



Developing Story Book Media to Improve Emotional Management Skills in 5-6 Year Old Children

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Abstract

This research aims to develop a mediastory book to develop the emotional management skills of 5–6-year-old children in Cibitung District. The research was motivated by children's low ability to recognize and control emotions and the limited availability of social-emotional learning media in early childhood education (PAUD). The research method used was *Research and Development*(R&D) with the ADDIE model, which covers the stages *analysis, design, development, implementation, and evaluation*. The research subjects consisted of children aged 5–6 years and kindergarten teachers in Cibitung District. The results of the study showed that the mediastory book has a very high level of validity, with a material validation score of 98.5% and a media validation score of 85.3%. The media also achieved a practicality score of 90% and effectively increased children's emotional management skills from 71% to 93%. Thus, the *Mediastory book* is suitable for use as a social-emotional learning medium for early childhood.

INTRODUCTION

Early childhood education is the primary foundation for developing the quality of future human resources. Between the ages of 0 and 6, children enter the golden age, a period of rapid development in cognitive, language, social, emotional, moral, and physical motor skills (Putri, 2026). In this phase, the child's brain develops optimally so that the stimulation provided by the environment will greatly influence the formation of character, thinking skills, and social behavior of children in the future (Fitriani & Mujtahidin, 2025). Early childhood education (PAUD) is a level of education before primary education, which is a development effort aimed at children from birth to the age of six, which is carried out through providing educational stimulation to help physical and spiritual growth and development so that children are ready to enter further education, which is held on formal, non-formal, and informal channels (Rahmi & Mahyuddin, 2020).

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Early childhood education is not only oriented toward academic readiness but also directed toward developing social-emotional skills, which are the foundation for children's success in interacting and adapting to their environment (Putri & Eliza, 2022). Optimal social-emotional development enables children to develop the ability to cooperate, understand others' feelings, control their behavior, and resolve conflicts positively (Diananda, 2020).

Emotional management skills are a crucial component of early childhood social and emotional development. Emotional management refers to an individual's ability to recognize, understand, express, and control emotions appropriately according to the situation at hand (Laoli et al., 2025). At the age of 5–6 years, children are still at a relatively unstable stage of emotional development, so they need appropriate stimulation and guidance to help them understand and control their emotions positively (Putri & Suryana, 2022). However, various studies show that the development of social-emotional skills in PAUD institutions is still not optimal because learning is more focused on cognitive and academic aspects (Benua et al., 2023).

At the age of 5–6, children begin to experience more complex emotional development, but psychologically, they remain emotionally unstable and impulsive. Children often exhibit spontaneous reactions such as excessive crying, anger when their desires are not met, difficulty waiting their turn, or difficulty expressing their feelings verbally (Aprianti & Vitaloka, 2025). This condition indicates that children require targeted stimulation and learning to manage their emotions adaptively. Well-developed emotional management skills will help children build healthy social relationships, improve their readiness to learn, and support academic and social success at subsequent levels of education (Nida Nur & Wulandari, 2023).

The urgency of developing emotional management skills in early childhood is increasingly relevant in the context of 21st-century education, which emphasizes the importance of social-emotional competence as part of life skills (Sudayanti et al., 2026). Organizations such as UNESCO and the OECD place social and emotional learning as a crucial aspect of modern education due to its link to psychological well-being, collaboration skills, and character development in children (Kholifah et al., 2025). In Indonesia, the implementation of the Independent Curriculum through the Pancasila Student Profile Strengthening Project (P5) also emphasizes the importance of strengthening students' character and social and emotional skills from an early age (Mahyuddin et al., 2022). However, the implementation of social-emotional learning in PAUD institutions still faces various challenges, especially the limited learning media specifically designed to help children understand and manage their emotions systematically.

Initial observations and interviews with teachers and heads of early childhood education institutions in Cibitung District indicate that approximately 70% of children aged 5–6 years still experience difficulty controlling their emotions. Children cry easily when faced with learning difficulties, become angry when their toys are taken by friends, have difficulty waiting their turn, and are unable to express their feelings verbally appropriately. Learning related to emotional management in the classroom is also still incidental and carried out when conflicts arise, without the support of structured and sustainable learning media. Furthermore, based on data from the implementation of the Pancasila Student Profile Strengthening Project (P5) in kindergartens in Cibitung District, the achievement of social-emotional learning is still at 69%, indicating that strengthening aspects of children's emotional management is not optimal. This condition indicates a gap between the needs of children's social-emotional development and the availability of learning media that support the process of stimulating emotions effectively and contextually (Liani, 2024). In the context of early childhood learning, learning media play a strategic role

in creating engaging, meaningful learning experiences that are appropriate to children's developmental characteristics (Alivia et al., 2025). One medium considered effective is the storybook. Storybooks provide learning experiences through visual illustrations, simple storylines, and characters relevant to children's lives, making it easier for children to understand various emotional situations concretely (Saflitha et al., 2023). Through stories, children can learn to recognize emotions such as anger, sadness, fear, disappointment, and happiness, while also understanding how to express emotions appropriately (Kristiana et al., 2026). Furthermore, storybooks can also instill the values of empathy, cooperation, responsibility, and the ability to resolve social conflicts (Ngura et al., 2020). Thus, storybooks have great potential as a medium for stimulating the social and emotional development of early childhood.

Several previous studies have shown that the use of stories and storybooks has a positive impact on the emotional development of early childhood. Research (Ambarita & Gampu, 2025) found that storytelling is effective in helping children recognize and regulate emotions. Research (Nabila Fattah & Puji Prabowo, 2023) shows that illustrated books are effective in introducing emotions to children aged 4–6 years. Kristsuana also stated that the storytelling method helps children recognize various types of emotions through story interactions (Kristsuana et al., 2024). Furthermore, Batubara explained that stories have a positive influence on children's social-emotional development (Batubara et al., 2023), while Ngura found that illustrated storybooks contribute to the emotional development of early childhood (Ngura et al., 2020). These findings demonstrate that storytelling has a strong relevance in children's social-emotional development.

Based on the research gap, this study offers novelty in the form of developing storybook media that is specifically designed, systematic, and contextual to develop the emotional management skills of children aged 5–6 years in Cibitung District. In general, this study aims to develop storybook media that is suitable for use in developing the emotional management skills of children aged 5–6 years in Cibitung District. Specifically, this study aims to: (1) analyze the need for developing storybook media in early childhood social-emotional learning; (2) develop storybook media that is appropriate to the developmental characteristics of children aged 5–6 years; (3) test the validity and feasibility of the developed storybook media; and (4) analyze the effectiveness of storybook media in developing children's emotional management skills (Fadjeri & Nurchayati, 2022). This research is expected to provide practical contributions for PAUD teachers in providing social-emotional learning media that are innovative, interesting, and appropriate to the developmental needs of early childhood (Agus et al., 2024).

Based on theoretical studies and previous research, this study hypothesizes that the use of storybooks, systematically developed and tailored to the developmental characteristics of children aged 5–6, can significantly improve their emotional management skills. This hypothesis is based on the assumption that story-based learning can help children understand emotional situations concretely, develop empathy, and practice the ability to express and control emotions through enjoyable and meaningful learning experiences.

METHODS

This research uses the Research and Development (R&D) method with the ADDIE development model, which consists of five stages, namely analysis, design, development, implementation, and evaluation (Rahayu, 2025). The R&D method was chosen because this research aims to produce a storybook media product that is feasible, practical, and effective in developing the emotional management skills of children aged 5–6 years. According to Sugiyono, development research not only focuses on data collection but also on the process of designing, developing,

validating materials, media, and instruments, and then revising and implementing the learning product in a gradual and sustainable manner (Zulfikar, 2022). Through these stages, the mediastory book *The* developed media is expected to be attractive, valid, and effective in supporting early childhood emotional management skills. This approach was chosen because it involves structured steps, from needs analysis, media design, product development, trials, and evaluation, to produce learning media suitable for use in early childhood education (Jannah et al., 2025).

The research was conducted in the even semester of the 2025/2026 academic year at several kindergartens (TK) in Cibitung District. The selection of the research locations was based on initial observations, which showed that some children aged 5–6 years still experience difficulties in recognizing, expressing, and appropriately controlling emotions in learning activities and daily social interactions. Furthermore, the learning media used by teachers in children's social-emotional development are still limited and have not been specifically designed to help children manage their emotions.

The research subjects consisted of children aged 5–6 years in group B and class teachers at a kindergarten in Cibitung District. The research population was all 45 group B students and 20 kindergarten teachers. The sampling technique used was purposive sampling, which is a sampling technique based on certain considerations relevant to the research objectives. The sample criteria included: (1) children aged 5–6 years registered in group B at the kindergarten where the research was conducted; (2) class teachers involved in the use of storybook media; and (3) parents/guardians of students who provided supporting information related to the development of children's emotional management. The trial sample consisted of a small group of 20 children and a large group of 25 children.

Data collection techniques in this study included observation, interviews, documentation, and questionnaires. Observations were conducted to obtain data on children's social-emotional learning and emotional management behaviors during the use of storybooks. Interviews were conducted with teachers to determine the need for emotional management learning media. Documentation was used to obtain supporting data related to learning activities and media use. Meanwhile, questionnaires were used during the media validation and practicality testing stages.

The results of the effectiveness analysis were interpreted to determine the success rate of storybook media in developing the emotional management skills of children aged 5–6 years. The storybook media development process in this study can be described as follows:



Figure 1. Steps of the ADDIE development model

The stages of this research are expected to produce valid, practical, and effective media for use in early childhood language learning, especially in improving the emotional management skills of children aged 5–6 years. The validity test of the questionnaire instrument was carried out using the Pearson Product Moment correlation, namely by correlating the score of each statement item with the total score. The calculation results were then compared with the *r* table value at a certain

significance level to determine whether each instrument item was valid or not. An item is declared valid if the calculated r value is greater than the r table. This research is expected to produce valid, practical, and effective storybook media for use in early childhood social-emotional learning, especially in developing the emotional management skills of children aged 5–6 years in Cibitung District.

RESULT AND DISCUSSION

This research aims to develop a *valid*, practical, and effective mediastory book for developing the emotional management skills of 5–6-year-old children in Cibitung District. Media development was carried out using the ADDIE model, which includes the following stages: *analysis*, *design*, *development*, *implementation*, and *evaluation*. The results of the study show that the mediastory book, a developed media can help children recognize, express, and control emotions better than before using media. Previous research (Rahmi & Mahyuddin, 2020) on the Design & Application of Storyboards in Teaching Characters for Children Aged 6-8 Years. This research shows that the use of story-based media (*storyboard*) is effective in instilling character values in children aged 6–8 years through the presentation of engaging and contextual stories. The similarity between the two studies lies in the use of story-based media as a learning tool that supports the development of children's social-emotional aspects. However, this study is novel because it focuses on media development. A *storybook* to improve emotional management skills in children aged 5–6 years by using the ADDIE model, while previous research focused more on the application *storyboard* in character learning for children aged 6–8 years.

These findings align with previous research showing that the development of storyboard media, as conducted by (Rahmi & Mahyuddin, 2020), can positively contribute to the social and language development of early childhood. However, most of this research focuses on the character aspects of early childhood education, while media development specifically targeting polite language habits is still limited (Putri & Yaswinda, 2022).

At the level of *analysis*, observations and interviews show that emotional management learning in kindergartens in Cibitung District still uses conventional methods and media. Teachers have not yet optimally utilized story-based learning media in social-emotional learning activities. Furthermore, some children still experience difficulty recognizing and controlling emotions, such as irritability, crying when disappointed, and not being able to express their feelings appropriately (Kartika et al., 2025). These findings indicate a need for more engaging, contextual, and appropriate learning media tailored to the characteristics of early childhood. These findings align with previous research that suggests limited social-emotional learning media is a contributing factor to the suboptimal development of early childhood emotional management.

Based on the results of the needs analysis, researchers designed a *Media story book* with themes of children's daily lives that include various emotional situations such as happiness, sadness, anger, disappointment, and fear. The media is designed using colorful illustrations, simple language, and characters close to children's lives to increase children's engagement in learning (Setyowulan & Aaqilah, 2025). The use of story-based media was chosen because early childhood tends to understand abstract concepts more easily through visualization and narrative experiences than through direct verbal instructions.

The results of expert validation show that the *mediastory book*, the developed media, is categorized as highly valid. Validation by material experts achieved a score of 98.5%, while validation by media experts achieved a score of 85.3%. These results indicate that the content, visual appearance, readability, and suitability of the media for the characteristics of children aged 5–6 years have met the eligibility criteria. The

validator stated that the media is suitable for use without revision because it aligns with the learning objectives of managing children's emotions.

Table 1. Story Book Media Validation Results

Validation Aspects	Percentage	Category
Subject Matter Expert Validation	98,5%	Very Valid
Media Expert Validation	85,3%	Very Valid
Validation of Teacher Practicality	90%	Very Practical

The validation results show that the *Mediastory book* has good quality in terms of content and presentation. The high percentage of material validation indicates that the story content is in line with the indicators of early childhood social and emotional development. Meanwhile, high media validation indicates that the illustrations, colors, layout, and language used are able to attract children's attention and facilitate teachers in delivering learning. These findings reinforce the results of previous research stating that illustrated story media is effective for use in early childhood social and emotional learning because it can increase children's focus, engagement, and understanding of the learning material.

At the implementation stage, the *mediastory book* The media was piloted in small groups of 20 children and large groups of 25 children. The implementation results showed that children appeared more enthusiastic about participating in learning, actively answered questions, and began to be able to recognize emotions experienced by themselves and the characters in the story. Teachers also stated that the media helped make the learning process more interactive and enjoyable. Children who previously had difficulty expressing their feelings began to be able to convey emotions through verbal communication after participating in learning activities using the media.

To determine significant improvements, a paired t-test was conducted. The test results showed a significant difference between the pre-test and post-test scores ($p < 0.05$). Thus, storybook media has proven effective in developing children's emotional management skills aged 5–6 years. The improvement in children's emotional management skills is evident from the pre-test and post-test results, which indicate a significant difference after using the media. The average pre-test score was 71%, while the average post-test score increased to 93%. The 22% increase indicates that the *Mediastory book* was effectively used in developing the emotional management skills of children aged 5–6 years.

Table 2. Comparison of Pre-test and Post-test Results

Measurement	Percentage	Rate-rate
Pre-test	71%	159
Post-test	93%	210,3

These improved results demonstrate that the use of story-based media can provide a more meaningful learning experience for children. Children not only listen to the story but also understand the cause and effect of each emotion that arises in the story. Through illustrations and characters, children learn how to express emotions appropriately and understand solutions when faced with certain emotional situations. Scientifically, this occurs because story-based learning can stimulate children's emotional engagement and imagination, making the process of internalizing values more effective than lectures or direct instruction.

The findings of this study also show that the *Mediastory book* has a very high level of practicality, with a percentage of 90%. Teachers stated that the media is easy to use, fits the learning schedule, has an attractive appearance, and helps explain emotional management material to children. The high level of practicality indicates

that the media is not only theoretically effective but also easy to apply in daily learning activities in early childhood education classes.

The results of this study have several differences compared to previous research. Previous research generally only focused on the use of the method *storytelling* or storybooks as a supporting medium for social-emotional learning. Meanwhile, this research develops a product *storybook system* systematically through the ADDIE model with expert validation, practicality testing, and effectiveness testing. Furthermore, this study specifically focuses on the emotional management skills of 5–6-year-old children in the context of early childhood education in Cibitung District. Therefore, this study provides a new contribution in the form of developing social-emotional learning media that are more contextual, structured, and tailored to the needs of early childhood.

Overall, the research results show that the *Mediastory book*. The developed method has been proven valid, practical, and effective in developing the emotional management skills of children aged 5–6 years. The use of illustrated storytelling media can help children understand emotions more concretely through enjoyable and meaningful learning experiences. These findings emphasize that social-emotional learning in early childhood requires media that is engaging, interactive, and appropriate to the child's developmental characteristics so that learning objectives can be optimally achieved.

CONCLUSION

This research succeeded in developing a *valid*, practical, and effective mediastory book to improve the emotional management skills of children aged 5–6 years in Cibitung District through the ADDIE model. The novelty of the research lies in the development of contextual media according to the characteristics and needs of early childhood social-emotional development. The results showed material validation of 98.5%, media validation of 85.3%, practicality of 90%, and an increase in children's emotional management skills from 71% (*pre-test*) to 93% (*post-test*). Thus, the *Mediastory book* can be an effective alternative learning media in supporting the social-emotional development of early childhood.

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