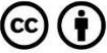# Development of Textbook: Mental Health Flipbook for Guidance and Counselling Student of Sriwijaya University

Risma Anita Puriani*, Ratna Sari Dewi, Khadijah Lubis, Leny Marlini, Nanda Putra Pratama
Sriwijaya University, Indonesia
✉ rismary@fkip.unsri.ac.id*

ABSTRACT: Textbooks are media specifically designed to assist the learning process in particular subject areas, enabling students to obtain information and various activity instructions for each course. This study aims to develop Flipbook Teaching Materials for Mental Health Courses for Guidance and Counselling students at FKIP Sriwijaya University. The research measures main data, including coursebook assessments on media validation, material validation, and language validation, as well as the flipbook feasibility test by evaluating student absorption of the material. Utilizing the ADDIE development method—comprising Analysis, Design, Development, Implementation, and Evaluation—the study employed expert validation sheets and respondent rating scales as instruments. Results showed media validation achieved an average score of 4.43 ("very feasible"), material validation scored 4.7 ("very feasible"), and language validation averaged 4.66 ("very feasible"). The flipbook's effectiveness was evaluated with 42 student respondents, yielding N-Gain values of 0.786 (78.57%) at the One-to-One stage, 0.766 (76.61%) at the Small Group stage, and 0.767 (76.70%) at the Field Test stage, all categorized as effective. Consequently, the Mental Health flipbook proved effective for use in Mental Health courses. The study concludes that the textbook titled "Development of Flipbook Teaching Materials in Mental Health Courses for Students of the Guidance and Counselling Study Program at FKIP Sriwijaya University" is effectively utilized in learning Mental Health courses and successfully achieves the competencies outlined in the Semester Learning Plan (RPS).

INTRODUCTION

Learning in higher education has different characteristics from learning in schools, both primary and secondary schools. Learning in higher education is strongly influenced by the nature of the courses taught and the competency needs that must be achieved (Zainal, 2012). Judging from the learning approach, the learning process in higher education uses an adult learning approach/andragogy (Rosida, Fadiawati, & Jalmo, 2017). Ideally, with this approach, at the initial meeting the lecturer explains what and how the course will be taught and prepares various components of learning tools that will be used during the lecture process.

One of the many components in the teaching system is learning resources. In a simple sense, *learning resources* are learning materials/teaching materials either reading books or the like. There are various forms of learning resources used in the learning process. One of them is course textbooks. Textbooks are a source of reference for educators in carrying out the learning process. The development of textbooks must consider various things, including the availability of reference sources used in the preparation of textbooks, the characteristics of textbook users, and curriculum demands (Prasetiyo & Perwiraningtyas, 2017).

Regarding textbooks, good textbooks are textbooks that can help learners/learners in achieving cognitive, affective, and psychomotor competencies (Ghufroni, Kurniawan, Yono, & Hakim, 2020). To achieve these conditions, the making of coursebooks must be well planned, not only paying attention to the competency needs in the curriculum, but also the needs of students in learning. All aspects related to coursebooks are important to consider, including aspects of appearance, language use, and coursebook content.

Characteristically, textbooks are very different from textbooks or reference books. If textbooks and reference books present in-depth and ideal discussions in accordance with scientific interests, then textbooks are usually made simpler, only presenting specific information according to learning objectives, although scientifically less in-depth. The design and various instructions needed must be understood and used by learners properly according to the competency objectives. (Juliana, Amin, & Suarsini, 2016; Pradipta & Kurniawan, 2021). Because of this requirement, textbooks should ideally be more dynamic, in other words, changes in learning objectives can be a reason for textbook revision.

The existence of textbooks as a guide and source of student learning in learning is essentially to facilitate students in absorbing lecture material. (Febrianto & Puspitaningsih, 2020). Through coursebooks, students are expected to develop better ways of learning, not fixated on listening and recording lecturer explanations, but can carry out more diverse learning activities referring to the materials and activities prepared in coursebooks. The learning objectives are the reason that textbooks made by one teacher, in this case one lecturer with another, can be very different. (Islamy, 2019). The general trend of textbooks is the availability of a collection of materials as a source of information, various activities in the form of assignments, exercises, and evaluations for students (Ramansyah, 2013).

The Mental Health course is a course that has characteristics as a combined course between the fields of psychology, counselling and education related to the scientific characteristics of human mental health. The combination of the three fields of science is very complex to learn; the existence of textbooks is very important in this course. Apart from being a medium for delivering theories and information related to the subject matter, coursebooks also provide explanations of various subjects that students can access when reading and reviewing various materials related to the field of mental health, psychological conditions and the counselling process that can be carried out. Following the times in generation Z which is often termed the strawberry generation with various psychological conditions of students who are very vulnerable, with weak mental resilience. This course is directed to be able to develop students' abilities in building a healthy mental life and being able to design counselling services that can help individual development in the process of psychological development and healthy mental growth.

This orientation is motivated by the increasing importance of references that can support the student learning process. Technological developments greatly support the learning process, including digital textbooks in the form of flipbooks in their application using information technology in learning. To facilitate mastery of learning competencies in mental health courses, this flipbook is made, with the hope that students can more easily master the competencies required to pass mental health courses.

To find out whether flipbooks in mental health courses can function properly, namely helping students in mastering the competencies set, empirical analysis is needed. The empirical analysis is to measure the feasibility of flipbooks from the aspects of material presentation, discussion aspects, design aspects and benefit aspects as well as the effectiveness of using textbooks in mental health courses at the Guidance and Counselling Study Program, FKIP Sriwijaya University.

Study Aim and Hypothesis

The purpose of the research is to develop Flipbook Teaching Materials as media in mental health courses for students. The hypothesis is that students can easily access material in the form of digital books and can easily understand mental health material in mental health lecture activities in the Guidance and Counselling Study Program of FKIP Sriwijaya University.

METHODS
Design

This study uses the research and development method (Research and Development). This method is used to measure the ease of access to Mental Health teaching materials and students' understanding of the teaching materials.

Participants

The research subjects were students of the Guidance and Counselling Study Program of Faculty of Teacher Training and Education (FKIP) Sriwijaya University.

Instruments

This research uses the ADDIE research model which stands for Analysis, Design, Development Implementation and Evaluation (Febrianto & Puspitaningsih, 2020). The data collection techniques in this study were questionnaires, interviews, assessment sheets and validation sheets. Data collection was carried out with the respondent's assessment sheet. The response questionnaire sheet is an instrument to assess the practicality of coursebooks based on learner responses. Stage of ADDIE research model assessment were one to one, small group and field test. One to one stage was three randomly sampling respondents. Small group stage was nine randomly sampling respondents, and field test stage was thirty randomly sampling respondents. This research had two cycles ADDIE research stages. First cycle applied student read mental health material on paper books and second cycle applied after student read mental health flipbook. This questionnaire contains statements that are assessed by students on a scale of 1-4, a graded scale range of textbook assessment is used. The graded scale is addressed to students as respondents to assess coursebooks which include aspects of material presentation, discussion aspects, design aspects and benefit aspects.

Data Analysis

Measurement of the effectiveness of the use of teaching books in the form of Mental Health Flipbooks is done with a test instrument. A test is a series of questions to measure skills, intelligence knowledge, abilities or talents possessed by individuals. The test was conducted after treatment to determine the uptake of material presented in the textbook. The test in question is Post-Test (after the learning process by using textbooks). The test used is a multiple-choice test with 4 answer choices. The instruments used in this study have first met the criteria of empirical validity by official validator and reliability all the answer respondents using SPSS software to analyze quantitative descriptive and N Gain Score. While data analysis was carried out using the average achievement and percentage techniques to determine the effectiveness of using mental health flipbooks.

RESULTS AND DISCUSSION
Results
This flipbook teaching book is entitled "Mental Health"; Basic Concepts, Applicative Principles, and Design". Published in October 2024 with a total of v + 199 pages, it is used as a handbook for students participating in the Mental Health course at the Guidance and Counselling Study Program, FKIP Sriwijaya University, South Sumatra. The external appearance of this textbook is as follows.
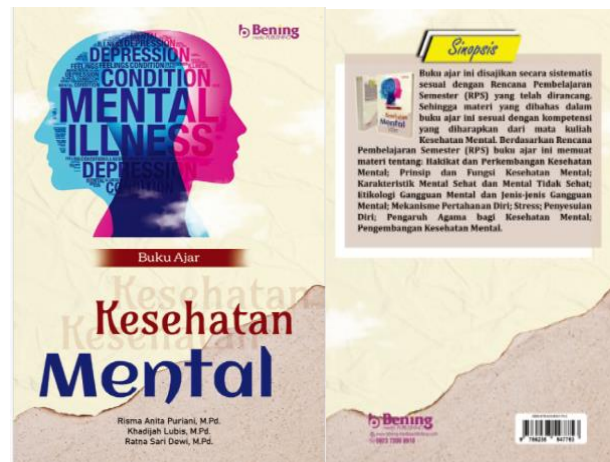

Figure 1. Cover of the Mental Health Textbook

Textbooks generally have an anatomy consisting of: (1) an introductory page consisting of a title page, table of contents, list of figures, list of tables, preface, and initiative; (2) a core page consisting of a detailed description of each chapter, subchapter accompanied by examples of exercises and questions that students must complete; (3) cover page (Gustian, 2019; Rahmawati & Rusdiyani, 2020). Meanwhile, the anatomy of this textbook is as follows.

The material presentation flow model used in each chapter is interrelated, i.e. course participants must listen to and learn the material from the earliest chapter to be able to understand and do the activities in the next chapter.

Hypothesis Test
The research data were analyzed based on four aspects of the flipbook assessment carried out by calculating the average value and percentage using the help of the SPSS software program. To find out the average value and percentage per aspect on the assessment of mental health flipbook teaching materials, in the following Table 2:

Table 2. Assessment of Mental Health flipbook teaching materials

Aspects	Average Value	Percentage
Presentation of material	3,75	94%
Discussions	3,74	94%
Design	3,80	95%
Benefits	3,88	97%
Average	3,79	95%

Measurement data based on response sheets from respondents to Flipbook, consisting of four aspects measured by 16 question items. The results of calculating the average value and percentage based on four aspects of the Flipbook assessment using a scale range of 1-4 respondent assessments with a total of 42 student respondents. In the aspect of material presentation with an average value of 3.75 with a percentage of 94%, the discussion aspect with an average value of 3.74 with a

percentage of 94%, in the design aspect obtained an average value of 3.80 with a percentage of 95% and the benefit aspect obtained an average value of 3.88 with a percentage of 97%.

Table. 1. Anatomy of Mental Health Textbook

Section	Chapter	Contents
Preliminaries		Consists of: • Cover • Title page and reverse title page • Preface • List of Contents
First Section		Introduction; contains course description, learning plan, instructions for using the textbook, and evaluation form
Second Section	**Chapter I** The Nature and Development of Mental Health	Each chapter contains
	Chapter II Principles and Functions of Mental Health	A. Competency Indicator
	Chapter III Characteristics of Healthy and Unhealthy Mentality	B. Material Description
	Chapter IV Ethics of Mental Disorders and Types of Mental Disorders	C. Summary
	Chapter V Self-Defence Mechanisms	D. exercise
	Chapter VI Stress	E. Course learning outcomes imposed on each chapter
	Chapter VII Self-Adjustment	F. Presentation of material; consists of a description of the teaching material and a summary
	Chapter VIII The Influence of Religion on Mental Health	G. Closure; consists of evaluation, feedback and follow-up
	Chapter IX Mental Health Development	
Postliminaries		• Bibliography • Attachments

The following results of the assessment of mental health flipbook teaching materials per aspect can be seen in the following diagram:
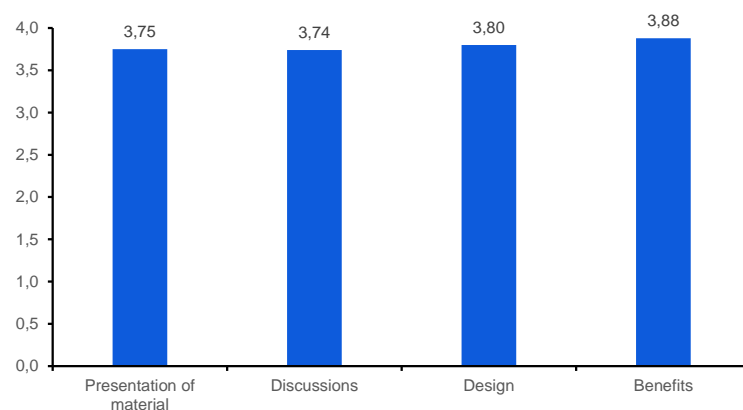

Figure 2. Mean score diagram of mental health flipbook aspects

From the measurement data, it can be seen that the average of the four aspects is at a score of 3.79 using a scale of 4, or 95%. Thus, from aspects of material presentation, discussion aspects,

design aspects and aspects of the benefits of for mental health flipbooks are rated very well by users.

Furthermore, the research data were analyzed to measure the effectiveness of the flipbook using the N-Gain Score test using the help of the SPSS software program. To find out the level of effectiveness of flipbooks for students, in the following Table 3 and categorisation of N-Gain Score Effectiveness according to Hake, R. R., (1999) in the Table 4.

Table 3. Effectiveness Test of Mental Health Flipbook

Group	Pre-Test	Post-Test	N-Gain	N-Gain (%)	Description
One Test	3,125	3,813	0,786	78,57	Effective
Small Group	3,139	3,799	0,766	76,61	Effective
Big Group	3,142	3,800	0,767	76,70	Effective

Table 4. Interpretation of N-Gain Score Effectiveness

Range	Category
< 40 %	Ineffective
40-50 %	Less Effective
56-75 %	Effective Enough
> 76 %	Effective

Flipbook effectiveness measurement data with a respondent rating scale of 42 students. At the One-to-one trial stage, Small Group and Field test, the respondent's assessment sheet of the Flipbook was used to find out how the effectiveness of the Mental Health Flipbook teaching material for users in this case students of the Guidance and Counselling Study Program. In this research data, the data results from the respondent's response sheet to the Flipbook, consisting of four aspects measured by 16 question items.

At the One-to-one stage, an N-Gain value of 0.786 was obtained with a percentage of 78.57% with an effective category, then at the Small Group stage, an N-Gain value of 0.766 was obtained with a percentage of 76.61% with an effective category and at the Field test stage, an N-Gain value of 0.767 with a percentage of 76.70% with an effective category. Thus, it can be concluded that the Mental Health flipbook is effective for use in Mental Health courses.

Data collection instruments, to measure the effectiveness of Mental Health Flipbook teaching materials, namely using a product rating scale in the following diagram:
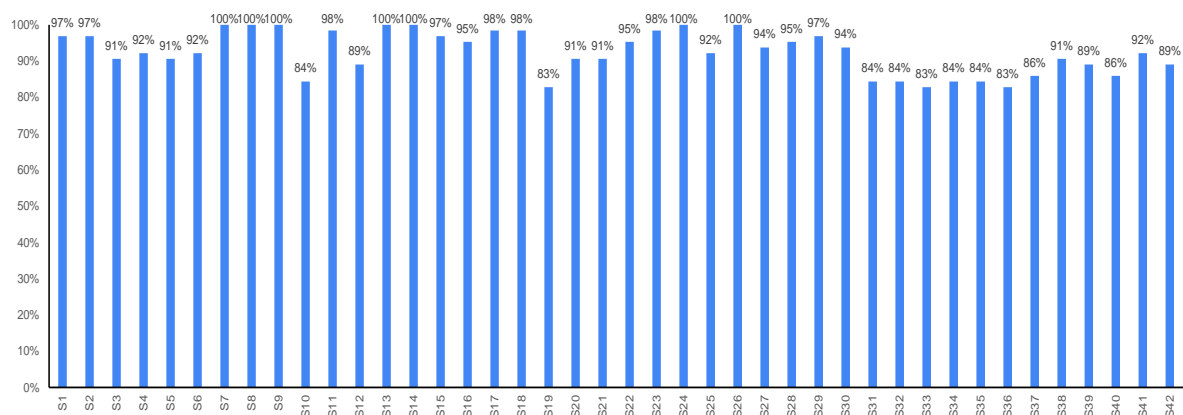

Figure 3. Percentage Score Graph of Assessment of Mental Health Flipbook Teaching Materials

Table 5. Flipbook Teaching Material Assessment Categories

Range	Category
81,1 - 100 %	Very good
63,1 - 81 %	Good
44,1 - 63 %	Good enough
25 - 44 %	Not good

The results of measuring the assessment of digital teaching materials for student respondents obtained an average score of 99, which means that digital teaching books are in a very good category. The lowest score given by students is a score of 84 in the very good category. It can be concluded that the overall assessment of teaching books with an average value of 85. From the measurement results, it shows that the *Flipbook* digital teaching book is in the Very Good category. With that, it can be interpreted that the Mental Health *Flipbook* teaching book is suitable for use as teaching material for Mental Health Courses.

The following are the results of the assessment of teaching materials based on indicators that have been filled in by 42 students can be seen as follows:
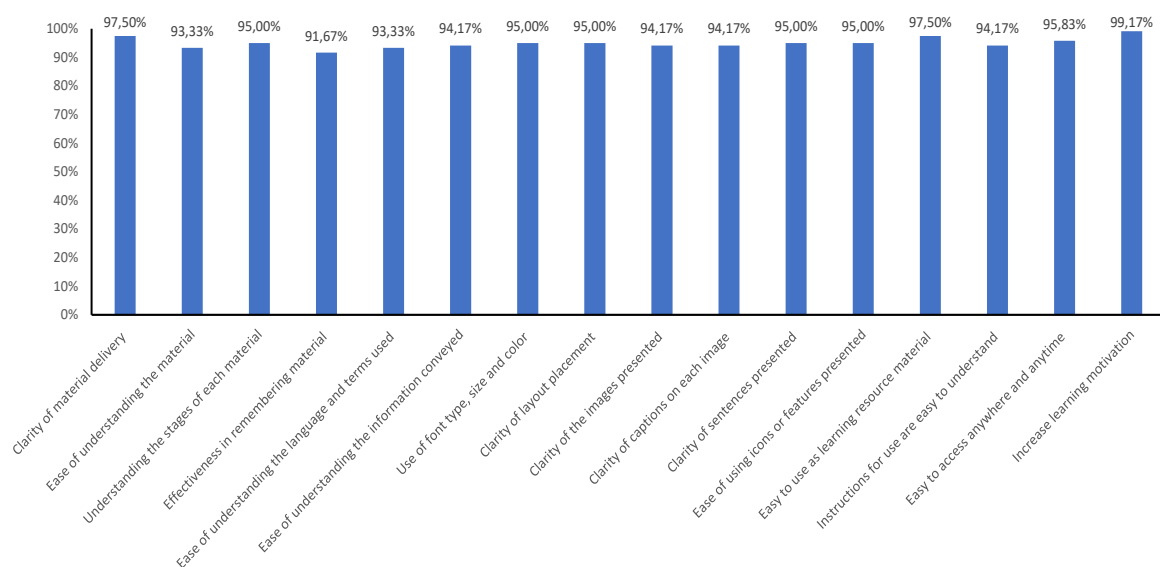

Figure 4. Graph of Percentage Score of Teaching Material Assessment of Each Indicator

Discussion

The results of the assessment of coursebooks from each indicator show that the highest score is 99.17% on the indicator of increasing Learning Motivation in the very good category, the results of the assessment of coursebooks for each indicator are the lowest at 91.67% on the indicator of effectiveness in remembering material, meaning that the score is in the very good category. The average result of the assessment of coursebooks from each indicator is 95% in the very good category. This indicates that the digital *flipbook* teaching materials in each indicator that have been developed are very feasible to use as teaching materials in mental health courses.

The average score of the results of the assessment of mental health *flipbooks* from each indicator is 95% in the excellent category. Achievement of the effectiveness score as a result of various elements of the book (Rosida, Fadiawati, & Jalmo, 2017); (Suganda, Hawa, & Toybah, 2021). The element of book completeness, this *flipbook* has clear instructions for use so that it makes it easier for students to learn information, material and do tasks that have been included in each subject matter chapter. The *flipbook* is equipped with tables and images that allow students to carry out learning activities more easily because the basic concepts in each core subject matter are more

detailed with the aim of enriching knowledge and strengthening students' cognitive structures. Various book completeness can make it easier for students to learn teaching materials (Khairani & Yenti, 2018); (Saputri, Fadilah, & Wahyudi, 2016); (Sihotang & Sibuea, 2015). As explained, textbooks make the teaching and learning process in schools smoother and more efficient.

Textbooks provide basic skills and knowledge that learners acquire before class so that they can be used in the classroom for memory reinforcement, concept understanding, critical thinking, and knowledge development activities. Textbooks are one of the means of success in the teaching and learning process (Mintowati, 2003). The textbook is a unit of learning that contains information, discussion and evaluation. Textbooks that are arranged systematically will make it easier for students in the material so that they support the achievement of learning objectives. Textbooks must function to attract the interest and motivation of students and readers. Reader motivation can arise because the language is simple, flowing and easy to understand. Motivation can arise because there are many ideas and new ideas. Motivation can arise, because the textbook contains a variety of information that is relevant to the learning needs of learners and readers.

The results of the assessment of coursebooks using 4 aspects, namely aspects of media display, language aspects, and material aspects, show that the average of the three aspects is at a score of 3.79 using a scale of 4, or 95%. Thus, in terms of display aspects, language aspects, and presentation aspects, the quality of the book is considered very good by users, namely students.

Implications

The results showed media validation with a total average of 4.43 with the category "very feasible", material aspects a total average of 4.7 with the category "very feasible", and validation of language aspects a total average of 4.66 categorized as "very feasible". While the *Flipbook* effectiveness score with a respondent rating scale of 42 students. At the *One-to-one* stage, an *N-Gain* value of 0.786 was obtained with a percentage of 78.57% with an effective category, then at the *Small Group* stage, an *N-Gain* value of 0.766 was obtained with a percentage of 76.61% with an effective category and at the *Field test* stage, an *N-Gain* value of 0.767 was obtained with a percentage of 76.70% with an effective category.

Limitations and Further Research

This study has a short time limit, and the limitations of Mental Health courses are not all studied in every study program at Sriwijaya University. Although mental health is not a compulsory subject, knowledge can be input and experience for students so that they can manage their mental and stress levels in the world of work after undergraduate education.

CONCLUSIONS

Based on these findings, it can be concluded that the *textbook* with the title "Development of *Flipbook* Teaching Materials in Mental Health Courses for Students of the Guidance and Counselling Study Program at FKIP Sriwijaya University" is effectively used in learning Mental Health courses and achieving competencies according to the course learning outcomes planned in the Semester Learning Plan (RPS).

ACKNOWLEDGEMENTS

AUTHOR CONTRIBUTION STATEMENT

Puriani, R.A., Dewi, R.S., Lubis K., Marlini, L., Pratama N.P. agree with the final terms of the scientific article of the Bulletin of Counselling and Psychotherapy Journal.

REFERENCES

Febrianto, R., & Puspitaningsih, F. (2020). Pengembangan Buku Ajar Evaluasi Pembelajaran . *Education Journal: Journal Education Research and Development, 4*(1), 1-18. https://doi.org/10.31537/ej.v4i1.297

Ghufroni, G., Kurniawan, P. Y., Yono, R. R., & Hakim, M. W. (2020). Keefektifan Penggunaan Buku Ajar Mata Kuliah Apresiasi Dan Kajian Drama Berbasis Kebudayaan Brebes. *Jurnal Ilmiah Semantika, 2(01), 36–43., 2*(01), 36–43. https://doi.org/10.46772/semantika.v2i01.262

Islamy, M. I. (2019). Pengembangan Buku Ajar Mata Kuliah Pendidikan IPS untuk PGMI Menggunakan Expanding Community Approach. *Journal of Education Al-Mudarris, 2*(2), 121-145. https://doi.org/10.32478/al-mudarris.v

Juliana, K., Amin, M., & Suarsini, E. (2016). Pengembangan Buku Ajar Matakuliah Biologi Sel Dengan Pendekatan Bioinformatika Untuk Mahasiswa S1 Pendidikan Biologi Universitas Negeri Malang. *Jurnal Pendidikan - Teori, Penelitian, Dan Pengembangan, 1*(9), 1677–1683. https://doi.org/10.17977/jp.v1i9.6834

Khairani, M., & Yenti, F. (2018). Efektifitas Bahan Ajar Mata Kuliah Matematika Diskrit Berbasis Konstruktivisme. *Suska Journal of Mathematics Education, 4*(2), 100-107. https://doi.org/10.33373/pythagoras.v7i2.1461

Mintowati. (2003). *Panduan Penulisan Buku Ajar.* Jakarta: Departemen Pendidikan dan Kebudayaan Republik Indonesia.

Pradipta, A. W., & Kurniawan, R. (2021). Pengembangan buku ajar mata kuliah belajar dan pembelajaran berbasis moodle. *JINoP (Jurnal Inovasi Pembelajaran), 7*(1), 44-54. https://doi.org/10.22219/jinop.v1i1.2441

Prasetiyo, N. A., & Perwiraningtyas, P. (2017). Pengembangan Buku Ajar Berbasis Lingkungan Hidup Pada Matakuliah Biologi Di Universitas Tribhuwana Tunggadewi The Development of Environment based Textbook in Biology Course at Tribhuwana Tunggadewi University. *Jurnal Pendidikan Biologi Indonesia, 3*(1), 19-27.

Ramansyah, W. (2013). Pengembangan Bahan Ajar Mata Kuliah Strategi Pembelajaran untuk Mahasiswa Pendidikan Guru Sekolah Dasar. *Widyagogik, 1*(1), 17-27.

Rosida, R., Fadiawati, N., & Jalmo, T. (2017). Efektivitas penggunaan bahan ajar e-book interaktif dalam menumbuhkan keterampilan berpikir kritis siswa. *Jurnal Pembelajaran Fisika, 5*(1), 35-45.

Saputri, D. F., Fadilah, S., & Wahyudi, W. (2016). Efektivitas Penggunaan Buku Ajar Fisika Matematika Berbasis Inkuiri dalam Perkuliahan Fisika Matematika. *Jurnal Penelitian & Pengembangan Pendidikan Fisika, 2*(2), 7-14. https://doi.org/10.21009/1.02202

Sihotang, C., & Sibuea, A. M. (2015). Pengembangan Buku Ajar Berbasis Kontekstual Dengan Tema "Sehat Itu Penting. *Jurnal Teknologi Informasi & Komunikasi Dalam Pendidikan, 2*(2), 169-179. https://doi.org/10.24114/jtikp.v2i2.3293

Suganda, V. A., Hawa, S., & Toybah, T. (2021). Efektivitas Buku Ajar Berbasis Pendekatan Saintifik Pada Mata Kuliah Geometri dan Pengukuran. . *Jurnal Gentala Pendidikan Dasar, 6*(1), 57-64.

Zainal, A. (2012). *Model Penelitian dan Pengembangan.* Bandung: Remaja Rosdakarya.