



## The Effectiveness of Emotion Validation Pop-Up Books on the Emotional Development of Preschool Children as a Control for Children's Mental Health Emergencies

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### Abstract

One of the psychological problems experienced by children is emotional mental problems which can result in unhealthy emotional and mental disorders. The incidence of this disorder is around 3-10%, in the United States it is around 3-7% while in Germany, Canada and New Zealand it is around 5-10%. In Indonesia, there are still no definite figures regarding the incidence, even though this disorder occurs quite often. The Emotion Validation Pop-Up Book Research contributes to Preschool Children increasing their understanding of felt emotions through an attractive display. This research uses a quasi-experimental design. The number of samples used in the treatment group and control group was 30 students at Kindergarten N Pembina Kab. Kendal uses a simple random sampling technique. Statistical analysis uses independent T test and paired T test. The results showed that the research showed an independent T test ( $0.000 < \alpha$ ) and paired T test ( $0.000 < \alpha$ ). This study concluded that there were differences in the emotional development of preschool children between the control and treatment groups and there were differences before and after in the treatment group in the use of the Preschool Children's Emotion Validation Pop-Up Book.

### Keywords

emotion validation; pop up books; preschoolers

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## Introduction

The current health care paradigm is patient-centered and aimed at safe and comprehensive services. Nursing/midwifery as an integral part of the health team has a major contribution in providing nursing/midwifery services 24 hours a day, so nursing/midwifery services must be professional. Professional services can only be provided by professional staff, including the nursing/midwifery profession. The nursing/midwifery profession is the figure closest to the patient in patient nursing/midwifery services. Professional nursing/midwifery services cover a wide range of ages from newborns to the elderly. A child is someone under eighteen years of age, in the period of growth and development with special needs, including physical, psychological, social and spiritual needs (Hayati, 2016).

One of the emotional mental disorders is Emotional Disorders which are often found in behavioral disorders in children. In recent years, mental and emotional disorders have become a major focus and concern in medical circles and the general public. The incidence of this disorder is around 3-10%, in the United States it is around 3-7% while in Germany, Canada and New Zealand it is around 5-10%. In Indonesia there are still no definite figures for the incidence, even though this disorder occurs quite often, sometimes a child is simply considered 'naughty' or 'stubborn' so that it is often not handled properly, such as violence perpetrated by parents and teachers. Due to a lack of understanding and awareness of Mental Emotional Problems, there is a tendency for them to occur more frequently in boys than in girls. However, as time goes by, the incidence increases in preschool and school-aged children (Solicah & Mariana, 2018).

Based on the background above, the author is interested in conducting research on "The Effectiveness of Emotion Validation Pop-Up Books on the Emotional Development of Preschool Children as Controlling

Children's Mental Emergency".

This research aims to analyze the effectiveness of Emotion Validation Pop-Up Books on the Emotional Development of Preschool Children.

## Method

Research methods consist of methods and approaches, research location, research time, population and sampling, data collection techniques, and data analysis methods. Other sections can be added along with the relevance of the research.

The effectiveness of Emotional Validation Pop-Up Books on the Emotional Development of Preschool Children is Quasi-Experimental research. The research location is the Kendal Regency Pembina Kindergarten. The population of this study were all kindergarten students at the Pembina Kindergarten, Kendal Regency. The number of samples obtained was 30 people in each group. Primary data sources were collected directly from preschool children who were willing to become participants. Research subjects were invited by the researcher and then the research subjects were divided into treatment groups and control groups. The next stage is a pre-test to get an emotional development score. The final stage is a post test to obtain an emotional development score using the Emotion Validation Pop-Up Book. Analysis of differences in Pop-Up Book media pre-test and post-test scores in the control and treatment groups. Validation of Emotions on the Emotional Development of Preschool Children using independent tests and paired t tests.

## Results and Discussion

Based on Table 1, it is known that the majority of the treatment group before being given the Emotion Validation Pop-Up Book treatment on the Emotional Development of Preschool Children was good, 14 people (46.7%) while after being given

the Pop Up Book Validation treatment on the Emotional Development of Preschool Children it was found to be good. as many as 22 people (73.3%). This means that there is an increase in the effectiveness of the Emotion Validation Pop-Up Book on the Emotional Development of Preschool Children before and after being given treatment. The results of the analysis in table 2 above show that the control group has a p-value of 0.432 > 0.05, meaning there is no pre-test difference between the control group and the treatment group. Validation of Emotional Pop-Up Books on the Emotional Development of Preschool Children. After the intervention was carried out, the results of the difference test showed that there was a post-test difference between the control group and the treatment group (p = 0.000 < 0.05). The p-value obtained in the test using the paired T test in the control group was 0.363 > p (0.05), so it was concluded that there was no difference before and after in the control

group, while there was no difference in the treatment group. It is known that the p-value is 0.000 < p (0.05), so it can be concluded that there are differences before and after in the treatment group for the Pop Up Book Emotion Validation analysis of the emotional development of preschool children.

Previous research results show that the use of thematic-based pop-up books can increase verbal-linguistic intelligence. In essence, all intelligence is present in the human brain from birth, including in early childhood. Intelligence is an important asset for children in navigating life. The Multiple Intelligence Theory states that there are nine types of intelligence possessed by humans, including verbal-linguistic intelligence, mathematical logic intelligence, visual-spatial intelligence, musical intelligence, kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence, and existential intelligence.

Verbal-linguistic intelligence or langu-

Table 1. Frequency Distribution Based on Validation of the Emotion Pop Up Book on the Emotional Development of Preschool Children

Emotional Development of Preschool Children	Group			
	Control		Treatment	
	no= 30	%	no= 30	%
Pre Test				
Normal	7	23.3	14	46.7
Abnormal	23	76.7	16	53.3
Post test				
Normal	9	30.0	22	73.3
Abnormal	21	70.0	8	26.7

Table 2. Analysis of the Effectiveness of Emotional Validation Pop Up Books on the Emotional Development of Preschool Children

Validation of the Emotional Pop Up Book on the Emotional Development of Preschool Children	Group		p-value*
	Control	Treatment	
Pre Test			0.432a
Mean ± SD	38.8±8,357	47.8±3,252	
Post Test			0.000a
Mean ± SD	44.3±8,360	77.78 ± 3,931	
p value*	0.363b	0,000b	

age intelligence is one type of intelligence possessed by children. Verbal-linguistic intelligence is the ability to use words effectively, both spoken and written. This intelligence includes sensitivity to the meaning of words, word order, sound, rhythm and intonation of spoken words. Including the ability to understand the power of words in changing states of mind and conveying information. Children who are intelligent in linguistics may have mastered the ability to read and write.

Verbal-linguistic intelligence is a type of multiple intelligence that is related to the ability to use the language system to communicate effectively through words, or the ability to think in terms of words and use language to express and appreciate complex meanings. Verbal-linguistic intelligence in children can show the extent of their logical thinking abilities. So, a child who is intelligent in linguistics has the ability to speak well and effectively (Hanifah, 2014).

Certain social environments can support strong mental health, resulting in positive mental health, but other aspects of social life can also be stressors that can disrupt mental health. Human interaction with the environment is related to health. Healthy environmental conditions will support human health, and conversely unhealthy environmental conditions can disrupt health, including in the context of mental health.

The results of this research are in accordance with previous research conducted by Aini (2013), regarding the relationship between parenting patterns and emotional mental deviations in children aged 36-72 months at Gabuga Tanon Terpadu PG-TK Sragen, it was found that out of 30 respondents parents with patterns caring parents, Democrats, the majority of children do not experience mental emotional deviations 20 (66.7%) (normal). This is because parents who apply a democratic parenting style are parents who are realistic about their children's abilities, give their children the freedom to choose and take action and have a warm approach such as offering discussions with their children and helping children

solve their problems. If a child commits a violation, parents ask the reason and give sanctions according to their actions. This is in accordance with the theory which states that democratic parenting is related to good emotional mental health, in contrast to authoritarian parenting which shows low emotional mental health. Interestingly, it turns out that high or good mental health appears to be balanced in teenagers who were raised with a controlling and flexible parenting style compared to teenagers whose parenting patterns were inconsistent. Preschool children who come from democratic parents tend to be more confident, have self-control, are able to get along well with their peers, are independent, successful in learning, and are socially responsible. Authoritative parenting for children makes parents able to achieve children's growth and development according to their time and children have good mental and emotional development. A parenting style that is authoritative or democratic, warm and full of affection will encourage children to express the emotions they feel more easily. The ability to express emotions well will have a positive impact on children's physical and mental health (Dwiawati, et al., 2017).

Based on the results of the analysis, children with deviant psychosocial development experience changes in eating patterns such as loss of appetite, are unable to regulate their emotions well because they often appear angry for no reason and show confused behavior so they experience difficulties in communicating. and make a decision. In psychosocial development, emotions are feelings or affection that arise when someone is in a situation that is considered important by that individual. Emotions are represented by behavior that expresses comfort or discomfort with the situation or interaction experienced. Emotions can be happiness, fear, anger, and so on. Emotions have a very important role in children's development, both at preschool age and at later stages of development, because they have an influence on children's behavior (Santrock, 2011).

Children who experience uncomfortable emotions need to receive assistance from both parents and caregivers at daycare. To be able to go through psychosocial development well, there needs to be stimulation so that children are able to become confident individuals and are able to make good decisions in the future. The forms of emotion that children often experience at this stage of psychosocial development are crying, anxiety, jealousy, anger, smiling, laughing and attacking. In children aged 3-4 years, children can become physically and verbally aggressive towards other people, but gradually this physical aggression will begin to decrease (Soetjningsih, 2012). Preschool children are expected to be able to express emotions and relate well without harming others. Developing children's social emotions can be done by carrying out joint activities in the form of games, developing children's social interactions with peers, parents or caregivers so that they can introduce good emotions to children, express emotions with good words, and train communication skills (Setyaningsih & Suharno, 2020).

Emotional validation can instill confidence in children to work productively through their own emotions and move away from unhealthy or dangerous situations. Through these coping skills, children can build self-esteem and an emotionally balanced experience of reality, as well as the coping skills needed to face difficult things. This can help them grow bigger – which can reduce the risk of developing depression and anxiety (Anyan & Hjemdal, 2016).

A 2018 study summarizes that mindful parenting can increase parental satisfaction and child-parent communication while reducing: stress, aggression, anxiety, and depression. Mindful parenting is a parenting practice that helps learn to understand moments with children better, rather than worrying about the past or future.

This approach can help parents become more curious, kind, intelligent, and accepting of their child's emotions and actions because parents will be more in tune with

them. Attentive parenting can also help parents learn to be more empathetic and listen actively to their children (Corthorn, 2018).

Much research has focused on the predictive function of resilience for mental health indicators. Correspondingly, most intervention studies pay attention to the effect of resistance training on improving mental health status. Resilience-focused interventions are more effective than control interventions in reducing symptoms of depression and anxiety in children and adolescents, especially when cognitive-behavioral therapy-based approaches are used. Waugh and Koster (2015) revealed that there is evidence that positive training interventions aimed at increasing well-being, positive emotions, and resilience have beneficial effects on depression (Wu, et al., 2020).

Teaching young children emotions is an important factor in preventing the development of behavioral problems. Emotion regulation is an ability that is directly related to children's behavior. The research results show that the "My Feelings" module contains emotional knowledge presented using repeated interactive read aloud and role play methods that can be used to improve emotional regulation in children aged 5-6 years (Ridwan, 2017).

Characteristics of Children's Emotions  
Early childhood emotions are deep, but changeable, open, and occur frequently. For example, when a child is angry he will cry and scream, but if his wish is granted then his crying will stop and he will immediately laugh. The emotional character of early childhood is very strong at the ages of 2.5 to 3.5 years and 5.5 to 6.5 years. Some characteristics of emotional reactions in children include: 1) Children's emotional reactions are very strong, children will respond to an event with the same emotional level; 2) Emotional reactions often emerge to each event in the desired way; 3) Children's emotional reactions easily change from one condition to another; 4) Individual in nature, meaning that even though the event that triggers the emotion is the same, the emotional reaction

can be different; 5) The child's emotional state can be recognized through the behavioral patterns displayed. Types of Emotions Emotions are divided into two categories, namely positive emotions that arise from favorable conditions and negative emotions that arise from threatening relationships or painful conditions. Positive emotional reactions consist of happiness, joy, pride, love, hope, and feelings of compassion or pity. Negative emotional reactions include anger, anxiety, shame or guilt, sadness, jealousy, and disgust. The Important Role of Emotions The roles and functions of emotions for children include: 1) As a form of communication so that children are able to express all their needs and feelings to other people; 2) Influences the child's personality and adjustment to his social environment. Pleasant or unpleasant emotions can influence children's social interactions through reactions displayed by their environment. Positive circumstances experienced by children, for example children are interested and feel involved in what they are learning, can develop more optimal competence. Apart from that, the emotional bonds that are built can create enjoyment in learning, build relationships, and eliminate threats in the learning atmosphere, thereby increasing students' active role in learning (Palintan & Ashar, 2021).

The importance of adding material regarding emotional regulation is in accordance with research results which show that it is important for mothers of preschool children to have good emotional management skills because caring for preschool children often drains both physical and psychological energy which causes parents to feel irritable and angry. difficult to control. Having the ability to manage emotions well will make parents able to think rationally, able to access the knowledge they have so that parents are able to provide appropriate care (Retnaningsih & Setiyawati, 2019).

A study revealed that the development of instruments for measuring children's social emotional development based on home-based childcare refers to the results of needs

analysis, namely the aspects of self-awareness ability, responsibility for oneself and others, as well as prosocial behavior (Solihah, 2020).

Smart Roulette media is a learning media used by educators to improve social emotional skills. The development model used is Borg and Gall which consists of six stages. The research results show that Smart Roulette is suitable for developing the social emotional aspects of children aged 5-6 years (Fitriani, et al., 2021).

The role-playing module "Aku Sayang Kawan" to increase knowledge about prosocial behavior in early childhood based on research is able to increase knowledge about prosocial behavior in early childhood. Role-playing is a group problem solving method that allows children to explore humanitarian problems, respond spontaneously, and continue with guided discussions. Role playing consists of an event or problem situation involving two or more people in which several decisions must be made to solve the problem. In role-playing there is a "problem story" where the human situation in the story is in a dilemma and no solution is offered. Role playing involves interaction between children and the surrounding environment in the learning process. The interaction of interpersonal factors, cultural tools, and individual factors as keys to individual (social) development and learning, cultural tools, and individual factors as keys to individual development and learning (Alfiyah & Martani, 2015).

The research application of the TANZPRO-Biodanza module is emotional training that allows participants to feel the importance of emotions, especially feelings, and the use of emotions to manage themselves. This research uses Borg and Gall educational research and design which shows that most of the sessions can be applied to Indonesian child subjects. However, there are still sessions that need to be adapted to Indonesian culture (Sari, et al., 2021).

A study of emotional flash cards that are visualized using digital illustration techni-

ques and illustrated simply so that children can easily understand them. After being tested on four preschool age children, overall it is suitable to be used because the visualization matches the material so it is easy to understand. Flash cards are a learning medium for preschool aged children to recognize the types of emotions, so they can help preschool aged children identify, communicate and learn to regulate the emotions they feel (Aliyasari & Martadi, 2021).

Emotions are a type of body language that involves many aspects such as behavior, actions, thoughts and feelings. Emotions have many forms. Emotions can also be used as a medium for conveying messages implicitly. Emotions can also be used as a medium for conveying messages implicitly. However, sometimes people cannot define the meaning of these emotions, especially children. Often parents feel confused due to emotional changes in their children, so they are confused about how to deal with their children's emotions. There are many ways to find out children's emotions. One way is to group emotions based on facial expressions and body movements. The Naive Bayes algorithm uses a dataset whose emotional class is known based on attributes and sample data from the training data. This data uses a dataset from EmoReact which contains child expression data which includes several expressions such as happy, sad, afraid, angry and neutral. The result of this research is that it can classify emotions in children based on their facial expressions from the classification of these emotions. The Naïve Bayes algorithm can classify emotional expressions in children with an accuracy rate of 65% (Fadli, et al., 2023).

The development of children's affective aspects begins with introducing good emotional aspects to children. Developing emotional aspects requires appropriate activities and game tools so that stimulation can run well. APE Kid's Bag is a game tool in the form of an innovative tote bag as a complement to socio-drama activities to support the stimulation of emotional development. The research

results show that the APE Children's Bag can be said to be feasible (Gayatr & Putra, 2023).

Multimedia "M-PIPED" was developed and its feasibility was investigated. "M-PIPED" is an abbreviation for Multimedia Interactive Learning, Self-Emotional Knowledge. M-PIPED is in the form of an interactive CD so its use requires the assistance of a computer or laptop. Computers are fun tools for children and children aged 5 years can already operate them. Behavioristic learning theory appears in the overall tutorial material as a stimulus to develop children's emotional knowledge and there are rewards as positive reinforcement when children guess emotions and put together emotional puzzles correctly. Cognitive learning theory is seen in the continuous presentation of material and the presentation is supported by interesting pictures, videos and visualizations, according to the iconic stages. Meanwhile, constructivist learning theory appears in children's initial abilities before learning about self-emotional knowledge, whereas before learning about self-emotional knowledge, children must already know and have experienced events related to emotions such as happiness, sadness, fear and anger. This initial ability will construct children to receive new knowledge, namely knowledge about self-emotions. Media in constructivist learning theory includes facilities provided by educators to help construct emotional self-knowledge in children (Sari, 2017).

Character education has an important role in the current era in building good morals in every individual. Especially for Muslims, morals are very important for survival. The importance of character education is also a bridge for developing children's emotional intelligence to control and manage children's emotions. Research shows that there is an influence between character education and emotions in children. The results of the data information show that including character education in the school curriculum can help children understand and manage their emotions. In Islam, every Muslim is taught that being able to control emotions and manage

emotions well will produce good morals. For this reason, character education is important in developing children's emotional intelligence (Leo, et al., 2022).

## Conclusion

After the Emotion Validation Pop-Up Book intervention was carried out, the results of the different tests showed that there was a post test difference in emotional development between the control group and the treatment group ( $p=0.000$ ). Testing uses a paired T test in groups. Testing uses a paired T test in groups.

Institutions should develop innovative Emotion Validation models to enhance emotional development to control children's mental health. The results of the Pop Up Book Emotion Validation research on the emotional development of Preschool Children become a reinforcement in practical learning.

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