

Development of Story-Based E-Flipbook Media for Guidance and Counseling to Foster Student Self-Confidence

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Abstract

This study aimed to develop a story-based e-flipbook as a guidance and counseling medium to help improve junior high school students' self-confidence. The study employed the Research and Development (R&D) method using the 4D development model (Define, Design, Develop, Disseminate), with the implementation limited to the Develop stage. The participants consisted of 18 seventh-grade students of SMP SWT Medan Main Education Foundation. Data were collected through needs analysis questionnaires, media expert validation, material expert validation, guidance and counseling teacher response questionnaires, and student practicality questionnaires. The novelty of this study lies in the development of a story-based e-flipbook that adopts the concept of visual storytelling as a guidance and counseling medium to foster students' self-confidence through reflective and interactive learning experiences. The findings revealed that the media achieved a feasibility score of 73.33% from the media expert, 94.66% from the material expert, 86.66% from the guidance and counseling teacher's response, and 81.02% in the student practicality test, indicating that the product was feasible and highly practical. Therefore, the developed story-based e-flipbook is suitable to be used as an innovative guidance and counseling medium to support the development of students' self-confidence and to enhance the effectiveness of counseling services in schools.

Keywords: story-based e-flipbook, guidance and counseling, self-confidence

INTRODUCTION

Education plays a strategic role in optimally developing students' potential, including

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cognitive, affective, and psychomotor skills. In this context, guidance and counseling (BK) services are an integral part of helping students achieve their developmental goals optimally, including personal and social development. One important aspect that needs to be developed in students is self-confidence, as it influences their courage to express opinions, their ability to interact socially, and their active participation in the learning process (Afifah, 2023).

Self-confidence as an aspect of student development needs to be understood based on a strong theoretical foundation. According to Lauster (in Hamama & Kusumaningratri, 2024), self-confidence is an attitude or belief in one's own abilities so that in one's actions one is not too anxious, feels free to do things according to one's desires and is responsible for one's actions, is polite in interacting with others, has a drive to achieve, and can recognize one's own strengths and weaknesses.

(Sari, 2021) states that low self-confidence can make it difficult for someone to solve problems and less likely to utilize their potential optimally. Lack of self-confidence can make someone afraid to take action and try new things due to feelings of inadequacy and fear of making mistakes. Several studies have shown that students with low self-confidence experience negative impacts, including decreased motivation to learn. Research at State Senior High School 1 Salatiga showed that higher self-confidence leads to higher achievement motivation (Saputra & Prasetiawan, 2018).

The study results showed that self-confidence contributed 52.6% to interpersonal communication anxiety, while the remaining 47.4% was determined by factors other than self-confidence. This proves that a lack of self-confidence increases excessive anxiety. Furthermore, the study demonstrated a decline in academic achievement. (Srijayarni et al., 2024) which states that low self-confidence will contribute to low student academic achievement. Furthermore, people who lack self-confidence feel they are not useful to their surroundings and choose to withdraw from society, making it difficult for them to socialize. (Anggraini & Darmawanti, 2023).

Research on self-confidence's impact on student achievement is crucial. Therefore, students experiencing low self-confidence should be supported through educational media. Research shows that interactive learning media can improve students' understanding of the material, motivation to learn, and active engagement in the learning process. The use of interactive learning media is an innovative solution for improving the quality of learning, particularly in the digital age. (Sawitri et al., 2024)

One commonly used educational medium is *the flipbook*. A *flipbook* is a collection of 21 x 28 cm sheets of paper, resembling an album or calendar. (Susanto et al., 2023) *Flipbooks* have



several advantages, including: they can present learning materials in the form of words, sentences, and images, can be equipped with colors to attract students' attention, are easy to make and inexpensive, easy to carry anywhere, and can increase student learning (Rahmawati, et al., 2017) activities. *flipbook* in help overcome problem student has tested through research by (Prasasti & Anas, 2023) proving digital media *flipbook* can in a way effective grow thinking critical of students class four MIS.

(Warsiyah. & Chandra, 2022) explain that in this increasingly modern and sophisticated era child child not Again fond of reading and memorizing text or a monotonous story that only full with writing. As a *Flipbook* BK Media is one of the quite interesting For become Power influence to student so that brave in front of , for example brave speaking in front of a crowd . With a story as the object student served with visual design that creates a sense of desire know they moved For tell return story the impact . small like This will practice attitude believe self student For proceed in front of with understanding that has been He get from in story *flipbook* based story the .

Although various study has show that *flipbook* media capable increase results learning , ability think critical , as well as motivation Study participant educate , some big study the Still utilise *flipbook* as a learning medium . Research that develops *flipbook* as a medium for guidance and counseling , especially For help practice trust self student through approach interactive story , still limited . In fact , the use of story in digital media has potential For give experience meaningful and supportive learning belief student to ability himself . (Niemi & Niu, 2021) show that use of digital *storytelling* can improve student self-efficacy through experience meaningful learning , meanwhile (Nadifarigan & Hasibuan, 2021) find that digital *storytelling* also has an influence to improvement *self-efficacy* participant educate .

Therefore that , research This offer novelty in the form of *e-flipbook* media development based story as a guidance and counseling medium that adapts visual storytelling concept so that participant educate No only get information, but also invited follow experience character, doing reflection self , as well as participate in activity interactive support development trust self. Thus, use digital stories in guidance and counseling media own base relevant empirical For developed as means that are not only interesting visually, but also can support aspect psychological participant educate, especially belief to ability self and courage in express self

RESEARCH METHODS

Study This use method *Research and Development (R&D)* with a development model *The*

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4D (*Four-D Model*) was developed by Thiagarajan. The 4D model was chosen because it provides systematic steps in producing an educational product that is valid, practical, and suitable for use. The product developed in this study is a story-based *e-flipbook* to help train the self-confidence of students in junior high schools. This model consists of four stages: *Define* , *Design* , *Develop* , and *Disseminate* . In (Nurrita & Kurniawan, 2023) the use of the 4D model because this model provides a systematic and comprehensive framework for designing, developing, and implementing the developed learning media. Each stage is interrelated and serves to ensure that the developed media is appropriate and practical to the needs of learners.

The research was conducted at SWT Junior High School Yayasan Perguruan Utama on Jl. Suluh No. 80A, Sidorejo Hilir, Medan Tembung District, Medan City, North Sumatra 20222 on 18 students in class VII-1. The subject selection criteria included (1) students having low self-confidence in class (2) students doubting themselves in expressing their opinions (3) students being shy in conveying lesson material during the learning process, and (4) it was suggested by the Guidance and Counseling teacher that class VII-1 had a low level of self-confidence.

1. Stage *Define* (definition).

At the stage This done analysis need For get description about condition participant education and problems faced related trust self . Analysis done through distribution questionnaire need to students , analysis characteristics participant educate , analyze material service guidance and counseling , as well as determination objective media development so that developed products in accordance with needs in the field

2. Stage *Design* (planning)

At the stage These researchers compile *e-flipbook* media design based story , start from compilation channel story , storyboarding , design display , selection illustrations , colors , typography , and so on compilation instrument assessments used by media experts , experts materials and participants educate . Media design is carried out use application *Canva* and *Heyzine* Then developed become digital media in the form of *e-flipbook* .

3. Stage *Develop* (development).

At the stage This media plans are realized become product *e-flipbook* which then validated by media experts and experts material For now level eligibility product . Next done revision based on validator suggestions up to obtained appropriate media used . After stated worthy , media tested try in a way limited to participant educate For know level practicality use of media as a medium for guidance and counseling in practice trust self-student.

4. Stage *Disseminate* (spread).



At the stage This study restricted until stage *Develop* (development), so that stages *Disseminate* (spread) no implemented in a way wide Because study This is study development that focuses on feasibility and practicality testing product, not on effectiveness testing.

RESEARCH INSTRUMENT

Study This use non- test instruments in the form of questionnaire or questionnaire with scale Likert , namely answer each item has gradation from very positive until negative (Sugiyono, 2015) .

Table 1. Criteria and Likert Scale Scores

Criteria	Score
Very Good (SB)	5
Good (B)	4
Enough (C)	3
Not Good (KB)	2
Very Poor (SKB)	1

The data collection and analysis techniques in this study used validation and questionnaire methods. Validation was conducted by experts to assess the feasibility of the digital e- *flipbook media* developed, while the questionnaire was used to measure student and guidance counselor responses to determine the practicality of the learning media.

Data analysis is the process of processing, organizing, and presenting data obtained through various data collection techniques to answer research questions. (Risnita et al., 2024) Data analysis can done with method grouping data in the form of values , comments , and suggestions for improvement outlined in the questionnaire . The results of the data analysis used For revision and knowing level validity developed products in the form of e-*flipbook* . The formula used in data calculation is as following :

$$P\text{ ersentase} = \frac{\text{Skor yang diperoleh}}{\text{skor maksimal}} \times 100\%$$

To assess the validation and feasibility of the developed product, validation by experts is necessary. The experts involved in this study are material experts, media experts, and guidance counselors. Quantitative data analysis will be conducted based on the results of the feasibility test

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questionnaire from the validator and trials with students. The final scores obtained from the validation results will be interpreted based on the score interpretation criteria, which can be seen in the following table . Score Interpretation (Ridwan, 2013) .

Table 2. Criteria Score Interpretation

Percentage	Criteria
81% - 100%	Very Worthy
61% - 80%	Worthy
41% - 60%	Quite Decent
21% - 40%	Less than worthy
0% - 20%	Very Less Worthy

DISCUSSION

Results

Requirements Test

Following This is explanation from results analysis need student related *e-flipbook* media development based story as a medium for guidance and counseling For practice trust self student

Table 3. Analysis Results Need Student

No	Dimensions Analysis	Aspect	Indicator	Choice Answer	(%)
1	Belief to Self -Ability	Courage Show Self - Ability	I am confident in my ability to do tasks, try new things, and demonstrate my abilities.	Very good	12.96
				Good	31.48
				Pretty good	27.77%
				Not good	22.24
				Not good	5.55
2	Courage Put forward Opinion	Attitude Positive to Success	I believe can reach my ideals want with Keep going try and keep Spirit although experience failure .	Very good	38.88
				Good	33.33
				Pretty good	22.24
				Not good	5.55
				Not good	0
3				Very good	31, 18



	Independence in Act	Acceptance of Self and Others	I am able to accept criticism and suggestions, understand my strengths and weaknesses, and act wisely when facing problems.	Good	37.05
				Pretty good	20.37
				Not good	5.55
				Not good	1.85
4	Positive Attitude towards Yourself	Responsibility for Actions and Duties	I am responsible for my duties and actions by completing tasks, admitting mistakes, and keeping the promises I have made.	Very good	33.33
				Good	38.88
				Pretty good	16.66
				Not good	9.28
				Not good	1.85
5	Interest Towards the Media	Needs (Media Types)	<i>E-Flipbook</i> media helps me focus better, makes guidance and counseling services more interesting, and helps build self-confidence.	Very good	33.33
				Good	29.62
				Pretty good	16.66
				Not good	7.40
				Not good	5.55

Based on results analysis need students , dimensions belief to ability self show that part big student is in the category Good by 31.48%, followed by category Enough Good by 27.77%, while category not enough good and bad Good Still reached 22.24% and 5.55%. This show that Still there is students who need development trust to ability himself .

In dimension courage put forward opinion , majority student is in the very good category by 38.88% and good by 33.33%. Although however , still there are 22.24% of students in the category Enough good and 5.55% in the category not enough good , so ability put forward opinion Still need improved in part student .

Next , the dimensions independence in act dominated by categories Good by 37.05% and very good by 35.18%, while category Enough good , less good , and not both at 20.37%, 5.55%, and 1.85% respectively . These results show that part big student has own good independence , although Still there is a number of students who need mentoring .

In dimension attitude positive to self alone , partly big student is in the category Good by 38.88% and very good by 33.33%. As for the category Enough good , less good , and not good respectively at 16.66%, 9.28%, and 1.85%, so that strengthening attitude positive to self Alone Still need done for part student .

Then , in the dimension interest towards the media with aspect media needs (media types), majority student give response Good by 29.62% and very good 33.33 %. Furthermore, 24.10%



of students were in the fair category, 7.40% in the less than good category, and 5.55% in the poor category. These results indicate that most students need story-based *e-flipbooks* because they are considered to make guidance and counseling services more engaging, help students focus better, and support the development of self-confidence.

Product Development

e-flipbook media in this study began with the researcher's inspiration for the concept of the *Dilan Game*, a visual novel game developed by Agate in collaboration with *CIAYO Games* based on the novel by Pidi Baiq (Sekar, 2019). The *game* presents an interactive story that allows players to follow the storyline gradually through a combination of narrative, visual illustrations, dialogue between characters, and choices that make players feel emotionally involved with the characters they play.

Researchers believe that the concept of conveying messages through stories, as found in the *Dilan Game*, has potential for application as a guidance and counseling medium. Unlike guidance and counseling media, which generally only provide explanations or direct information, presenting material in story form is considered more relatable to students' lives, thus attracting attention, fostering curiosity, and facilitating student understanding of the intended message.

Based on this inspiration, the researchers adapted the visual novel concept into a story-based *e-flipbook* tailored to the purposes of guidance and counseling services. The adaptation was not done by imitating the content or characters in *Game Dilan*, but rather by adopting the concept of engaging storytelling, using illustrations, dialogue, and a plot that makes readers feel like they're following the main character's journey.

The media developed then presents a fictional character named Alyssa, a junior high school student who experiences self-confidence issues, such as feeling doubtful about her abilities, afraid to speak in front of the class, and lacking the courage to show her potential. The storyline is designed based on situations often experienced by students in the school environment so that readers can relate to the character's experiences. As the story develops, Alyssa receives support from her teachers and friends until she is able to overcome her fear and begins to dare to express her abilities.

In addition to presenting stories, the *e-flipbook* also features illustrations, interactive pages, self-reflection, and simple games aimed at strengthening students' understanding of the guidance and counseling services material. Thus, the developed media serves not only as reading material but also as an educational tool that engages students' cognitive, affective, and emotional



aspects in the process of building self-confidence.

Through this development, the inspiring visual storytelling concept of the *Dilan Game* was successfully transformed into a story-based *e-flipbook media* that has a different purpose, namely as a guidance and counseling medium to help train the self-confidence of junior high school students.

Feasibility Test and Practicality Test

The following is an explanation of the validation results of media experts, material experts, responses from guidance and counseling teachers and students regarding the development of story-based *e-flipbook media* as a guidance and counseling medium to train students' self-confidence.

Media Validation

Media validation for the story-based *e-flipbook* involved one expert validator, Ms. Fitria Umami, M.Pd., a lecturer and staff member of the Islamic Education Guidance and Counseling Study Program. The results of the media expert validation calculations are presented as follows.

Table 4. Media Expert Validation Results

Aspect	Score	Percentage	Category Eligibility
Display Design	11	73.33%	Worthy
Visual Accuracy	11	73.33%	Worthy
Matching and Readability	11	73.33%	Worthy
Practicality Use	12	80%	Worthy
Media Attraction	10	66.66%	Worthy
Average Percentage	55/75 100%	x 73.33%	Worthy

Based on the results of the media expert validation in Table 4, an average percentage of 73.33% was obtained with a feasible category. The practicality aspect of use obtained the highest percentage of 80%, which indicates that the *e-flipbook media* is easy to use by users. Meanwhile, the aspects of display design, visual accuracy, and color suitability and readability each obtained a percentage of 73.33% with a feasible category. The aspect of media attractiveness obtained a percentage of 66.66%, but was still included in the feasible category. Overall, the validation results

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show that the story-based *e-flipbook media* developed has met the feasibility criteria in terms of media and can be used as a guidance and counseling medium to build student self-confidence, although there are still several aspects that can be refined to improve the quality of the media.

Material Validation

Validation of the material in the story-based *e-flipbook game* involved one expert validator, Mr. Muhammad Putra Dinata Saragi, M.Pd., a lecturer in the Islamic Education Guidance and Counseling Study Program. The results of the material expert validation calculations are presented below.

Table 5. Results of Material Expert Validation

Aspect	Score	Percentage	Category Eligibility
Material Suitability	14	93.33%	Very Worthy
Visual Accuracy	13	86.66%	Very Worthy
Suitability with Student Characteristics	15	100%	Very Worthy
Clarity of Content	15	100%	Very Worthy
Benefits of Material	14	93.33%	Very Worthy
Average Percentage	71/75 100%	x 94.66%	Very Worthy

Based on the results of the validation by material experts in Table 5, an average percentage of 94.66% was obtained, categorized as very appropriate. The aspects of suitability to student characteristics and clarity of material content obtained the highest percentage, namely 100%, which indicates that the material presented is appropriate to the needs, developmental level, and is easy to understand by students. In addition, the aspects of material suitability and material benefits each obtained a percentage of 93.33%, while the aspect of visual accuracy obtained a percentage of 86.66%, all of which are in the very appropriate category. These results indicate that the material contained in the story-based *e-flipbook media* has met the eligibility criteria in terms of content, presentation, and benefits, so it is very suitable for use as a guidance and counseling medium to help train students' self-confidence.

Guidance and Counseling Teacher Response Questionnaire

Below are the results of the BK Teacher response questionnaire given to Mrs. Badriah, S.Pd to obtain responses to the story-based *e-flipbook media* that was developed.

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Table 6. Questionnaire Results BK Teacher's Response

Aspect	Score	Percentage	Category Eligibility
Convenience Media Usage	11	73.33%	Worthy
Quality Media View	14	93%	Very Worthy
Suitability of Material and Story	15	100%	Very Worthy
Usefulness in BK Services	13	86.66%	Very Worthy
Impact to Student Self- Confidence	12	80%	Very Worthy
Average Percentage	65/75 100%	x 86.66%	Very Worthy

Based on results questionnaire BK teacher response , media developed get total score 65 out of score maximum 75 with an average percentage by 86.66%, so that including in Very Eligible category . This result show that the media is assessed own good and decent quality used as supporters service guidance and counseling .

In this aspect convenience media use , obtained score 11 with percentage of 73.33% which is included Eligible category . This is show that the media is relative easy used , even though Still there is a number of parts that can refined to be more practical and easy operated by teachers and student .

The media display quality aspect received a score of 14, with a percentage of 93%, and is categorized as Very Adequate. This assessment indicates that the media's design, layout, color selection, and visual presentation are considered attractive and capable of supporting the effective delivery of material.

The appropriateness of the material and story achieved a score of 15, or 100%, making it the highest-scoring aspect in the Very Appropriate category. This result indicates that the content and storyline align with the objectives of the guidance and counseling service, student characteristics, and effectively convey the intended message.

Furthermore, the usefulness aspect of the guidance and counseling service received a score of 13, or 86.66%, categorized as Very Adequate. This indicates that the media is considered useful as an alternative means of supporting guidance and counseling services and can assist teachers in delivering material in a more engaging and effective manner.

In terms of impact on student self-confidence, the media received a score of 12, or 80%, which is also considered Very Adequate. This assessment indicates that the media has good potential to support increased student self-confidence through the delivery of relevant and easy-



to-understand material.

Overall, the guidance and counseling teacher assessment results showed that the media met the Very Suitable criteria with an average percentage of 86.66%. Therefore, the media is deemed suitable for use as a supporting tool in guidance and counseling services, particularly to help boost student self-confidence.

Practicality Test of Story-Based *E-Flipbook Media*

A practicality test of the story-based *e-flipbook media* was conducted with students on June 18, 2026, at SMP Yayasan Perguruan Utama Medan. This trial involved 18 students as respondents to determine the level of practicality and feasibility of the story-based *e-flipbook media* in helping students build their self-confidence.

Table 7. Results of Media Practicality Test

Aspect	Score	Percentage	Category Practicality
Convenience Media Usage	11.55	77.03%	Practical
Attraction Media View	12.5	83.33%	Very Practical
Clarity of Content and Story	12.5	83.33%	Very Practical
Benefits of Media in Practice Confidence	11.22	74.81%	Practical
Interest and Motivation in Using Media	13	86.66%	Very Practical
Average Percentage	60.77/75x100%	81.02%	Very Practical

Based on the results of the media practicality test, an average percentage of 81.02% was obtained, which is categorized as very practical. This indicates that the story-based *e-flipbook media* is easy to use and well-received by students.

In terms of ease of use, the media achieved a percentage of 77.03%, categorized as practical, indicating that students did not experience significant difficulties in operating the media. The attractiveness of the media display and the clarity of the content and story each achieved a percentage of 83.33%, categorized as very practical, indicating that the media display was attractive and the story content was easy for students to understand.

Furthermore, the aspect of media's benefits in developing self-confidence achieved a percentage of 74.81%, categorized as practical, indicating that media is considered quite helpful



in developing students' self-confidence. Meanwhile, the aspect of interest and motivation in using media achieved the highest percentage, at 86.66%, categorized as very practical, indicating that media is able to attract students' interest and increase their motivation to participate in guidance and counseling activities.

Overall, the results of the practicality test show that the story-based *e-flipbook media* has a very good level of practicality so that it is suitable for use as a guidance and counseling medium to help train students' self-confidence.

DISCUSSION

Based on the results of the student needs analysis, it was found that there were still students who were in the fair to poor category in several dimensions of self-confidence, such as confidence in their abilities, courage to express opinions, and a positive attitude towards themselves. These findings indicate that students still need guidance and counseling services that can help them develop confidence in their abilities. According to Lauster, self-confidence is an individual's belief in their abilities so that someone can act without excessive anxiety, has a drive to achieve, and is able to recognize their strengths and weaknesses (Hamama & Kusumaningratri, 2024). Therefore, developing media that is interesting and appropriate to the characteristics of students is important to support the increase in student self-confidence.

The urgency of developing self-confidence in students is increasingly important because low self-confidence can impact various aspects of development. Students who lack self-confidence tend to hesitate to express their opinions, are afraid to try new things, and are less able to utilize their potential. Furthermore, low self-confidence can also reduce students' motivation to learn and academic achievement. The findings of this study reinforce the importance of providing guidance and counseling tools that can help students recognize their potential and confidently express their abilities.

e-flipbook media in this study was inspired by the visual storytelling concept found in the *Dilan Game*. This concept was chosen because conveying messages through stories is considered closer to students' experiences, thus building emotional engagement in readers. Unlike guidance and counseling media, which only convey material directly, the use of stories allows students to understand the message more naturally through the experiences of the characters presented. This aligns with the opinion of (Warsiyah, et al., 2022) who stated that story-based *e-flipbook media* can increase students' courage to perform in public because students are encouraged to understand and retell the content of the stories they read.

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The character of Alyssa presented in *the e-flipbook* depicts real-life situations often experienced by students, such as fear of speaking in front of the class, self-doubt, and a lack of courage to demonstrate their potential. The contextual presentation of the story helps students reflect on their personal experiences, thereby conveying the message of courage and self-acceptance more meaningfully. Furthermore, the media is complemented by illustrations, self-reflection, and simple games that support students' cognitive and emotional engagement. According to (Sawitri, 2024), the use of interactive learning media can increase student active engagement and make the learning process more engaging and effective.

The results of media expert validation show that the story-based *e-flipbook media* obtained a suitable category with an average percentage of 73.33%. The practicality of use aspect obtained the highest score, while the aspects of display design, visual accuracy, and color suitability and readability were also in the suitable category. These results indicate that the developed media has met the basic standards in terms of appearance and ease of use. Although the attractiveness aspect of the media obtained a lower percentage than other aspects, the media was still considered suitable for use as a support for guidance and counseling services. These findings indicate that the revisions made based on validator input succeeded in improving the quality of the media so that it can be used in the guidance and counseling service process.

Meanwhile, the validation results from material experts obtained a very suitable category with an average percentage of 94.66%. The aspects of suitability to student characteristics and clarity of content obtained the highest percentages, indicating that the material presented is appropriate for the developmental level of junior high school students and easy to understand. This finding aligns with research (Prasasti & Anas 2023) which states that digital media based on *e-flipbooks* can be an effective learning medium if the material is systematically structured and tailored to student needs.

The BK teachers' responses to the developed media showed a very suitable rating, with an average percentage of 86.66%. Teachers assessed that the media had good display quality, material and stories that aligned with the objectives of BK services, and were useful in supporting the implementation of guidance and counseling services. The highest rating was obtained for the appropriateness of material and story, indicating that the storyline was able to effectively convey messages about self-confidence. This is important because BK media functions not only as a means of conveying information, but also as a tool for building meaningful learning experiences for students.

The usefulness of media in guidance and counseling services also received a very good



rating. Guidance and counseling teachers assessed that story-based *e-flipbooks* could be an alternative medium that helps create a more engaging and interactive service atmosphere. Using media that aligns with the characteristics of the digital generation can increase student attention and participation during guidance and counseling services. Thus, the developed media not only supports material delivery but also assists teachers in creating a more effective and enjoyable service process.

The results of the practicality test showed that the media obtained an average percentage of 81.02% with a very practical category. The aspects of interest and motivation to use the media obtained the highest score, while the aspects of the attractiveness of the media display and the clarity of the story content were also in the very practical category. These findings indicate that students feel interested in using story-based *e-flipbook media* and easily understand the content of the story presented. According to (Rahmawati, et al., 2017), one of the advantages of *flipbook media* is its ability to present material in the form of interesting text and images so that it can increase student learning activities.

The aspect of media's benefits in developing self-confidence was categorized as practical, indicating that students perceived the benefits of using media in helping them understand the importance of courage, self-acceptance, and confidence in their abilities. The presentation of stories that are close to everyday life allows students to more easily connect the characters' experiences with their own. This suggests that story-based *e-flipbooks* can be a tool for developing students' courage in speaking and presenting in front of others.

Overall, the results of the study indicate that the story-based *e-flipbook media* developed has met the needs of students, obtaining a suitable category based on validation by media experts, a very suitable category based on validation by material experts and responses from guidance and counseling teachers, and a very practical category based on trials with students. These findings show that the development of story-based media can be an innovation in guidance and counseling services because it is able to combine visual elements, narratives, and interactivity that are appropriate to the characteristics of students in the digital era. The developed media not only functions as reading material, but also as a means of self-reflection that helps students understand the importance of courage, self-acceptance, and the development of self-potential.

Thus, the development of story-based *e-flipbooks* is a viable tool for supporting guidance and counseling services in schools. Self-confidence is a crucial factor in determining student success in learning, social interactions, and facing various developmental challenges. Therefore, innovative and engaging guidance and counseling media, such as story-based *e-flipbooks*, can be



a viable alternative to assist guidance and counseling teachers in optimally training and developing student self-confidence.

However, this study still has limitations. Media development was only carried out up to the *Develop stage* in the 4D model, so the *Disseminate stage* was not implemented. Furthermore, product trials were limited to 18 students in one school, so this study did not experimentally test the media's effectiveness in increasing student self-confidence. Therefore, further research is recommended to implement the *Disseminate stage* and test the media's effectiveness on a larger and more diverse number of subjects.

Stages of Media Use

e-flipbook media :

1. First step, prepare your laptop and projector
2. Second step, the media is accessed via a link to display the *flipbook*.
<https://heyzine.com/flip-book/61232d7dbc.html>
3. Third, continue to the story page and read each part of the story about the character Alyssa in sequence according to the plot presented.
4. Fourth step, click the arrow next to shift to the next page.
5. Fifth step, pay attention to the illustrations and narrative on each page to help understand the experiences, feelings, and problems experienced by the characters in the story.
6. Step six, in several parts of the story, answer the reflection questions presented to help students connect the story to their personal experiences.
7. The seventh step, take part in interactive activities contained in the *e-flipbook*, such as discussions, games, or roleplays that aim to train courage and self-confidence.
8. The eighth step, do a role play according to the instructions provided by playing the role of a character in the story, such as Alyssa or Naya.
9. The ninth step, after the entire story has been read, do the final reflection activity by answering the questions provided based on your experience and understanding while reading the story.
10. Finally, after all activities are completed, students can close the *e-flipbook media* and apply the positive values obtained from the story in everyday life.

CONCLUSION

Study This developing *e-flipbook* media based story as a medium for guidance and counseling For help practice trust self Students at SWT Middle School, Yayasan Perguruan Utama



Medan. Media development was carried out using the 4D model (*Define, Design, Develop, and Disseminate*), but study only implemented until stage *Develop* in accordance with room scope study *Research and Development (R&D)* . Analysis results need show that Still there is students who have belief to ability self that is not optimal, less brave put forward opinion , and need more guidance and counseling media interesting , interactive , and appropriate with characteristics participant education in the digital era. Therefore that , developed *e-flipbook* media based adapted story draft *visual storytelling* as alternative guidance and counseling media For help practice trust self student .

Validation results media experts obtain percentage by 73.33% with category worthy , whereas results validation expert material get percentage by 94.66% with very feasible category . The results of the Guidance and Counseling Teachers' responses showed a percentage of 86.66% with a very feasible category. In addition, the results of the practicality test involving 18 students obtained an average percentage of 81.02% with a very practical category. These findings indicate that story-based *e-flipbook media* has a very good level of feasibility and practicality to be used as a supporting medium for guidance and counseling services. Thus, story-based *e-flipbook media* is declared feasible and very practical to be used as a BK medium that can help train students' self-confidence and support the implementation of more interesting guidance and counseling services and is expected to be an alternative BK service media that can be used by BK teachers in training students' self-confidence in schools.

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