

Development of Innovative Guidance Media Flipbook "Butterfly Hug" as a Strategy to Overcome Academic Stress of Students at State Vocational High School 4 Makassar

Original Article

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Received : 16 December - 2025

Accepted : 18 January - 2026

Published online : 24 January - 2026

Abstract

Stress is a psychological and physiological condition experienced by individuals in response to stressors that are perceived as threatening, overwhelming, or exceeding personal coping abilities. In the school environment, stress frequently manifests as academic stress, which is commonly experienced by students in the adolescent age range of 15-18 years. Academic stress may arise from academic demands, pressure to achieve, evaluation systems, and interpersonal relationships at school. If not properly managed, academic stress can result in decreased academic performance, emotional imbalance, maladaptive behavior, and even hinder students' future development. One effort that can be implemented to help reduce academic stress is cognitive therapy, including Butterfly Hug therapy, which is designed to facilitate relaxation, increase emotional regulation, and provide a sense of safety through independent practice. This study aims to describe the need for developing an innovative guidance media flipbook titled "Butterfly Hug" as a strategy to overcome academic stress among students at SMKN 4 Makassar. The research employed a research and development (R&D) approach. The results of the study show that the development of the flipbook media is strongly aligned with the needs of students and guidance and counseling teachers. The media is perceived as interesting, practical, and relevant to students' psychological conditions. Furthermore, it has the potential to become an effective intervention tool in helping students recognize symptoms of academic stress, regulate emotions, and apply appropriate coping strategies.

Keywords: Academic Stress, Butterfly Hug, Flipbook, Media, Students.

1. Introduction

Stress can occur in all ages, including adults, adolescents, and children. Stress is a condition experienced by a person caused by a stressor, described as a situation or experience that makes a person feel threatened. Students, especially those in high school, are individuals in adolescence, typically aged 15-18, a period of significant physical and psychological change. One of the triggers of stress often comes from the school environment. The stress experienced and felt by students can be called academic stress. According to Parinduri et al. (2025), academic stress is pressure resulting from subjective perceptions of an academic situation. Students experiencing academic stress cannot be allowed to continue; instead, early and intensive treatment is necessary. If academic stress is continuously experienced and not managed properly, it will have a negative impact on psychological well-being, learning motivation, and even student achievement.



Based on research conducted at SMKN 4 Makassar, preliminary data was obtained that there were students who experienced academic stress during the teaching and learning process. These results were obtained from interviews with BK teachers and the Vice Principal for Student Affairs that there were students who experienced stress and many students complained and there was a decline in report card grades and many violations occurred. In addition, the results of the questionnaire given to students also showed that on average students admitted to experiencing academic stress, as a result they had difficulty concentrating on studying, assignments became a burden, anxiety when exams were about to be completed, not paying attention to lessons and feeling unable to study in certain subjects that gave a lot of assignments, even from an emotional perspective it was no longer well controlled so that students withdrew and did not know how to manage the academic stress they experienced.

Based on the results of the pre-research above, it is known that academic stress in students arises from students' inability to manage their stress effectively, resulting in anxiety, fatigue, difficulty concentrating, and even withdrawal behavior. Therefore, creative, engaging, and easily implemented strategies and follow-up efforts are needed to help students manage their academic stress effectively, implemented by guidance counselors and schools.

One approach to addressing academic stress in students is cognitive therapy (Keliat et al., 2019), including music therapy, Cognitive Behavioral Therapy (CBT), behavioral therapy, counseling therapy, hypnosis therapy, and Butterfly Hug therapy (Setiawati et al., 2024). One intervention approach that is increasingly being used globally and is being introduced in Indonesia is the Butterfly Hug technique. This technique originates from the Eye Movement Desensitization and Reprocessing (EMDR) method and is designed to provide a sense of safety and relaxation through bilateral stimulation that can be performed independently. The Butterfly Hug technique is a therapy that involves suggesting to oneself how to feel better. This technique effectively increases blood oxygen concentration and promotes a sense of calm. Furthermore, this therapy can help alleviate negative and traumatic feelings. The Butterfly Hug technique can also promote calm, significantly reducing tension and alleviating stress and anxiety (Kurniawan & Sudarta, 2024). Meanwhile, Agustriyani et al. (2025) explain that the Butterfly Hug technique can help students regulate their emotions, calm their minds, and significantly reduce stress and anxiety levels.

Given the established efficacy of the Butterfly Hug technique in promoting emotional regulation and reducing academic stress among students, there exists a clear opportunity to translate this clinical intervention into an accessible, scalable, and student-friendly format. Therefore, this study aims to describe the need for developing an innovative guidance media flipbook titled 'Butterfly Hug' as a strategy to overcome academic stress among students at SMKN 4 Makassar.

2. Literature Review

Previous research by Setia (2021) showed that Butterfly Hug therapy or technique can affect stress levels in fourth-year college students. Furthermore, research conducted by Agustriyani et al. (2025) showed that high school students who participated in structured butterfly hug training for two weeks experienced a 45% reduction in anxiety based on the DASS-21 scale. Another study by Susanti et al. (2025) also showed that junior high school students who practiced the butterfly hug technique before exams also demonstrated increased focus and self-confidence.

Based on the opinions expressed by previous researchers above, the Butterfly Hug technique can be used as an alternative to manage academic stress experienced by students at school. This technique has been proven to help individuals calm themselves, reduce emotional tension, and increase self-awareness and self-acceptance. As the guidance counselor stated, "UNM Psychology Guidance and Counseling students have used this technique in several classes, and it has been proven to calm themselves and relieve anxiety related to academic stress." However, in the school context, this technique needs to be packaged in an engaging manner to make it easily accepted by students. Therefore, in relation to the phenomenon of academic stress that occurs among students at SMKN 4 Makassar, we as researchers have planned an alternative solution by providing or designing an innovative guidance media in the form of a "Butterfly Hug" Flipbook. This flipbook is an interactive visual media that combines illustrations, narration, and practical guidance on the Butterfly Hug technique in the form of an interactive digital book or flip-through picture sheet. With attractive visuals and a light presentation, it is hoped that students will more easily understand the concept of stress management and be motivated to apply it independently.

The "Butterfly Hug" Flipbook media not only functions as a tool in the guidance and counseling process, but also as an educational tool that raises students' awareness of the importance of mental health. Through the implementation of this media, guidance and counseling teachers can provide more innovative, enjoyable, and relevant services to the characteristics of today's students who are familiar with technology and visual media. Thus, the development of the innovative Butterfly Hug Flipbook guidance media is a potential strategy to help students overcome academic stress and support the creation of a healthier and more productive learning environment. According to Zahara (2020), the availability of supporting guidance and counseling facilities and infrastructure can make a significant contribution to the effectiveness of guidance and counseling services as a whole. In line with this, Gybers and Henderson (2012), emphasized that in planning a guidance and counseling program, one important indicator that must be considered is the availability of supporting facilities and infrastructure, such as media.

3. Methods

Researchers implement development research. Development research is an effort to develop an effective product for school use, not to test a theory. In his book **Research and Education Methods**, Sugiono states that the Research and Development (R&D) method is a research method used to produce a specific product and test its effectiveness. Development research is a systematic review of the design, development, and evaluation of learning programs, processes, and products that must meet the criteria of validity, practicality, and effectiveness (Okpatrioka, 2023). To test the effectiveness of the resulting product, quality control of the results is conducted using experimental methods. The ten steps in implementing research and development are:

1. Research and data collection.
2. Planning.
3. Developing a product draft.
4. Initial field trials.
5. Revising the trial results.
6. Field trials.
7. Refining the product resulting from the field trials.
8. Field implementation trials.
9. Refining the final product.

10. Dissemination and implementation (Gall et al., 1996).

To ensure this media development adheres to the development steps outlined above, the researcher modified the development steps as follows:

1. Needs analysis and information gathering: identifying the subject's needs for the product to be developed and gathering information on the phenomenon of conflict between students at school, conducting literature studies, and formulating the problem.
2. Planning and development: formulating development objectives and determining the materials to be developed.
3. Initial product development, product design, and product manufacturing.
4. Expert testing (expert validation).
5. Revision I.
6. Small group testing.
7. Revision II (final product).

In this development research, the Borg & Gall research and development model, modified by the researcher, was applied. These modifications were made so that the innovative flipbook guidance media development project, "Butterfly Hug," as a strategy for overcoming academic stress among students at SMK Negeri 4 Makassar, could be adapted to the needs while still being systematically implemented in accordance with scientific research methods.

4. Results and Discussion

4.1. Research Results

4.1.1. Research and Development Results

In this study, three issues will be presented based on the existing problem formulation. First, the need for innovative flipbook guidance media, "Butterfly Hug," as a strategy to overcome academic stress in students at SMK Negeri 4 Makassar. Second, the prototype for innovative flipbook guidance media, "Butterfly Hug," as a strategy to overcome academic stress in students at SMK Negeri 4 Makassar. Third, the validity and practicality of the innovative flipbook guidance media, "Butterfly Hug," as a strategy to overcome academic stress in students at SMK Negeri 4 Makassar. The intended development results are the validation results of the innovative flipbook guidance media product, which has been revised based on input from experts. Data analysis was conducted to examine the validation results of the innovative flipbook guidance media product, the "Butterfly Hug," for students by validators, the results of student responses using a questionnaire, and the responses of teachers using a questionnaire. Then, improvements or revisions were made if necessary.

This is an overview of the need for innovative flipbook guidance media, "Butterfly Hug," as a strategy to overcome academic stress in students at SMK Negeri 4 Makassar. In the process of implementing these three activity components, the Research and Development (R&D) method is a research method used to produce certain products and test their effectiveness (Okpatrioka, 2023). The research and development steps implemented to produce the innovative flipbook guidance media product "Butterfly Hug" as a strategy to overcome academic stress for students at SMK Negeri 4 Makassar are as follows:

1. Overview of the need for innovative guidance media flipbook "butterfly hug" as a strategy to overcome academic stress of students of SMK Negeri 4 Makassar

The results of the analysis of the description of the guidance and counseling service needs for students that have been carried out are as follows: Data from the questionnaire to students showed that of the 53 students, 77% were trapped and experiencing academic stress from the burden of assignments and study fatigue. Based on these data, it was found that most students did not recognize one of the relaxation techniques that could help relieve and calm the anxiety and worries of students experiencing academic stress. Data from student interviews concluded that students need an interesting guidance and counseling service media and able to help students recognize their condition, especially in managing academic stress and that can be done through group guidance and classical guidance in class. Data from interviews with guidance and counseling teachers, it can be concluded that the innovative guidance media flipbook "butterfly hug" as a strategy to overcome academic stress of students at SMK Negeri 4 Makassar is very much needed to be able to assist guidance and counseling teachers in implementing group and classical guidance services as well as helping students in improving understanding and helping them recognize their condition independently.

2. Validity and Practicality Level of Innovative Guidance Media Flipbook "Butterfly Hug" as a Strategy to Overcome Academic Stress of Students at SMK Negeri 4 Makassar

Based on the results of the qualitative data validation test, it can be seen that the butterflyhug flipbook media is in accordance with the objectives and components of the activity. The expert test of guidance and counseling material, namely Annisa Maharani Masrurah, M.Pd. Provides criticism and suggestions: Overall, the media is very good and interesting to use. There are only a few points that need to be improved, such as linking the theme with colors and symbols of mental health, focusing each sub-chapter on alleviating academic stress according to the initial objectives and reflection activities that are connected to the steps of BK activities.

4.1.2. Result of Validity Assessment by Content Experts and Media Experts

The results of the content expert validity assessment data were obtained from the validation test obtained from the results of the assessment questionnaire from the content expert test which can provide an overview of the feasibility of the Butterfly Hug flipbook media for use at the vocational school level. The description of the level of validity can be seen in the following scores:

Total Score

$$\frac{\text{Total Score}}{\text{Number of Indicators Assessed}} = \frac{50}{14} = 3.6$$

Percentage Calculation

$$\% = \frac{\text{Total Assessment of All Objects}}{\text{Perfect Score}} \times 100$$

$$\% = \frac{46}{56} \times 100 = 82\%$$

Based on the validation test, the data obtained shows that the butterfly hug flipbook is suitable for use in the implementation of group guidance services at the vocational high school level. From the results of the content expert validation of the assessment aspects, it shows that the content expert validator gave an assessment in the valid category with a value of 82%, meaning that the Butterfly Hug flipbook media has met the validity requirements so that it is

declared very suitable and can be used. Meanwhile, the results of the media expert validity assessment, where the results of the media expert validity assessment data were obtained from the validation test obtained from the results of the assessment questionnaire from the media expert test which can provide an overview of the feasibility of the Butterfly Hug flipbook media for use at the vocational high school level. The aspects assessed consist of 1 aspect of assessment, namely the media display aspect. The description of the level of validity can be seen in the following score:

Total Score

$$\frac{\text{Total Score}}{\text{Number of Indicators Assessed}} = \frac{49}{13} = 3.8$$

Percentage Calculation

$$\% = \frac{\text{Total Assessment of All Objects}}{\text{Perfect Score}} \times 100$$

$$\% = \frac{49}{52} \times 100 = 92\%$$

Based on the validation test, the data obtained shows that the Butterfly Hug flipbook media is suitable for use in implementing group guidance services at the vocational high school level. From the results of the media expert validation on the assessment aspect, it shows that the media expert validator gave an assessment in the valid category with a value of 92%, meaning that the Butterfly Hug Flipbook media has met the validity requirements so that it is declared very suitable and can be used.

4.1.3. Results of the Acceptability Assessment of Practitioner Tests

This research was obtained from the results of the acceptability questionnaire from the material expert test which can provide an overview of the feasibility of the butterfly Hug flipbook media. The acceptability test includes 4 aspects, namely the usability test (utility), feasibility test (feasibility), accuracy test (accuracy) and material content. The results of the usability test obtained the results that the butterfly hug flipbook media was considered very useful (utility) for use in vocational schools, the assessment results showed that based on 4 items of the acceptability statement the validator gave an assessment in the useful category (81%), meaning that the butterfly hug flipbook media had met the usability requirements. The feasibility assessment results showed that based on 6 items of the acceptability statement the validator gave an assessment in the useful category (83%), meaning that the butterfly hug flipbook media had met the feasibility requirements. The accuracy results showed that based on 4 items of the acceptability statement the validator gave an assessment in the useful category (81%), meaning that the Butterfly Hug flipbook media had met the accuracy requirements. The content obtained a 75% score, thus declaring the butterfly hug flipbook a suitable and valid medium for use as a strategy for overcoming academic stress at the vocational high school level.

After revisions to the content and media were made in accordance with the validator's suggestions and comments, the validation data showed a score of 82% and a score of 92% for the media. The validation evaluation results were categorized as valid and suitable for testing with minor revisions. These revised results were suitable for testing in the small group trial phase. Based on a small group trial conducted by researchers on 12 students of SMK class XI Marketing 2. It was concluded that the results obtained were that 12 students or 100% stated that the Butterfly Hug flipbook media The material on the flipbook was easy to understand,

there were 12 students stating that the material explained the Butterfly Hug steps clearly, there were 11 students or 95% stating that the duration/content of each page felt sufficient (not too long/short), there were 12 students or 100% stating that the contents of this Flipbook helped me feel calmer after practice, there were 7 students or 75% stating that they could apply the steps themselves without long help, there were 12 students or 100% stating that the techniques taught seemed suitable for reducing academic stress, there were 11 students or 95% stating that they felt more confident in facing academic assignments after following this guide, there were 12 students or 100% stating that the language used was easy to understand (not technical/complicated), there were 12 students or 100% stating that the sequence of steps on the flipbook was logical and easy to follow, there were 12 students or 100% stated that the butterfly hug flipbook media is attractive in terms of appearance and content.

4.2. Discussion

The development of this guidance and counseling flipbook module stems from a real need in the field, namely the high level of academic stress experienced by students at SMKN 4 Makassar. Preliminary studies conducted through interviews and questionnaires indicate that academic pressures, such as assignments, productive subject practice, exams, and achievement demands, are the primary sources of stress. Högberg (2024) states that pressure to excel in school can be a significant source of stress for adolescents. This is in line with Nuraeni et al. (2024) who stated that academic problems are the primary cause of stress in students. When parents, teachers, or peers increase their expectations of academic achievement, stress often arises in the academic environment. These expectations often do not align with their abilities. Students typically experience academic stress because they feel unable to handle the demands and pressure placed on them to achieve grades that meet the Minimum Completion Score (SKM) requirements set for each subject.

The results of this study indicate that the development of the innovative flipbook guidance media "Butterfly Hug" has strong relevance to the needs of students and guidance counselors at SMKN 4 Makassar. Based on a needs analysis conducted through questionnaires, student interviews, and interviews with guidance counselors, it was found that most students experience academic stress characterized by study fatigue, difficulty focusing, anxiety about assignments and exams, and withdrawal and avoidance of teachers or certain subjects. Questionnaire data showed that 77% of students experience academic stress due to their busy workload and practice schedules. This condition indicates the importance of guidance services that provide practical and easily accessible stress management strategies. Therefore, researchers created the Butterfly Hug flipbook as a strategy to overcome academic stress. This flipbook will be a supporting medium in the implementation of guidance counseling services. In the current digital era, there is still a lack of technology-based media to support service activities. Media plays a very important role in providing various information. The provision of information services in guidance counseling can be implemented optimally if supported by the use of media appropriate to the school's needs.

They need supporting media that can help them remember the steps of relaxation techniques independently, particularly the Butterfly Hug technique, which they have previously learned but cannot always remember the sequence. This suggests that flipbooks, as a visual-interactive medium, have significant potential in helping students practice relaxation repeatedly and consistently. Theoretically, the results of this study align with the opinion (Zulfa, 2025), who stated that the Butterfly Hug technique is effective in reducing emotional tension, increasing blood oxygen flow, calming the nervous system, and helping individuals overcome anxiety and stress through bilateral stimulation. The incorporation of this technique into interactive flipbooks strengthens the media's function as a counseling tool that stimulates

students' thoughts and emotions and facilitates understanding of the technique's steps, as explained in the theory of counseling media (Jalil, 2023).

Expert validation demonstrated that the flipbook material met the requirements of content suitability, presentation appropriateness, and relevance to students' needs. The material expert assessed the flipbook as excellent and engaging, with some minor revisions related to strengthening the focus on academic stress and aligning reflection activities with guidance objectives. Media experts also gave positive assessments, suggesting consistency of illustrations, comfortable font size, and neatness of layout, which were then revised by the researchers before the field trial.

A small-group trial showed that students found the flipbook easy to use, engaging, and helpful in understanding the relaxation process. The medium was also deemed practical because it could be accessed through various digital devices with which students were already familiar. Thus, the "Butterfly Hug" flipbook proved to meet the three main aspects of a product development: validity, practicality, and potential effectiveness as a strategy to help students cope with academic stress.

Overall, the results of this study confirm that the innovative guidance media, the "Butterfly Hug" flipbook, is a viable solution for addressing students' academic stress. This media not only supports students' independence in managing their emotions but also improves the quality of guidance and counseling services in schools facing limited facilities, service time, and the number of counselors. Therefore, the development of this flipbook can be an educational innovation that contributes to the creation of a healthier school environment that cares about students' mental health.

5. Conclusion

Based on the results of the research and discussion, it can be concluded that students at SMKN 4 Makassar experience considerable academic stress, which is characterized by anxiety about assignments, difficulty concentrating, fatigue, and inadequate emotional regulation skills. This condition is further aggravated by academic workload, demands of vocational practice, and family situations. Guidance and counseling services at the school are not yet optimal, particularly in the areas of group and classroom guidance, due to the limited number of guidance counselors and lack of supporting media. As a result, students receive limited education regarding practical and independent stress-management strategies. The Butterfly Hug technique has been shown to effectively calm emotions; however, students often forget the steps, indicating the need for visual, easy-to-understand media that can be accessed at any time. The development of the "Butterfly Hug" flipbook successfully meets the needs of both students and guidance counselors, with attractive design, communicative language, relevant material, and the inclusion of reflection and independent practice features. Validation by material experts, media experts, and practitioners shows that the flipbook falls within the "adequate to very appropriate" category with only minor revisions required. Small-group trials further demonstrate that the media is easy to use, interactive, and helps students to calm themselves. Therefore, the Butterfly Hug flipbook is suitable for use as an innovative guidance medium within group and classical guidance services to help students overcome academic stress effectively and independently.

Guidance and counseling teachers are encouraged to use this flipbook as regular supporting media in guidance services, especially in discussions about stress management and mental health, and to implement structured group guidance so that students can understand and apply the technique correctly. Teachers may also add monitoring sheets to evaluate

emotional changes after students use the Butterfly Hug technique. Schools are advised to provide digital facilities such as LCD projectors, speakers, and access to the flipbook through school platforms, as well as increase the number of counseling staff or establish specific schedules for group guidance so interventions can reach more students. Flipbooks may also be integrated into school mental-health programs or orientation and character-building activities. Students are expected to use the flipbook independently when they begin to feel anxious or under academic pressure and to record reflections after each practice to monitor their emotional-regulation progress. Future studies should develop audiovisual or app-based versions, test effectiveness quantitatively, and adapt the media for other topics and audiences.

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