



Development of the “Wander Expression” Booklet as an Innovative Media Guide for Classical Guidance Service to Enhance Students’ Social-Emotional Skills

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ABSTRACT: This study investigates the development of the *Wander Expression Booklet* as an innovative media guide to support school counselors in delivering classroom guidance services aimed at enhancing students’ social-emotional skills. The study employed a Research and Development (R&D) approach using the 4D Development Model, which consists of the Define, Design, Develop, and Disseminate stages (Thiagarajan, Semmel, & Semmel, 1974). The research subjects were school counselors at a secondary school in Surabaya, Indonesia. Data were collected through observations, interviews, and validation questionnaires administered to content experts, media experts, and prospective users. Data analysis was conducted using qualitative descriptive techniques with score conversion into feasibility categories. The validation results demonstrated that the *Wander Expression Booklet* achieved feasibility scores of 94% from content experts, 94% from media experts, and 90% from prospective users, all categorized as *highly feasible*. Product revisions were implemented based on expert feedback, including refinement of the title, strengthening of social-emotional content, and the addition of visualized media implementation procedures. A limited trial conducted at SMP Negeri 28 Surabaya indicated increased student engagement, enthusiasm, and understanding in recognizing and regulating emotions appropriately. Based on these findings, the *Wander Expression Booklet* is considered valid, practical, and effective as a media guide for classroom guidance services in secondary schools.

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INTRODUCTION

Social-emotional development constitutes a fundamental component of students’ character formation and academic success. The ability to recognize, understand, and regulate emotions appropriately serves as the foundation for establishing healthy interpersonal relationships and making responsible decisions (Collaborative for Academic Social and Emotional Learning (CASEL), 2020). Within the school context, school counselors play a strategic role in fostering students’ social-emotional competencies (Rahmawati & Wibowo, 2020). This role is primarily enacted through classroom guidance services that emphasize preventive and developmental functions (American School Counselor Association (ASCA), 2019). However, empirical evidence indicates that classroom guidance services implemented in many schools remain predominantly conventional, relying heavily on one-way lectures with limited utilization of innovative media (Susanti & Raharjo, 2020). Consequently, student engagement tends to be low, and the reinforcement of social-emotional competencies is often suboptimal (Rahman et al., 2025).

Accordingly, innovative approaches are required to strengthen students’ social-emotional development through classroom guidance services provided by school counselors, particularly as a preventive strategy against maladaptive behaviors (Hidayat & Dalle, 2021). Wander Expression emerges as an experiential medium designed to enhance students’ self-management skills through structured emotional expression activities. This medium was initially developed and implemented by the PKM-PM Wandersea Team, which focused on preventing bullying behaviors among children aged 6–12 years, particularly among perpetrators of bullying. The Wandersea program was initiated by the PKM-PM Team of Universitas Negeri Surabaya to strengthen the social-emotional competencies of children involved in bullying behaviors to foster an inclusive social environment in Kampung Pelangi, Surabaya. The program emphasized emotional regulation based on the CASEL framework (Durlak et al., 2015). The initiative originated from collaborative discussions between the PKM-PM Wandersea Team and its partner organization, the Surabaya Teaching Student Community, which encountered challenges in modifying persistent bullying behaviors among target children.

The research gap addressed in this study lies in the limited availability of school counseling-based media guides specifically designed to assist school counselors in developing students’ social-emotional competencies in a systematic, measurable, and practical manner. Previous studies have largely focused on social-emotional interventions through games or group-based activities, rather than structured and replicable media guides (Nurhidayah & Rahmawati, 2021). Furthermore, the application of a Research and Development (R&D) approach to produce empirically valid and practically usable counseling media remains limited (Purwoko et al., 2022). Therefore, innovative media that are both informative and operationally applicable are urgently needed.

The novelty of this study resides in the development of the *Wander Expression Booklet* as a structured and systematic media guide specifically designed to support school counselors in implementing classroom guidance services oriented toward enhancing students’ social-emotional competencies. Unlike prior studies that primarily emphasize game-based or simulation-based interventions (Nurhidayah & Rahmawati, 2021), this study produces a practical guide that facilitates the consistent implementation of *Wander Expression* media in secondary school settings.

From a theoretical perspective, this study integrates the CASEL framework with Kolb’s Experiential Learning Theory (Kolb, 1984) within the context of school counseling. This integration enables the booklet to function not only as a guidance manual but also as an experiential counseling medium that supports emotional expression, self-awareness, and responsible decision-making among students. Methodologically, the application of the 4D Development Model ensures systematic validation, refinement, and dissemination, thereby strengthening the empirical rigor and practical relevance of the developed product.

METHOD

This study employed a Research and Development (R&D) method using the 4D Development Model, which includes the *Define*, *Design*, *Develop*, and *Disseminate* stages (Thiagarajan et al., 1974). The model was selected to produce a validated, practical, and effective product in the form of the *Wander Expression Booklet* for use in classroom guidance services delivered by school counselors.

The study was conducted at a secondary school in Surabaya, Indonesia. Validators consisted of two experts in school counseling – one content expert and one media expert – and one secondary school counselor as a prospective user. Validators were selected purposively based on their academic background in guidance and counseling and their professional experience in implementing classroom guidance services. Data analysis employed qualitative descriptive techniques. Validation scores were converted into percentages using the formula: $\text{Percentage} = (\text{Obtained Score} / \text{Maximum Score}) \times 100\%$. Feasibility levels were classified as follows: 81–100% = highly feasible; 61–80% = feasible; 41–60% = moderately feasible; 21–40% = less feasible; and 0–20% = not feasible.

At the *define* stage, needs analysis was conducted through observation and interviews with school counselors to identify existing problems and the need for innovative guidance media. At the *design* stage, a structured media design was developed based on prospective users’ needs, encompassing content structure, visual format, and material components aligned with the CASEL framework. At the *development* stage, validation by content experts, media experts, and prospective users was conducted using validation instruments adapted from Purwoko et al. (2022), followed by product revision based on expert feedback. At the *dissemination* stage, a limited trial was conducted at SMP Negeri 28 Surabaya to evaluate the practicality of the booklet and school counselors’ responses as final users.

RESULTS AND DISCUSSION

Based on the findings of the study, the results are consistent with the research objective of providing an implementation guide for *Wander Expression* media to support school counselors in delivering classroom guidance services that effectively enhance students’ social-emotional competencies. The *Wander Expression Booklet* addresses school counselors’ need for interactive and structured classroom guidance media.

The booklet was systematically developed using the 4D Development Model (Thiagarajan et al., 1974), emphasizing not only content development but also theoretical relevance, visual design, and practical usability in school settings. The findings are presented according

to each stage of the development process, namely define, design, develop, and disseminate.

Define

At the define stage, data were obtained through observations conducted in secondary schools located in Surabaya. The findings indicated that many students experienced difficulties in expressing emotions appropriately, which frequently resulted in interpersonal conflicts within the school environment. It was also observed that classroom guidance services in several schools were predominantly lecture-based and characterized by one-way communication, rendering them less engaging for students.

In addition, concept analysis was conducted to obtain a comprehensive understanding of the needs and direction of media development. Data derived from observations and interviews served as the primary foundation for determining the development direction of guidance media aligned with school counselors’ needs. The findings revealed that secondary school students continued to struggle with emotion regulation and emotional expression, leading to various conflicts rooted in limited self-management skills. This condition aligns with the CASEL framework, which emphasizes emotion regulation as a core component of social-emotional competencies.

Furthermore, the lack of engaging media in classroom guidance services contributed to students’ passive participation. Kolb (1984) emphasized that involving students in direct experiences enhances their understanding of values and skills. Accordingly, this study initiated the implementation of classroom guidance services using *Wander Expression* media, supported by a specially designed booklet to facilitate school counselors in utilizing the media effectively. The development of this booklet also aimed to provide engaging and interactive classroom guidance services oriented toward enhancing students’ social-emotional competencies.

The booklet includes comprehensive information related to *Wander Expression* media, encompassing background, objectives, classroom guidance implementation plans, student worksheets, and reflection instruments for school counselors.

Design

At this stage, the booklet was designed using Canva for the cover layout and Microsoft Word for content development. The booklet measures 18.2 × 25.7 cm (equivalent to B5 paper size) and consists of 43 pages. The fonts used include Chunk Five (54px) and Poppins (15pt and 18,4px) for the cover design, and Times New Roman (12pt and 14pt) for the main content. The booklet structure comprises the following components: title, preface, table of contents, introduction (background, objectives, benefits, development process, and theoretical framework), description of *Wander Expression* media (definition, components, objectives, and advantages), implementation guidelines (procedural visualization, classroom guidance implementation plan, and evaluation instruments), researcher reflection, conclusion, references, and appendices. The output of this stage was a finalized booklet draft ready for expert validation.

Develop

At the development stage, the booklet was validated by content experts, media experts, and a prospective user (a school counselor) to assess feasibility prior to dissemination. The validation test was carried out by two validators according to the validation questionnaire sheet that has been adapted from Purwoko et al. (2022). Content validation was conducted by a lecturer in Guidance and Counseling at Universitas Negeri Surabaya. The results of content validation are presented in Table 1.

Table 1. Content validation results

Evaluation Aspect	Score	Percentage	Category
Usefulness	19	95%	Highly Feasible
Feasibility	16	100%	Highly Feasible
Accuracy	10	83%	Highly Feasible
Appropriateness	16	100%	Highly Feasible
Total	61	94%	Highly Feasible

Revision based on content expert feedback is summarized in Table 2.

Table 2. Revisions based on content expert validation

Expert Feedback (Before Revision)	Revision
<p>The booklet title “Wander Expression: Inovasi Media Pembelajaran Sosial-Emosional sebagai Upaya Preventif terhadap Perundungan Siswa di Sekolah melalui Bimbingan Klasikal” was considered insufficiently specific and relevant, and the use of the term <i>learning</i> was less appropriate and should be replaced by <i>guidance services</i>.</p>	<p>The title was revised to “Wander Expression: Inovasi Media dalam Layanan Bimbingan Klasikal pada Aspek Perkembangan Sosial-Emosional Siswa”.</p>
<p>The content of the material was considered insufficiently aligned with the title, which pertains to bullying. Consequently, it is advisable to enhance the content, with special emphasis on developing students’ social-emotional aspects.</p>	<p>The title was revised, and the material was strengthened to focus specifically on students’ social-emotional competencies.</p>

The content validation score of 94% indicates that the booklet content is highly feasible. Revisions were primarily focused on terminological accuracy and conceptual alignment, particularly the replacement of the term *learning* with *guidance services*, which is more appropriate within the school counseling context (Thiagarajan et al., 1974).

Media validation was conducted by a Guidance and Counseling lecturer at Universitas Negeri Surabaya. The results are presented in Table 3.

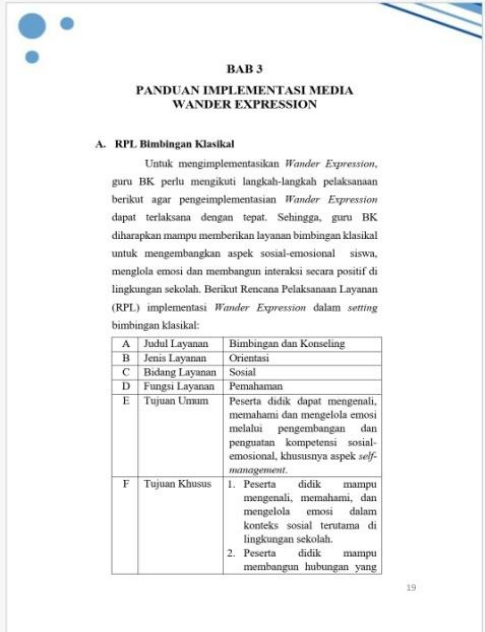
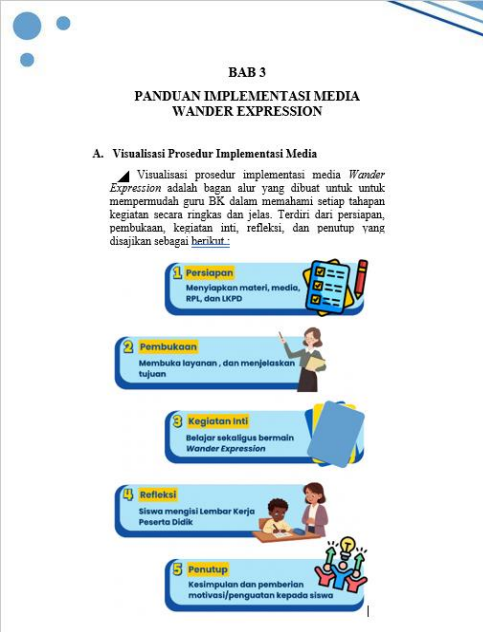
Table 3. Media validation results

Evaluation Aspect	Score	Percentage	Category
Consistency	27	96%	Highly Feasible
Clarity and Layout	19	95%	Highly Feasible
Visual Attractiveness	11	91%	Highly Feasible
Total	57	94%	Highly Feasible

Revision based on media expert feedback is shown in Table 4.

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Table 4. Revisions based on media expert validation

Expert Feedback (Before Revision)	Revision
<p>The booklet required visualized implementation procedures of <i>Wander Expression</i> (in Chapter 3).</p>	<p>Visual flowcharts illustrating the implementation of <i>Wander Expression</i> were added in Chapter 3.</p>
 <p>The image shows a page from the booklet titled 'BAB 3 PANDUAN IMPLEMENTASI MEDIA WANDER EXPRESSION'. It contains a section 'A. RPL Bimbingan Klasikal' with a paragraph of text and a table. The table lists details of the service: A. Judul Layanan: Bimbingan dan Konseling; B. Jenis Layanan: Orientasi; C. Bidang Layanan: Sosial; D. Fungsi Layanan: Pemahaman; E. Tujuan Umum: Peserta didik dapat mengenali, memahami dan mengelola emosi melalui pengembangan dan penguatan kompetensi sosial-emosional, khususnya aspek self-management; F. Tujuan Khusus: 1. Peserta didik mampu mengenali, memahami, dan mengelola emosi dalam konteks sosial terutama di lingkungan sekolah. 2. Peserta didik mampu membangun hubungan yang...</p>	 <p>The image shows the same page as the original, but with a visual flowchart added. The flowchart is titled 'A. Visualisasi Prosedur Implementasi Media' and consists of five numbered steps: 1. Persiapan (Menyiapkan materi, media, RPL, dan LKPD); 2. Pembukaan (Membuka layanan, dan menjelaskan tujuan); 3. Kegiatan inti (Belajar sekaligus bermain Wander Expression); 4. Refleksi (Siswa mengisi Lembar Kerja Peserta Didik); 5. Penutup (Kesimpulan dan pemberian motivasi/penguatan kepada siswa).</p>

Based on the results of the media validation test, the researcher received feedback recommending the inclusion of a visualized procedure for using the *Wander Expression* media in the booklet, particularly in Chapter 3, *Guidelines for Implementing the Wander Expression Media*. The revisions involved adding a concise and systematic procedural flow for media use and presenting it in diagrammatic form to facilitate clearer understanding among school counselors. Visual presentations of information can enhance individuals’ comprehension of concepts related to the practical application of media in real-world settings (Arsyad, 2019). Accordingly, the revised *Wander Expression* media booklet not only provides textual instructions but also incorporates visual guidance to clarify the implementation process, making it more engaging and easier to understand. The media validation results indicated a score of 94%, categorized as “highly feasible,” reflecting the booklet’s neat, consistent, and readable visual design.

Validation by a prospective user (school counselor) from SMP Negeri 28 Surabaya yielded the results presented in Table 5.

Table 5. Prospective user validation results

Evaluation Aspect	Score	Percentage	Category
Usefulness	18	90%	Highly Feasible
Feasibility	17	85%	Highly Feasible
Accuracy	11	91%	Highly Feasible
Appropriateness	15	93%	Highly Feasible
Consistency	22	78%	Highly Feasible
Clarity and Layout	19	95%	Highly Feasible
Visual Attractiveness	12	100%	Highly Feasible
Total	114	90%	Highly Feasible

Revision based on prospective user are shown in Table 6, as follows:

Table 6. Revisions based on prospective user validation

User Feedback	Revision
<i>No suggestions were provided</i>	<i>No revision required</i>

Based on the table above, no inputs or suggestions were provided by prospective users; therefore, the *Wander Expression* guidance and counseling booklet did not require any revision at this stage. This indicates that all aspects of the booklet met the established criteria and were considered feasible for use and ready for a limited trial. This finding is consistent with Sari et al. (2023), who reported that simple guidance and counseling media that do not rely on advanced technology are more easily implemented by teachers across diverse school settings. Accordingly, the scores obtained from prospective users reflect both content quality and alignment with actual field conditions.

Disseminate

At the disseminate stage, a limited field trial was conducted involving a secondary school counselor as the user of the *Wander Expression Booklet*. Classroom guidance services were implemented at SMP Negeri 28 Surabaya. Following the session, the counselor completed a reflection sheet to evaluate the implementation process.

The analysis revealed that students demonstrated higher levels of enthusiasm, engagement, and participation during classroom guidance activities. The structured implementation plan provided in the booklet contributed to more focused and effective guidance delivery. Although some challenges were identified, such as limited time allocation and initial student passivity, these issues were mitigated through ice-breaking activities and a supportive classroom atmosphere.

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Overall, the booklet effectively facilitated school counselors in delivering classroom guidance services using *Wander Expression* media. Students demonstrated improved understanding of emotions and emotional regulation, as evidenced by their responses in the student worksheets.

CONCLUSION

This study produced the *Wander Expression Booklet* as an innovative and structured media guide for classroom guidance services that supports school counselors in enhancing students’ social-emotional competencies, particularly in understanding and regulating emotions. Based on expert validation and limited trials, the booklet was categorized as highly feasible in terms of content, media design, and user practicality.

Theoretically, this study reinforces the application of the CASEL framework within school counseling practice and extends experiential learning-based counseling approaches through the use of visual-expressive media. Practically, the *Wander Expression Booklet* serves as a strategic innovation that enables school counselors to deliver classroom guidance services that are more engaging, interactive, and aligned with students’ developmental needs. Future research is recommended to conduct large-scale effectiveness testing to further strengthen empirical evidence of the booklet’s impact.

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