

# Flipbook-based personal development information service model for enhancing self-awareness in late adolescents

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## Abstract

**Purpose:** This study aimed to develop a flipbook-based personal development information service model and examine the increase in self-awareness of late adolescents as a measure of its effectiveness

**Research/methodology:** This research used development research methods with an ADDIE design model. The instruments used in this study were validation and practicality sheets, model needs analysis questionnaires, self-awareness questionnaires, interviews, and observations. The data processing used in this research was based on the model's validity and practicality, and N-gain test analysis and Paired Sample t-test using SPSS version 24 were also carried out to evaluate effectiveness.

**Results:** The research results obtained are as follows: 1) assessment of the feasibility of the flipbook-based personal development information service model shows a high validity category with an average value of 91%, and its practicality is considered very practical to use with an average value of 87%; 2) assessment of effectiveness, there is a Sig.2 tailed value of  $0.000 < 0.025$ , so  $H_0$  is rejected, and  $H_a$  is accepted, as well as an increase in the average (Gain) of pre-and post-test data of 0.60, which is classified as a medium criterion. Based on the research results, the developed product model is effective and contributes to increasing self-awareness among high school students in their late adolescence.

**Conclusions:** The flipbook-based personal development information service model is proven to be valid, practical, and effective in enhancing self-awareness among late adolescents. The product development follows the ADDIE framework and meets the criteria of high validity (91%), high practicality (87%), and effectiveness (N-gain = 0.60; Sig. = 0.000), indicating a statistically significant improvement in students' self-awareness.

**Limitations:** This study is limited to high school students in South Tangerang and does not generalize across broader adolescent populations. The implementation relies on digital literacy and access to stable internet, which may not be consistent across various educational contexts.

**Contribution:** This study introduces a validated flipbook-based model that enhances self-awareness in adolescents through accessible and interactive guidance services.

**Keywords:** *Flipbook Media, Guidance and Counseling, Information Services, Personal Development, Self-Awareness*

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## 1. Introduction

According to Ki Hajar Dewantara, education is an effort to advance children's character, mind, and body so that they can advance the perfection of life, that is, live and bring children to life in harmony with nature and society. Education is a conscious and planned effort to create a learning atmosphere and process so that students actively develop their potential, as stated in Law no. 20 of 2003, article 1, paragraph 1. Schools are one place to study. Schools play an important role in helping students achieve developmental tasks (Saputra & Prabowo, 2021). In living their lives and developing themselves, students need a variety of information, both for their daily life needs and for planning their lives in the future. Information needs are important for individuals considering the use of information as a reference for daily attitudes and behavior, as a consideration for the direction of self-development, and as a basis for decision-making. Without this information, individuals will be unable to fill the opportunities that exist. Choosing the wrong school and not understanding adolescent development tasks are often the results of a lack of information.

Guidance and counseling information services attempt to address individuals' lack of information. Information services help students receive and understand personal, social, learning, career/occupation, and educational information. The purpose of information services is that certain information is mastered by participants in the information service, which is then used by them for their daily needs. Information service materials can be detailed including personal development information, information on interpersonal relationships, social, values and morals, educational information, learning activities and technological knowledge, job/career and economic information, socio-cultural, political and citizenship information, information on family life, religious life information and intelligent character information

According to Carden, Jones, and Passmore (2022), self-awareness is defined as the ability to see, think, reflect, and assess oneself. Self-awareness influences an individual's attitudes and behavior and can also influence an individual's perspective on things outside themselves. Self-awareness is an individual's ability to assess themselves, evaluate themselves, and combine these assessments into an individual's self-evaluation, and involves the ability of one's feelings to negotiate them appropriately (Chon & Sitkin, 2021). According to Esmiati, Prihartanti, and Partini (2020), self-awareness is based on a state of conscious awareness and is accompanied by attention that focuses on internal conditions within oneself. Therefore, adolescents need to have self-awareness that can function well.

Several cases have occurred in South Tangerang, for example, a high school student who committed acts of violence or bullying against several junior high school students (Talib et al., 2024), to a brawl between schools that caused one of the victims to die (Nurhadiyanto, Betauli, & Rozak, 2024). These can be seen as two triggering factors, namely, internal or psychological factors in adolescents, such as self-identity crisis, weak self-control, and an inability to adapt. Another factor that causes teenage brawls or bullying is external factors, namely the social environment originating from the family, school, and peers (AS, 2022).

Rafi'y (2022), presents the results of her research stating that there is an influence of peer conformity on bullying behavior at SMA N South Tangerang. The problems that occur are due to various factors, namely students' lack of self-awareness of the importance of disciplined behavior, so that students are less able to control their behavior. This is supported by the conditions of the school environment, in which students are easily influenced by their friends' invitations to behave undisciplined. This low level of discipline can be improved through self-awareness.

Andriani (2014) explained that self-awareness is important for showing clarity and understanding of one's behavior. Beevi, Gan, and Hall (2022) revealed that self-awareness training can enhance a person's character. Hatami, Ghahremani, Kaveh, and Keshavarzi (2016) explains that self-awareness training directly increases self-awareness and self-confidence in improving problem behavior. In this case, awareness training is not only intended for students; it is also needed by counselors to gain multicultural understanding. Counselors continuously design comprehensive guidance and counseling programs that accommodate activities that enable students to enhance their self-awareness.

The phenomenon of low self-awareness that occurs in schools must be a serious concern for all school parties, especially guidance and counseling teachers and school counsellors, so that students' self-awareness can develop well. This can be achieved through the implementation of existing programs in school guidance and counseling services. One is through information services, through which service guidance and counseling teachers/counselors can provide new understanding to students so that they can increase their self-awareness, especially in personal development. This is in accordance with the opinion of Aurora, Tisnanta, and Triono (2023), who stated that the purpose of information services is to equip individuals with knowledge and understanding of various things that are useful for getting to know themselves, planning, and developing life patterns as students, family members, and members of society.

Through the flipbook-based information service model, which is the focus of this research, it is hoped that it can help increase the self-awareness of late adolescents, namely, high school students as the research sample. Researchers hope that the products developed in this study can be used in the practice of providing information services to fulfill adolescent development tasks in accordance with the conditions of their time.

## **2. Literature Review**

### **2.1. *Guidance-Counseling (BK) Services in Schools***

Guidance is a field and program of education intended to help optimize student development. This program is primarily an effort to help students adapt to the situations they face and plan their future according to their interests, abilities and social needs. In Government Regulation no. 29 of 1990 concerning Secondary Education stated that "Guidance is assistance given to students in order to discover their personality, get to know the environment, and plan for the future."

Hermawan, Respationo, Erniyanti, and Fadlan (2022) believe that guidance is a process of providing continuous and systematic assistance to individuals in solving the problems they face to achieve self-understanding, self-acceptance ability, self-direction ability, and self-realization ability in accordance with the potential or ability to adjust to the environment, whether family, school, or society. According to Winkel (2021), guidance is related to those being guided, namely, showing a way, conducting, giving instructions, regulating, governing, and giving advice. Guidance and Counseling are inseparable. According to Arrieta and Valeria (2021), guidance and counseling are processes of assistance provided by a guide (counselor) to an individual (counselee) through face-to-face meetings or a reciprocal relationship between the two, so that the counselee has the ability or skill to identify, find, and solve problems.

Based on the description above, it is clear that the essence of guidance and counseling is the assistance provided to individuals so that they can develop their abilities independently by optimally utilizing their potential within them. Guidance and counseling use a personal development model that emphasizes efforts to develop an individual's positive potential. All students and counselors have the right to receive guidance and counseling services to actively develop and grow their potential. However, the development paradigm does not ignore services that are oriented towards preventing (preventive) and overcoming (curative) problems.

Schools are educational environments in which students learn. It helps students in self-development, which means developing all of a student's potential, skills, and personal characteristics in a positive direction, both for themselves and their environment. The implementation of guidance and counseling in schools aims to facilitate the development of students/counselees so that they can actualize their potential or achieve optimal development.

Chilewa and Osaki (2022) stated that through guidance and counseling activities and services provided by supervising teachers, students can achieve the "tri success," namely, academic success, career preparation success, and success in social relations. Academic success is usually characterized by high-quality learning activities and outcomes in accordance with academic abilities. Successful career preparation means that students can understand their potential based on their understanding. With this

knowledge, it is hoped that students can determine the direction of a career or job field that suits their talents and interests. Meanwhile, success in social relationships means that students can adapt to social relationships with their environment, whether in the family, school, or community environment.

Various factors are required to achieve the goals of guidance and counseling services. These include the availability of professional staff, existence of adequate facilities and infrastructure, and existence of good perceptions from other school personnel, especially from students, who are the targets of the service. However, this goal will be difficult to achieve without the active role of the students themselves in seeking and taking advantage of guidance and counseling services at school. Students' active participation in guidance and counseling services is greatly influenced by their perception of what and how guidance and counseling services are. This student perception is very important to encourage student participation and activity in utilizing guidance and counseling services to facilitate learning and alleviate the learning problems they experience.

## ***2.2. Personal Development Information Services***

Suharto (2023) explains that information services are provided to equip students with knowledge about data and facts in the field of school education, work, and personal-social development, so that by learning about their living environment, they are better able to organize and plan their own lives. In general, information services, like orientation services, are intended to provide interested individuals with an understanding of the various things needed to carry out a task or activity or to determine the direction of a desired goal or plan. Orientation and information services embody the understanding of guidance and counseling. In addition, it can support the implementation of other guidance and counseling functions related to orientation materials and information on individual problems (Yahya & Yani, 2023).

Information services aim to equip individuals with knowledge and understanding of various things that are useful for knowing themselves, planning, and developing life patterns as students, family members, and members of society (Ginting & Tarigan, 2023). The understanding obtained through information services is used as reference material to improve learning activities and achievements, develop ideals, and organize daily life in decision-making. The main functions of guidance supported by this type of information service are understanding and prevention of the disease.

According to Tanha et al. (2023), there are three reasons why information services are considered vital efforts in all planned and organized guidance programs: 1) students need relevant information as input to make decisions regarding further education as preparation for taking up a position in society; 2) accurate and correct knowledge helps students to think rationally about planning for the future and the demands of self-adjustment rather than just following random desires without considering the reality of their living environment; and 3) information that is in accordance with their grasp makes students aware of things that are permanent and stable, as well as things that will change with age and experience.

## ***2.3. Information Services Media***

According to Putra, Warpala, Sudatha, and Utami (2022), media can be used to channel messages that stimulate students' thoughts, feelings, attention, and willingness to learn. Furthermore, Gagne Nursaid, Nuraini, and Novitasari (2023) explained that media is a component of the student environment that can stimulate learning. Guidance and counseling media are devices that can be used to channel guidance and counseling messages that can stimulate the thoughts, feelings, attention, and ability of students/counselees to understand themselves, direct themselves, and make decisions to solve the problems they face (Ridho, Fauzan, Faisal, & Hanafi, 2023). Furthermore, guidance and counseling consist of two important elements: the attention element and the hardware element of the message it conveys.

Umeozor and Onuh (2023) revealed that various learning media in education can be developed and used to convey lesson material, including modules, radio, television, film, slides, computers, videos, and overhead projectors (OHP). In guidance and counseling, learning materials are referred to as service

materials. Along with technological developments, guidance and counseling teachers or counselors must innovate in providing guidance and counseling. Digital media is the right tool to fulfill these needs as a means of communication in learning or service. Flipbooks can be an alternative medium for information services in accordance with the developing needs of students and counselees. According to Ruhiat (2023), a flipbook is a digital presentation of a book that can be opened page by page with flip-flops that can be opened, closed, and arranged to make the appearance as attractive as possible, and can be shared with colleagues by sharing the flipbook link. Sharing material digitally is a practical and economical learning medium for students. In its implementation, flipbook-based multimedia depends on network stability, the sophistication of hardware devices, signal smoothness, and the selection and use of applications or digital platforms that suit users' needs.

The flip. html page and Anyflipbook can be used to compile a flipbook. These media can be equipped with videos, animations, or displays that are as attractive as possible and contain content or service materials in accordance with the learning that will be presented (Rachmavita, 2020). This flipbook media can stimulate students' attention, feelings, and views that they can read books digitally wherever they are and can be opened in various software media such as computers, cellphones, WhatsApp, or in presentations via several digital platforms. The uniqueness of this flipbook-based media is that it can be opened anywhere and does not fill the memory storage of a cell phone. Flipbooks are designed in a flip-flip manner so that they do not allow the reader to study the service material contained in the media. Although there is a weakness in places where the Internet is not available, it cannot be opened; however, this obstacle can be minimized by the availability of the Internet, which is now increasing and easy to use.

#### **2.4. Research Framework**

Guidance and counseling at school are very important to help students adapt to academic, social, and psychological demands according to their potential. Guidance and counseling services can be provided to students to fulfill their developmental tasks. Guidance and counseling services consist of seven services: orientation, information, placement and distribution, study guidance, individual counseling, group guidance, and group counseling. Information services are one of the services that can be provided to students. Information service activities in schools are integral to the entire school activity programme.

Based on the above description, by utilizing this model, it is hoped that new service media will be adopted using flipbooks. From the information services provided, they gain new knowledge about the positive values they must possess. Starting from his frame of mind, managing his emotions when facing situations that originate from within him, and the responses given to the results of environmental interactions. From this information service, teenagers will be aware of the values they must have according to their stages of development, namely, being responsible, independent, confident, and able to make decisions.

The flipbook-based self-development information service model is implemented by focusing on the steps or stages that need to be considered, namely: (a) planning, determining the objectives and content of the information including the rationale behind it, identifying targets (students) who will receive the information, presenting sources of information, determining information delivery techniques, and presenting guidelines for using information services for students. (b) Implementation: Efforts to attract students' interest and attention through information services, providing simple, clear, and systematic information about the content and benefits, using pre-test and post-test techniques as conscious motivation of students towards information services. (c) Evaluation: Supervising teachers evaluate each information presentation activity. This evaluation activity can be conducted by evaluating the process of presenting information or the implications of presenting information. In this way, positive changes in thoughts and attitudes arise and respect for the content of the information received by students; (d) follow-up, determine the type and direction of follow-up, communicate follow-up plans to students, and implement follow-up plans. Based on these stages, flipbook-based personal development information services can increase the self-awareness of late adolescents during their transition from late adolescence to early adulthood, which is responsible for their actions and results in their becoming independent and confident. Therefore, providing flipbook-based personal development information services can increase

self-awareness among late adolescents.

### 3. Research Methods

#### 3.1. Types of research

This type of research is included in the R&D category of research and development. Development research is a method used to produce certain products and test their effectiveness (Sugiono, 2015:407). The method used in this study was descriptive, with the aim of providing an overview of the self-awareness variables of the research subjects. The approach used in this research was quantitative, making it possible to record research data in the form of numbers. Researchers will conduct research at the boarding school of Insan Scholar Madani High School in Ciater Serpong Village and at high schools in the vicinity of South Tangerang City. This study will be conducted from June to November 2023. Product testing will be conducted in the odd semester of the 2023-2024 academic year in class XI IPS.

#### 3.2. Research design

Molenda (2003) adapted this research design to its type, namely, research and development, with a design that refers to the ADDIE model developed by two influential experts, Reiser and Molenda. However, both have different formulas for visualizing ADDIE. According to Reiser, the ADDIE formulation uses verbs (analysis, design, development, implementation, and evaluation). The ADDIE model was schematized by Branch as a learning system design as follows.

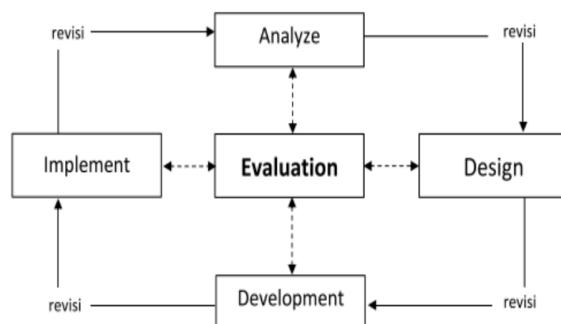


Figure 1. Branch scheme ADDIE model

In this study, the researchers used the ADDIE development model, which was developed to produce a personal development information service model based on a flipbook application designed in stages. This media development research was conducted in accordance with the steps in the ADDIE development model. The service material in the media designed by researchers is self-awareness material for late teens or high school students. Researchers chose to use the ADDIE development method because this development model is very simple, but its implementation is systematic.

#### 3.3. Data collection technique

The data collection techniques used in this research and development included several instruments used to collect data. The researchers used interviews, questionnaires, and documentation. These instruments are explained as follows.

##### 1. Interview

The interviews in this research were aimed at guidance and counseling teachers, class teachers and dormitory teachers regarding the analysis of the characteristics needs of high school students in class XI and class

##### 2. Questionnaire/Questionnaire

The questionnaire in this study was used to collect data regarding the feasibility of a flipbook-based personal awareness development information service model for late adolescence.

#### 3.4. Research Instrument

Accurate research data were collected through the development of the research instruments. The following lists the types of instruments that are adapted to the data to be obtained based on the research

needs.

Table 1. Instrument Table

No	Data	Data source	Research Instrument
1	Needs analysis assessment	Student	Student questionnaire sheet
2	Expert assessment/validation	Material expert	Material validation sheet
3	Expert assessment/validation	Media expert	Media validation sheet
	Teacher responses to the information service model used	Guidance teacher	Guidance teacher questionnaire sheet
5	Student responses to the information service model used	Student	Student questionnaire sheet

A questionnaire was used to obtain data for this study. A questionnaire is a data collection technique that provides a set of written questions or statements to respondents (Sugiyono, 2013). A closed-ended questionnaire was used in this study to collect data. A closed questionnaire is a research questionnaire in which the answer items are already available on the questionnaire. The research instruments used in this study were as follows.

1. Needs analysis questionnaire
2. Validation questionnaire from the material validator
3. Validation questionnaire from media expert validators
4. Response questionnaire or responses given to the teacher
5. Questionnaire or student responses.

The assessment aspect of this needs questionnaire serves as a foundation for the research and development of information service models. Meanwhile, the validation of teaching materials/service materials consists of validation from material experts and media experts, which are given to the validator. These questionnaires will be administered to validators who are true experts in the field of education with at least a Bachelor's degree. Validators can provide comments or suggestions on learning applications or services developed to improve them so that they can be used according to the provisions of the law.

### 3.5. Data analysis technique

#### 3.5.1. Data Analysis at the Needs Analysis Stage

Teknis analisis data yang digunakan pada tahap analisis kebutuhan adalah analisis kualitatif deskriptif and using percentage techniques. Needs analysis was conducted to determine teacher/student responses regarding the need for a flipbook-based personal development information service model to increase self-awareness in late adolescents. The percentage technique was used for the data provided in the questionnaire. The formula used is:

$$P = F/N \times 100\%$$

Information:

P= Percentage

F= Frequency/number of respondents' answers

N= Number of respondents

#### 3.5.2. Model Validity Analysis

This quantitative data analysis took the form of validation results from material and media experts, as

well as teacher responses. Data obtained from the validation results from material and media experts, as well as teacher responses, were then analyzed to determine the validity of the developed module. According to Dewi (2021), the percentage of module validity can be calculated as

$$Vah = \frac{Tse}{Tsh} \times 100\%$$

Information:

Vah = Expert validation

Tse = Total empirical score

Tsh = Total Max Score

After obtaining the results, we examined the validity criteria in the table.

Table 2. Validity Criteria

No	Criteria	Validity Level
1.	$81\% < V \leq 100\%$	Very Valid (can be used)
2.	$61\% < V \leq 80\%$	Valid (may be used without revision)
3.	$41\% < V \leq 60\%$	Fairly Valid (can be used but needs revision)
4.	$21\% < V \leq 40\%$	Invalid (recommended not to use)
5.	$0\% < V \leq 20\%$	Invalid (not to be used)

### 3.5.3. Model Practicality Analysis

The practicality test of the model was based on the results of the practicality tests conducted by the students. The practical results of the model were calculated as follows:

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

Information:

P : Final score

$\sum$  : Total score

N : Maximum Score

Table 3. Practicality Criteria

No	Criteria	Practical Level
1.	$85\% < P \leq 100\%$	Very Practical
2.	$70\% < P \leq 85\%$	Practical
3.	$55\% < P \leq 70\%$	Quite Practical
4.	$40\% < P \leq 55\%$	Less Practical
5.	$0\% < P \leq 40\%$	Impractical

Adapted from Hobri (Source Rawa, 2020)

### 3.5.4. Model Effectiveness Analysis

To test the effectiveness of the model, this research and development used the Paired Sample t-test



according to Campbell and Julian (1963:43), using SPSS version 24 for Windows. The effectiveness of the flipbook-based personal development information service model in increasing children's self-awareness can be seen in the average difference between the initial and final test scores of the experimental group. If  $t_{count} < t_{table}$ , then  $H_0$  is accepted and if  $t_{count} > t_{table}$  then  $H_0$  is rejected, or  $H_0$  is rejected if the tailed sig.2 value  $< 0.025$ . The test hypotheses are as follows:

$$H_0 = \mu_1 - \mu_2 = 0 \text{ atau } \mu_1 = \mu_2$$

$$H_a = \mu_1 - \mu_2 \neq 0 \text{ atau } \mu_1 \neq \mu_2$$

$H_a$  indicates that the actual difference between the two means is not zero. With a significance level of  $\alpha = 0.05$ , if  $T_{hit} < T_{tab}$ ,  $H_0$  is accepted; if  $T_{hit} > T_{tab}$ ,  $H_0$  is rejected.

## 4. Results and Discussion

The ADDIE model approach is a research and development model that is more rational and targeted for product testing in the form of self-development information service tools in guidance and counseling compared to other models, according to systematic steps for product development. It consists of five phases: 1) planning and requirements analysis phase; 2) initial product design/model design phase; 3) development phase, expert validation, and revision; 4) limited trial phase, product trials; and 5) the final phase as an evaluation phase of its achievements/impact. The results obtained at each development phase in connection with the model development process are described below.

### 4.1 Analysis stage

#### 4.1.1 Analysis of Student Independence Competency Standards (SKKPD) and Service Implementation Plans (RPL)

The various aspects of development contained in the SKKPD are referred to as the developmental tasks that students will achieve. Referring to the development aspects of the SKPPD, this becomes the competency formulation referred to by counselors/counseling teachers in preparing implementation plans for various guidance and counseling service activities. Competency formulation is developed in more detail into developmental tasks that must be achieved by students/counselees at various levels of goal internalization. The details of the personal developmental tasks are described in the following table.

Table 4. Details of Developmental Tasks at the Goal Internalization Level

Developmental Aspects	Components of Developmental Tasks at the Level of Goal Internalization		
	Introduction	Accommodation	Action
Personal Development	Studying self-uniqueness in the context of social life.	Accept your uniqueness with all its advantages and disadvantages.	Showing your uniqueness harmoniously in diversity.

Source: Arrangement of Professional Education for Counselors and Guidance and Counseling Services in Formal Education Pathways (2008).

Pay attention to this table and if it is related to the preparation of a classical guidance Service Implementation Plan (RPL), the developmental aspect is the formulation of competencies, the internalization stage is related to the formulation of objectives, and the details of developmental tasks are related to the formulation of guidance service material topics.

Based on the results of the documentation study, the researchers obtained information that the guidance and counseling program in class XI at this school was prepared based on a student needs questionnaire obtained at the start of the school year. In terms of theme selection, the service material is in accordance with SKKPD, namely the development aspect to be achieved in the process of providing BK services. Meanwhile, the RPL that has been made needs to be changed and adjusted to refer to operational guidelines for BK in schools with curriculum 13. Meanwhile, the implementation of the model in the

field is not yet in accordance with the abilities of BK teachers because the RPL that has been created comes from the RPL examples of other BK teachers. Thus, the implementation of BK information services is not yet optimal because the characteristics of students are not in accordance with the provision of services implemented. Based on these conditions, researchers feel that it is necessary to create an RPL that is in accordance with the service model and student characteristics.

#### 4.1.2 Material/Service Material Analysis

Based on the results of observations and interviews in the field, further information was obtained, namely, the implementation of the guidance and counseling program and the provision of services at Insan Scholar Madani High School in Class XI in accordance with the SKKPD. Classical guidance service materials, whether carried out inside or outside the classroom, such as seminars/resources, are also in accordance with the field of guidance and counseling, such as the personal, social, academic, and career fields. Meanwhile, the provision of personal development information services is still not maximally provided in an effort to fulfill students' development tasks according to their age needs, such as in the high school age class.

This was supported by the results of unstructured interviews with teachers and students, with three questions addressed to both teachers and students. The questions asked to the teacher included the following: 1) Guidance and counseling information service materials provided in the classroom. 2) Problems faced in providing information service materials in the classroom and 3) expectations of guidance and counseling teachers in the process of providing guidance and counseling information services in the classroom.

Table 5. Teacher and Student Interview Results

Teacher	Learners
1. Materials for information services in guidance and counseling in the classroom are obtained from various sources, including guidance and counseling books published by one publisher provided by the school as teacher references and limited ones, as well as other sources in the form of PPT/online articles.	1. The benefits obtained from guidance and counseling material services in the classroom are still quite limited because there are no learning resources that students can rely on so that the material obtained is often easy to forget and the material is less systematic.
2. The information service material provided is sometimes only informative so that it is difficult for students to understand due to limited time/explanations for the material are very minimal and comes from teachers only so that the benefits of the service material are not felt by students, then students have a misconception that the BK material is not material. principal and no judgment.	2. Alternative personal development information services in the classroom via media are rarely implemented and service materials are still centered on guidance and counseling teachers.
3. Development of guidance and counseling services through media such as e-modules/e-books/other multimedia containing information service material needs to be carried out by BK teachers so that they can adapt service programs to student needs.	3. Providing information service materials can be provided flexibly and easily accessed independently by students through the media, then it is not always provided in class but can be routinely provided online so that it helps to strengthen students' understanding of concepts and skills.

Based on these conditions, researchers feel it is necessary to improve the provision of classical guidance material services in the form of information services based on alternative media to realize aspects of students' personal development needs that can be accessed independently and not limited to in-class and even outside of class and can be studied repeatedly.

#### *4.1.3 Service Implementation Analysis*

The results of the observations of the service delivery process were supported by the results of interviews with guidance and counseling teachers at schools. The results of observations during the process of providing classical guidance and counseling services revealed several findings in the field. Guidance and counseling teachers provided guidance and counseling service material using conventional methods or approaches, such as lectures and unstructured discussions, and still did not involve students in conscious motivation to use the service provided by the guidance and counseling teacher. The activity started with an opening greeting, and the guidance and counseling teacher went straight into the service material using an LCD, explained the material, and showed a motivational video with a simple case study example.

There are no sources of teaching materials, such as textbooks held by students; therefore, the process of providing guidance and counseling services is entirely sourced from guidance and counseling teachers in the form of PPT/YouTube videos. The process also does not refer to the RPL that is prepared, so the reality of what happens in the process of classical guidance services is still centered on guidance and counseling teachers and has not been planned appropriately. While the students sat listening to the teacher's explanation, some even focused on opening their laptops or sat lazily with their chins propped on the study table. This condition may be caused by the use of methods and capital to provide services that are not appropriate for the material presented by guidance and counseling teachers.

Furthermore, referring to the results of limited observations and interviews, researchers feel that it is necessary to improve the implementation of service delivery so that educational goals can be realized, namely, substantively developing the potential and all the capacities possessed by students, including intelligence, talents, interests, motivation, and characteristics. Personality traits play a role in the formation and development of a competency or area of expertise needed in nation building, which are based on a character based on Indonesian culture, namely faith and devotion to God Almighty, having noble morals as the main provision in serving the nation and state, being physically and mentally healthy, knowledgeable, and capable of dealing with various global problems and dynamics, and having the habit of living in a disciplined, creative, and independent manner; thus, they are able to play an active role as responsible members of society and behave democratically.

#### *4.1.4 Student Questionnaire Analysis*

Analysis of student questionnaires is a stage used by researchers to determine the characteristics of high school students regarding self-awareness, so that a flipbook-based personal development information service model is needed to help them. This questionnaire was used to obtain information about teenagers' self-awareness, as seen from their perspective and behavior. The researcher provided an instrument in the form of a questionnaire consisting of 60 questions, involving a sample of 25 respondents from class XI IPS, to collect data. Three aspects were assessed from the questionnaire based on the grid prepared: (1) emotional self-awareness, (2) accurate self-awareness, and (3) self-confidence (self-confidence).

A self-awareness questionnaire was prepared to answer the needs analysis of students' characteristics, where it was tested, and the research was conducted in class. The results showed that the average percentage of students' self-awareness was very poor, as seen in three aspects: emotional self-awareness (37.33 %), accurate awareness (36.63 %), and self-confidence (36 %).

#### *4.2 Design Stage*

The flipbook-based personal development information service model has a model prototype that will be operational in this development research, which is based on the principles of model development, the results of the analysis of teacher and student needs obtained through questionnaires, interviews, and observations, and the results of the analysis of guidance and counseling information service tools. Designing a flipbook-based personal development information service model to increase self-awareness in late adolescents. The prototype model generally contains an e-book model consisting of model orientation, model supporting theory, model components, instructions for using the model, and model tools consisting of RPL, personal development information service materials, and media used in the

implementation of guidance and counseling services in schools.

The flipbook-based personal development information service design model is a conceptual framework of theoretical concretization built based on learning design, with the following framework:

1. The resulting products are e-books and guidance and counseling service tools, such as RPL and personal development information service materials regarding self-awareness in the late teens.
2. The e-book model contains rational models, supporting learning theories, model components, instructions for implementing service models, and model tools.
3. The service module was packaged and arranged for the personal development information service process regarding self-awareness in late adolescents, which consisted of instructions for using e-books, service materials, examples of stories or cases, and independent exercises.
4. The service implementation plan explains the steps of a flipbook-based personal development information service model, namely orienting students to recognize themselves, such as their uniqueness, strengths, and weaknesses; organizing students to learn to understand their own emotional intelligence; providing services and guidance both individually and in groups; presenting case studies or inspirational stories about self-awareness; and analyzing and evaluating the problem-solving process for the problems of adolescent self-awareness.

#### ***4.3 Flipbook-Based Personal Development Information Service Model Book***

The initial design of the model book was based on the results of the needs analysis in the analysis phase. This needs analysis was conducted through several activities, namely RPL analysis, service materials, student questionnaire results, and interviews with teachers. The structure of the model book is divided into five main parts: (1) introduction, consisting of the background and rationale of the model, formulation of objectives, and service indicators, consisting of the theory supporting the model and the concept of a flipbook-based personal development information service model; (2) planning the service model, which consists of preparing materials, tools, and instructions for implementing the model, as well as the assessment instruments used; (3) implementing the service model; (4) assessing the service model; and (5) closing.

The first chapter contains the background and rationale for the service model, which provides an overview of the problems that occur in the process of providing services in high schools, faced by guidance and counseling teachers and students. Another important prospect in this first chapter is that the existence of problems can be described as a basis for researchers to provide solutions to them. These conditions can be overcome by developing educational products and providing guidance and counseling services. This rational part serves as an initial basis for researchers to develop a flipbook-based personal development information service model that meets the criteria of validity, practicality, and effectiveness. There are several important elements of the service model as a learning process. Joyce and Weil (2011) define a service model as a conceptual framework that describes systematic procedures for organizing learning experiences/service delivery to achieve learning goals.

#### ***4.4 Implementation Stage***

In the implementation stage, the developed module was used during learning. This personal development information service model through e-book media using a flipbook format is provided in the form of a link, and students can learn repeatedly and independently (effective for classical guidance, as well as individual or online counseling). The participants in the trial were high school students with classes different from the previous test (both limited and broad classes). The data collected at this stage describe the implementation of providing service materials through classical methods based on the results of observations. The results of these observations show that the design of the developed e-book is quite practical, students can also be seen to be interactive when classical learning or guidance takes place, and concept formation continues to occur well through the constructivist process..

#### ***4.5 Evaluation Stage***

This stage involved administering a questionnaire regarding flipbook-based information services and a self-awareness questionnaire as a student characteristic. The aim of this study was to determine the

effectiveness of the developed module. The researchers used data from student responses to the flipbook-based personal development information service model to test its effectiveness. A normality test was used to determine the post-test score in the sample class after implementing the flipbook-based service with a normal distribution. The Shapiro–Wilk test was used for the normality test in SPSS 24, at a significance level of 0.05. Data processing was performed by examining the value column in the Shapiro-Wilk test. Data were considered normal if the value shown in the Shapiro-Wilk column was greater than 0.05. The results of the post-test data analysis of the normality test are shown in the following table.

Table 6. Normality Test Calculation Results

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PreTest	.149	25	.155	.935	25	.113
PosTest	.170	25	.061	.941	25	.154

a. Lilliefors Significance Correction

After the pretest and posttest scores were declared to be normally distributed, the researcher tested the difference in pre-test and post-test averages using the Paired Samples T Test formula to determine the difference in pretest and posttest scores. If  $t \text{ count} < t \text{ table}$ , then  $H_0$  is accepted and if  $t \text{ count} > t \text{ table}$  then  $H_0$  is rejected, or  $H_0$  is rejected if the tailed sig.2 value  $< 0.025$ . The results of the paired samples t-test for the difference between the pre- and post-test averages are presented in the following table:

Table 7. SPSS Output for Testing Two Paired Samples  
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	17.4400	25	1.44568	.28914
	PosTest	31.0000	25	1.63299	.32660

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	PreTest	-	1.52971	.30594	-	-	-	.000
	PosTest	13.56000			14.19143	12.92857	44.322	

The average post-test score was 31.00, which was greater than the pre-test score of 17.44. This means that, statistically, the average score of students who have used flipbook-based personal development information services is better than before using flipbooks, even though the average post-test score of students is still below 40. If paired sample testing was performed, the t-count value was 44.322 with a p-value of 0.000. Because the p-value is smaller than 5%, it can be concluded that the average pre- and post-test scores are significantly different. This means that the flipbook-based personal development information service model for students at Insan Scholar Madani High School has a real influence on

increasing their self-awareness. Based on the results of this study, it can be concluded that the developed module is effective in increasing students' understanding of self-awareness. This research has implications for increasing awareness of self-emotions, self-confidence, responsibility, decision making, and students' learning independence, which are also included in literacy competencies. In online or offline conditions, the modules developed can still be effectively studied by students.

## **5. Conclusions**

### **5.1. Conclusions**

Based on the problem formulation and research results described above, the following conclusions were drawn.

1. The needs of high school teachers and students at the Insan Scholar Madani School were obtained based on the results of administering questionnaires to students, analysis of SKKPD and RPL, analysis of service materials, and analysis of service implementation through interviews with teachers and students. The results of the analysis showed that teachers and students need a flipbook-based personal development information service model.
2. The prototype of the flipbook-based personal development information service model for increasing self-awareness in late adolescents includes: (1) an introduction consisting of the background and rationale of the model, the formulation of goals and service indicators consisting of the supporting theory of the model, and the concept of the personal development information service model based on the flipbook; (2) service model planning, which consists of preparing materials, tools, and instructions for implementing the model, as well as assessment instruments used; (3) implementing the service model; (4) assessing the service model; and (5) closing the session.
3. The validity of the flipbook-based personal development information service model, based on the results of expert validation of the service model, generally met the validity criteria with an average value of 91%, which is a valid criterion.
4. The practicality of the flipbook-based personal development information service model, based on the teacher response questionnaire with an average score of 87%, met the very practical criteria, and the student response questionnaire with an average score of 74.4% met the practical criteria. Thus, the flipbook-based personal development information service model is practically used to provide classical guidance and counseling services to increase self-awareness in late teens, namely, high school students.
5. The effectiveness of the flipbook-based personal development information service model is better than that of regular services; therefore, it can be concluded that the module developed is effectively implemented by guidance and counseling teachers to increase students' self-awareness by meeting the medium criteria, namely 0.60.

### **5.2. Suggestions**

Based on the conclusions stated above, several suggestions need to be considered to directly improve the quality of guidance and counseling services in the classroom for high school students. that is:

1. School principals should support teachers who teach guidance and counseling to always use learning/service models that are relevant to their students' needs.
2. This research produced a personal development information service model that was tested for validity, practicality, and effectiveness. It recommends that guidance and counseling teachers use this service model as an alternative to providing classical guidance and counseling services. It can be used as a reference and guide for guidance and counseling teachers to develop model services similar in concept to other service materials in guidance and counseling.
3. Guidance and counseling teachers should familiarize students with receiving guidance and counseling services under different conditions by utilizing alternative media that are interactive and easily accessible independently.
4. Parents and school staff can help provide support by procuring the equipment needed by students and teachers to use the flipbook-based personal development information service model.
5. With the flipbook-based personal development information service model that has been developed, it is recommended to further increase literacy, encourage reading information independently, and increase other knowledge and skills to become individuals who develop optimally according to

aspects of their development.

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