The Development of Video-Based Guidance and Counseling Media on Self-Love

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Abstract. This study aims to determine (1) the need to develop a video-based guidance and counseling media on self-love for adolescents in Public Junior High School 21 Makassar (SMP N 21 Makassar) (2) a prototype of video guidance media about self-love for adolescents, and (3) the validity of the video-based guidance and counseling media on self-love for adolescents for students of SMP N 21 Makassar. This study is a research and development implementing Borg and Gall research model. A questionnaire, interviews, and scales were used to collect the data. The results of the research show that (1) video-based guidance and counseling media on self-love for adolescents is media needed by school counselors in SMP N 21 Makassar, (2) the video-based guidance and counseling media on self-love is developed in the form of audio-visual animation, and (3) the video-based guidance and counseling media on self-love developed to increase students' self-esteem is valid after meeting the criteria in feasibility testing, accuracy testing, and utility testing.

Keywords: Self-love; self-appreciation; video.

Abstrak. Penelitian ini bertujuan untuk mengetahui (1) gambaran kebutuhan pengembangan media video bimbingan tentang *Self-love* remaja di SMP Negeri 21 Makassar. (2) *prototype* media video bimbingan tentang *Self-love* pada remaja. (3) validitas media video bimbingan tentang *Self-love* pada remaja untuk siswa SMP Negeri 21 Makassar. Penelitian ini merupakan penelitian pengembangan dengan model penelitian Borg and Gall. Teknik pengumpulan data menggunakan angket, wawancara dan skala. Hasil penelitian menunjukkan (1) Video bimbingan *self-love* pada remaja adalah media yang sangat dibutuhkan oleh Guru BK di SMP Negeri 21 Makassar. (2) Media video bimbingan tentang *self-love* disajikan dalam bentuk audio visual berupa animasi. (3) Media video *self-love* yang dikembangkan untuk meningkatkan penghargaan diri siswa dinyatakan valid setelah memenuhi kriteria dalam uji kelayakan, uji ketepatan, dan uji Kegunaan dari media.

Kata kunci: *Self-love*; penghargaan diri; video.

INTRODUCTION

Adolescent period is a phase in human life where there are a lot of significant changes occur, physically and mentally. This period is a process of transition from childhood which is filled with motoric exploration processes to adulthood which involves more complex emotional and cognitive development.

Physical appearance changes drastically in this adolescent period. It resembles that of an adult, such as the growth of hair on certain body parts, the growth of Adam's apple for adolescent boys and the growth of breasts for adolescent girls.

However, socio-emotionally they are still far from maturity when treated like adults. Erikson's psychosocial theory on human socioemotional development, especially regarding adolescence as a phase of identity search vs. identity confusion, has provided insightful reference in understanding adolescent behavior today. According to Erikson, all forms of adolescence's behavior is meant to find their identity, whether it violates applicable rules and norms or not (McLeod, 2018).

It really depends on how they understand and evaluate themselves as an entity inseparable from social life. One of many key factors for the success of adolescents in finding their identity, according to Erikson, is self-esteem and self-acceptance.

Maslow (Feist, 2013) suggested that human self-esteem is one of the basic needs that drives their behavior. Lack of self-esteem in adolescents results in unhappiness and failure in carrying out their developmental tasks.

Widiastuti (2004) suggested that individuals who have positive self-esteem show behaviors of accepting themselves as they are, confident, satisfied with their character, and abilities. On the other hand, adolescents with negative self-esteem show poor appreciation of themselves so that they are unable to adapt to social environment and lead to juvenile delinquent behavior.

A study conducted by Hayati (2016) on the relationship between self-esteem, peer conformity, and adolescent acquaintances in high school students in West Kalimantan, showed that there is a significant relationship between these 3 variables. The study showed that peer conformity is highly influential on the level of juvenile delinquency with 76%.

Another study related to the impact of low self-esteem conducted by Wijayanti (Agus, 2014) stated that there is a significant positive relationship between self-esteem and resistance to stress in high school students, in which the higher a person's self-esteem the higher their stress resistance is, resulting in an individual who is not easy to get stressed.

A research conducted by Evers (Karabiyik, 2008) shows that individual with high self-esteem has a lower level of probability of experiencing stress in learning than that with low self-esteem.

The study concluded that low self-esteem is a determinant having a major effect on students ' learning stress levels. Significantly, from the research above, it can be seen that low self-esteem in adolescents results in negative effects on personal and social life.

An initial survey was conducted on November 1 on 32 students at SMP N 21 Makassar using a questionnaire with a Likert scale to measure the students' self-esteem. The results showed that there were 6 students (19%) with low self-esteem, 16 students (50%) with a moderate level, and 10 students (31%) with a high level of self-esteem.

The results of initial survey were supported by the analysis of AUM data from school counselors at school. The three most prominent problems found were the stress of facing school tasks, personal problems, and social relationships problems.

Having a positive self-esteem is a mandatory need of everyone. Positive self-esteem can be obtained in various ways, one of which is by practicing *self-love* or loving oneself.

Freud (Fromm, 2014) suggested that love is channeling libido on an aspect that want to be achieved. However, Fromm did not fully in accordance with that concept.

According to Fromm (2014), self-love is different from a narcissism which is proposed by Freud, in which the reason a person can love themselves is because of feelings of putting oneself first and pride of themselves. *Self-love* is a dynamic state, accepting all weaknesses and does not compare oneself with others.

One of the main task of school counselors in schools is to respond to any problems found. Based on the fact and data that in SMP N 21 Makassar, there are some students who have low self-esteem, so the guidance and counselling teacher should provide guidance

that can help students to have high self-esteem. However, in practice, school counselors still have obstacles, especially in the lack of meetings with students because there is no specific schedule for school counselors to conduct classical guidance.

Based on the interviews with the school counselors, the provision of guidance media is important to help school counselors to reach all students so that counseling services can be delivered even though there are no specific hour for guidance and counseling services. The media should be able to be accessed easily and appropriate with the characteristics of the students. It can be in the form of audio, visual, or combination of both.

Based on the results of interviews with the school counselors as well as some facts and data found in SMP N 21 Makassar, this study is aimed to develop a video-based guidance and counseling media on self-love for adolescents as an attempt to increase students' self-esteem.

The video format was chosen since it is more interesting and able to present what the school counselors want to say and show.

Video media can be a medium to deliver information services that are much more interesting than other media because video media can convey emotion so well and also increase students' participation to improve their social skills since it can depict a real life context (Bakhtiar, 2015).

METHOD

The study was conducted using research and development approach, referring to a research and development strategy proposed by Borg and Gall (2003: 150) since it was considered as the most appropriate strategy for this study.

In order to make the guidance media development follow that strategy which is relevant to the purpose of this study, there were 7 steps formulated as follows:

1. Needs analysis which identifies the subject's needs about the product to be developed.
2. Initial observation and gathering information about:
   a. students' characteristics
   b. literature studies
   c. formulation of the problem
3. Development planning, formulation of development goals, and material development.
4. Early product development, product design, manage applications, product creation.
5. Expert judgment
6. The First Revision
7. Small group testing

Table 1.1 Stages of Product Development

Stages	Activities	Purpose/Results	Subject
Initial observation and information gathering	Reviewing various sources of data and information, performing *assessment* (needs analysis), and formulating the problem	To know the students' needs regarding video-based guidance and counseling media on self-love to improve students' self-esteem	School Counselors
Development Planning	Conducting a feasibility testing based on the video content (according to the needs of school counselors and students) and the purpose of the media	Creating a model framework of guidance video	Researchers
Early Product Development	Designing concept of the video, developing material according to the needs of school counselors (considering the orientation, purposes, and scenarios)	Creating and producing video-based guidance and counseling media on self-love	Researchers

Validity Test (Expert Judgment)	Two experts were involved in validity test, which were school counselors expert and media expert	Testing the feasibility and acceptability of the products and instruments	Guidance and counseling lecturer from State University of Makassar, Educational Technology Lecturer from from State University of Makassar
The First Revision	Revising the product based on the validity test	Improving the feasibility of using the instrument	Researchers
Small Group Testing	Conducting a trial on a small group	Increasing the acceptability of the product by school counselors	Two school counselors and six students
The Second Revision	Revising the product based on the results of small group testing	Creating the final product of video-based guidance and counseling media on self-love	Researchers

RESULTS AND DISCUSSION

There were several aspects that can be seen in this research and development of video-based guidance and counseling media on self-love, which were (1) overview of the needs of video-based guidance and counseling media on self-love for adolescents in SMP N 21 Makassar to increase their self-esteem (2) the prototype development of video-based guidance and counseling media on self-love for adolescents in SMP N 21 Makassar to increase their self-esteem (3) validity test of video-based guidance and counseling media on self-love for adolescents in SMP N 21 Makassar.

1.   Overview of the needs of video-based guidance and counseling media on self-love for adolescents in SMP N 21 Makassar.

The first objective of this study is to describe the needs regarding the product. In order to answer questions about the needs for the media, this study used a questionnaire with closed questions to obtain quantitative data about the description of these needs.

The questionnaire was used to obtain quantitative data. The questionnaire was distributed in the form of a questionnaire with closed questions, using four answer options,

which were strongly agree, agree, disagree, and strongly disagree. This questionnaire was given to the students of SMP N 21 Makassar with random sampling resulting in 20 students providing the data. It tried to reveal the percentage of students with low self-esteem.

2.   The prototype of guidance media of self-love video in adolescents to increase students' self-esteem in SMP N 21 Makassar.

The second objective of this study was to find out how the prototype of video-based guidance and counseling media on self-love for adolescents developed to help school counselors in Makassar.

The initial design of the product involved video storyboard that fully described the content of the video in terms of both its audio and visual. This guidance and counseling video was divided into two parts. The first part is a life story of Albert Einstein which in the end could inspire students to appreciate him better as a genius in his favorite fields.

A value in this first part was self-confidence which was shown by Albert Einstein by knowing his self-ability and loving himself.

The second part of the video was the story of Nick Vujovic. Similar to the story of Albert Einstein, Nick's character was selected due to

the greatness of his name as a motivator who can inspire many people while breaking students ' mindset about physical and material limitations as a hindrance.

Nick's story contains values, such as focus on self-worth, self-love, empathy, persistence, and overcoming limitations. The values were something to be conveyed in this guidance and counseling video so that students were able to lift their morale as well as their self-esteem.

This guidance and counseling video about self-love used a story telling format in a one-way conversation. As explained earlier, this video presented two stories as its main content. The purpose behind the selection of formats and content was to stimulate the desire and awareness of students about life story from different perspectives.

In addition to the video as the main product of this study, a guidebook was also developed to help people in using it during the process of guidance and counseling services in schools. This book was a complement to the main media so it was easier for school counselors to understand the contents of the video and to implement it properly. This guidebook contained some information needed by school counselors in conducting guidance and counseling services.

3. Validity of video-based guidance and counseling media on self-love for adolescents to increase the students' self-esteem in SMP N 21 Makassar.

a. Expert Validation Test

The validity of guidance media of self-love video for adolescents can be seen based on the results of acceptability tests carried out by two experts who have met the criteria to test the developed product.

In the previous section, it is stated that to test the validity of the developed product, there were two experts involved. The first expert is an expert of guidance and counseling, Drs. Muhammad Anas, M.Si and the first is learning media experts, Mr Dr. Abdul Hakim, M.Si.
Here are data obtained from both experts based on the type of test:

1) Utility Test

There were four (4) statements of acceptability to assess the utility of video-based guidance and counseling media on self-love as a learning media for school counselors. Assessment conducted by the first expert, Drs. Muhammad Anas, M.Si., as guidance and counseling expert was resulted in total score of 14 (87.5%) for the media and its guidebook's usefulness. Besides, the second expert, Dr. Abdul Hakim, M.Si., as a learning media expert was resulted in total score of 14 (87.5%) for the media and its guidebook's usefulness.

Table 4.5 Results of utility test on video-based guidance and counseling media on self-love and its guidebook by Expert 1 and Expert 2

Statement	Level of Utility		Total	Average	%	Description
	Expert 1	Expert 2				
1	4	4	8	4	100	Strongly agree
2	3	3	6	3	75	Agree
3	4	3	7	3.5	87.5	Strongly agree
4	3	4	7	3.5	87.5	Strongly agree
Total	14	14	28	3.5		
%	87.5	87.5			90	Strongly agree

2) Feasibility Testing

There were five (5) statements of acceptability to assess the usefulness of the media and its guidebook. the first expert, Drs. Muhammad Anas, M.Si., as guidance and counseling expert gave a total score of 20 (83%) for the feasibility of media and its guidebook. Besides, the second expert, Dr. Abdul Hakim, M.Si., as learning media expert gave a total score of 20 (83%) for the feasibility of the media and its guidebook.

Table 4.6 Results of feasibility testing on video-based guidance and counseling media on self-love and its guidebook by Expert 1 and Expert 2

Statement	Level of Feasibility	Total	Average	%	Description

	Expert 1	Expert 2				
1	3	4	7	3.5	87.5	Strongly agree
2	4	4	8	4	100	Strongly agree
3	4	4	8	4	100	Strongly agree
4	4	3	7	3.5	87.5	Strongly agree
5	3	4	7	3.5	87.5	Strongly agree
Total	20	20	40	**3.66**		
%	83	83			91.6	Strongly agree

3) Accuracy Testing

There were 4 (four) statements of acceptability to assess the accuracy of the media and its guidebook. The first expert, Drs. Muhammad Anas, M.Si., as guidance and counseling expert gave a total score of 13 (81%) for the accuracy of the media and its guidebook.

Besides, the second expert, Dr. Abdul Hakim, M.Si., as a learning media expert gave a total score of 15 (93%) for the accuracy of the media and its guidebook.

Table 4.7 Results of accuracy testing on video-based guidance and counseling media on self-love and its guidebook by Expert 1 and Expert 2

Statement	Level of Accuracy		Total	Average	%	Description
	Expert 1	Expert 2				
1	4	3	7	3.5	87.5	Very appropriate
2	3	4	6	3.5	87.5	Very appropriate
3	3	4	6	3.5	87.5	Very appropriate
4	3	4	7	3.5	87.5	Very appropriate
Total	13	15	26	3.5		
%	81	93			87.5	Very appropriate

b. The First Revision

Revision I or revision of early model was the stage where revision of the product was conducted based on suggestions and critics from experts after product validation. This revision was aimed to improve and refine the guidance media.

c. Small Group Testing on School Counselors

This was the stage where trials on a limited number of groups was conducted to see the influence of the media. This small group testing involved 6 students who were indicated to have low self-esteem in SMP N 21 Makassar. This test was conducted by implementing the media in guidance services which were then evaluated using a scale with closed questions, determining the extent of changes in subject's knowledge or understanding after watching the self-love video.

d. The Second Revision

At this stage, product revision was carried out for the second time based on data obtained during small group testing. The data was analyzed and used as the main consideration in this final revision. The data was quantitative information from the results of questionnaire given to 6 research subjects and 14 other subjects who did not participate in limited field trial. Results of the analysis showed that the content of media was well understood by students during guidance and counseling process and had a significant impact on their self-esteem. Therefore, there were not any revisions conducted in the second revision stage.

e. Final Product

At this stage, product revision was carried out for the second time based on data obtained during small group testing. The data was analyzed and used as the main consideration in this final revision. The data was quantitative information from the results of questionnaire given to 6 research subjects and 14 other subjects who did not participate in limited field trial.

Results of the analysis showed that the content of media was well understood by students during guidance and counseling process and had a significant impact on their

self-esteem. Therefore, there were not any second revision conducted due to time limitation.

CONCLUSIONS AND SUGGESTIONS

Based on data analysis and discussion of research results, it can be concluded that: (1) video-based guidance and counseling media on self-love for adolescents to increase their self-esteem is a medium needed by school counselors in SMP N 21 Makassar, (2) prototype of video-based guidance and counseling media on self-love for adolescents to increase their self-esteem uses high definition mp4 video format with 1280/720Fps resolution and 10 minutes playback duration containing self-love and self-esteem values, (3) video-based guidance and counseling media on self-love for adolescents to increase their self-esteem is accurate and can be used as a medium of guidance and counseling to increase students' self-esteem for school counselors in SMP N 21 Makassar.

In respect to the conclusions above, there are some proposed suggestions as follows: (1) the intensity and frequency of guidance and counseling services need to be improved in order to prevent and deal with students' low self-esteem, (2) school counselors should be more innovative and active in improving guidance and counseling services as well as able to increase the students' self-confidence and self-esteem, (3) time allocation for guidance and counseling services in schools needs to be fixated, so that there is an effective time for school counselors to provide guidance and counseling services. (4) future researchers may deepen and explore the other theory on self-love.

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