

## Developing Website-Based Multimedia for Self-Talk to Increase Self-Awareness Among Guidance and Counseling Students in the Special Region of Yogyakarta

Syarifudin<sup>1</sup>, Suwarjo<sup>2</sup>, Anisa Siti Nurjanah<sup>3</sup>, Ida Rosyida<sup>4</sup>

Guidance and Counseling Study Program, Faculty of Teacher Training and Education,  
Universitas Mulawarman, Indonesia<sup>1</sup>

Guidance and Counseling Study Program, Faculty of Education,  
Universitas Negeri Yogyakarta, Indonesia<sup>2</sup>

Guidance and Counseling Study Program, Faculty of Education,  
Universitas Negeri Yogyakarta, Indonesia<sup>3</sup>

Master of Educational Management, Faculty of Education,  
Universitas Negeri Yogyakarta, Indonesia<sup>4</sup>

E-mail: [syarifudin@fkip.unmul.ac.id](mailto:syarifudin@fkip.unmul.ac.id)<sup>1</sup>, [suwarjo@uny.ac.id](mailto:suwarjo@uny.ac.id)<sup>2</sup>,  
[anisasiti.2020@student.uny.ac.id](mailto:anisasiti.2020@student.uny.ac.id)<sup>3</sup>, [idarosyida.2020@student.uny.ac.id](mailto:idarosyida.2020@student.uny.ac.id)<sup>4</sup>

Correspondent Author: Syarifudin, [syarifudin@fkip.unmul.ac.id](mailto:syarifudin@fkip.unmul.ac.id)

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### Abstract

Self-talk is one strategy that can increase self-awareness. This research aims to design a self-talk multimedia product that meets feasibility criteria and effectively increases students' self-awareness. Using the Borg and Gall development model, data were obtained through expert assessments, user ratings, and self-awareness scales, which were validated using Aiken's V and tested for reliability using Cronbach's Alpha. Qualitative analysis was carried out on validator and user suggestions, while quantitative analysis used feasibility percentages and t-tests. The results of the study show that multimedia self-talk is suitable for use, with 80% of media experts and 97.1% of material experts. Paired t-tests revealed significant improvements in self-awareness ( $p < 0.05$ ; pretest = 72.49; posttest = 76). These findings prove that multimedia self-talk is effective in increasing students' self-awareness. The implication is that this product can be an innovation in technology-based guidance and counseling services that support students' learning independence and self-reflection.

**Kata kunci:** multimedia, self-talk, self-awareness

### Abstrak

Self talk merupakan salah satu strategi yang dapat diterapkan untuk meningkatkan kesadaran diri. Penelitian ini bertujuan untuk merancang produk multimedia self talk yang memenuhi standar kelayakan serta memiliki efektivitas dalam meningkatkan self awareness mahasiswa. Menggunakan model pengembangan Borg and Gall, data diperoleh melalui penilaian ahli, pengguna, dan skala kesadaran diri yang divalidasi dengan Aiken's V serta diuji reliabilitasnya menggunakan Cronbach's Alpha. Analisis kualitatif dilakukan terhadap saran validator dan pengguna, sedangkan analisis kuantitatif menggunakan persentase kelayakan dan uji-t. Hasil penelitian menunjukkan multimedia self-talk layak digunakan dengan penilaian ahli media 80% dan ahli materi 97,1%. Uji-t berpasangan menunjukkan peningkatan signifikan self-awareness ( $p < 0,05$ ; pretest = 72,49; posttest = 76). Temuan ini membuktikan bahwa multimedia self-talk efektif meningkatkan kesadaran diri mahasiswa. Implikasinya, produk ini dapat menjadi inovasi layanan bimbingan dan konseling berbasis teknologi yang mendukung kemandirian belajar dan refleksi diri mahasiswa.

**Keywords:** multimedia, self-talk, self-awareness

### Article info

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## **INTRODUCTION**

Self-understanding cannot be achieved easily, as it is not an innate ability but knowledge gained through learning; therefore, it requires effort, and self-awareness is one of the many efforts that can be made (Seligman & Reichenberg, 2010). Self-awareness in question is not awareness of individual activities that previously slept and then woke up or realized, but individual self-awareness that understands and recognizes the strengths, weaknesses, importance of motivation, and its effects on the surrounding environment (Goleman, 2019).

Self-awareness is needed for students to be able to fulfill developmental tasks (Veslor et al., 1993). Students' developmental tasks such as being able to recognize their physical condition, achieve economic and emotional independence, understand and recognize gender, build good relationships with members of groups of different types, understand and internalize the values of adults and parents, foster social responsibility behavior needed to enter the adult realm, prepare to enter marriage and understand and prepare for the various responsibilities of family life, build intelligence concepts and abilities that are needed to carry out roles as members of society, are some of the developmental tasks of students that are sought to be achieved (Ali & Asrori, 2011).

Low self-awareness in students can increase anxiety levels (Akhnaf et al., 2022). In addition, low self-awareness also has an impact on negative behaviors, such as cheating (Helawati et al., 2022) and delaying assignments, especially in the thesis completion process (Hunawa et al., 2025).

Based on the results of preliminary research conducted by Syarifudin (2022), 80% of 15 students stated that they were quite self-aware. These results indicate that student self-awareness is in the lower category, necessitating more intensive development and improvement for optimal student performance. This is confirmed by preliminary research, which shows that 66.7% of students experience problems in understanding themselves.

The existence of self-awareness in a student can help improve the quality of self and its role, leading to a happier life (Budhiyanto & Nugroho, 2004). Self-awareness can also help students make decisions in their lives and understand the feelings or emotions of others. The higher the self-awareness, the higher the self-management of students (Akhnaf et al., 2022; Masi et al., 2022). Given its importance, a student needs to make efforts to improve it. Four efforts can be taken to increase self-awareness: seeing from another point of view, fostering an open self (being open about yourself), exploring personal explanations, and engaging in self-talk (talking to yourself) (DeVito, 2015).

Syarifudin's research (2022) revealed that self-talk occurs in students. The results indicate that 100% of students engage in self-talk when facing problems, and 60% of these students struggle with determining whether their self-talk is right or wrong. In addition, 66.7% of students used self-talk to motivate themselves but ended up judging themselves.

Vygotsky (1987) stated that self-talk or inner speech is a continuation of private speech, which is the silent internal mind for reasoning, planning, and regulating behavior, and is helpful in self-regulation, emotions, and action planning. A counselor can assist with training and skills in self-talk, but their presence is not always guaranteed. The development of innovations created in the form of multimedia. Multimedia was chosen because the characteristics of current students align with the learning model needed by Generation Z (Marlena et al., 2018). Generation Z utilizes various technological designs and multimedia as facilities in their daily lives (Chun et al., 2017). Various electronic media such as iPads, laptops, tablets, and smartphones are often used (Nawawi, 2020).

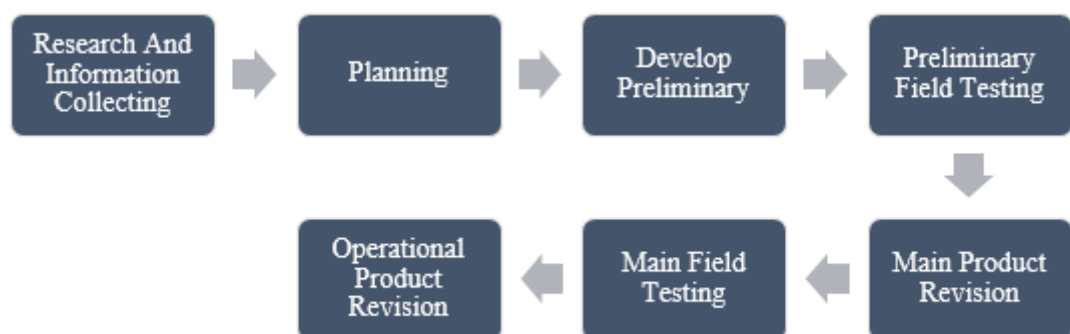


This is reinforced by the survey results, which show that 86% of students consider the need for media in conducting self-talk, and 93.3% of students agree that a website-based self-talk multimedia is developed to increase self-awareness.

Based on the above, it is evident that students' self-understanding falls short, and they need media in the form of multimedia self-talk to enhance self-awareness. Therefore, this research aims to develop self-talk multimedia to increase students' self-awareness. WordPress/LMS was chosen for the development of multimedia self-talk due to its easy accessibility, flexibility in supporting various content formats, customization capabilities, evaluation features for progress tracking, and efficient cost. This platform is perfect for enhancing students' self-awareness through a technology-based approach..

## METHOD

This study uses the Borg dan Gall (2007) development model with ten research steps. Still, there are limitations, so this study only uses seven steps, namely: 1) research and data collection: the initial stage of developing multimedia self-talk includes data collection through literature studies, interviews, and needs questionnaires, 2) planning: the researcher designed a website-based self-talk multimedia (WordPress CMS) to increase self-awareness, based on the results of interviews, need analysis, and literature studies, 3) development preliminary: researchers developed initial multimedia products based on text, images, animated videos, audio, and interactive links according to student needs. At this stage, researchers worked on feasibility assessment instruments (material and media experts), student response instruments, and self-awareness scales, 4) preliminary field testing: initial trials were conducted on 6-12 students from 1-3 campuses using a rating scale and improvement feedback, as well as expert assessment to verify media feasibility, 5) main product revision: product revised based on feedback to improve self-talk content and usage guideliness, 6) main field testing: the product was tested on 30-100 students who used it independently. Effectiveness was measured by comparing pre-and post-use self-awareness scores, and 7) operational product revision: the results of the trial were analyzed for product improvement and effectiveness evaluation through the student self-awareness scale.



**Figure 1.** Borg and Gall Development Model

Data collection techniques were carried out using material and media expert assessment sheets, user assessments, and self-awareness scales. The self-awareness scale is feasible to use, with Aiken's V value of 1, and the Alpha Cronbach reliability value of



0.83. The self-awareness scale was used to determine the effectiveness of the developed product. Qualitative and quantitative analyses were used in this study. Qualitative and quantitative analyses were used in this study. Qualitative analysis was used to analyze suggestions from material experts, media experts, and users. Quantitative analysis was used to determine Aiken's V value, assess the percentage of expert and user evaluations, and evaluate testing effectiveness through the T-test. The effectiveness testing utilized the SPSS 20 Program.

**Table 1.**  
Criteria Expert

Criteria	Material Expert	Media Expert
<b>Competence</b>	Understand in depth the content or material to be valited	Mastering design principles, multimedia techniques, and software
<b>Experience</b>	Experience as a teacher or content creator in related fields	Have worked in media production or visual design
<b>Qualifications</b>	Mininum master's degree	Minimum master's degree

The product trial design was validated using material and media validation by guidance and counseling professionals (expert judgment). Field tests were conducted by product users (students) to obtain practical test results. Based on the Borg & Gall development model, the preliminary field trial involved 1-3 universities with 6-13 subjects, while the main field trial included 5-15 universities with 30-100 subjects. This research trial was conducted on undergraduate guidance and counseling students at four universities in the Special Region of Yogyakarta: Yogyakarta State University, Mercu Buana University, Sanata Dharma University, and Ahmad Dahlan University. The trial was conducted twice: a small group trial with seven students and a large group trial with 55 students. The time span between conducting the pre-test and the post-test is one week.

## RESULT AND DISCUSSION

The developed self-talk multimedia is designed as a medium for independent practice or learning by students. This practice and learning help students solve their problems independently, increase self-awareness, and, according to Alfian et al. (2020), hopefully impact learning outcomes. Their research highlights the link between increased learning outcomes and student independence in using interactive multimedia.

Multimedia self-talk has passed several validity trials, including media expert validation tests, material expert validation tests, limited field trials, and full field trials. The trial results can be seen in Table 2.

**Table 2.**  
Percentage of Self Talk Multimedia Development Results

No.	Test Subjects	Validity Results (%)	Qualifications
1.	Media Expert Test	80	Worthy
2.	Material Expert Test	97,1	Very Worthy
3.	Limited Field Test	82,8	Very Worthy

Table 2 shows the results of validation from media experts, with a value of 80, which means worthy. Then, validation from material experts yielded a value of 97.1,



indicating it is very deserving, and the results of limited field trials showed a value of 82.8, indicating it is very worthy. Comments and suggestions provided during the assessment process were used to make product improvements (Borg & Gall, 2007; Dick et al., 2014). The improved product was used to test the effectiveness of the field trial. Initial testing was carried out by looking at the normality of the data. This normality test was conducted to determine whether the pretest and posttest data of the self-awareness scale had a normally distributed distribution. The test results are presented in Table 3.

**Table 3.**

Pretest and Post-test Normality Test Results			
	Mean	Std. Deviation	Asymp. Sig. (2-tailed)
<b>Pre Test</b>	72.4	6.73	0,284
<b>Post Test</b>	76	7.0	

Based on Table 3, the significance value is 0.284, meaning that if the significance value is  $> 0.05$ , it can be concluded that the data is usually distributed. Therefore, data collected from 55 students at the pretest and posttest stages are typically distributed. The average value of the pre-test is 72.49, and the average value of the post-test is 76. The number of students used as research samples is 55 at the pretest stage, with a standard deviation of 6.73, and seven at the posttest stage. The difference between the two mean values between the pre-test and post-test is 3.509. This indicates that the average value in the posttest stage is greater than the pretest, namely  $76 > 72.4$ .

**Table 4.**

Effectiveness Results of Multimedia Self Talk								
Pair 1 Pre Test-Post Test	Mean	Std. Dev.	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2- tailed )
				Lower	Upper			
	-3.50	3.37	0.45	-4.42	-2.59	-7.707	54	0.000

Based on Table 4, the Sig (2-tailed) value is 0.000. This means that the value is less than 0.05, indicating a fundamental difference between self-awareness in the pretest and posttest data. Furthermore, the average difference value in the table is -3.50909, indicating an increase in the posttest stage and highlighting the difference between the average pretest and posttest results. The test can be seen in the count value of 7.707, with the table value for degrees of freedom (df) 54 being 2.004. Based on the testing criteria,  $t_{\text{count}} > t_{\text{table}}$  indicates that self-talk multimedia is effective for increasing the self-awareness of guidance and counseling students. Aini's research (2021) also states that students can change bad habits for the better by applying positive self-talk skills in everyday life. Similarly, Simon et al. 's research (2020) found that the developed self-talk coping training package is effective for reducing negative self-talk and increasing self-awareness.

The results of the development of multimedia self-talk can be a medium for practice or independent learning carried out by students, this is in accordance with expert opinion that multimedia development is intended as a supporting tool that can be used effectively and practically in learning and can be seen as strengthening responses (as practice and practice), obtaining information, or as constructing knowledge by paying





attention to the theoretical principles of learning (Mayer, 2017; Cavanagh & Kiersch, 2022). In addition, the attractiveness of the developed product is a focus of multimedia self-talk. This aligns with expert opinion that the product's attractiveness attracts many people to see it and can help users of the developed product (Kebkole, 2018).

Multimedia self-talk, a tool supporting guidance and counseling services, can enhance self-awareness by engaging in exercises and understanding the material discussed. The counseling service features included in it can be used if students want the problems experienced to require resolution by expert counselors (Nursalim, 2015; Tetra et al., 2017). Multimedia self-talk is expected to be developed to be more creative, innovative, and interactive in providing independent practice to students, and discussion material that can be packaged in detail and is easy to understand.

The present study was constrained to Guidance and Counseling students in DIY; consequently, the findings should be considered with a degree of caution and generalizability. Long-term trials are also necessary to ascertain the sustainability of the observed effects.

## CONCLUSION

The product was developed as a website-based multimedia using a WordPress learning management system template, featuring instructional videos, a self-awareness scale, self-talk exercises, discussion activities, and a counseling service for expert support. Media experts rated the multimedia as feasible with a score of 80. In contrast, material experts rated it as highly likely with a score of 97.1, indicating it meets both media and content quality standards. It also demonstrated practicality with a score of 82.8, making it easy to use. Effectiveness testing showed a significant increase in students' self-awareness, with a pretest average of 72.49 rising to 76 in the posttest. The probability error value of  $0.000 < 0.05$  confirms the effectiveness of the multimedia. Overall, the self-talk multimedia serves as an interactive learning tool that supports self-reflection, can be integrated into counseling programs, and has potential for broader application across different cultural contexts in future research.

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