

DEVELOPMENT OF THE “I EXIST, I AM VALUABLE” E-BOOKLET MEDIA FOR PREVENTING SELF-INJURY BEHAVIOR AT SMPN 5 MAKASSAR

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Abstract

This study aims to develop and examine the practicality of the e-booklet “Aku Ada, Aku Berharga” (“I Exist, I Am Valuable”) as an educational and preventive medium to reduce self-injury behavior among students of SMP Negeri 5 Makassar. The rise in self-injury among adolescents is associated with difficulties in managing stress, social pressure, and low self-worth. Therefore, there is a need for educational, contextual, and easily accessible informational media for students. This research employed a modified Borg & Gall development model consisting of seven stages: preliminary study, initial design planning, prototype development, expert validation, product revision, limited trial, and final refinement. Data were collected through student needs questionnaires, expert validation sheets for content and media, and practicality assessments conducted by Guidance and Counseling (BK) teachers and students. The results indicate that the e-booklet achieved a “very valid” rating in terms of content, appearance, and language, and was categorized as “very practical” based on user evaluations. The e-booklet was perceived as engaging, communicative, and aligned with adolescents’ psychosocial needs. Thus, the “Aku Ada, Aku Berharga” e-booklet is feasible to be used as a preventive counseling medium to enhance students’ understanding, emotional regulation, and self-worth in efforts to prevent self-injury behavior

Keywords: e-booklet, self-injury, guidance and counseling, preventive media, adolescents

Abstrak

Penelitian ini bertujuan untuk mengembangkan dan menguji kepraktisan media e-booklet “Aku Ada, Aku Berharga” sebagai sarana edukatif dan preventif untuk mencegah perilaku self-injury pada siswa SMP Negeri 5 Makassar. Fenomena self-injury di kalangan remaja meningkat akibat ketidakmampuan mengelola stres, tekanan sosial, serta rendahnya penghargaan terhadap diri. Oleh karena itu, dibutuhkan media informasi yang edukatif, kontekstual, dan mudah diakses oleh peserta didik. Penelitian ini menggunakan model pengembangan Borg & Gall yang dimodifikasi menjadi tujuh tahap, meliputi studi pendahuluan, perancangan desain awal, pengembangan prototipe, validasi ahli, revisi produk, uji coba terbatas, dan penyempurnaan produk akhir. Data diperoleh melalui angket kebutuhan siswa, lembar validasi ahli materi dan media, serta uji kepraktisan oleh guru Bimbingan dan Konseling (BK) dan siswa. Hasil penelitian menunjukkan bahwa media e-booklet memperoleh kategori sangat valid dari aspek isi, tampilan, dan bahasa, serta sangat praktis berdasarkan uji pengguna. E-booklet ini

dinilai menarik, komunikatif, dan sesuai dengan kebutuhan psikososial remaja. Dengan demikian, media e-booklet “Aku Ada, Aku Berharga” layak digunakan sebagai media layanan konseling preventif untuk meningkatkan pemahaman, pengelolaan emosi, dan penghargaan diri siswa dalam mencegah perilaku self injury.

Kata kunci: e-booklet, self-injury, bimbingan dan konseling, media preventif, remaja

INTRODUCTION

The phenomenon of self-injury, or deliberate self-harm without suicidal intent, has become an increasingly concerning psychological issue among adolescents. Global research reports indicate that the lifetime prevalence of Non-Suicidal Self-Injury (NSSI) among adolescents reaches approximately 22%, while around 23.2% of adolescents have engaged in self-injurious behavior within the past twelve months (Steggals et al., 2020). In Indonesia, a study conducted by Faradiba et al. (2022) found that approximately 20.21% of adolescents had engaged in self-harm at least once. These findings suggest that adolescents constitute one of the most vulnerable age groups for self-injurious behavior, particularly those between the ages of 12 and 18, a developmental stage characterized by significant emotional, social, and psychological transitions (Whitlock et al., 2022).

Self-injury often emerges as a maladaptive coping mechanism for dealing with feelings of anxiety, disappointment, emotional distress, and an inability to regulate emotions effectively. Adolescents who have not yet developed emotional maturity frequently resort to behaviors such as cutting, burning, scratching, or hitting themselves in an attempt to relieve psychological tension (Klonsky & Muehlenkamp, 2021). The causes of self-injury are multifaceted and may stem from internal factors, including low self-worth, loneliness, poor emotional regulation, and ineffective stress management, as well as external factors such as family conflict, peer pressure, social rejection, and inadequate social support systems (Sahrah & Yuniasanti, 2018). Without appropriate intervention, self-injurious behavior can become a persistent maladaptive habit that negatively affects adolescents' mental health, social relationships, and academic performance.

Within the educational context, schools play a strategic role in identifying, preventing, and addressing self-injury through guidance and counseling services. School counselors are expected not only to respond to existing psychological problems but also to implement preventive interventions that promote students' emotional well-being. However, preliminary observations conducted at SMP Negeri 5 Makassar revealed that school counselors have limited access to educational media specifically designed to raise awareness about self-injury and its prevention. Existing information services tend to be general in nature and are often delivered through conventional methods that may not effectively engage today's digitally oriented adolescents. Consequently, there is a growing need for innovative educational media that can communicate preventive messages in a manner that is interactive, accessible, engaging, and relevant to students' psychosocial needs.

One promising medium is the e-booklet, a digital educational resource that integrates text, images, animations, hyperlinks, and interactive videos to facilitate learning and

information dissemination (Sugianto et al., 2013). Compared to traditional printed materials, e-booklets offer greater flexibility, accessibility, and appeal to students who are accustomed to digital technology. Furthermore, digital learning media can enhance students' understanding, motivation, and retention of information by presenting content in a visually attractive and interactive format.

In response to this need, the e-booklet “Aku Ada, Aku Berharga” (*I Am Here, I Am Valuable*) was developed as a psychoeducational tool aimed at preventing self-injurious behavior among junior high school students. The content of the e-booklet is designed to help students develop self-awareness, recognize and regulate emotions, strengthen self-worth, and adopt adaptive coping strategies based on the principles of Cognitive Behavioral Therapy (CBT). CBT emphasizes the relationship between thoughts, emotions, and behaviors, making it an effective framework for helping adolescents identify negative thought patterns and replace them with healthier cognitive and behavioral responses. Through interactive content, reflective activities, self-assessment exercises, and practical coping strategies, the e-booklet seeks to empower students to manage emotional challenges in constructive ways.

In addition, the e-booklet promotes social support awareness and encourages help-seeking behavior by providing information about trusted adults, peer support, and school counseling services. By combining preventive counseling approaches with digital technology, the media is expected to enhance students' psychological literacy, resilience, self-esteem, and emotional well-being while reducing the risk factors associated with self-injury. The integration of technology-based guidance services also aligns with current educational trends that emphasize digital innovation and student-centered learning.

Based on these considerations, this study aims to develop the “Aku Ada, Aku Berharga” e-booklet as a preventive counseling medium for reducing the risk of self-injurious behavior among students at SMP Negeri 5 Makassar. Furthermore, the study seeks to evaluate the validity and practicality of the e-booklet as a guidance and counseling resource that can be effectively implemented in school settings. It is expected that the development of this media will contribute to the enhancement of preventive counseling services and provide a practical solution for supporting adolescent mental health in the digital era.

METHOD

This study employed a Research and Development (R&D) approach using the Borg and Gall development model, which was modified into seven main stages. This approach was selected because it is appropriate for developing educational products that are valid, practical, and useful within the context of guidance and counseling services. The seven stages included: (1) preliminary study, (2) initial design planning, (3) prototype development, (4) expert validation, (5) product revision, (6) limited field testing, and (7) final product refinement.

The preliminary study was conducted through a needs assessment involving guidance and counseling (GC) teachers and students at SMP Negeri 5 Makassar. This analysis aimed to identify existing problems and the need for preventive media related to self-injury behavior. Initial interviews with GC teachers and students revealed that there was no specific and interactive educational medium available to enhance students' awareness of self-injury behavior and emotional regulation strategies.

The initial design phase involved developing the concept and content structure of the e-booklet based on the findings of the needs assessment. The content was designed using the theoretical foundations of Cognitive Behavioral Therapy (CBT), self-worth, and social support. The visual design adopted a communicative and contextual approach and was created using the Canva application with a hypercontent-based format, enabling easy access through digital devices such as computers and smartphones. The prototype development stage resulted in an e-booklet entitled "I Exist, I Am Valuable" (*Aku Ada, Aku Berharga*). The e-booklet consisted of five main sections: introduction, self-recognition, emotional coping strategies, help-seeking behavior, and a closing message emphasizing personal worth and self-value. The product also incorporated interactive elements such as illustrations, videos, and reflective activities to encourage active student engagement.

The product was subsequently validated by both content experts and media experts. Content experts evaluated the appropriateness of the material in relation to guidance and counseling theories, while media experts assessed design quality, attractiveness, readability, and interactivity. The validation process generated quantitative data in the form of feasibility scores and qualitative feedback in the form of suggestions for improvement, which were used to revise the product. Product revisions were carried out based on the validators' recommendations. These revisions focused on improving content quality, language clarity, and visual presentation to make the e-booklet more communicative and appealing to adolescents. Following the revision stage, a limited field trial was conducted involving one guidance and counseling teacher and fifteen students from SMP Negeri 5 Makassar. The purpose of this trial was to evaluate the practicality of the media through user assessment questionnaires covering aspects of usability, clarity, attractiveness, and content relevance to students' needs.

The final product refinement was conducted based on the results of the practicality test. Data were analyzed using descriptive quantitative techniques by converting validation and practicality scores into qualitative categories based on a Likert-scale conversion guideline. The findings indicated that the e-booklet "I Exist, I Am Valuable" was categorized as "highly valid" and "highly practical." Therefore, the product is considered suitable for use as a preventive counseling medium in schools to help students understand the concept of self-worth, develop effective stress-management skills, and prevent self-injury behavior.

RESULT AND DISCUSSION

This study resulted in the development of a guidance and counseling media product in the form of a digital e-booklet entitled “*I Exist, I Am Valuable*”, designed as a preventive intervention to help reduce self-injury behavior among students at SMP Negeri 5 Makassar. The development of this media was based on actual needs identified in the field, indicating that Non-Suicidal Self-Injury (NSSI) has become an increasingly prevalent psychological issue among adolescents. Adolescence is a developmental period characterized by significant biological, emotional, social, and cognitive changes that often generate psychological stress. When adolescents lack adequate emotional regulation skills, they tend to adopt maladaptive coping strategies, one of which is self-injury behavior (Klonsky & Muehlenkamp, 2021).

The study began with a needs assessment involving guidance and counseling (GC) teachers and students. The findings revealed that most students had limited understanding of self-injury, its triggering factors, and healthy strategies for managing emotional distress. Some students even perceived self-harm as a reasonable way to relieve stress and anxiety. These findings indicated an urgent need for educational media capable of providing accurate information about mental health and emotional regulation skills. GC teachers also reported that information services related to mental health had primarily been delivered through conventional lectures and simple discussions, which were often insufficient to attract students’ attention. This condition is consistent with the findings of Sugianto et al. (2013), who argued that interactive digital media can enhance the effectiveness of information delivery by aligning with the characteristics of today’s digital-native learners.

Based on the needs assessment results, the researchers developed an e-booklet that combined psychoeducational information with visual and interactive approaches. The content was developed by integrating the principles of Cognitive Behavioral Therapy (CBT), which emphasizes the relationship among thoughts, emotions, and behaviors (Beck, 2011). CBT was selected because it has been proven effective in helping individuals recognize negative thought patterns, increase self-awareness, and develop more adaptive coping strategies (Dobson & Dobson, 2018). In addition, the material was designed around the concept of self-worth, which highlights the importance of self-esteem as a protective factor against various psychological problems among adolescents (Mruk, 2013).

The resulting e-booklet consisted of five major sections: self-awareness, understanding self-injury, emotional management, seeking social support, and strengthening self-worth. Each section was written using simple, communicative language appropriate for adolescent developmental characteristics. In addition to text and illustrations, the e-booklet included educational videos, self-reflection activities, practice exercises, and interactive links that encouraged active student participation in the learning process. According to Mayer (2021), the combination of text, images, and multimedia enhances

comprehension because learners receive information through multiple cognitive channels simultaneously.

The results of expert validation indicated that the content of the e-booklet was categorized as highly valid. The validators concluded that the material was consistent with guidance and counseling theories, adolescent mental health principles, and the objectives of preventive services in schools. The relevance of the content to students' actual needs was considered one of the product's major strengths. Information regarding risk factors for self-injury, emotional regulation strategies, and the importance of seeking social support was viewed as highly relevant to the challenges faced by contemporary adolescents. These findings support Corey's (2016) assertion that preventive counseling services should be designed based on the actual needs of clients to maximize their effectiveness.

From the media perspective, validation results also placed the e-booklet in the "excellent" category. Media experts assessed the visual design as attractive, consistent, and highly readable. The selection of colors, illustrations, and layout was considered effective in increasing students' interest in reading and exploring the content. According to Arsyad (2022), instructional media with strong visual appeal can enhance learners' attention and motivation, making messages easier to understand and remember. Therefore, the success of this e-booklet was determined not only by the quality of its content but also by the effectiveness of its design in facilitating information delivery.

Following revisions based on validator feedback, the product underwent a limited field trial involving GC teachers and students. The practicality test results indicated that the media was categorized as highly practical. Most students reported that the e-booklet was easily accessible through smartphones and computers, allowing them to study the material anytime and anywhere. This flexibility represents one of the primary advantages of digital media over traditional printed materials. Furthermore, students stated that the illustrations and videos included in the e-booklet helped them understand the material more concretely and engagingly. These findings are consistent with multimedia learning theory, which suggests that integrating visual and audiovisual elements can significantly enhance student engagement in the learning process (Mayer, 2021).

GC teachers also expressed positive perceptions regarding the use of the e-booklet. They considered it an effective alternative medium for information services because the material was systematically organized and easy to understand. The interactive features enabled students not only to receive information passively but also to reflect on their personal experiences. Consequently, the counseling process became more meaningful and oriented toward behavioral change. These findings support previous research indicating that digital media in guidance and counseling services can improve communication effectiveness and student participation (Nursalim, 2018).

From the perspective of self-injury prevention, the e-booklet "*I Exist, I Am Valuable*" demonstrates significant potential. The material focuses not only on the dangers of self-harming behavior but also on providing healthy coping alternatives, such as relaxation

techniques, cognitive restructuring, strengthening social relationships, and enhancing self-worth. This approach aligns with the preventive counseling model, which emphasizes the development of protective factors before more serious problems emerge (Gladding, 2018). By understanding emotions and developing self-regulation skills, students are expected to cope with psychological pressures without resorting to behaviors that may harm themselves.

Overall, the findings indicate that the e-booklet “*I Exist, I Am Valuable*” fulfills the criteria of validity and practicality required for implementation as a preventive guidance and counseling medium. The product functions not only as a tool for information dissemination but also as an empowerment medium that helps students better understand themselves, regulate their emotions, and develop positive self-worth. The presence of this media innovation is highly relevant to the demands of 21st-century education, which emphasize the integration of digital technology into educational and mental health services. Therefore, this e-booklet has strong potential to serve as an effective preventive intervention in schools, helping to reduce self-injury behavior and promote the psychological well-being of students.

CONCLUSION

This study concludes that the e-booklet “*I Exist, I Am Valuable*” is a valid and practical information-service medium for preventing self-injury behavior among junior high school students. The needs assessment revealed that both students and school counselors require an educational medium that is systematic, interactive, and easily accessible to help students understand their emotions, identify the triggers of self-injurious behavior, and develop adaptive coping strategies. The validation process conducted by subject-matter experts and media experts resulted in a “highly valid” category, both in terms of theoretical appropriateness, content clarity, and the quality of visual presentation and design. The practicality testing also demonstrated that the e-booklet is easy to use, engaging, and relevant to the psychosocial needs of adolescents. Students reported that the medium helped them better understand how to manage stress and enhance their sense of self-worth, while school counselors considered the e-booklet an effective supporting tool for preventive counseling services. Therefore, the “*I Exist, I Am Valuable*” e-booklet is appropriate for implementation as a psychoeducational medium to strengthen school-based efforts in preventing self-injury behavior and promoting students’ emotional well-being.

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