Developing a discovery-based guidebook for group guidance service to increase self-awareness

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Abstract

Education does not only focus on developing the cognitive aspects of students but also on their social and emotional dimensions. One of the main components of self-development is self-awareness, which will help individuals understand their potential, emotions, and behavior. As adolescents navigate a transitional phase that demands greater self-awareness, group guidance services offer structured support to foster this essential developmental skill. This study aims to develop a Group Guidance Service Guidebook for the Discovery Learning Method to increase Self-Awareness in adolescents. The method used is Research and Development (R&D), with a 4D development model that includes the Define, Design, Develop, and Disseminate stages. The results of the study indicate that the developed guidebook has been considered suitable for use as a guideline for guidance and counseling teachers in providing services to students at school. Assessments by material, media, and service experts show an Aiken Index of material of 0.83, media of 0.86, and service of 0.81, all of which are included in the high category. This guide demonstrates its effectiveness in enhancing adolescent self-awareness by incorporating the discovery learning approach, which promotes active participation, personal reflection, and self-directed learning.

Keywords: adolescent, discovery-based guidebook, discovery learning, group guidance, self-awareness

INTRODUCTION

Education plays an important role in human life because it provides extensive knowledge to prepare individuals to face the future successfully. Education is a deliberate and planned effort to create a supportive learning environment, shape the future of the nation, and become a strong foundation for building the next generation according to their potential (Rahman, Dewi, & Nurhasanah 2022).

Self-awareness is closely related to education because the educational process does not only focus on mastering academic knowledge but also on the personal development of students. Adolescents as very important learning individuals can recognize various potentials in themselves, both strengths, weaknesses, and personality. Self-awareness is an awareness of self that underlies individual behavior. A person's actions and behavior reveal who they are. In other words, a high level of self-awareness tends to be better at managing stress, making the right decisions, and interacting with others. The more dominant the ability, the stronger the dynamics of freedom in the individual.

Adolescence is a period in which a person experiences a change from childhood to adulthood, usually starting at age 12 or 13 and ending in the early

twenties) (Saputro, 2018) . Self-awareness in adolescents also tends to be less developed because they are in a transitional period (Fadillah & Agungbudiprabowo, 2023). Therefore, adolescents need sufficient guidance and support during this period (Firdaus & Marsudi 2021). Collaboration between school residents is also very important in supporting adolescent development tasks, by providing emotional, social, and academic guidance, as well as helping adolescents overcome personal challenges and understand the changes that occur during the transition to adulthood. This greatly helps the success of Guidance and Counseling in developing complex aspects such as self-awareness, because it is aimed at supporting adolescents in achieving their developmental tasks. The consistency and competence of BK teachers also greatly influence the self-awareness of each individual (Fatimah & Azzahra 2024).

One method that can be used to increase self-awareness is the use of the discovery learning method which will support adolescents in deepening their understanding, improving critical thinking skills, and finding optimal learning strategies. The discovery learning method is a learning approach that emphasizes the active role of students in the learning process (Sholeha, 2021). This method also encourages adolescents to obtain information, concepts, and principles through exploration, experimentation, and direct experience (Patandung, 2017).

Discovery learning in group guidance services can provide a fun learning experience because students can be actively involved in the learning process, share ideas, and solve problems together. This not only improves their understanding but also encourages cooperation, communication, and critical thinking skills in a more relaxed and interactive atmosphere. This method has advantages in its application, such as helping adolescents improve cognitive skills through their discovery efforts, which are the main role in the discovery learning method. Therefore, this method is very important for adolescents because it allows them to gain personal knowledge and strengthen understanding and memory (Khasinah, 2021).

The discovery learning method can be applied efficiently in the learning process. The goal is to improve and stimulate critical and active thinking skills for adolescents. Learning with this method is designed to be fun and interesting so that students can play an active role in every stage of learning (Nurachman & Nashir 2024). The steps in implementing the discovery learning method are as follows: First, Stimulation (providing stimulation). At this stage, students are given confusing problems at the beginning to foster their desire to investigate. The teacher acts as a facilitator by providing questions, directions for reading texts, and activities that support the discovery process. Second, Problem Statement. The teacher allows students to identify various events that are relevant to the subject matter and chooses one problem to be formulated in the form of a hypothesis. Third, Data Collection. At this stage, students collect information related to the problem by reading learning resources, observing objects, conducting interviews with sources, or conducting their experiments. Fourth, Data Processing. Students process the data and information that has been obtained to achieve a certain level of confidence. Fifth, Verification. Students verify the truth of the statements that have been made by comparing them with the data that has been collected. Sixth, Generalization. Students draw conclusions that can be used as general principles for similar problems, based on the results obtained (Sinambela, 2017)

Guidance and counseling (GC) services are a form of assistance provided by GC teachers to students, both individually and in groups, to help them become independent individuals and develop in personal, social, and career planning aspects. This assistance is carried out through various forms of services and other support, which are provided by applicable norms (Mardes et al., 2022) Challenges will certainly be found in the process of providing effective services, especially when GC teachers handle deeper aspects such as self-awareness. Therefore, the right method is needed so that the service can run smoothly and provide maximum results for adolescent development. The right approach can help adolescents to better understand themselves and improve their abilities in various aspects of life. Especially by using the discovery learning method which may still be poorly understood by some educators, this can make BK teachers confused about the steps or rules to follow if there are no clear directions. As a result, confusion can arise among participants, which will reduce the effectiveness of the game in achieving educational goals or skill development.

Based on this need, a guidebook was developed specifically to enhance self-awareness in adolescents through group guidance services utilizing the discovery learning method. The development of this guidebook is essential, as the absence of a structured and well-designed framework could lead to inconsistent implementation, reduced goal alignment, and diminished effectiveness of the discovery learning approach. By providing counselors with a clear and systematic structure, the guidebook ensures that the learning process remains aligned with its intended objectives, while maintaining the quality and consistency of service delivery. Therefore, its existence is not only beneficial but essential for optimizing the application of the discovery learning method in group guidance settings.

RESEARCH METHOD

This research uses the research and development method, which in English is Research and Development (R&D). The research and development method is an approach used to create a product, where the process involves needs analysis as the basis for its development. This research needs to be done to find out about the 4D development model. Namely, Define, Design, Develop, Disseminate. The 4-D model was developed in 1974 by Sivasailam Thiagarajan with Dorothy and Melvyn Semmel to design various learning media (Arkadiantika et al., 2020).

This study aims to develop learning media that are relevant to today's educational needs, as well as to create products for educational purposes through scientific stages that end with a validation process. The products of development research are not limited to books, films, or teaching materials, but can also be teaching methods, learning models, or learning processes. Development research is a series of processes or steps that aim to develop new products or improve existing products so that the results can be accounted for (Sukmadinata, 2015). The R&D method can produce products or models with a high level of validity because they go through stages of field trials and assessments by experts. The following is an explanation of the development of a guidebook product using the 4D model (See Figure 1).
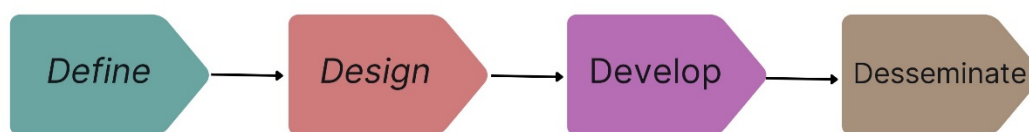
Figure 1. Steps of the 4D development model

In the initial stage, namely definition (data collection), identification of needs, and collection of important information related to development were carried out. The researcher reviewed relevant literature on self-awareness and the implementation of guidance and counseling services in schools, especially for adolescents. To measure the level of self-awareness, the researcher distributed a psychological scale to 130 grade XI students at SMA Negeri 2 Yogyakarta as a research sample.

The second stage, namely design, functions to design the concept of the guidebook to be developed. This process includes a detailed arrangement starting from the material, and games, to the objectives to be achieved. At this stage, the service design (RPL) and Student Worksheets (LKPD) are also determined. The activities carried out include compiling the contents of the guidebook, selecting methods, determining topics for each session, and designing the visuals of the book and supporting materials, including layout and graphic elements. This stage is very important because it will be the basis for the final form of the product that will be used in the learning process or guidance services so every aspect needs to be carefully designed to be relevant and attractive to teenagers.

In the third stage, Develop, the designed guidebook will go through an evaluation and improvement process. This evaluation is carried out by experts or validators to ensure that the content, structure, and presentation are to the objectives and needs of the students. After the book has been assessed by experts, a series of trials are carried out on prospective users to determine the effectiveness and feasibility of the book. The trials are carried out in stages, starting from individual tests, small groups, to large groups. Each trial stage aims to identify weaknesses or parts that need to be improved. If the validation results find deficiencies, the book must be revised and retested. This process is so that the final product is truly suitable for use in learning activities or guidance services. This development stage is key to ensuring that the guidebook is not only theoretical but also applicable in real conditions in the field.

The Disseminate Stage (Product Distribution) is the final stage in the guidebook development process. At this stage, the copyright of the guidebook is registered with the Ministry of Law and Human Rights of the Republic of Indonesia. This registration is carried out as a form of protection for the work so that it is not misused or plagiarized by other parties. Copyright protection is important so that the work that has been compiled with effort and research remains legally recognized. Furthermore, it is planned that the guidebook will be tested in small groups to see how it is applied directly in the field. However, until now, the book has not yet reached the trial stage because it has only just completed the copyright registration process. This means that the product is still in the process of further development before being applied in guidance or learning activities (Haviz, 2016).

RESULTS AND DISCUSSION

This guidebook is designed to assist GC teachers in implementing more structured and interesting interventions for adolescents. By using the *discovery learning method*, the service delivery process will be more enjoyable. Not only enjoyable but also effective in building deep understanding and active involvement of adolescents in the guidance process. The 4D model is used so that this guidebook has good quality in terms of content, presentation, and effectiveness in service practices in the field.

Define

The initial stage is defined, where the author analyzes data through literature reviews obtained from various sources such as journals, books, and articles. Based on the results of a study of 124 high school students, it was found that 67% of students were in the medium category, 27% were in the low category, and only 6.5% were in the high category. This finding shows that students' ability to recognize themselves is still relatively low (Hafizha, 2021).

The low level of self-awareness in adolescents can be caused by the high intensity of social media use, which affects their relationships with their surroundings and also reduces social sensitivity (Umami & Rosdiana, 2022). Currently, many teenagers tend to spend more time using cell phones or social media, while self-reflection activities and understanding of identity are often ignored. A survey conducted on children from 34 provinces in Indonesia showed that more than 19% of adolescents are dependent on gadgets. In detail, 19.3% of the adolescent group and 14.4% of young adults were indicated to be addicted. A total of 2,933 teenagers were recorded to have experienced an increase in the duration of daily internet use, from 7.27 hours to 11.6 hours, then an increase of around 59.7% (Dwianto, 2020). They rarely think about their feelings or understand what they are feeling. This can make it difficult for teenagers to regulate their emotions, make good decisions, and care less about the environment around them.

By increasing self-awareness, teenagers can more easily determine their life goals and know how to deal with a problem wisely. This is why self-awareness is important to train from a young age. Researchers distributed a self-awareness scale consisting of 24 items to grade XI students of SMA Negeri 2 Yogyakarta. Based on the results of the study, it is known that the level of self-awareness in some teenagers still needs to be improved. The following is a diagram of the distribution of self-awareness results.

From the analysis of 24 items in the distributed scale, six items were identified with the lowest scores. The item with the lowest score was item 15 with the statement "I feel confused about my abilities", which recorded a score of 1.66%. Item 23, which contains the statement "I ignore criticism from others", obtained a score of 1.85%, while item 17 with the statement "I ignore other people's feelings" recorded a score of 1.90%. Item 13 "I ignore past events" showed a score of 1.92%, followed by item 10 "I recognize my weaknesses" which obtained a score of 1.93%. Meanwhile, item 21 with the statement "I feel that appearance is not important" obtained a score of 1.94%.

Design

After obtaining scores from the items on the scale that have been distributed, the next step is the second stage, namely design, which includes the preparation of the structure of the guidebook. At this stage, the design of the content to be included, the determination of the objectives to be achieved, and the selection

of the right design for the guidebook are carried out. In addition, it is also important to design a discovery learning method that can increase self-awareness, such as independent exploration activities, group discussions, or case studies that encourage teenagers to think critically and reflectively about themselves.

Discovery learning is a learning method that prioritizes the active involvement and independence of students in exploring and discovering concepts and principles of knowledge during the learning process (Dewinta, 2022). In addition, do not forget to design aids or media that can support the effectiveness of the service. The use of aids such as interactive videos or visual guides will strengthen understanding and increase adolescent involvement in the learning process. Next, start planning the material or content in the guidebook, which includes self-awareness theory, group guidance, discovery learning methods, Service Implementation Design (RPL), and others. In addition, it is also important to pay attention to the layout design, such as an attractive and easy-to-read page layout, as well as visual elements such as colors and images that support the contents of the book. The material in the guidebook refers to aspects of self-awareness according to Fenigstein, Scheier & Buss, which include: (1) Being aware of past, present, and future behavior, (2) Sensitivity to inner feelings, (3) Recognizing positive and negative things in oneself, (4) Introspective behavior, (5) Being self-aware in acting, (6) Being aware of one's physical appearance and abilities, (7) Accepting other people's assessments (Mustika, 2017).

In the first meeting themed "Building Awareness in Behavior", students will be invited to recognize their daily behavior patterns through the Discovery Learning method. In this process, they will explore various situations commonly experienced by teenagers, and then analyze their responses and actions to understand their impact on themselves and others. Furthermore, in the second meeting themed "Building Emotional Sensitivity", students will learn to identify the emotions they feel and develop empathy by trying to understand the feelings of people around them. Through discussion activities and exchanging ideas, they will realize the importance of managing emotions in social relationships. Then in the third meeting, "Let's Stop Self Hate!", the main focus is to help teenagers realize that having shortcomings is normal.

By honestly evaluating their strengths and weaknesses, they will be directed to respect themselves more, grow a sense of love for themselves, and reduce negative thoughts that will damage their self-image. In this fourth meeting, entitled "The Art of Self-Awareness", students will be invited to understand the importance of introspection in every action and decision they take. Through simulations and case studies, they will learn to evaluate situations more calmly, consider the impact of each option, and design a mature and unhurried decision-making strategy. Meanwhile, the fifth meeting themed "Reflection Before Action" provides space for students to express their hearts and minds. In this session, each student is allowed to reflect honestly, share their experiences or challenges, and receive constructive input from peers. The goal is for students to become more sensitive to feelings, thought patterns, and values that influence actions, so that they can make decisions more wisely and focused.

The Service Implementation Plan (RPL) at the sixth meeting entitled "Building a Positive Self-Image" aims to help students recognize their strengths and learn how to build self-confidence. Through fun and constructive activities, such as writing positive affirmations, sharing personal achievements, or

creating a "self-map", students will be invited to view themselves more positively and appreciate every growth process they go through. Then, in the seventh session entitled "Strategies for Accepting Other People's Assessments", students will be trained to be able to accept criticism or input from others without feeling pressured or inferior. In this activity, they will practice skills such as active listening, selecting constructive criticism, and responding wisely and openly. These two sessions aim to strengthen self-awareness and form a healthy mental attitude in dealing with assessments or pressure from the social environment.

At each meeting, adolescents will also be asked to fill out a worksheet. This worksheet serves as a tool to determine the extent of their understanding of the material that has been given by the guidance teacher. In addition, the worksheet can also be used as an important document for the guidance teacher in recording the development of adolescents during the guidance process. With this record, it is easier for the guidance teacher to conduct periodic evaluations. If obstacles are found in the guidance process, the counselor can immediately design corrective steps based on the results of the evaluation. This worksheet not only functions as a measuring tool but also as a means of reflection for adolescents so that they can realize their development over time. The following are details of the material contained in the table of contents of the developed guidebook (See Table 1).

Table 1. Details of the contents of the guidebook

No	Contents	Page
1	Foreword	ii
2	List of contents	iii
3	Chapter I Introduction	5
4	Rational	5
5	Utility	6
6	Objective	6
7	Target	6
8	How to use the manual	6
9	CHAPTER II Conceptual Framework	9
10	*Self Awareness*	9
11	How to Increase *Self Awareness*	9
12	Group Guidance Services With Discovery Learning Method	10
13	CHAPTER III Material	13
14	RPL Builds Awareness in Behavior	15
15	RPL Builds Emotional Sensitivity	26
16	RPL Let's Stop Self Hate!	35
17	RPL The Art of Self-Awareness	44
18	RPL Reflection Before Action	54
19	RPL Building a Positive Self-Image	64
20	RPL Strategy Accepting Other People's Assessments	72
21	CHAPTER IV Conclusion	81
22	Conclusion	81
23	Suggestion	81
24	Bibliography	82
25	About the Author	83

Develop
The third stage is the development phase, which focuses on designing, printing, and producing the guidebook. The finalized guidebook is presented in printed format with a professionally designed cover and includes several key features,

such as an overview of the discovery learning approach, structured session plans for group guidance, facilitator instructions, and reflective worksheets for students. It also contains sample activities specifically designed to foster self-awareness, enabling counselors to implement each session in a structured and consistent manner. These components make the guidebook both practical and accessible for school counselors. At this stage, the specific steps taken include printing the guidebook in a predetermined size of 5.5 cm × 23 cm, based on the planned specifications and needs.

The guidebook consists of 83 pages and covers a range of essential materials relevant to group guidance and self-awareness development.The final design of the guidebook includes various important elements, such as the right color selection, the typography used, and the overall print quality. Each of these design elements is carefully selected to ensure that the appearance of the guidebook looks attractive, professional, and easy to understand. The right color selection aims to create a harmonious and pleasant impression, while the typography used ensures that the text is easy to read and by the design objectives. In addition, the print quality is considered to ensure that this book looks neat and of high quality. The final print result can be seen in the attached image below, which shows how all of these design elements are perfectly combined. This guidebook is also printed using high-quality paper from the UNESCO paper type, which gives an elegant impression and makes this book more durable. This paper quality not only adds a luxurious feel to the appearance of the book but also ensures its long-term durability so that this guidebook can be used for a long time without being easily damaged.

Before being officially published, the printed version of this guidebook has not been validated or evaluated by competent experts. The validation and evaluation process by parties who have expertise in their fields is very important to ensure the quality and accuracy of the material presented in this guidebook. 2) The second step is validation involving material experts, media experts, and counselors/BK teachers. The assessment includes the eligibility of the media and material in the guidebook by involving three experts who have undergraduate and postgraduate educational qualifications, and experience as guidance and counseling teachers for at least three years. The following are the results of the validation test involving three professionals, namely undergraduate experts, postgraduate experts, and counselors with more than three years of work experience (See Table 2).

The results of the material test by experts showed that the material in the guidebook had a validity value of 0.83 based on the Aiken Index (V), which is included in the high category. This shows that the material in the book is valid and can be accounted for, so it is worthy of being given to students. Although the results of the material validity are classified as high, the experts still provided some input to improve the quality of the contents of the guidebook. One of the main inputs is the need to add clearer details in each discussion of the material. This includes providing real examples that are relevant to each indicator discussed. These concrete examples are expected to help students better understand how the concepts learned are applied in everyday life. With the addition of these details and examples, students are not only able to understand the theory abstractly but can also see its relationship to real situations around them.

Table 2. Results of material testing by experts

No	Aspect	Expert 1	Expert 2	Expert 3	Average	Information	Category
1	The material can be accounted for	3	4	4	0.89	Valid	High
2	Clarity of material	3	3	4	0.78	Valid	Moderate
3	The material is up to date	4	4	3	0.89	Valid	High
4	Materials contribute to the future	3	4	4	0.89	Valid	High
5	Materials according to student needs	4	3	3	0.78	Valid	Moderate
6	Materials according to student development	3	4	3	0.78	Valid	Moderate
7	Important material to study	4	3	3	0.78	Valid	Moderate
8	Academically, the material is useful for developing students' self awareness.	4	4	3	0.89	Valid	High
	Total				0.833	Valid	High

In addition, several development suggestions need to be considered. First, this guidebook should add more references so that the theoretical basis is stronger and the content of the material is more complete. Second, the content of the material needs to be delivered more clearly and in detail so that readers can more easily understand each concept explained. Third, the section that explains the benefits of the guidebook, both for students and teachers, needs to be explained in more detail so that users understand its purpose and use. By making improvements according to these suggestions, this guidebook is expected to be more complete and more useful in learning activities and providing services, especially group guidance.

Table 3. Media test results by experts

No	Aspect	Expert 1	Expert 2	Expert 3	Average	Information	Category
1	Clarity of menu order and materials	4	4	3	0.89	Valid	High
2	Conformity of table of contents and page layout	4	3	3	0.78	Valid	Moderate
3	Accuracy of placement of text, images, and graphics	4	4	3	0.89	Valid	High
4	Layout of titles, subtitles, and captions	4	3	3	0.78	Valid	Moderate
5	Proportion of writing distance between parts	4	4	3	0.89	Valid	High
6	User suitability of text colors and fonts in manuals	4	4	3	0.89	Valid	High
	Total				0.857	Valid	High

The results of the media test conducted by experts (See Table 3) showed that the guidebook obtained an average score of 0.86, which is categorized as

high. This indicates that the guidebook is worthy of being distributed. However, there are still several aspects that need to be improved to improve the quality of the media. Based on suggestions from media experts, two main aspects need attention in further development. First, the design of the book's appearance needs to be more attractive, especially in terms of page layout and visualization, to increase reader appeal. Second, it is recommended to add visual elements such as illustrations or relevant supporting images to clarify the delivery of the material. The presence of these visual elements is expected to help facilitate readers' understanding of the contents of the book as a whole.

In addition, media experts also provide some suggestions to improve the usefulness of this guidebook for students and teachers. In terms of visual appearance, the selection of colors and typography is considered quite good, but it is recommended that the font size and type be used consistently so that the appearance of the book looks neater and more professional. The quality of images or illustrations also needs to be improved to better support the understanding of the contents of the material. Clear and contextual images greatly help readers understand the concepts presented. With attractive and well-structured visuals, readers will be more focused and will not easily get bored when reading. With these improvements, this guidebook is expected to be a more useful, more interesting media, and able to support the learning process and the implementation of services that are to the needs of users.

Table 4. Service test by experts

No	Aspect	Expert			Average	Information	Category
		1	2	3			
1	Accuracy of service components	3	4	4	0.89	Valid	High
2	Accuracy of the service area	4	4	4	1.00	Valid	High
3	Relevance of service topics to the theme	3	3	3	0.67	Valid	Moderate
4	Accuracy of service functions	3	3	4	0.78	Valid	Moderate
5	Relevance of general objectives to the topic	3	3	4	0.78	Valid	Moderate
6	service Accuracy of sources with material content	3	3	3	0.67	Valid	Moderate
7	service Target accuracy of services	3	4	3	0.78	Valid	Moderate
8	Suitability of media/service tools	3	4	4	0.89	Valid	High
	Total				0.805	Valid	High

Based on the assessment results from service experts, the group guidance guidebook to increase self-awareness is considered to be by the expected objectives (See Table 4). Service experts also expressed their appreciation because the contents and structure of the guide are neatly directed so that it can help teenagers get to know and understand themselves better. In addition, the relationship between objectives, content, and implementation methods is considered to be in line and supports teenagers in learning in a way that is easy to understand and can be applied directly. Through the discovery learning method, this guidebook can be an effective tool to support the implementation of group guidance in schools. With this method, teenagers are encouraged to

find their understanding of themselves through experience, reflection, and directed activities, so that each individual's self-awareness can increase gradually and more meaningfully. This guidebook is not only a source of information, but also a strategic tool that can help teenagers get to know and understand themselves better. Therefore, this product is considered feasible and relevant to be implemented as one of the solutions that support the positive personal development of teenagers.

Disseminate
The final stage is the dissemination stage, which is the stage of disseminating the developed guidebook. In this phase, the researcher has registered the intellectual property rights of the guidebook with the Ministry of Law and Human Rights of the Republic of Indonesia as a form of official protection, which indicates that this guidebook has been legally recognized and is ready for widespread use. However, this guidebook has not gone through a trial stage. The plan is that in the future this book will be tested first on small groups, such as a group of students or counselors, to test the effectiveness of the existing materials and methods, and to ensure that this book can be implemented properly. This trial is very important to ensure that the guidebook can be truly relevant and provide real benefits in the field before finally being distributed to schools, counselors/BK teachers, and students. By conducting a trial, it is hoped that this guidebook can be used optimally and provide maximum contribution to increasing adolescent self-awareness.

CONCLUSION
Based on the results of the discussion on the development of a group guidance guidebook using the discovery learning method to increase self-awareness in adolescents, it can be concluded that this guidebook has great potential to be an effective guide for BK teachers in providing services to students in schools. This guidebook is designed by integrating appropriate methods, such as discovery learning, to create a fun, interactive learning atmosphere that actively involves adolescents. The main goal is to help them get to know themselves better, manage their feelings, and improve their relationships with peers. Through activities such as self-reflection and evaluation of their strengths and weaknesses, this book supports adolescents in gradually increasing self-awareness.

This guidebook also provides clear steps for counselors/BK teachers in planning and implementing group guidance services in a structured manner and tailored to the developmental needs of students. By using practical methods such as group activities and self-assessment, this guidebook is easy to apply and relevant to the needs of each student and class dynamics. With continuous feedback and improvement, this book is expected to make a significant contribution to increasing self-awareness in adolescents, which will ultimately support their personal development at school.

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