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“Self-Harm to Self-Love” E-Booklet: A Psychoeducational Intervention for Preventing Self-Harm Behavior Among Students

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Original Article

“Self-Harm to Self-Love” E-Booklet: A Psychoeducational Intervention for Preventing Self-Harm Behavior Among Students

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Abstract. This study aimed to develop an educational e-booklet entitled “Self-Harm to Self-Love” to support the prevention of self-harm behavior among adolescents. The research employed a Research and Development (R&D) method using the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation stages. The needs analysis indicated that adolescents require informative, engaging, and accessible digital media to better understand their emotions and identify healthy coping strategies for negative feelings. The developed product was validated by material and media experts to evaluate content appropriateness, language clarity, visual presentation, and design quality. Practicality testing was conducted with a school counselor and students. The results demonstrated that the e-booklet achieved a “very valid” and “very practical” category, indicating its feasibility for use in guidance and counseling services. The innovation of this media lies in integrating educational, reflective, and promotive approaches to foster a shift in perspective from self-harm behavior toward self-love. Therefore, the e-booklet has strong potential as an effective preventive tool in school-based counseling services.

Keywords: E-booklet, Self-Harm, Self-Love, Psychoeducational Intervention, Students

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Introduction

Adolescent mental health has become an increasingly significant global concern, particularly the phenomenon of self-harm, defined as deliberate self-injurious behavior used as a coping mechanism for emotional distress. Data from the Indonesian National Adolescent Mental Health Survey (2022) indicate that approximately 15.5 million Indonesian adolescents experience mental health problems (Ministry of Women’s Empowerment and Child Protection, 2024), and 20.21% of them have engaged in self-harm (Faradiba & Abidin, 2022). This behavior commonly emerges during adolescence, a developmental stage characterized by emotional instability, identity exploration, and complex social demands (Thesalonika & Apsari, 2021).

The phenomenon of self-harm among junior high school students was identified through interviews conducted at MTsN 1 Makassar, revealing that students engaged in self-harm due to emotional pressure, family conflict, and social media influence. Some students reported engaging in such behavior out of curiosity or as part of online trends. These findings are consistent with Aufa and Hasibuan (2024), who found that self-harm is often triggered by emotional dysregulation, loneliness, and low social support. Within the context of school guidance and counseling services, the role of school counselors is crucial in providing preventive interventions based on emotional literacy. However, counseling services in schools

remain limited, primarily focusing on individual counseling and lacking optimal use of engaging and accessible digital media (Soleha et al., 2023). Therefore, this study focuses on developing a self-love-based psychoeducational e-booklet as a preventive effort against self-harm among adolescents.

Preventive efforts in schools have generally been reactive and temporary, such as seminars or post-incident counseling (Rahmawati & Asyanti, 2023; Khadijah et al., 2024). Such approaches do not provide structured psychoeducational media that students can use independently to understand their emotions and build self-love. Observations at MTsN 1 Makassar also revealed that school counselors lack structured digital media guidelines for preventive education. In fact, integrating technology into counseling services has been shown to enhance the effectiveness of information delivery and foster students' self-awareness and autonomy (Zaini et al., 2020). The gap between the need for digital-based services and the limited availability of appropriate media underscores the urgency of developing the *Self-Harm to Self-Love* e-booklet as a practical and sustainable solution.

Theoretically, self-love is considered a fundamental component in preventing self-harm behavior, as it enables individuals to recognize, accept, and value themselves holistically. Fromm (2013) conceptualized self-love as a positive orientation toward oneself through care, responsibility, respect, and self-knowledge without being selfish. Khoshaba (2012) described it as self-appreciation developed through actions that support physical, psychological, and spiritual growth, while Henschke and Sedlmeier (2021) emphasized self-love as a learnable and lifelong practice of self-kindness. Strengthening self-love, therefore, represents a strategic effort to enhance adolescents' psychological well-being and prevent destructive behaviors such as self-harm.

This study introduces an innovation in guidance and counseling services through the development of a preventive, reflective, and applicative digital e-booklet. The *Self-Harm to Self-Love* e-booklet is designed not only to provide psychoeducational information but also to encourage self-reflection, positive affirmations, and personal development activities relevant to adolescent developmental stages. Through this media, school counseling services are strengthened with an interactive digital approach, enabling counselors to expand their use of innovative media and contribute positively to improving students' psychological well-being in the digital era.

Based on the above considerations, this study aims to develop and evaluate the feasibility of the *Self-Harm to Self-Love* e-booklet as a psychoeducational medium for preventing self-harm behavior among students. The scope of development includes language, content quality, and implementation within school guidance and counseling services. The study is expected to produce a valid, practical, and engaging product that supports counselors and students in enhancing understanding of self-love and effectively preventing self-harm behavior in school contexts.

Method

This research was conducted at MTsN 1 Makassar, South Sulawesi, Indonesia. The study adopted a Research and Development (R&D) approach utilizing the ADDIE development model, which includes the stages of Analysis, Design, Development, Implementation, and Evaluation.

Participant

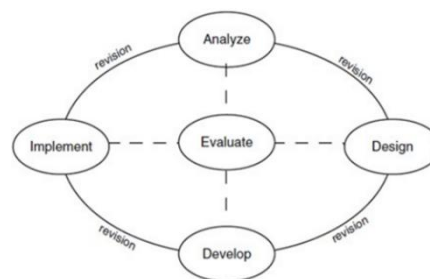
The participants in this study consisted of 39 individuals, including students of MTsN 1 Makassar, a school guidance and counseling teacher, an instrument validation expert, a material expert validator, and a media expert validator.

Instruments

The instruments used in this study included questionnaires and interviews. The questionnaire was designed as a closed-ended checklist using a five-point Likert scale to collect structured responses from participants. This instrument was employed to gather data related to needs analysis, product validation, and practicality assessment. In addition, face-to-face interviews were conducted with the school guidance and counseling teacher at the research site. The purpose of the interviews was to obtain in-depth information regarding the counselor’s perspectives and needs concerning the development of the *Self-Harm to Self-Love* e-booklet as a preventive effort against self-harm behavior among students.

Procedures

The following outlines the development procedure of the *Self-Harm to Self-Love* e-booklet, which was designed to prevent self-harm behavior among students:



Source: (Dick & Carey, 1985)

Figure 1. Procedures

1. **Analysis**
The needs analysis was conducted through observation and interviews with the school guidance and counseling teacher and students to identify issues related to self-harm and the need for supporting media.
2. **Design**
This stage involved developing the content outline, structuring the material, designing the visual layout, and preparing the validation instruments and practicality questionnaires.
3. **Development**
At this stage, the e-booklet prototype was developed and validated by experts. The material experts evaluated the product based on the appropriateness of content with objectives, depth of material, conceptual accuracy, and relevance to adolescent characteristics. The media experts assessed the design aspects, including visual appearance, layout, typography, visual consistency, and readability.
4. **Implementation**
A limited trial was conducted with the school counselor and students to evaluate the practicality of using the e-booklet in guidance and counseling services.
5. **Evaluation**
The results of the validation and field testing were analyzed to determine the feasibility level of the product and to conduct final revisions..

Design or Data Analysis

The data analysis techniques employed in this study included both quantitative and qualitative descriptive analysis. Qualitative data analysis was used to process the evaluation results provided by the material and media experts. The data obtained from the questionnaires were analyzed by categorizing feedback, responses, criticisms, and suggestions, which were then used as the basis for revising and improving the product.

Meanwhile, quantitative descriptive analysis was applied to analyze the questionnaire data. The responses collected through the Likert-scale questionnaires were calculated using descriptive percentage analysis.

following table. The criteria for material and media validation were adapted from the assessment criteria proposed by Tegeh and Jampel (2017), as shown below:

Table 1. Conversion of Achievement Levels Using a Five-Point Scale

No	Achievement Level	Qualification	Description
1	90-100%	Very Good	No Revision Required
2	75-89%	Good	No Revision Required
3	65-74%	Adequate	Revision Required
4	55-64%	Poor	Revision Required
5	0-54%	Very Poor	Revision Required

Results

The needs analysis of the *Self-Harm to Self-Love* e-booklet was conducted based on data collected from students at MTsN 1 Makassar through questionnaires and interviews with the school counselor. The interview results indicated that the implementation of guidance and counseling services at MTsN 1 Makassar is still limited in terms of media utilization. Counseling services do not have a fixed schedule and are often adjusted to regular class hours, which reduces their effectiveness. Moreover, group guidance sessions focusing on self-love as a preventive effort against self-harm behavior have never been conducted, despite students being identified as a vulnerable group for engaging in self-harm.

The results of the students' needs assessment and media needs questionnaire revealed a clear demand for self-love material within the proposed product. Students agreed with the inclusion of self-love content in the *Self-Harm to Self-Love* e-booklet as a preventive measure against self-harm behavior. Furthermore, the findings showed a high level of interest and need for the development of the e-booklet as a supportive medium in guidance and counseling services.

The prototype development of the *Self-Harm to Self-Love* e-booklet began with the media design stage, which included collecting relevant information, illustrations, and materials related to the topic. After gathering the necessary resources, the researcher organized the concept and structured the content to form a coherent product framework. In developing the prototype, Canva was utilized as a supporting application to design the visual layout and overall appearance of the e-booklet to ensure that it is attractive and easy to understand. The development stage

was then continued by arranging the various sections of the e-booklet, as presented in the following displays.



Figure 2. Display of the Front and Back Covers

The front cover serves as the visual identity of the e-booklet and prominently displays the title, while the back cover features a self-love illustration. The following section presents the appearance of the front and back covers of the e-booklet. The back cover of the e-booklet does not merely function as a closing marker of the digital guidance material; it also plays an important role in creating a lasting impression and conveying the core message of self-love emphasized throughout the content.



Figure 3. The detailed information and introduction

The detailed information and table of contents of the e-booklet present a concise description of the e-booklet, including information about the author, the e-booklet designer, contact details, and a foreword. The front and back covers prominently display the title “*Self-Harm to Self-Love*.” These components provide readers with essential introductory information regarding the background, purpose, and development of the e-booklet.



Figure 4. Table of Contents and User Guide Display

The table of contents and user guide section of the *Self-Harm to Self-Love* e-booklet provide detailed information about the organization of topics and activities presented in each chapter.

The table of contents includes an introduction, understanding self-harm and its risks, recognizing self-love, loving oneself is not selfish, small steps toward self-love, when I feel like falling again, welcoming a new self, and a closing section. Overall, the material consists of six main chapters systematically arranged to help users understand the concept of self-love and the prevention of self-harm behavior.

In addition, this section includes instructions for use, target users, and learning objectives. The user guide provides technical directions to ensure that readers can utilize the e-booklet effectively. The target section specifies the intended audience of the media, while the learning objectives are designed to guide users toward achieving a clear understanding and appropriate application of self-love values in their daily lives.



Figure 5. Closing Section and Author Biography Display

The closing section of the e-booklet presents a reflective message encouraging students to continuously learn to love and fully accept themselves. This section aims to reinforce the core values of self-love conveyed throughout the material. In addition, the author's biography is included to provide brief background information about the developer of the e-booklet.

The validation process of the *Self-Harm to Self-Love* e-booklet involved two material experts (Fiqri Syahril, S.Pd., M.Pd., and Salsabila Nasution, S.Pd., M.Pd.) and two media experts (Maenuddin Bustanil Syah, S.Pd., M.Pd., and Sella Mawarni, S.Pd., M.Pd.) from Universitas Negeri Makassar. The material experts' validation results obtained percentages of 77% (good) and 90% (very good), while the media experts provided scores of 91% and 97%, both categorized as very good. These findings indicate that the e-booklet meets the criteria of content validity and media feasibility and is appropriate for field testing with minor revisions.

Furthermore, the practicality test conducted by the school counselor resulted in a score of 98%, indicating that the e-booklet is very good and highly practical for use in school settings. Overall, the validation and practicality results demonstrate that the e-booklet falls within the "very good" qualification category and is feasible for implementation, with several suggested improvements.

Table 2. Results of the Practitioner (Counselor) Practicality Test

Aspect	Obtained Score	Maximum Score	Percentage
Usefulness	25	25	100%
Feasibility	25	25	100%
Accuracy	24	25	96%
Total	74	75	
Total Percentage	$\frac{74}{75} \times 100\%$		
	= 98%		
Qualification	Very Good		

Furthermore, the small-group trial revealed that students' responses to the *Self-Harm to Self-Love* e-booklet reached 91%. This percentage indicates that the e-booklet falls into the "Very Good" qualification category in terms of visual appearance, attractive design, clarity of

language, and relevance of content to students' needs. The findings suggest that the material effectively supports students in understanding self-harm and fostering self-love as a preventive effort against self-harm behavior. Therefore, the e-booklet is considered practical and appropriate to be used as a supporting medium in school guidance and counseling services.

Table 3. Results of the Small-Group User Trial

No	Statement	Rating Distribution				
		1	2	3	4	5
1.	The appearance of the <i>Self-Harm to Self-Love</i> e-booklet (colors, images, and illustrations) makes me interested in reading it.				3	7
2.	The content of the e-booklet is easy for me to understand.				4	6
3.	The language used in the e-booklet is clear and not confusing.				5	5
4.	I prefer guidance media that includes graphic icons.				6	4
5.	The stories or examples in the e-booklet motivate me to improve myself.				4	6
6.	The content of the e-booklet suits my needs as a student.				3	7
7.	After reading the e-booklet, I better understand how to take care of myself.				4	6
8.	The exercises or activities in the e-booklet are easy to do.			1	5	4
9.	I can read the e-booklet comfortably on my phone or laptop.			1	4	5
10.	The e-booklet is beneficial and can help me become a better person.				3	7
Percentage		$\frac{455}{500} \times 100\%$				
		= 91%				
Qualification		Very Good				

Discussion

The findings indicate that the *Self-Harm to Self-Love* e-booklet is valid and practical as a preventive medium in school guidance and counseling services. The success of this media is influenced by several key factors, including design quality, content relevance, and user acceptance. In terms of design, the systematic layout, appealing color composition, and relevant illustrations enhance visual attractiveness and reading comfort. Regarding content, the material is structured progressively and contextually, complemented by reflective activities that integrate the aspects of *care*, *respect*, *responsibility*, and *knowledge*. This structured approach supports students in internalizing self-love values more effectively. These findings are consistent with Nurzizah et al. (2024), who emphasize that strengthening self-love contributes to the prevention of self-harm behavior.

User acceptance also plays a significant role in the effectiveness of the e-booklet. The high practicality scores from school counselors and positive responses from students indicate that the media is easy to use, understandable, and relevant to their needs. Compared to traditional lecture-based methods, which tend to make students passive (Hidayat, 2022), the e-booklet

promotes more active engagement and reflection. This supports Zaini et al. (2020), who argue that the use of media enhances the meaningfulness and outcomes of guidance services.

Despite these positive results, this study has several limitations. The trial was conducted on a limited scale within a single school, which may restrict the generalizability of the findings. Furthermore, the study did not measure the long-term effectiveness of the e-booklet in reducing self-harm behavior. Practically, the e-booklet can be implemented in information services, group guidance sessions, and preventive counseling programs. However, challenges such as counselors' readiness to utilize digital media and the availability of technological facilities in schools should be considered. Future research is recommended to conduct broader trials across different schools and educational levels, as well as to develop a more interactive digital version to enhance its effectiveness and wider applicability.

Conclusion

The development of the e-booklet "*Self-Harm to Self-Love*" using the ADDIE model resulted in a valid and practical preventive educational medium. The product meets feasibility standards based on expert validation and user practicality testing. Although the results indicate positive outcomes, this study is limited by sample scope and implementation context. Further development and broader trials are necessary to strengthen empirical evidence of its effectiveness. The e-booklet has strong potential for implementation in various school contexts as part of preventive guidance and counseling services aimed at promoting adolescents' emotional awareness and self-love.

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