Vol. 4, No. 4, December 2026, pp. 3174-3183
INTERNATIONAL JOURNAL OF
POST AXIAL
FUTURISTIC TEACHING AND LEARNING
https://journal.amorfati.id/index.php/postaxial | | ISSN 3025-7549

# Development of A Guidance and Counseling Pocketbook on Students' Mental Health Awareness

**Tania May Sabrina Nasution [1a*], Nurussakinah Daulay [2b]**
[1,2] Universitas Islam Negeri Sumatera Utara, Indonesia

[a]tania303223100@uinsu.ac.id , [b]nurussakinah@uinsu.ac.id

**Article History:**
*Received:*
16-08-2026
*Revised:*
30-09-2026
*Accepted:*
20-10-2026

**Keywords:**
*Pocket book, Mental health, Guidance and counseling, If-then game.*

***Correspondence Address:**
tania303223100@uinsu.ac.id

**Abstract:**
This study aims to analyze the needs, examine the prototype, and determine the feasibility of a guidance and counseling pocketbook on mental health understanding for senior high school students, equipped with an If-Then game. The main contribution of this study is the integration of an interactive, scenario-based If-Then game into a compact guidance media, shifting the role of counseling pocketbooks from passive reading materials to active tools for independent self-reflection. This research and development study used the Four-D (4D) model, limited to the Develop stage, and was conducted at SMA Negeri 1 Batang Kuis with twelfth-grade students. Data were collected through observation, an interview with the guidance and counseling teacher, a needs questionnaire, validation questionnaires from a material expert and a media expert, and response questionnaires from the guidance and counseling teacher and students, and were analyzed descriptively as percentages. The needs analysis showed that students had a basic understanding of mental health that was still general and incomplete, so they needed media that is engaging, practical, and suitable for independent learning. The prototype is an 8 × 10 cm pocketbook of 26 pages organized according to Carl Rogers' strategy for maintaining mental health, namely self-understanding, self-acceptance, and directing oneself toward the ideal self, and it includes an If-Then game for independent reflection. The validation results gave the pocketbook 90.8% from the material expert and 88.0% from the media expert, both in the "very feasible" category. A limited trial produced positive responses from the guidance and counseling teacher (88.0%) and students (85.3%), also in the "very feasible" category. These findings confirm the media's structural feasibility, expert validity, and practical user acceptance; however, this feasibility does not represent empirical effectiveness in directly improving students' mental health literacy. Therefore, the pocketbook is feasible as a supporting medium for information services in guidance and counseling, while its actual effectiveness should be empirically evaluated in future experimental research.

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## Introduction (مقدمة)

Mental health has become an increasingly significant global concern, particularly among adolescents and students. Mental health can be defined as a condition that enables adolescents to grow and develop optimally across affective, social, and cognitive domains. With optimal mental health, adolescents are equipped to cope with daily stressors, establish healthy interpersonal relationships, and maximize their potential. This underscores that mental health is as fundamental as physical health in supporting adolescent growth and development (Herdiani et al., 2025). Furthermore, within the framework of humanistic counseling, Carl Rogers conceptualizes mental health through the construct of the fully functioning person—an individual continuously striving to recognize and actualize their inherent potential (Faruqi, 2026). Accordingly, a mentally healthy adolescent is one who achieves holistic development and actively pursues self-actualization.

Adolescence represents a critical stage of psychosocial development, characterized by substantial transformations in emotional, social, and cognitive domains (Nasution et al., 2023). These developmental dynamics heightened adolescents' vulnerability to psychological issues, particularly when their mental health literacy remains limited. Conceptually, mental health refers to an individual's capacity to maintain a realistic self-concept, adaptively regulate emotions, navigate life challenges, and achieve satisfaction in social functioning (Caesaria et al., 2024). The increasing attention directed toward this issue highlights the urgency of early mental health literacy to assist adolescents in managing psychological difficulties and functioning optimally (Febry, 2021).

Students constitute a vulnerable subgroup within the adolescent population, susceptible to mental health challenges arising from developmental, academic, and social pressures. This vulnerability manifests through common stressors such as anxiety, stress, and feelings of loneliness in daily life (Amira et al., 2023). World Health Organization data indicate that approximately 1 in 7 adolescents globally (14.3%) experience mental health disorders (WHO, 2025). Moreover, nearly half of all mental health conditions—including depression, anxiety, and behavioral disorders—onset by age 14, with prevalence rates ranging between 10% and 20%, yet the majority remain untreated or undertreated (Abas et al., 2023). A comparable trend is observed in Indonesia. According to the Indonesia-National Adolescent Mental Health Survey (I-NAMHS)—the first national mental health survey of adolescents aged 10–17 in Indonesia—one in three Indonesian adolescents (34.9%) reported symptoms of a mental health disorder in the past 12 months, while 5.5% met the diagnostic criteria for a disorder, with anxiety disorders being the most prevalent (Universitas Gadjah Mada, 2022).

Mental health issues are influenced by factors such as academic demands, school climate, and unsupportive peer environments, which frequently trigger maladjustment (Ardiansyah et al., 2023). Unhealthy social interactions further exacerbate the risk of psychological disturbances among adolescents. Left unaddressed, these issues can significantly impair students' academic and social functioning (Astuti & Ardani, 2025).

This corresponds with preliminary analysis findings obtained from an open-ended questionnaire distributed to Grade XII students at SMA Negeri 1 Batang Kuis. The results revealed that while students possess a foundational understanding of the characteristics, etiology, and coping strategies associated with mental health issues, this knowledge remains fragmented. Consequently, students require a medium that delivers comprehensive and in-depth mental health information.

Despite the availability of Guidance and Counseling (GC) services in schools, barriers persist in delivering mental health education effectively. Certain students remain hesitant or reluctant to seek counsel from GC teachers due to persistent social stigma and inadequate inter-institutional collaboration (Nasution, 2025). GC teachers hold a strategic role in fostering student mental health through the systematic planning and evaluation of counseling services, including informational service delivery on mental health (Siregar & Syarqawi, 2023). This situation reinforces that the efficacy of guidance and counseling services relies on the degree to which GC teachers comprehend students' psychological foundations, as this understanding forms the basis for identifying student characteristics and tailoring interventions to individual psychological needs (Daulay, 2019). Conversely, conventional media such as leaflets, brochures, and PowerPoint presentations are perceived as unengaging, monotonous, and lacking interactivity (Labindjang et al., 2025). This highlights a clear demand for GC service media that convey mental health literacy in an accessible, engaging, concise, and practical format. Therefore, developing a Guidance and Counseling pocketbook emerges as an effective, need-aligned media alternative.

Previous literature demonstrates that pocketbooks have been widely developed as instructional and counseling media for various purposes. Bintoro et al. (2022) developed a pocketbook for early reading instruction, Mosleh and Hariastuti (2024) developed a digital pocketbook for high school career planning, and Labindjang et al. (2025) designed a pocketbook as a guidance media to foster empathetic behavior. These empirical findings confirm that pocketbooks serve as practical, attractive, and effective media within guidance and counseling services.

However, while pocketbook development in guidance and counseling is extensive, existing products predominantly focus on passive information dissemination and static reading material. Most conventional counseling pocketbooks present informative content linearly, leaving little room for active cognitive engagement or decision-making processes during independent reading. Research on pocketbooks integrating interactive components to actively engage students in content mastery remains limited. Active student involvement during learning enhances comprehension and facilitates practical application in daily life.

To address this gap, this study develops a Guidance and Counseling pocketbook on student mental health literacy integrated with an If-Then game as a self-reflection tool. Unlike conventional media that only convey declarative knowledge about mental health, this feature embeds conditional scenario-based choices ("If" a psychological stressor occurs, "Then" what adaptive strategy should be applied) into the pocketbook format. This feature helps students identify their psychological state and determine positive actions for maintaining mental health. The game prompts students to select appropriate responses or behaviors across various mental health scenarios, enabling them to apply their understanding rather than merely receiving information.

The novelty of this study lies in the integration of an If-Then game as an embedded self-reflection exercise within a guidance and counseling pocketbook, shifting the media function from passive reading to active, scenario-based engagement. While prior guidance pocketbooks primarily serve as informational reference materials, this approach bridges informational delivery with practical self-reflection within a single compact medium. This integration is expected to enhance student engagement, reinforce mental health literacy, and facilitate more interactive, participatory guidance and counseling services.

This study aims to develop a valid and feasible Guidance and Counseling pocketbook on student mental health literacy featuring an If-Then game, suitable for counseling service delivery and independent student learning. The pocketbook is designed to be a practical, engaging, interactive, and comprehensible medium to improve students' mental health literacy.

## Method (منهج)

This study employs the Research and Development (R&D) methodology, defined as a research approach aimed at developing a product and evaluating its feasibility prior to implementation (Sugiyono, 2013). Research and Development is a systematic process conducted to design new products or refine existing ones to ensure alignment with user needs (Okpatrioka, 2023). Through this methodology, researchers do not merely produce a product, but also ensure that the developed product undergoes rigorous validation and revision, making it a viable solution to empirical problems in the field (Waruwu et al., 2024).

The developmental framework adopted in this study is the 4D model (Four-D Model), which comprises four stages: Define, Design, Develop, and Disseminate. This model was selected due to its systematic structure in product development, spanning from needs analysis to the production of a feasible end-product (Salsabila et al., 2023). In this study, the development process was limited to the Develop stage, stopping prior to full-scale dissemination, as the research focuses on the design, validation, revision, and limited field testing of a Guidance and Counseling pocketbook on student mental health literacy.

The study was conducted at SMA Negeri 1 Batang Kuis, Deli Serdang Regency, North Sumatra. The subjects involved in the development of this pocketbook consisted of one subject-matter expert, one media expert, one guidance and counseling (GC) teacher, and 30 Grade XII-i Social Studies students at SMA Negeri 1 Batang Kuis as subjects for the limited field trial. The involvement of each subject was mapped to the stages of the 4D model: the subject-matter expert and media expert were involved in the Develop stage to evaluate the feasibility of content, presentation, language, and visual design; the GC teacher was involved to assess the practical utility of the product within counseling service contexts; and the students were engaged as end-users to provide feedback on the developed pocketbook.

Data collected in this study comprised both qualitative and quantitative data. Qualitative data were gathered from open-ended questionnaire responses during the student needs analysis stage, as well as qualitative suggestions, criticism, and recommendations provided by the subject-matter and media experts during validation. Quantitative data were obtained through the media needs questionnaire, subject-matter expert validation instrument, media expert validation instrument, GC teacher evaluation questionnaire, and student response questionnaire.

The research procedure unfolded across several systematic phases aligned with the 4D model stages. In the Define stage, four front-end analytical steps were conducted to diagnose baseline requirements, including preliminary-front-end analysis to identify counseling media problems, learner analysis to examine student mental health literacy needs, concept analysis to map mental health competencies based on Carl Rogers' humanistic framework, and media analysis to establish the pocketbook concept. In the Design stage, the researcher prototyped the media by establishing a compact pocketbook measuring 8 × 10 cm with a total of 26 pages, compiling structured mental health content, designing visual layouts and typography, constructing interactive If-Then game scenarios for self-reflection, and designing evaluation instruments. In the Develop stage, the initial draft was submitted for expert judgment by subject-matter and media experts, revised based on expert feedback, and subsequently subjected to a limited field trial with the GC teacher and 30 Grade XII students to assess practical feasibility.

To ensure comprehensive evaluation, research instruments were systematically constructed based on specific indicators using a 5-point Likert scale, ranging from 1 ("Very Poor" / "Strongly Disagree") to 5 ("Very Good" / "Strongly Agree"). The needs assessment instrument evaluated student baseline knowledge and media preferences. The subject-matter expert validation instrument evaluated content accuracy, instructional alignment with Rogers'

humanistic theory, If-Then game scenario clarity, and language quality across 13 evaluation items (maximum score = 65). The media expert validation instrument evaluated physical design, specifically the 8 × 10 cm dimensions and 26-page layout, visual aesthetics, typography, color harmony, and overall utility across 20 evaluation items (maximum score = 100). The GC teacher response instrument assessed practical utility, instruction clarity, and relevance to counseling services across 10 evaluation items (maximum score = 50). The student response instrument evaluated user engagement, content comprehensibility, layout attractiveness, and self-reflection exercise utility across 10 evaluation items (maximum score = 50).

Validation and field-test data were analyzed using descriptive statistical techniques expressed as percentages, utilizing the following formula:

$$P = \frac{F}{N} \times 100\%$$

*Where:*

$P$: Feasibility Percentage (*Persentase Kelayakan*)

$F$: Obtained Score (*Skor yang Diperoleh*)

$N$: Maximum Score (*Skor Maksimum*)

The calculation results were then interpreted based on the predetermined criteria for the feasibility and practicality of the medium, as presented in Table 1.

**Table 1. Validity and Practicality Criteria of the Media**

| Score | Percentage | Category |
|---|---|---|
| 1 | 81% – 100% | Very Feasible |
| 2 | 61% – 80% | Feasible |
| 3 | 41% – 60% | Moderately Feasible |
| 4 | 21% – 40% | Infeasible |
| | 0% – 20% | Highly Infeasible |

(Source: Rantung et al., 2023)

## Result (نتائج)

This study produced a Guidance and Counseling pocketbook on student mental health literacy as a supporting medium for information services. The development process employed the 4D model, which was limited to the Define, Design, and Develop stages. In the Define stage, a needs assessment conducted with 30 Grade XII students at SMA Negeri 1 Batang Kuis revealed that students' understanding of mental health remained general and broad. The students expressed a need for service media that are engaging, practical, portable, and suitable for self-directed learning. In the Design stage, the pocketbook was designed in an 8 × 10 cm format comprising 26 pages. The content covers the definition of mental health, the importance of maintaining psychological well-being, influencing factors, indicators of good mental health, and strategies for maintaining mental health. The pocketbook is also equipped with visual illustrations and an If–Then game as a self-reflection tool.

In the Develop stage, the initial draft (Prototype I) was validated by a subject-matter expert and a media expert prior to field testing. Following the initial review, the subject-matter expert

recommended refining the narrative phrasing in the If-Then scenarios to better align with high school students' daily stressors, clarifying the operational steps for independent reflection, and adding a brief author biography on the concluding page. Meanwhile, the media expert suggested increasing the font size of illustration captions to improve typography legibility, enhancing color contrast between background elements and text blocks, and upgrading the paper cover specification to a higher-grammage matte cardstock to ensure physical durability for portable use. The researcher incorporated all validator suggestions to refine the prototype, resulting in Prototype II.

As shown in Table 2, the final validation results demonstrated that the pocketbook achieved a "Very Feasible" rating, scoring 90.8% from the subject-matter expert and 88.0% from the media expert.

**Table 2. Material Expert and Media Expert Validation Results**

| Aspect | Score | Maximum Score | Percentage (%) | Criteria |
|---|---|---|---|---|
| Material Expert | 59 | 65 | 90,8% | Very Feasible |
| Media Expert | 88 | 100 | 88% | Very Feasible |

Based on the validation results conducted by the material expert, the Guidance and Counseling pocketbook on student mental health literacy obtained a score of 59 out of an ideal score of 65, yielding a percentage of 90.8%. This percentage falls into the "Very Feasible" category. Furthermore, the media expert validation results indicated a score of 88 out of a maximum score of 100, corresponding to 88.0%, which likewise falls into the "Very Feasible" category. Consequently, the Guidance and Counseling pocketbook on student mental health literacy is declared feasible for implementation as a supporting medium for information services in guidance and counseling.

**Table 3. Guidance and Counseling Teacher Response Results**

| Respondent | Score | Maximum Score | Presentace(%) | Criteria |
|---|---|---|---|---|
| GC Teacher | 44 | 50 | 88% | Sangat Layak |

Based on the response evaluation from the Guidance and Counseling (GC) teacher regarding the developed pocketbook, a score of 44 out of a maximum score of 50 was obtained, representing 88.0%. According to the assessment criteria, this result is classified under the "Very Feasible" category. This feedback reflects the teacher's positive evaluation of the pocketbook as a practical supporting medium for delivering GC services in schools, indicating its strong utility for counseling practice.

**Table 4. Student Response Results**

| Number of Respondents | Score | Maximum Score | Percentage (%) | criteria |
|---|---|---|---|---|
| **30** | **42,6** | **50** | **85,3%** | **Very Feasible** |

Furthermore, based on the evaluation responses from 30 Grade XII students at SMA Negeri 1 Batang Kuis, a mean score of 42.6 out of a maximum score of 50 was recorded, achieving an overall percentage of 85.3%. Under the established assessment framework, this outcome falls into the "Very Feasible" category. To provide greater transparency, student feedback across specific evaluation indicators indicated that students responded favorably to the compact 8 × 10 cm size and visual illustrations, noting that the pocketbook was highly portable and visually appealing. Students also reported that the core mental health concepts were presented clearly, logically, and

in accessible language, while highlighting that the interactive If-Then scenario exercises effectively helped them reflect on personal stress management and identify practical action steps. These results demonstrate that the developed pocketbook received highly favorable responses from students, signifying its effectiveness as an engaging and supportive medium for enhancing student mental health literacy.

## Discussion (مناقشة)

The needs assessment results indicated that Grade XII students at SMA Negeri 1 Batang Kuis possess foundational knowledge regarding mental health, including self-management skills, interpersonal relationship building, identification of determinants affecting mental health, and wellness strategies. However, this understanding remains generalized and lacks systematic organization. This condition highlights the necessity for instructional media that present mental health information in a structured manner to facilitate a more comprehensive understanding. Media needs survey data corroborate these findings, revealing that 80% of students agreed or strongly agreed that mental health service media in schools remain limited, while 90% expressed a demand for a dedicated mental health pocketbook. These empirical findings align with previous literature emphasizing that while digital-native adolescents frequently encounter fragmented psychological terms online, they lack structured, validated educational resources within school settings to systematically build functional mental health literacy (Herdiani et al., 2025; Siregar & Syarqawi, 2023).

This demand is further reflected in students' preferences for media that are engaging, practical, and conducive to self-directed learning. Specifically, 86.67% of students agreed or strongly agreed that they required engaging media to comprehend mental health concepts. An identical proportion (86.67%) indicated a need for a practical, highly portable pocketbook. Additionally, a majority of students favored content accompanied by visual illustrations and media that can be accessed at any time. These findings informed the development of a compact pocketbook featuring structured content delivery and supportive illustrations. This aligns with research by Labindjang et al. (2025) and Bintoro et al. (2022), which demonstrated that compact physical media with clear layout structures and visual aids effectively reduce cognitive load, increase student reading interest, and facilitate self-paced learning outside structured classroom hours. Given these characteristics, the pocketbook was designed as an alternative medium to support the delivery of mental health information within Guidance and Counseling services.

The design of the pocketbook incorporated content covering the definition and indicators of mental health, influencing factors, self-awareness and self-acceptance, as well as mental health maintenance strategies. The instructional material was augmented with an If–Then game as a self-reflection tool, enabling students to connect experienced situations or emotions with appropriate behavioral responses. In contrast to conventional pocketbooks that rely purely on passive reading (Mosleh & Hariastuti, 2024), the integration of the If-Then game operationalizes implementation intentions and scenario-based learning. By presenting hypothetical stress scenarios ("If") alongside adaptive behavioral choices ("Then"), the game stimulates active cognitive processing, enabling students to project their personal experiences into structured choices. This interactive mechanism enhances student engagement by turning static information reading into a dynamic self-reflection exercise, reinforcing Rogers' humanistic principles of developing self-awareness and self-direction toward the ideal self (Faruqi, 2026; Astuti & Ardani, 2025). Nevertheless, while the conceptual framework strongly supports this interactive design, the specific empirical benefits of this game component in enhancing student comprehension or functional skills remain unverified, as the empirical efficacy of the product was not evaluated in this study.

In terms of product feasibility, material expert validation yielded a rating of 90.8%, whereas media expert validation reached 88.0%. Both scores fall into the "Very Feasible" category based on the established evaluation criteria. These validation outcomes demonstrate that the pocketbook received strong expert endorsement across both content and design dimensions. Furthermore, expert recommendations served as the foundation for product refinement, including the addition of author biographies, enlargement of illustration typography, and adjustments to paper quality. This iterative revision process concurs with R&D methodological standards set by Waruwu et al. (2024) and Sugiyono (2013), ensuring that media prototypes undergo rigorous refinement before user testing to maximize operational usability.

In addition to expert validation, the evaluation response from the Guidance and Counseling teacher yielded a percentage of 88.0%, while responses from 30 Grade XII students at SMA Negeri 1 Batang Kuis reached 85.3%. Under the established criteria, both results fall into the "Very Feasible" category. The teacher's feedback provides an educator's assessment of the pocketbook as a practical supporting tool for Guidance and Counseling services, whereas student responses reflect target-group acceptance of the developed media. These favorable responses corroborate the findings of Siregar and Syarqawi (2023) and Daulay (2019), who noted that guidance teachers require flexible, student-centered media to overcome counseling barriers and reduce social stigma around mental health discussions in schools.

Overall, the needs analysis, expert validations, and user response assessments demonstrate that the development of the pocketbook was grounded in student needs and achieved high feasibility ratings. The pocketbook can be considered a viable supporting medium for school-based Guidance and Counseling information services regarding mental health. However, these validation scores and positive responses do not directly prove the product's empirical efficacy in increasing students' mental health literacy. Future experimental studies employing pre-test and post-test designs are recommended to rigorously measure the actual effectiveness of this interactive pocketbook in improving student mental health literacy and coping behaviors.

## Conclusion (خاتمة)

The needs assessment results indicated that Grade XII students at SMA Negeri 1 Batang Kuis possess baseline knowledge of mental health, yet this knowledge remains generalized and unstructured. The media needs assessment further demonstrated that students require information media that are engaging, practical, comprehensible, and suitable for self-directed study. Consequently, the *Student Mental Health Pocketbook* was developed as a supporting medium for Guidance and Counseling information services.

The developed pocketbook measures 8 × 10 cm, spans 24 pages, and encompasses core topics including the definition and indicators of mental health, determinants of mental health, self-awareness and self-acceptance, and actionable steps for maintaining psychological well-being. The instructional content was structured sequentially around the developmental stages of self-knowledge, self-acceptance, and self-direction toward the *ideal self*, grounded in Carl Rogers' humanistic framework. The pocketbook is also equipped with an *If–Then game* as an embedded self-reflection tool for students. Following expert validation, the product underwent iterative revision based on expert feedback to refine media presentation and structural quality.

Validation results demonstrated that the pocketbook achieved a score of 90.8% from the material expert and 88.0% from the media expert, both falling into the "Very Feasible" category. Meanwhile, practical response evaluations yielded 88.0% from the Guidance and Counseling teacher and 85.3% from the 30 Grade XII students, both categorized as "Very Feasible." These results indicate that the pocketbook achieved exemplary feasibility ratings from domain experts

and highly favorable acceptance from both the counselor and students. Accordingly, the pocketbook holds strong potential as a supporting medium for Guidance and Counseling information services on school mental health. However, this study did not empirically measure the efficacy of the pocketbook in enhancing students' mental health literacy.

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