
The Development of the MonoTalk (Monopoly Talk) Game for Group Guidance Services to Enhance Interpersonal Communication

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Abstract: This research aims to develop MonoTalk (Monopoly Bicara) as a group guidance tool to improve interpersonal communication among junior high school students. This study employed a Research and Development (R&D) method, adopting the Borg and Gall model, which initially consisted of ten stages. However, this study was limited to five stages: needs analysis, planning, product development, expert validation, and user testing. Data analysis techniques included an inter-rater agreement model and descriptive analysis. The results of expert validation and user testing showed an agreement index of 1.00 for the usability, accuracy, and feasibility aspects, reflecting a very high level of validity. Descriptive statistical analysis showed that content experts rated the product with average scores of 3.76 (usability), 3.91 (accuracy), and 3.92 (feasibility). Media experts gave average scores of 3.90 (visual design), 3.97 (introduction), and 4.00 (game media). Furthermore, user testing with school counselors yielded an average score of 4.00 for all aspects, indicating excellent acceptance. Student responses indicated that 75% rated the product as very useful, 97% as very accurate, and 94% as very appropriate. Based on the results of this study, it can be concluded that the MonoTalk game is very useful, very appropriate, and very suitable for use as a supporting medium for group guidance services to foster interpersonal communication among junior high school students. Future research is recommended to investigate the effectiveness of the MonoTalk game and its implementation in broader educational settings involving larger and more diverse participant groups.

Keywords: Game Media, Group Guidance, Interpersonal Communication, MonoTalk Media.

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INTRODUCTION

The introduction should provide a brief overview of the study's background and emphasize its strategic role in shaping students' intellectual, social, and emotional development. At the junior high school (SMP) level, students are in a transitional phase toward adolescence, marked by significant physical, cognitive, and psychosocial changes (Sawitri et al., 2024). At this stage, students begin to develop their identity and expand their social relationships with peers and the school environment. Therefore, educational success is determined not only by academic achievement but also by students' ability to establish healthy and effective social relationships. One fundamental skill that supports this is interpersonal communication (DeVito, 2016).

Interpersonal communication is the process of directly exchanging messages between two or more people, with reciprocity in the interaction (Yudhistira & Trihastuti, 2023). DeVito (2016) explains that interpersonal communication is characterized by openness, empathy, support, positive attitudes, and equality in relationships. These aspects form the foundation for meaningful and harmonious social relationships. In an educational context, interpersonal communication skills contribute to active participation in learning, collaboration, constructive conflict resolution, and the creation of a conducive classroom climate (Suryana & Permana, 2025).

However, the reality on the ground indicates that students' interpersonal communication skills still require attention. Based on a preliminary survey conducted among 68 eighth-grade students at SMP Negeri 1 Wonoayu, 45% of the students experienced difficulties in expressing their opinions directly to peers and teachers, 20% tended to withdraw when misunderstandings occurred, and only 12% demonstrated effective interpersonal communication skills, such as active listening and expressing their opinions politely. These findings indicate that the majority of students have not yet developed optimal interpersonal communication skills.

This finding aligns with various previous studies. Yudhistira & Trihastuti (2023) found that more than half of students experienced low-level interpersonal communication barriers. Julita (2024) also reported that 50.9% of students have low levels of interpersonal communication, while Fazrin (2021) indicated that 56% of students

experience difficulties in openness and establishing effective communication. Poor interpersonal communication skills result in misunderstandings, conflict, social isolation, and decreased motivation and academic achievement (Destiyan Elviyana Nugraheni et al., 2025; Warsito, 2020). Therefore, developing interpersonal communication skills is an urgent need in the context of junior high school education.

Efforts to develop interpersonal communication can be facilitated through guidance and counseling services in schools. According to Minister of Education and Culture Regulation No 111 (2014), guidance and counseling services aim to help students achieve optimal personal, social, academic, and career development. One effective service for developing social skills is group guidance, as it provides opportunities for students to interact, discuss, and provide feedback directly to one another (Maghfira et al., 2025). However, interviews with guidance and counseling teachers indicate that media use in guidance and counseling services is still limited to conventional media such as presentations and discussions, resulting in suboptimal student engagement.

The use of games in guidance and counseling services can be an innovative alternative to increase student participation and motivation. Games create an interactive, enjoyable learning environment and encourage students to actively engage in the social learning process (Amri et al., 2023; Fitriah & Simon, 2024). Furthermore, games allow students to practice communication skills directly in structured yet flexible situations, making learning more meaningful.

One potential media option for development is the game of Monopoly, modified to suit the objectives of guidance and counseling services. Monopoly is interactive, turn-based, and involves discussion and joint decision-making (Aditia et al., 2024). However, the development of Monopoly media specifically designed to improve interpersonal communication in junior high school students through group guidance services based on the interpersonal communication aspects described by DeVito (2016) has not been found in previous research. This gap is the basis for development.

METHODS

This research was conducted to develop the MonoTalk (Monopoly *Bicara*) game as a supporting medium for group guidance services to foster interpersonal communication skills in junior high school students. The method used was Research and Development (R&D), emphasizing the product development process and systematic product feasibility testing. This method section outlines the research design, development procedures, research subjects, instruments used, and data analysis techniques applied in the study.

Research Design

This research employed a Research and Development (R&D) approach, referring to the Borg and Gall (1989) model (in Muwakhidah, 2020). This model is a systematic approach aimed at producing and validating educational products through the stages of planning, development, testing, evaluation, and continuous revision. Although the Borg and Gall model consists of ten stages, this research was limited to five: preliminary study, planning, product development, expert testing, and prospective user testing. This limitation was implemented because the research focused on product development and theoretical and practical feasibility testing, without involving large-scale field testing and dissemination.

Research Procedures

2.2.1 Preliminary Study

The preliminary study was conducted through observation, interviews with guidance and counseling teachers, and a literature review. The study results indicated that students experienced barriers in interpersonal communication skills, particularly in the aspects of openness, empathy, supportiveness, positivity, and equality. These issues served as the basis for developing media tailored to the students' needs.

2.2.2 Planning

The planning stage involved formulating development objectives, determining product specifications, and developing the initial design for the MonoTalk (Monopoly Talk) game media and its guidelines. Furthermore, a research instrument was developed based on interpersonal communication indicators according to DeVito (2016), which was developed into a questionnaire as the basis for developing game content.

2.2.3 Product Development

The development stage resulted in the MonoTalk (Monopoly Talk) game media, consisting of a 60 cm × 60 cm game board with 48 squares, playing cards representing aspects of interpersonal communication, and a user guide. The guidebook was systematically structured to cover the initial, core, and closing stages of implementing group guidance services.

2.2.4 Expert Testing

Expert testing was conducted to assess the product's suitability in terms of content and media. This testing involved guidance and counseling experts and media experts who were purposively selected based on relevant competencies. The assessment was conducted using an acceptability questionnaire covering aspects of usability, accuracy, and feasibility, supplemented by suggestions for improvement.

2.2.5 Potential User Testing

The potential user testing involved guidance and counseling teachers and junior high school students. This testing aimed to determine the product's acceptability and practicality in a real-life context. Guidance and counseling teachers assessed the usability, accuracy, and feasibility of the media as a service facilitator, while students provided assessments based on their experience using the media in group guidance activities.

2.3 Research Subjects

The research subjects consisted of two content experts, two media experts, two guidance and counseling teachers, and approximately 32–33 junior high school students. Subject selection was purposive, considering their qualifications and relevance to the research objectives.

2.4 Research Instrument

The data collection instrument used was an acceptability assessment questionnaire that referred to the educational program evaluation standards (Joint Committee, 1981 in Muwakhidah, 2020). The questionnaire was structured based on three main aspects: usability, accuracy, and feasibility, using a four-level Likert scale.

2.5 Data Analysis Techniques

Data analysis techniques used quantitative and descriptive approaches. Quantitative data from expert testing results were analyzed using an inter-rater agreement model to determine the level of agreement between assessors using the index formula $D/(A+B+C+D)D/(A+B+C+D)D/(A+B+C+D)$. These were then interpreted based on Guilford's validity criteria.

Meanwhile, data from prospective user testing were analyzed using descriptive statistics with percentage techniques based on the criteria proposed by Arikunto to categorize the product's acceptability into very suitable, suitable, less suitable, and unsuitable criteria (Arikunto, 2013). Qualitative data in the form of suggestions and comments were analyzed descriptively as a basis for revising and refining the product.

RESULT AND DISCUSSION

Result

The research results are divided into two types of data, namely quantitative data analyzed using the inter-rater agreement model from Gregory (2004) and Guilford (1956) and statistical tests with the SPSS for Windows version 24 program. The second type of data is descriptive data consisting of suggestions, criticisms, and input from experts and potential users that are analyzed descriptively. The following is an explanation of the results of the expert and potential user tests that include quantitative and descriptive.

A. Content Expert Results

Table 1. Content expert assessment of the MonoTalk (Monopoly *Bicara*) guidebook.

Assessment Aspect	Standar Deviation		Mean	
	Expert 1	Expert 2	Expert 1	Expert 2
Usability aspect	0.507	0.437	3.59	3.76
Accuracy aspect	0.302	0.505	3.91	3.36
Feasibility aspect	0.277	0.519	3.92	3.54

Table 2. Suggestions, input, and revisions based on content expert test results

Subject	Expert input	Revised aspects
Content expert test 1	Game card content fix	The content of the MonoTalk game cards has been improved by adapting to expert input, including language, clarity of instructions, and the appropriateness of the material to the goal of improving interpersonal communication in junior high school students. Improvements were made by simplifying sentence structure for ease of understanding, clarifying the commands or questions on the cards, and ensuring each card represents indicators of interpersonal communication according to the aspects being developed. Thus, the game cards are more communicative, relevant, and effective for use in group guidance activities.

B. Media Expert Test Results**Table 3.** Media expert assessment of the MonoTalk (*Monopoly Bicara*) game media.

Assessment Aspect	Standar deviation		Mean	
	Expert 1	Expert 2	Expert 1	Expert 2
Appearance Aspect	0.308	0.366	3.90	3.85
Introduction Aspect	0.171	0.359	3.79	3.85
Media Aspect	0.224	0.000	3.95	4.00

Table 4. Suggestions and input based on the media expert test.

Subject	Expert Input	Revised Aspects	Revision Results
Media Expert Test 1	Added a table of contents to the MonoTalk game manual	Manual structure	The MonoTalk game manual has been updated with a table of contents to make it easier for readers to find information in each section.
	The font size on each page should be consistent.	Manual typography	The font size across all pages of the manual has been standardized for a cleaner, more readable appearance.
	Space (book space) is passed next to the text (reduce text)	Manual text layout and design	The text spacing has been adjusted to ensure a neat layout.
Media Expert Test 2	Game synopsis in the guidebook (back)	Manual information completeness	The game synopsis has been added to the back of the manual to provide an overview of the content and objectives of MonoTalk.
	The font size on each page should be consistent.	Manual typography	The font size across all pages of the manual has been standardized for a cleaner, more readable appearance.

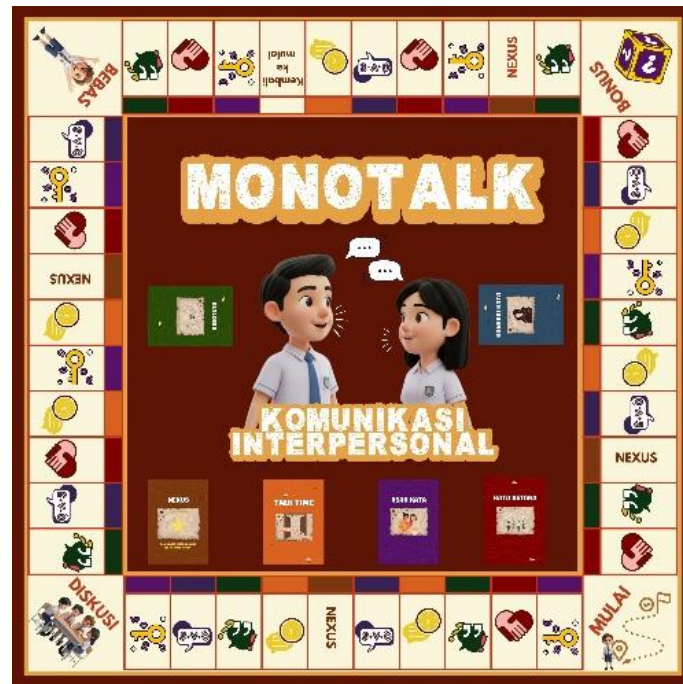


Figure 1. MonoTalk Game Board

Figure 1. shows the innovative product development of MonoTalk which is designed to be attractive and easy to understand so that it can later be played by school students.

C. Prospective User Results

Table 5. Prospective guidance and counseling teacher user assessments of the MonoTalk (*Monopoly Bicara*) game media.

Assessment Aspect	Standar Deviation		Mean	
	Prospective user 1	Prospective user 2	Prospective user 1	Prospective user 2
Usability aspect	0.000	0.000	4.00	4.00
Accuracy aspect	0.000	0.000	4.00	4.00
Feasibility aspect	0.000	0.000	4.00	4.00

Table 6. Prospective student user assessments of the MonoTalk (*Monopoly Bicara*) game media

Assessment Aspect	Total Average Percentage
Usability aspect	75%
Accuracy aspect	97%
Feasibility aspect	94%

Discussion

The analysis of the MonoTalk (Monopoly *Bicara*) game media product and its guidebook links empirical findings from content expert testing, media expert testing, and assessments by potential users, namely guidance and counseling teachers and junior high school students, with interpersonal communication theory and group guidance services. This approach aims to ensure that the developed product is not only innovative and practically engaging, but also supported by a strong theoretical foundation, allowing for optimal application in the context of group guidance.

The results of the content expert testing and media expert testing of the MonoTalk (Monopoly *Bicara*) game product indicate that the developed media meets quality criteria before being implemented in group guidance services. The expert testing was conducted by two content experts and two media experts who met the criteria described in Chapter III. The assessment focused on three main aspects: usability, accuracy, and feasibility, which serve as indicators for determining the media's acceptability as a means of supporting the development of interpersonal communication in junior high school students.

Based on the results of the content expert testing, the MonoTalk (Monopoly *Bicara*) game received a very high score, indicating that this media is highly effective in supporting the improvement of junior high school students' interpersonal communication skills. The experts assessed that the game's materials, indicators, and activities were aligned with the objectives of group guidance services and the developmental characteristics of the students. They also provided some suggestions for improvement, particularly regarding the content of the game cards. Improvements focused on simplifying sentence structure to make them more communicative and appropriate to the students' level of understanding, as well as clarifying the instructions on each card to avoid multiple interpretations when used in group dynamics. Furthermore, the experts recommended that each card explicitly list the interpersonal communication indicators represented, thus providing a clearer and more structured connection between the game activities and theoretical aspects. This aligns with Razmamita (2022) opinion, which states that clarity of language, accuracy of instructions, and relevance of material are crucial components in developing game-based learning media because they directly influence student engagement and the effectiveness of achieving guidance service objectives (Razmamita, 2022).

Meanwhile, the results of the media expert test indicated that the MonoTalk game (Monopoly *Bicara*) was in the high category, with several technical and structural suggestions for improvement. These suggestions include adding a table of contents to the guidebook to clarify the presentation, refining the content structure for better organization, and adding a game synopsis to the back of the book to enhance the completeness of the information. Furthermore, media experts emphasized the importance of consistent font size on each page to maintain typographic uniformity, as well as layout arrangements by providing proportional white space and reducing text density to improve reading comfort. These findings are reinforced by research conducted by Sari et al. (2025), which states that typography, layout, and information presentation are crucial components in developing learning media because clear and structured visual design influences readability, ease of understanding, and the effectiveness of media use in group guidance services (Sari et al., 2025).

Conceptually, the content and content of the MonoTalk game also refer to the interpersonal communication theory proposed by DeVito (2016), namely openness, empathy, supportiveness, positivity, and equality. These five aspects are integrated into play activities through prompt cards, challenge cards, and interaction scenarios that encourage students to express opinions, listen actively, and respond reflectively to the experiences of their peers. The application of a game-based approach in group guidance services is considered effective in creating a more participatory atmosphere, allowing students to practice social skills directly in a group context. As emphasized by Eldzaka (2025), who argued that game-based learning strategies can enhance social interaction, active participation, and interpersonal skills (Eldzaka, 2025). Thus, expert testing results indicate that the MonoTalk game is not only visually appealing but also supported by a theoretical foundation and systematic media structure. The integration of interpersonal communication material and interactive game design ensures that this product meets the requirements of usability, accuracy, and suitability.

CONCLUSION

The product of development in this research is a MonoTalk game media and guidebook for students and BK teachers that have met the criteria of usability, accuracy, and feasibility through content expert tests, media expert tests and prospective user tests. The MonoTalk game media is theoretically acceptable through expert tests and practically acceptable from prospective user tests. Based on the content and media expert tests analyzed using the inter-rater agreement model obtained a score of 3.94 and 1, and the prospective user test on teachers was 1. The results of the prospective user test (students) on the usability aspect 75% are in the very useful category, on the accuracy aspect 97% are in the very appropriate category. Meanwhile, on the feasibility aspect, 94% were categorized as very appropriate. Based on the results of this study, it can be concluded that the MonoTalk game is considered very useful, highly appropriate, and feasible to be used as a supporting medium for group guidance

services to foster junior high school students' interpersonal communication. Future research is recommended to continue the development process through limited and large-scale field testing, as well as to examine the effectiveness of the MonoTalk game with a broader sample to obtain more comprehensive evidence of its impact on students' interpersonal communication skills.

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