One of the verses of the Qur'an that emphasizes the importance of social cooperation is the word of Allah SWT in Surah Al-Ma'idah, verse 2:

وَتَعَاوَنُوْا عَلَى الْبِرِّ وَالتَّقْوٰىۖ وَلَا تَعَاوَنُوْا عَلَى الْاِثْمِ وَالْعُدْوَانِۚ وَاتَّقُوا اللّٰهَۗ اِنَّ اللّٰهَ شَدِيْدُ الْعِقَابِ ۝٢

"And cooperate in righteousness and piety, but do not cooperate in sin and aggression. And fear Allāh; indeed, Allāh is severe in penalty. Q. S. Al-Maidah (5) : 2.

According to Ibn Kathir's interpretation of the verse above, "Allah SWT commands His believing servants to help one another in doing good, namely in acts of righteousness, and to refrain from wrongdoing; this is referred to as piety (taqwa). Allah SWT prohibits them from assisting one another in falsehood, sin, and prohibited acts." The interpretation of Surah Al-Ma'idah, verse 2, according to Tafsir Al-Maraghi, can be explained as follows: "The command to help one another in righteousness and piety is one of the fundamental principles of social guidance in the Qur'an. Allah SWT commands human beings to assist one another in carrying out activities that are beneficial to humanity, both individually and collectively, in matters of religion as well as worldly affairs, and in performing acts of piety through which they prevent the occurrence of harm and dangers that threaten their well-being" (Puspitasari, 2022).

According to Azizah (2021), cooperation skills are essential abilities that students need to develop during the learning process. Through cooperation, students can practice communicating, collaborating, and socializing with others in order to achieve better outcomes in life (Partikasari et al., 2025).

However, in practice, many students still experience difficulties in establishing effective cooperation. For example, some students demonstrate limited cooperation when working in groups, as reflected in the lack of interaction, communication, and collaboration among group members. Efforts to foster social cooperation cannot rely solely on advice or verbal delivery of instructional material. Students also need direct experiences that involve problem-solving interactions and actual role distribution. Therefore, innovative learning media and other supportive approaches, such as active, participatory, and enjoyable group guidance services, are highly necessary.

Educational games represent one approach that can encourage students' active involvement in learning activities. One example is the Maze Labyrinth game, which serves as a visual and interactive medium with the potential to attract students' attention while requiring

them to cooperate and solve labyrinth challenges as a group. The game can be adapted to encourage students to develop strategies together and discuss the appropriate steps to take in order to successfully complete the challenges presented in the labyrinth.

Previous studies have extensively explored maze and labyrinth games as educational media. However, existing research predominantly focuses on individual cognitive development, problem-solving speed, or mathematical concept comprehension in early childhood and primary education settings (Jaya & Indah, 2023; Ramadhani & Ninawati, 2022). Where maze games have been applied in guidance and counseling, they are often designed as digital or paper-based individual worksheets that lack real-time physical interaction among peers (Partikasari et al., 2025). Studies utilizing physical labyrinth boards in secondary schools remain limited, and few have specifically restructured the game mechanism to demand interdependent, multi-person physical coordination.

To address this gap, this study develops a collaborative physical Maze Labyrinth game specifically engineered as a guidance tool for group counseling services. The novelty of this study lies in the structural gameplay design, where the maze board cannot be operated by a single person but requires four players to hold four distinct sides of the board simultaneously to navigate a ball through obstacle-laden pathways, integrated with debriefing reflection cards. Unlike conventional individual maze games, this design operationalizes positive interdependence and physical coordination, forcing students to communicate, negotiate, and synchronize movements to achieve a common goal.

Based on observations and interviews conducted at SMP Negeri 36 Medan, it was found that students' social cooperation skills still need to be improved. This was evident from students' tendency to require direction and supervision from teachers before being willing to cooperate with their peers. During classroom learning activities, some students continued to demonstrate individualistic attitudes and lacked initiative to participate in group work. They tended to become actively involved only when teachers provided direct encouragement, guidance, or supervision. This condition indicates that students' awareness of the importance of cooperation and their willingness to contribute to group activities have not yet developed optimally.

Interviews with the Guidance and Counseling (GC) teacher at SMP Negeri 36 Medan also revealed several factors influencing students' low levels of social cooperation. One of the identified factors was family-related problems experienced by some students, such as having a father who is ill, having a mother who has to work and therefore provides limited attention, or living with a grandmother. Such conditions may cause some students to become more withdrawn, reluctant to interact with their surrounding environment, and less capable of establishing social relationships with peers. Consequently, students may tend to withdraw from social interactions and have only a few friends; some may even be excluded by their peers because they are perceived as unwilling to socialize.

Furthermore, the interviews revealed that the existence of friendship groups or social circles among students also affects their ability to cooperate socially. Some students prefer to interact and work only with friends whom they consider close or familiar, making them less open to interacting with other classmates. This condition limits social interaction among students and may potentially create disparities in peer relationships within the classroom. Therefore, teachers need to undertake various efforts and interventions to encourage students to cooperate with all class members without differentiating between friends.

Furthermore, the GC teacher explained that, in terms of participation and concern for the group, some students still lacked an adequate sense of responsibility. When assigned group tasks, some students tended to prioritize completing their individual responsibilities rather than contributing to the overall success of the group. Once they had completed their own assigned

tasks, they considered their responsibility fulfilled without considering whether other group members had completed their tasks. This condition indicates that attitudes of concern, mutual assistance, and shared responsibility within groups still need to be developed among students.

These findings are consistent with the observations conducted by the researcher at SMP Negeri 36 Medan. During the observation process, several students were found to have difficulty interacting with their classmates, tended to withdraw, interacted only with certain friendship groups, and demonstrated low levels of participation and concern in group activities. Therefore, an engaging and enjoyable medium is needed to actively involve students in fostering cooperation skills, increasing social awareness, and encouraging them to become more open in interacting with their peers.

This study aims to develop a Maze Labyrinth medium to foster students' social cooperation through group guidance services by identifying students' needs, producing a prototype of the medium, and determining the feasibility and practicality of the developed medium.

Method (منهج)

This study employed a Research and Development (R&D) method using the Four-D (4D) development model proposed by Thiagarajan, Semmel, and Semmel (1974), comprising Define, Design, Develop, and Disseminate. The product developed in this study was a collaborative physical Maze Labyrinth game designed to foster students' social cooperation through group guidance services. In this research, the development procedure was adapted and focused up to the Develop stage (encompassing product design, expert validation, iterative revisions, and a limited field trial), while full-scale Dissemination was omitted due to operational boundaries. The study was conducted at SMP Negeri 36 Medan. Participant selection was conducted purposefully based on preliminary observations and guidance teacher recommendations, involving eight Seventh-Grade students who exhibited low levels of peer interaction and social cooperation during group activities, one Guidance and Counseling (GC) teacher, one subject-matter expert to validate content alignment, and one media expert to evaluate visual and physical product characteristics.

The research procedure systematically unfolded across three core stages. In the Define stage, a front-end needs assessment was conducted through observations, interviews with the GC teacher, and a student needs questionnaire to diagnose baseline conditions regarding students' social cooperation issues and existing counseling media limitations. In the Design stage, the researcher prototyped the Maze Labyrinth board game, designed obstacle-laden pathways, structured debriefing reflection cards, drafted game rules requiring four-person synchronized board manipulation, and constructed research evaluation instruments. In the Develop stage, the initial prototype (Prototype I) was subjected to expert validation by the material and media experts, iteratively revised based on qualitative expert feedback, and subsequently tested in a limited field trial with the GC teacher and eight Seventh-Grade students during a group guidance session to evaluate product feasibility and practicality.

In this study, social cooperation was defined as students' ability to work collaboratively with group members to achieve a common goal, grounded in Johnson and Johnson's framework as well as Kamawarni's indicators, encompassing positive interdependence, individual accountability, interaction and mutual support, interpersonal skills, and group reflection. Data collected comprised both qualitative and quantitative data. Qualitative data were obtained from open-ended interview responses, observations, and written comments or suggestions provided by validators. Quantitative data were obtained using structured questionnaires scored on a 4-point Likert rating scale, ranging from 1 ("Strongly Disagree") to 4 ("Strongly Agree").

To ensure consistent assessment, validation and evaluation instruments were systematically structured around specific operational indicators. The subject-matter expert validation instrument evaluated material suitability, goal alignment with Kamawarni's social cooperation indicators, instructional clarity, and language appropriateness across 15 evaluation items (maximum score = 60). The media expert validation instrument evaluated physical board construction, obstacle placement, typography legibility, layout aesthetics, color harmony, and overall media utility across 32 evaluation items (maximum score = 128). The GC teacher practicality questionnaire assessed operational usability, counseling service relevance, language clarity, and visual presentation across 17 evaluation items (maximum score = 68). The student response instrument evaluated user engagement, content comprehensibility, layout attractiveness, and reflection exercise utility across 10 evaluation items administered to the 8 student participants (yielding an aggregated item-level metric evaluated against a total maximum score framework of 1,366).

Quantitative validation and practicality data were analyzed using descriptive statistics expressed as percentages, utilizing the following formula:

$$P = f/N \times 100$$

Where P represents the Feasibility or Practicality Percentage, f denotes the total empirical score obtained from respondents, and N represents the maximum possible score across all evaluated items. The calculated percentages were then interpreted according to predetermined feasibility and practicality evaluation criteria presented in Table 1. Furthermore, it is important to clarify that this study focused on evaluating product validity and practical feasibility during media development, rather than empirically measuring statistical gains in student social cooperation levels

Table 1. Assessment Criteria

Score	Response	Percentage	Feasibility/Practicality Category
1	Strongly Disagree	0%–25%	Highly Infeasible/Impractical
2	Disagree	26%–50%	Infeasible/Impractical
3	Agree	51%–75%	Feasible/Practical
4	Strongly Agree	76%–100%	Highly Feasible/Practical

Result (نتائج)

Based on the results of observations, interviews, and needs analysis conducted at SMPN 36 Medan, guidance and counseling services were found to be predominantly implemented using traditional lecture-based methods. Consequently, students' social cooperation skills required development, as evidenced by limited participation in group tasks, a lack of appreciation for peers' opinions, and difficulties in collaborating effectively. These baseline conditions confirmed that existing group guidance services lacked interactive tools to foster active peer cooperation. Therefore, the researcher developed the collaborative Maze Labyrinth game media as an interactive supporting tool for group guidance services. The needs assessment revealed that students required group guidance media that were engaging, hands-on, and capable of actively involving all group members in collaborative problem-solving.

The Maze Labyrinth game is a board-based medium consisting of winding pathways and obstacle structures, designed so that a ball must be guided along a designated route toward the endpoint without touching obstacles. Crucially, the game is engineered for simultaneous four-

player operation, where players hold four distinct edges of the board to physically coordinate movements, supported by debriefing reflection cards drawn after completing the maze. This design aligns with Johnson and Johnson's cooperative framework and Kamawarni's social cooperation indicators, encouraging positive interdependence and real-time communication during group guidance sessions.

During the Develop stage, the initial prototype (Prototype I) was evaluated by a subject-matter expert and a media expert. Based on expert feedback, specific product revisions were incorporated into Prototype II. For the physical maze board, the media expert recommended painting the labyrinth pathways with distinct colors to improve visual clarity, adding explicit "START" and "FINISH" markers, and embedding mobile obstacle hurdles along straight paths to create physical challenges requiring coordinated board tilting. The visual transformation of the physical maze board before and after these expert-recommended revisions is illustrated in Figure 1.

Before Revision After Revision



Figure 1. Shows a comparison of the revisions recommended by the media expert.

In addition to the game board, revisions were also applied to the accompanying guidebook. The media expert recommended enlarging the main title typography for better readability, adjusting student illustrations to reflect junior high school demographics, and removing ambiguous statements regarding general critical thinking to focus specifically on social cooperation. Concurrently, the subject-matter expert recommended explicitly structuring the guidebook's reflection questions around Kamawarni's specific social cooperation indicators, including helping behaviors, active participation, respecting opinions, task sharing, and mutual responsibility. The visual refinements made to the guidebook layout prior to field testing are presented in figure 2.

Before Revision After Revision



Figure 2. shows a comparison of the revisions recommended by the media expert.

Following the implementation of these qualitative revisions on both the physical board and the guidebook, the refined media prototype (Prototype II) was evaluated quantitatively to establish its feasibility and practicality. The evaluation process involved expert validation tests to

measure content and media soundness, followed by a limited field trial to capture operational user feedback.

Table 2. *Product Feasibility Test*

Validation Test	Validator Score	Maximum Total Score	Percentage	Criteria
Media Expert	96	128	75%	Feasible
Material Expert	45	60	75%	Feasible

As presented in Table 2, validation results yielded a percentage score of 75.0% from the media expert across technical quality, visual appeal, language, and structural innovation, while the material expert also awarded a score of 75.0% across content accuracy, goal alignment, and instructional clarity. Both assessments fall into the "Feasible" category, confirming that the prototype fulfilled basic pedagogical and media presentation standards required for group guidance implementation.

Table 3. *Product Practicality Test*

Practicality Test	Validator Score	Maximum Total Score	Percentage	Criteria
GC Teacher	58	68	85.29%	Highly Practical
Students	949	1,366	69.47%	Practical

Following expert validation, a limited field trial produced practicality scores of 85.29% ("Highly Practical") from the Guidance and Counseling teacher and 69.47% ("Practical") from the eight student participants, as detailed in Table 3. Examining these different assessment scores provides context regarding user feedback. The GC teacher evaluated the medium from an instructional perspective, highlighting its practicality and ease of integration into group guidance activities. Meanwhile, students evaluated the medium through direct physical interaction during gameplay. The moderate student rating (69.47%) reflects the practical challenges students faced while attempting to synchronize board movements and negotiate decisions with peers under time constraints. This variance indicates that physical coordination required active effort and adjustment among group members during the game. Overall, both ratings indicate that the Maze Labyrinth media meets the necessary feasibility and practicality criteria for implementation in school counseling services.

Discussion (مناقشة)

The needs assessment results indicated that Grade VII students at SMP Negeri 36 Medan exhibited limited social cooperation, characterized by passive group participation, difficulties in respecting peers' opinions, and a reliance on teacher supervision to complete group tasks. Furthermore, guidance services at the school relied heavily on lecture-based delivery, highlighting the demand for interactive media that foster active peer engagement. Guidance and counseling media serve as essential intermediaries that stimulate counselees' thoughts, feelings, and social awareness to facilitate self-direction and collaborative problem-solving (Aprillia et al., 2023; Ismail, 2022). In the context of group guidance, media must leverage group dynamics, creating a supportive environment where mutual learning and social interaction occur naturally (Reba & Saud, 2026).

To address these baseline needs, the Maze Labyrinth game was developed as an interactive board medium for group guidance. While conventional labyrinth games focus on individual pathfinding to enhance cognitive concentration (Jaya & Indah, 2023; Syarroma & Wijaya, 2023),

this medium restructures gameplay into a highly interdependent group activity. Engineered for four simultaneous players holding four distinct edges of the board, the game mechanics require players to balance and tilt the board in synchronization to guide a ball through obstacle-laden pathways toward the finish marker. This specific physical gameplay mechanism directly operationalizes Kamawarni's social cooperation indicators. Positive interdependence and helping behaviors are triggered because no single student can navigate the ball independently; physical success necessitates continuous motor coordination and verbal signaling. Active participation and task sharing are embedded in the four-sided board control, which prevents dominant students from taking over and requires equal contribution from every member. Moreover, when the ball encounters obstacles or strays off path, students are forced to practice emotional regulation, negotiate movement directions, and respect peer suggestions under time pressure, thereby reinforcing interpersonal skills and mutual responsibility.

The integration of post-game reflection cards further deepens the educational value of the medium. After completing the maze, drawing reflection cards prompts structured group discussions where students evaluate their teamwork dynamics, acknowledge peer contributions, and reflect on how cooperative behaviors apply to daily classroom scenarios. This aligns with Johnson and Johnson's cooperative framework, which highlights group processing and individual accountability as vital components of social learning. Through this experiential learning-by-doing approach, social cooperation values are not merely delivered as abstract concepts but are practiced and reflected upon in real time (Fatmasari & Kristianti, 2024; Ningsih et al., 2023).

Comparing these findings with previous empirical research underscores the unique contribution of this media design. Prior studies on educational mazes primarily demonstrated benefits in early childhood cognitive development or individual problem-solving speed (Ramadhani & Ninawati, 2022; Syarroma & Wijaya, 2023). Where guidance media incorporated games, they frequently relied on digital interfaces or paper worksheets that provided limited opportunities for real-time physical collaboration (Partikasari et al., 2025). In contrast, the empirical feasibility (75.0%) and practicality results (85.29% from the counselor and 69.47% from students) in this study demonstrate that a physical, multi-player labyrinth board successfully creates dynamic group interaction in secondary school counseling. The variance between teacher and student practicality scores aligns with findings by Silaban et al. (2026), indicating that while educators value the media's instructional utility, students experience real operational challenges during physical coordination. Navigating these physical gameplay hurdles serves as a functional proxy for real-world social problem-solving.

Overall, the expert validation ratings and field test feedback confirm that the Maze Labyrinth game is a feasible and practical tool for group guidance services. Grounded in student needs, the media offers Guidance and Counseling teachers an engaging, student-centered strategy to facilitate social cooperation at SMP Negeri 36 Medan. However, as this research was limited to media development and feasibility testing, future experimental studies utilizing control groups are recommended to evaluate the empirical effectiveness of this game in producing statistically significant gains in students' long-term social cooperation behaviors.

Conclusion (خاتمة)

This study produced the Maze Labyrinth medium as a medium for group guidance services aimed at fostering students' social cooperation. The development of the medium was based on the results of a needs analysis indicating that students' social cooperation skills at SMP Negeri 36 Medan still need to be improved. The validation results indicated that the medium was categorized as **Feasible**, while the practicality test results showed that it was **Practical** and **Highly**

Practical based on the responses of the Guidance and Counseling (GC) teacher and students. Therefore, the Maze Labyrinth medium can be considered **Feasible and Practical** for use in group guidance services to assist students in developing their social cooperation skills. These findings indicate that the Maze Labyrinth has the potential to serve as an innovative Guidance and Counseling medium that supports the implementation of services that are more interactive, engaging, and beneficial for students.

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