

## **Developing and Validating a Self-Actualization Guidance Module to Foster Student Self-Acceptance**

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### **ABSTRACT**

Self-acceptance plays a fundamental role in adolescent development, serving as the basis for healthy identity formation, confidence, and social interaction. However, research and field observations reveal that many students continue to struggle with low self-acceptance of their personal values, a problem that can hinder their holistic growth and psychological well-being. This study aimed to develop and assess the effectiveness of a guidance module based on self-actualization principles to enhance self-acceptance among seventh-grade students at MTs Negeri 2 Jember. Employing a Research and Development (R&D) approach and the ADDIE model—analysis, design, development, implementation, and evaluation—the module was validated by media and material experts before limited-scale implementation. Data were collected using unstructured interviews, questionnaires, and both qualitative and quantitative analysis techniques. Results showed that prior to the intervention, all participants were categorized as having low self-acceptance, with an average score of 25.2%. After participating in group guidance sessions using the module, 80% of students improved to a moderate category, with only two remaining low, primarily due to external family factors. These findings suggest that the self-actualization-based module is both feasible and effective in increasing students' self-acceptance and can serve as a practical tool for guidance counselors in schools. The study contributes an empirically validated intervention and demonstrates the value of systematic module development. Future research should involve larger samples, explore long-term impacts, and consider integrating family engagement strategies for even greater effectiveness.

**Keywords:** adolescent development, ADDIE model, guidance module, self-acceptance, self-actualization



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## **INTRODUCTION**

Adolescence plays a crucial role in individual development, serving as a transitional period from childhood to adulthood that brings significant changes in cognitive, psychological, and physical domains. During this phase, adolescents begin to form self-identity and internalize personal values as a foundation for behavior. Santrock (as cited in Rais, 2022) explains that adolescence is marked by internal transformations, including physical, biological, social, emotional, and cognitive changes. This transitional stage frequently generates psychological challenges, one of the most prominent being self-acceptance issues. Self-acceptance forms a vital basis for positive social interactions, enhanced self-confidence, and the establishment of stronger relationships. According to Legistini et al. (2020), self-acceptance is characterized by an individual's awareness to accept themselves as they are, developing a realistic and positive outlook on personal strengths and limitations without being swayed by others' opinions or self-blame. Such individuals value themselves, recognize their potentials, and feel empowered to pursue their desires (Ziliwu et al., 2023). Furthermore, self-acceptance is not limited to the acknowledgment of one's strengths and weaknesses, but also entails the harmony between personal values and individual identity. Matthews (as cited in Permana et al., 2020) notes that

strong belief in personal values and principles, independent of peer influence, and the ability to express opinions without anxiety are also indicators of healthy self-acceptance.

Recent research by Ulan et al. (2021) highlights the persistence of negative self-acceptance among students in schools such as SMP Pangudiluhur Wedi, where 10 out of 36 seventh-grade students demonstrated signs of low self-acceptance, including reluctance to present, social withdrawal, and feelings of inferiority related to physical appearance, economic status, or academic achievement. This indicates that poor self-acceptance can significantly affect an individual's development and their relationships with others (Febriana & Rahmasari, 2021). Further evidence by Agustina & Naqiyah (2020) among eighth-grade students at SMPN 1 Sukodono reinforces these findings, identifying internal factors such as lack of self-confidence, negative thinking patterns, and low emotional resilience, alongside external factors like peer ridicule, dysfunctional family relationships, and an unsupportive environment, all contributing to a crisis in value identity. These findings emphasize that negative self-acceptance not only undermines students' development inside and outside of school but also triggers despair, low self-esteem, self-blame, envy, and even disrupts overall happiness (Febriani et al., 2020).

Based on field observations and interviews conducted during the School Environment Introduction Program (PLP) at MTs Negeri 2 Jember, the researcher identified students in grade VII who showed symptoms of low self-acceptance concerning their personal values. Students often compared themselves with others in terms of appearance or abilities, leading to weakened intrinsic self-worth. During classroom activities, students expressed anxiety about presenting due to doubts about their capabilities and faced difficulty making decisions independently out of fear of negative judgment from others. These conditions reflect students' failure to actualize their personal values as a life compass, rooted in low self-acceptance, and may hinder their holistic development—including their ability to appreciate and accept the unique values within themselves.

Addressing these issues requires targeted interventions—specifically, guidance modules based on the concept of self-actualization that emphasize alignment between personal values, potential, and authentic actions. While awareness of the importance of self-acceptance and its impact on adolescent well-being is increasing, there is a notable lack of interventions specifically designed to enhance self-acceptance regarding personal values, particularly through self-actualization approaches in Indonesian schools. Prior studies have mainly focused on problem identification or interventions using other approaches, revealing a gap and the need to develop and evaluate innovative, contextually relevant intervention models within Indonesian educational settings.

This study presents a novel contribution by developing a guidance service module explicitly grounded in self-actualization concepts to improve students' self-acceptance of personal values. The module incorporates group counseling services, which aim to develop social skills, positive attitudes, self-understanding, and the ability to communicate effectively, resulting in greater awareness of healthy growth and personal development (Yassinta et al., 2024). Therefore, this research aims to develop a guidance service module utilizing self-actualization to increase self-acceptance of personal values among seventh-grade students at MTs Negeri 2 Jember. The development of this module is expected to provide practical contributions toward enhancing the psychological well-being of adolescents within the school environment. The novelty of this study lies in its explicit focus on self-actualization-based



process were considered for revising and improving the module prior to field implementation. **Implementation.** During the implementation phase, the validated product was piloted in a limited trial to assess its practicality and effectiveness in enhancing students' self-acceptance (Rachma et al., 2023). The trial involved 10 seventh-grade students identified as having low self-acceptance of personal values, selected through purposive sampling. This limited-scale implementation allowed the researchers to evaluate the module's usability and effectiveness in real classroom conditions. **Evaluation.** In the final phase, evaluation was conducted continuously throughout the development process to identify and resolve any deficiencies or obstacles encountered during product deployment. The evaluation data guided further revisions to optimize the module's effectiveness and applicability.

### **Data Collection Techniques**

To ensure comprehensive and robust findings, this study employed multiple data collection techniques. Unstructured interviews were conducted with guidance counselors at MTs Negeri 2 Jember to obtain deeper insights into the students' needs, their levels of self-acceptance, and the counseling approaches utilized by teachers. The information gathered from these interviews served as a critical foundation for the needs analysis in this research. In addition to interviews, structured questionnaires were distributed to various respondents. These questionnaires played a dual role in the study: they were used both as validation instruments for content and media experts, and as tools for limited-scale usability testing with student participants. Through these questionnaires, the researchers were able to assess the appropriateness, feasibility, and overall effectiveness of the developed guidance module in addressing students' self-acceptance issues.

### **Data Analysis Techniques**

This study utilized both qualitative and quantitative data analysis techniques to obtain comprehensive insights into the development and implementation of the guidance module. Quantitative data were primarily collected from the results of questionnaires, which included product testimonials and usability tests administered during the limited trial phase. These data were analyzed using descriptive statistics to determine the effectiveness of the developed product. In parallel, qualitative data were gathered from direct observations during the implementation of the module, as well as from expert feedback obtained during the validation process. The qualitative data were analyzed descriptively to provide deeper insights into user experiences and to identify potential areas for improvement in the module's content and delivery. By combining both approaches, the study ensured a thorough evaluation of the module's practicality and impact.

## **RESULTS AND DISCUSSION**

### **Product Validation: Expert Judgment**

The development of the guidance module began with a rigorous validation process involving two appointed validators: a media expert, Mr. Dedi Arianto, S.Pd., M.Pd., and a subject matter expert, Ms. Weni Kurnia Ramawati, S.Pd., M.Pd., who is a faculty member in Guidance and Counseling. The product was assessed for quality and feasibility using both quantitative and qualitative criteria, which are summarized in Table 1.

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Table 1. Results of Material Expert Validation

Indicator	Percentage	Category
Accuracy	95%	Very feasible
Usability	78%	Feasible
Eligibility	75%	Needs revision

The material expert's evaluation revealed varied results across three main indicators. The accuracy indicator received a 95% score, classified as "very feasible," signifying that the substance of the material closely aligns with the learning objectives and the students' needs. The usability indicator obtained a 78% score, deemed "feasible," highlighting the module's strong potential for practical implementation in guidance services, while also indicating areas for improved effectiveness. The eligibility indicator, at 75%, was rated "needs revision," with recommendations focused primarily on the module's title and visual presentation. The expert suggested rebranding the module more clearly as a "Guidance Service Module" and enhancing visual appeal by adding images to increase user interest. Specific revision notes from the material expert are included in the research appendix.

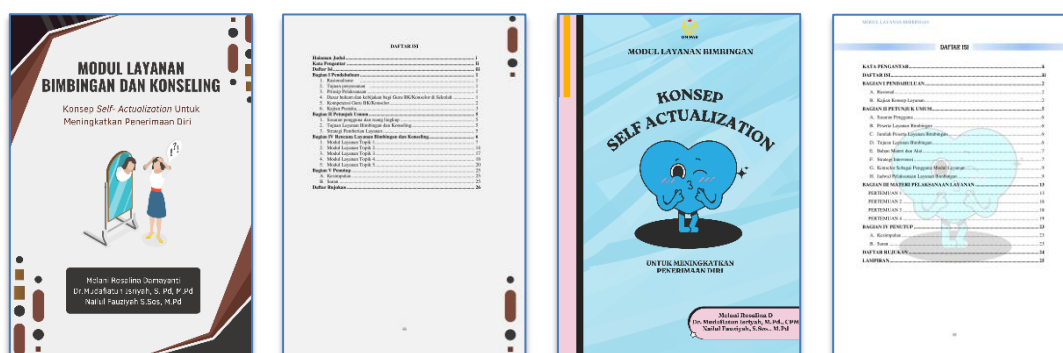


Figure 1. Example of Visual Revision for the Module (Illustration)

These revisions were implemented to ensure the module was not only substantively strong but also visually engaging for its intended users.

### Product Validation: Media Expert

The validation process also assessed the module from a media and presentation perspective. Table 2 summarizes the findings from the media expert.

Table 2. Results of Media Expert Validation

Aspect	Percentage	Category
Module Size	87.5%	Feasible
Cover Design	88.6%	Feasible
Module Content	94%	Very feasible

The media expert's assessment yielded positive results in all three evaluated aspects. The module size and cover design were both classified as "feasible," with scores of 87.5% and 88.6%, respectively. The content presentation reached a "very feasible" category with a score

of 94%. Collectively, these results confirm that the module's media aspects meet quality standards, particularly in content presentation, which is essential for maintaining student engagement and facilitating effective learning.

### **Pre-Intervention: Baseline Student Self-Acceptance**

Upon successful validation, the module was tested to determine its effectiveness in improving self-acceptance related to personal values among students. Before the intervention, an initial assessment was conducted using a structured questionnaire. The baseline data for ten student respondents is presented in Table 3.

Table 3. Student Self-Acceptance Levels Before Module Intervention

Respondent	Total Score	Ideal Score	Percentage	Category
1	7	25	28%	Low
2	5	25	20%	Low
3	7	25	28%	Low
4	6	25	24%	Low
5	8	25	32%	Low
6	5	25	20%	Low
7	6	25	24%	Low
8	8	25	32%	Low
9	6	25	24%	Low
10	6	25	24%	Low

The table above shows that the total scores obtained by respondents ranged from 5 to 8 out of a maximum ideal score of 25. Individual percentages fell between 20% and 32%. The overall average percentage was 25.2% ( $SD = \pm 4.1\%$ ), reflecting a very low level of self-acceptance before the intervention. All participants were categorized as "low," and none reached a "moderate" or "high" level of self-acceptance during the pre-intervention phase. The small range of scores indicates limited variation among participants but emphasizes a consistently low baseline, highlighting the urgent need for intervention.

### **Post-Intervention: Effectiveness of the Module**

After the intervention using the developed module, student self-acceptance was reassessed. The results are summarized in Table 4.

Table 4. Student Self-Acceptance Levels After Module Intervention

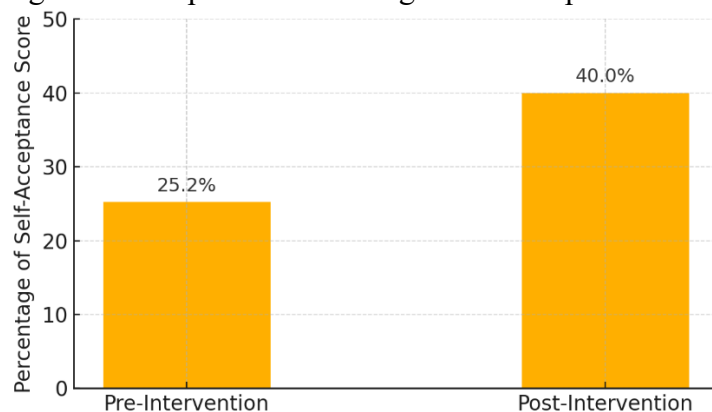
Respondent	Total Score	Ideal Score	Percentage	Category
1	11	25	44%	Moderate
2	9	25	36%	Moderate
3	11	25	44%	Moderate
4	9	25	36%	Moderate
5	11	25	44%	Moderate



Respondent	Total Score	Ideal Score	Percentage	Category
6	8	25	32%	Low
7	11	25	44%	Moderate
8	11	25	44%	Moderate
9	11	25	44%	Moderate
10	8	25	32%	Low

The post-intervention data demonstrates a marked improvement in self-acceptance levels for most respondents. Eight out of ten students (80%) moved from “low” to “moderate” self-acceptance categories, with individual percentages ranging from 32% to 44%. Only two students remained in the “low” category at 32%. The average post-intervention score increased significantly, confirming the effectiveness of the module in fostering personal value acceptance among students.

Figure 2. Comparison of Average Self-Acceptance Scores Pre- and Post-Intervention



Further analysis revealed that the two students who did not respond positively to the intervention were identified by the guidance counselor as having family-related issues, possibly affecting their ability to benefit from the program.

### Module Development and the ADDIE Model

The ADDIE development model—Analysis, Design, Development, Implementation, Evaluation—was central to the successful creation of the guidance module (Maxnun et al., 2024). Each stage was systematically executed, ensuring the product met both theoretical and practical standards in educational intervention design. Sulistianingsih (2024) affirms that the ADDIE model is highly effective for educational product development, aligning with the outcomes in this research. The careful application of each stage, from initial needs assessment to iterative revisions and usability testing, reflects best practices in instructional design literature (K.A. Nalasari et al., 2021).

### Efficacy of Guidance Modules

The positive effects of guidance modules on students' self-acceptance found in this study echo the findings of Wijaya et al. (2020), who showed that group guidance activities help

students develop interpersonal relationships and leverage group dynamics to overcome personal challenges. The increase from an average self-acceptance score of 25.2% (low) to 36–44% (moderate) after intervention is consistent with the theoretical framework of Maslow, as cited in Legistini et al. (2020), who highlighted self-actualization as a critical driver in forming a positive self-concept. Other studies, such as Febriana & Rahmasari (2021), report that low self-acceptance hampers both social and emotional development in students—a finding directly supported by the initial assessment in this research, where all students started in the “low” category. However, the effectiveness of the self-actualization-based module in this study in moving the majority to a “moderate” level demonstrates the practical potential of targeted, well-designed interventions in school settings.

### **Role of Family and External Factors**

The 20% of students who did not experience improvement confirm findings by Agustina & Naqiyah (2020), who observed that external factors, particularly family environment, can substantially influence adolescent psychological development and limit the effectiveness of school-based interventions. This underscores the necessity of holistic and multifaceted approaches to student well-being, including engagement with family systems and community support.

### **Alignment with Self-Acceptance Theory**

The theoretical basis of the intervention is supported by Ziliwu et al. (2023), who state that healthy self-acceptance is reflected in individuals’ ability to appreciate themselves and remain resilient against negative external judgments. The module’s structure—including self-reflection exercises and systematic group guidance—equips students with practical strategies to achieve these outcomes, confirming the practical utility of theory-driven module design.

### **Significance and Implications of the Findings in Guidance and Counseling**

The findings from this study hold important implications for the field of guidance and counseling, particularly in the context of adolescent development and school-based interventions. The rigorous validation process, involving both content and media experts, not only established the reliability and feasibility of the developed module but also demonstrated the value of expert collaboration in the creation of educational resources. The strong ratings for content accuracy and presentation highlight the need for guidance modules that are both substantively robust and visually engaging to maximize their impact in school settings. One of the most significant contributions of this study is the empirical evidence showing that a self-actualization-based guidance module can substantially improve students’ self-acceptance related to their personal values. The quantitative findings, with 80% of participants moving from low to moderate self-acceptance after intervention, underscore the transformative potential of structured group guidance. This outcome validates previous research (Wijaya et al., 2020; Legistini et al., 2020; Ziliwu et al., 2023) and strengthens the argument for integrating self-actualization concepts within counseling curricula. In practical terms, school counselors now have access to a validated, contextually relevant module that can be adapted to address



similar challenges among students in different settings. The improvement in self-acceptance also has broader implications for students' social and emotional well-being. Enhanced self-acceptance is closely linked to increased confidence, resilience, and the ability to form healthy relationships—skills that are essential for adolescent adjustment and long-term personal growth (Febriana & Rahmasari, 2021; Legistini et al., 2020). By equipping students with strategies to reflect on and accept their unique values, guidance counselors can play a pivotal role in preventing the negative effects of self-doubt, peer comparison, and external judgment. However, the study also reveals critical limitations that are highly relevant for practitioners. The finding that two students did not show improvement, likely due to family-related issues, confirms that guidance interventions—while effective—cannot fully compensate for persistent external stressors (Agustina & Naqiyah, 2020). This highlights the need for a more holistic approach, encouraging collaboration between counselors, teachers, families, and the wider community. Effective guidance and counseling must be situated within a supportive ecosystem that addresses both in-school and out-of-school factors affecting student development. The systematic use of the ADDIE model in this research offers a replicable framework for developing, evaluating, and refining guidance tools. It demonstrates that school-based counseling modules should not only be evidence-based but also iterative, incorporating ongoing feedback from both users and experts (Sulistianingsih, 2024; Maxnun et al., 2024). Such an approach ensures continuous improvement and relevance, paving the way for innovations in counseling practice. From a policy perspective, the success of this module supports calls for stronger integration of structured guidance programs into the formal education system. Schools should be encouraged to adopt, adapt, and invest in similar modules, especially in contexts where students struggle with self-acceptance and personal value conflicts. Additionally, pre-service and in-service training for counselors should emphasize the importance of combining theoretical knowledge with practical, research-based interventions.

## CONCLUSION

The aim of this research was to develop and evaluate a self-actualization-based guidance module designed to enhance self-acceptance of personal values among seventh-grade students at MTs Negeri 2 Jember. The key findings highlight that the module, validated through expert review and classroom implementation, significantly improved students' self-acceptance—evidenced by 80% of participants progressing from low to moderate levels after the intervention—while also revealing that family and external factors can influence individual outcomes. This study contributes to the field by providing an empirically tested, systematically developed guidance tool using the ADDIE model, offering practical and theoretical insights for guidance and counseling practitioners, as well as supporting the integration of structured, contextually relevant modules into school-based counseling programs for adolescent psychological well-being.

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