



## DEVELOPMENT OF ANIMATED VIDEO MEDIA TO ENHANCE PSYCHOLOGICAL WELL-BEING AMONG JUNIOR SECONDARY SCHOOL STUDENTS

Fajar Dwi Wibowo<sup>1</sup>, Ribut Purwaningrum<sup>2</sup>

<sup>1,2</sup>Universitas Sebelas Maret Surakarta

Corresponding Email: [fajarwibowo11@student.uns.ac.id](mailto:fajarwibowo11@student.uns.ac.id)

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### Abstract

The transition period of early adolescence often brings various psychological challenges that may impact students' well-being and personal development. This study aims to develop an animated video media titled "Si Ellbi" to support the psychological well-being of Grade VII students in Surakarta. The media integrates six key dimensions of psychological well-being as proposed by Ryff, including self-acceptance, positive relationships, autonomy, environmental mastery, purpose in life, and personal growth. Using the ADDIE development model, this research focuses on the first three stages: analyze, design, and develop. Data collection involved 245 students and several school counsellors from four junior secondary schools. The media was developed using AI-assisted platforms such as Leonardo AI and Vidu Studio AI, followed by editing in CapCut. Expert validation was conducted by two counselling content experts and two media design experts. Validation instruments were developed based on national education standards. The findings indicate that the animated video media and its accompanying guidebooks for students and teachers are feasible and relevant for use in guidance and counselling services. The product was rated as highly suitable based on content, presentation, language, and visual quality. This study concludes that "Si Ellbi" has strong potential as an innovative counselling media to enhance students' understanding and internalization of psychological well-being values. The product may serve as a prototype for further implementation and evaluation in future studies.

**Keywords:** *psychological well-being, animated video media, junior secondary school, media in guidance and counseling.*

### Introduction

The rapid development of digital technology provides many opportunities and challenges in education. On the one hand, technological advances facilitate access to information and learning resources. But on the other hand, this requires educators, including guidance and counselling teachers, to be able to adapt and innovate in delivering services. Hidayatullah et al. (2023) stated that the learning process will run more optimally if there is synergy between infrastructure, learning content, and strategies used. Technology not only serves to accelerate the achievement of learning objectives, but is also expected to support the overall development of students.

Counselling services in schools are also experiencing a shift in the way they are delivered. Counselling teachers are expected to be able to utilise various technological tools, including artificial intelligence (AI), to improve the quality of services. Basri (2018)

said that media mastery is an important part of the professional competence of counselling teachers. With the use of media, counselling services can be delivered in a way that is more interesting, interactive, and easy for students to understand, while still paying attention to ethical aspects and interpersonal relationships (Sucipto, 2018; Gozali, 2020). Media in counselling services can also help create effective communication, build student involvement, and create a more pleasant service atmosphere (Widyasari & Mukayati, 2021).

Particularly at the junior secondary level, which is included in the category of early adolescents who are in a transitional period and are vulnerable to various psychosocial problems. Dimyathy (2024) mentioned that this period is often characterised by self-discovery, emotional instability, peer pressure, and difficulties in self-adjustment. The concept of psychological well-being developed by Ryff is one approach that can be used to understand and support adolescent psychological health. Ryff (1989) suggested that PWB consists of six dimensions, namely self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life, and personal growth. Research from Ross et al. (2020) and Hardjo et al. (2020) shows that adolescents who have a good level of psychological well-being tend to be better able to face challenges and avoid deviant behaviour.

Preliminary studies conducted in four junior secondary school in Surakarta City show that most seventh-grade students still have a level of psychological well-being that is classified as moderate to low. Based on data from 245 students, 53.5% were in the moderate category, 16.7% were high, and 29.8% were low according to a scale adapted from Ryff (Istiqomah et al., 2024). The interview results also showed problems such as low self-regulation, lack of career planning, poor social relationships, and verbal bullying behaviour. This shows that the preventive and curative efforts made by schools have not been fully effective. Based on these findings, the counselling teacher also said that the supporting media available so far is still limited to print media or ordinary visuals, and is less attractive to students. Counselling teachers and students both expressed the need for service media that is fun, easy to understand, and able to reach deeper psychological dimensions. This indicates the need for media that is more innovative, contextualised, and in accordance with the characteristics of junior secondary school students.

A more interesting and fun approach is needed for students in the implementation of counselling services. Animated video-based media is one alternative that can be used to convey psychological messages more easily accepted. Research from Rizky et al. (2020), and Adiningtyas et al. (2022), show that the use of audio-visual media, including animation and therapeutic cinema, is proven to improve several aspects of students' psychological well-being.

Based on this, this study aims to develop counseling service media in the form of an animated video "Si Ellbi" designed to improve psychological well-being of seventh grade junior secondary school students in Surakarta City. This media contains six dimensions of psychological well-being from Ryff and is equipped with a user manual. The development process was conducted by referring to the ADDIE model by Branch (2009), and in this study only focused on the develop stage. The novelty of this research lies in the use of artificial intelligence technology, such as Leonardo AI and Vidu Studio AI, in the creation of animated media that has not been widely applied in the development of counseling service media.

Accordingly, the research aims to answer the following question: How can the "Si Ellbi" animated video media be developed using the ADDIE model to improve psychological well-being among seventh grade students in Surakarta? The expected output is a validated and contextually relevant media product that can serve as a prototype for future implementation and evaluation phases.

## Method

This study uses a research and development approach with the ADDIE model proposed by Branch (2009), which includes five stages: Analyse, Design, Develop, Implement, and Evaluate. However, this research only focused on the develop stage with the aim of producing a prototype of animated video media for guidance and counselling services to support the psychological well-being of seventh grade students. The subjects in the study consisted of two categories, namely exploratory subjects (245 students and 8 teachers from four schools in Surakarta City) and expert subjects consisting of two guidance and counselling material experts and two media design experts. Data collection was conducted through a psychological well-being scale adapted from Ryff and used by Istiqomah et al., (2024), a media needs questionnaire, interviews, and expert validation sheets prepared based on standards from the Badan Standar Nasional Pendidikan (BSNP).

The development procedure begins with a needs analysis through a preliminary study, followed by a design stage in the form of designing a media blueprint that aligns the storyline with Ryff's six dimensions of psychological well-being. Media development was carried out using the Leonardo AI and Vidu Studio AI platforms, with the final editing stage using CapCut. To measure the validity of the product, the results of the experts' assessment were analysed using the Gregory Index as a method of measuring inter-rater agreement. The index scores obtained were then categorised into five levels of eligibility, namely very low (0.00-0.20), low (0.21-0.40), medium (0.41-0.60), high (0.61-0.80), and very high (0.81-1.00). This categorisation was used to interpret the validity level of each product based on the scores given by the experts.

Quantitative results were analysed by calculating the average score and converting it into a feasibility category, while qualitative suggestions from the validators were used as the basis for formative revision. This research was limited to the development stage, so implementation and effectiveness testing of the media have not been conducted due to limited time and resources. Nevertheless, the validated product is expected to be the basis for conducting further tests at the implementation and evaluation stages in future research.

## Result and Discussion

This research aims to develop an animated video media named “Si Ellbi” to support psychological well-being of junior secondary school students. The research was conducted up to the develop stage of the ADDIE model, which focused on the content production process, expert validation, and formative revision. The developed product consists of eight episodes, namely six main episodes that represent the six dimensions of psychological well-being from Ryff, as well as two additional episodes in the form of prologue and epilogue. The animation process was done with the help of Leonardo AI and Vidu Studio AI, then edited using CapCut application to integrate voice over, sound effects, and transitions.

After the initial product was developed, it was validated by two media experts and two guidance and counselling material experts. Each expert provided an assessment of the feasibility of the product using an instrument prepared based on standards from Badan Standar Nasional Pendidikan (BSNP), which includes aspects of content, presentation, language, and visual appearance. Based on the calculation using the Gregory Index, it was found that the animated video media was declared to have a very high level of validity. The assessment from media experts showed an index score of 0.86 for the animation video, 1.00 for the teacher's guidebook, and 0.94 for the student's guidebook.

**Table 1** *Gregory Index Animated Video “Si Ellbi” by Media Expert*

Matrix 2x2	Validator I	
	Weak (1-2)	Strong (3-4)
Validator II	Weak Score (1-2)	0
	Strong Score (3-4)	3
		20

**Table 2** *Gregory Index Teacher’s Guidebook by Media Expert*

Matrix 2x2	Validator I	
	Weak	Strong
Validator II	Weak Score	0
	Strong Score	0
		37

**Table 3** *Gregory Index Student’s Guidebook by Media Expert*

Matrix 2x2	Validator I	
	Weak	Strong
Validator II	Weak Score	0
	Strong Score	0
		35

Meanwhile, the assessment from material experts showed that the animated video received an index score of 1.00, while the teacher and student guidebooks scored 0.96 and 0.87 respectively. All three are classified as having very high validity based on the Gregory Index criteria, so they are suitable for use as media for guidance and counseling services.

**Table 4** *Gregory Index Animated Video “Si Ellbi” by Material Expert*

Matrix 2x2	Validator I	
	Weak (1-2)	Strong (3-4)
Validator II	Weak Score (1-2)	0
	Strong Score (3-4)	0
		29

**Table 5** *Gregory Index Teacher’s Guidebook by Material Expert*

Matrix 2x2	Validator I	
	Weak	Strong
Validator II	Weak Score	0
	Strong Score	1
		24

**Table 6** *Gregory Index Student’s Guidebook by Material Expert*

Matrix 2x2	Validator I	
	Weak	Strong
Validator II	Weak Score	0
	Strong Score	3
		21

Table 1–6 (Gregory Index scores) show that the validators reached a high level of agreement regarding the quality of the media. Although the product achieved a very high level of validity from both media and material experts, this outcome may partly reflect the controlled context of expert judgement. The absence of direct implementation in real classroom settings means that students’ engagement, comprehension, and emotional responses might differ from the experts’ assessment. Therefore, while the validation results strongly support the feasibility of “Si Ellbi”, its actual effectiveness in practice still requires empirical testing. This finding suggests that the developed animation meets both pedagogical and technical standards, thereby ensuring its suitability as a medium for counselling. Several revisions were made based on expert input, such as adjusting the typeface to be more learner-friendly, adding visual rest areas to avoid overcrowding, and

inserting a bibliography in the manuals. These improvements demonstrate that the product development was responsive to expert suggestions while still remaining consistent with the research focus.

The results imply that “Si Ellbi” is not only technically valid but also contextually relevant to the psychological needs of early adolescents. Adolescents often experience challenges such as identity exploration, emotional instability, and peer pressure (Dimyathy, 2024). The six dimensions of psychological well-being, namely self-acceptance, positive relations, autonomy, environmental mastery, purpose in life, and personal growth (Ryff, 1989), are embedded in the storyline of the animation, making it a useful tool to promote resilience and well-being. This aligns with Ross et al. (2020) and Hardjo et al. (2020), who emphasised that higher levels of psychological well-being support adolescents in facing challenges and reducing deviant behaviour.

Furthermore, the effectiveness of audio-visual media in counselling is supported by previous studies. Rizky et al. (2020) found that cinema education could increase psychological well-being through engaging and structured delivery. Adiningtyas et al. (2022) showed that YouTube-based counselling media improved self-acceptance, whilst Mayer (2009) highlighted through the cognitive theory of multimedia learning that animation enhances comprehension and engagement. In addition, Kurniati et al. (2025) emphasised that animation could reduce negative emotions and strengthen positive understanding among junior secondary school students. The innovative use of AI-assisted platforms in this research adds novelty, making “Si Ellbi” a prototype that contributes to the digital transformation of counselling services.

The practical implications of this study are notable. First, “Si Ellbi” provides an engaging medium for guidance and counselling teachers to deliver psychological messages in ways that are accessible and attractive to students. Second, the availability of teacher and student guidebooks ensures the systematic use of the media, thus enhancing its usability in schools. Third, this development addresses the scarcity of innovative and digital-based counselling media tailored to junior secondary students, contributing to the improvement of counselling practices in Indonesia.

Nevertheless, this study has limitations. It only reached the develop stage of the ADDIE model, so the product has not yet been tested in real classroom implementation. As a result, the actual effectiveness of the media in improving psychological well-being remains unproven. In addition, the reliance on AI-generated content may present technical challenges for sustainability and adaptation in different contexts.

Future studies are recommended to implement and evaluate “Si Ellbi” in real counselling settings to test its practicality, effectiveness, and long-term impact on students’ psychological well-being. Further development could also explore the integration of interactive elements, adaptation to other educational levels, or combination with specific counselling techniques such as narrative therapy and group guidance.

Overall, the findings confirm that “Si Ellbi” is a highly valid and innovative counselling media prototype that aligns with theoretical foundations, meets expert validation, and provides practical contributions for enhancing the quality of counselling services in schools.

## Conclusion

This research has produced an animated video media entitled “Si Ellbi” as a prototype of guidance and counselling services designed to support the psychological well-being of seventh grade students in Surakarta City. Through the stages of analysis, design, and development in the ADDIE model, this media was successfully developed by referring to the six dimensions of psychological well-being from Ryff, and has been validated by material and media experts. The results showed that this product has a very high level of

feasibility and is declared suitable for use in guidance and counselling services, with an attractive appearance and content that is relevant to the psychological needs of students.

The meaningfulness of this research lies in the utilisation of artificial intelligence technology in media development, as well as its contextual focus on the needs of guidance and counselling services in schools. This innovation not only addresses the lack of appropriate media for early adolescents, but also enriches digital resources in guidance and counselling practice. The final product in the form of an animated video and guidebook is expected to be a useful tool for counselling teachers as well as a basis for further research to test its effectiveness through the implementation and evaluation stages. Future studies are recommended to conduct field trials in real classroom settings to evaluate the practicality, usability, and impact of the media on students' psychological well-being over time. In addition, further development may explore its application in different educational levels or integrate it with other counselling techniques.

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### Author Contributions Statement

FDW was responsible for the conceptualisation, data collection, media development, analysis, and manuscript writing. RP provided academic supervision, feedback, and critical revisions to refine the final version of the manuscript.

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