

## The validity of coping skills learning media to manage negative emotions for children

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### Article Information

Submitted April 20, 2022

Revised May 25, 2022

Accepted June 6, 2022

### Keywords

Validity;

Learning Media;

Coping.

### Abstract

Coping or problem-solving skills need to be trained from an early age. If the child does not have positive coping skills, it is feared that it can cause the child to become maladaptive and stressed. This research aims to test the validity of the learning media for coping skills to manage negative emotions for children aged 4-6. The learning media guidebooks and supporting products, such as posters, emoticon pictures for jumping activities, pictures of emotional expressions, story books, cartoon films, and children's activity sheets. This learning media has a novelty because it focuses on developing media based on children's coping skills that did not exist before. This research is quantitative. This research conducted expert validation to obtain validation and then analyzed quantitatively descriptively. The researcher calculated the validation results with Aiken's V formula. Based on the assessment results from experts, it can be concluded that the learning media for coping skills to manage negative emotions for children aged 4-6 years is declared valid. All items are considered valid because  $V_{table}$  is 5% greater than  $V_{count}$ . Guidebooks and supporting products for coping skills to manage children's negative emotions were declared valid and worthy of use for field trials.

## INTRODUCTION

Emotional development is one of the crucial developments stimulated from an early age. Emotional development is essential in mentally preparing children to deal with problems around them, training them to have strong personalities and characters, and helping them get used to controlling themselves (Afrianti, 2018; Khusniyah, 2018; Nugraha & Rachmawati, 2011). One of the functions of education related to children's emotional development is to teach children how to deal with challenging situations appropriately for their developmental level and the stressors they face. Pincus and Friedman (D & Friedman, 2004) reveal that currently, there are very few programs implemented in schools that lead to the teaching of emotion-focused strategies. Some schools emphasize the academic field, cognitive aspects, and formal education. Martani's study (Martani & Psikologi, 2012) shows that some teachers still have the old paradigm that prioritizes cognitive development and pays less attention to emotional development. The development of cognitive aspects needs to be balanced with soft

skills such as self-management skills, dealing with pressure, delaying enjoyment, persistence in dealing with boredom, or planning tendency ([Anggraini & Kuswanto, 2019](#); [Muthmainah, 2022](#)).

Kindergarten is a significant transitional period in children's lives. It brings new challenges and hopes for managing complicated feelings, forming new relationships, developing academic skills and knowledge, and learning rules and classroom routines ([Callear et al., 2017](#)). Epidemiological studies show that behavioral and emotional difficulties often begin early in 5-15% of children ([Collyer et al., 2022](#); [Taylor et al., 2020](#); [Wang et al., 2022](#)). These findings are reinforced by a study by Calkins, Keane, Reavis, & Graziano ([Calkins et al., 2007](#)), which revealed that emotional problems are currently increasing. These emotional problems are shown by some children who experience anxiety and depression disorders, deficits in problem-solving, and poor academic performance ([Hentges et al., 2021](#); [Prado et al., 2021](#); [Sun et al., 2022](#)).

Children with emotional and behavioral problems are at higher risk of future issues that interfere with life, mental health, and behavioral problems that can affect academic progress ([Álvarez et al., 2022](#); [Haselgruber et al., 2020](#)). These difficulties also harm children's general quality of life and increase the risk of psychological, physical, and socioeconomic problems. They also may increase substance abuse and delinquency later in life ([Greenhalgh et al., 2009](#); [Jiang et al., 2017](#); [Li et al., 2019](#); [Lind et al., 2014](#); [Ma et al., 2016](#)). Thus, children need to be trained in coping skills (solving problems). Chalmers, Frydenberg, & Deans ([Chalmers et al., 2011](#)) stated that children in pre-school learning activities could be trained in coping. Coping is an action or response to a challenging situation to prevent or reduce harm, loss, harm, or threat ([Carver & Connor-Smith, 2010](#); [Gardner et al., 2021](#)). Training children with coping skills is part of emotional education. Children learn emotions in the classroom or at school through social interactions. In a bioecological approach, early childhood classes have an important role. Children can develop emotional abilities, including how to organize experiences related to emotions ([Bronfenbrenner, 1986](#)). The statement underscores the important part of the classroom and schools, in general, to equip children with coping skills (problem-solving).

Learning activities that lead to coping skills include Child-Centered Play Therapy (CCPT), a counseling technique developed using the principles of child development and trying to include games as an important part of child development ([Lin & Sue C. Bratton,](#)

2015). CCPT includes two different forms of play/teaching, namely: direct (instructions) and indirect (with dolls, games, etc.) (Schaefer & Inc, 2011). Besides, Gayler and Evans (Hoffmann & Russ, 2012) found that pretend play functions as social interaction to improve children's ability to cope with coping skills.

Applying the learning model of coping skills to manage children's negative emotions requires the support of learning media. Further research on valid learning media to manage children's negative emotions needs to be done. The learning media developed in this research were a guide book containing learning materials and media, including posters, emoticon for jumping activities, images of emotional expressions, story books, cartoon films, and children's activity sheets (LKA). This research was conducted to test the validity of the learning media for coping skills to manage negative emotions for children aged 4-6. If the media is declared valid, then the media is feasible and can be used in learning and research practices.

## **METHOD**

This research is quantitative research to determine the validity of a product. This research was conducted in the Yogyakarta area. The data collection technique used was a scale, and the data analysis was performed in a quantitative-descriptive manner. In the validation process, the validator used the instruments prepared in the previous stage. The validation was carried out to assess content and construct validity. Validators were asked to assess the developed guideline based on the feasibility aspect. They also provided suggestions and comments related to the guide's contents used as a benchmark for revision and improvements. The validation was carried out until the product had been declared feasible to be implemented in learning activities.

The instrument is declared valid if it can measure what is being measured (Widiyoko, 2016). Validity also refers to the level of accuracy of a measuring instrument. The validity of this research consisted of content validity, namely using experts' opinions (expert judgment) by several lecturers who were model experts, material experts, and media experts. The expert lecturers came from various majors: PAUD, Psychology, Guidance and Counseling, and Learning Technology. The measurement method using a Likert scale was done by asking respondents to answer between five different answer choices. The description of the assessment score are as follows: 1 = Not suitable, 2 = Less suitable, 3 = Moderate, 4 =

Appropriate, and 5 = Very appropriate. Next, the researcher calculated the validation results using Aiken's V formula. The Aiken's V formula is as follows:

$$V = \frac{\sum S}{[n(c - 1)]}$$

Information

V: Validity index from Aiken

S: r-lo

R: Value given by expert

Lo: The lowest validity score

N: The number of experts

C: The highest validity score

All items are considered valid if  $V_{table}$  is greater than  $V_{count}$ .

The research flow of thought is presented in Figure 1.



**Figure 1.** Article Thought

## RESULTS AND DISCUSSION

### A. Result

Material Validation, The results of the validation by the seven material experts can be seen in Table 1.

**Table 1.** Material Expert Validation Results

No	Item	Value Expert							V-count	V-table 5 %	Conclusion
		1	2	3	4	5	6	7			
1.	The syntax for drinking water	5	5	5	5	5	5	5	1	0.75	Valid
2.	The syntax for sitting and breathing	5	5	5	5	4	4	5	0.92	0.75	Valid
3.	The syntax for telling stories to others	4	4	4	4	5	5	5	0.86	0.75	Valid
4.	The syntax for doing activities you enjoy	5	5	5	4	5	4	4	0.89	0.75	Valid

5.	Syntax for imagining	5	5	4	4	5	5	5	0.92	0.75	Valid
6.	Syntax for hugging	5	4	5	4	4	5	4	0.86	0.75	Valid
7.	The syntax for running and leaving	3	4	5	5	5	4	5	0.86	0.75	Valid
8.	The syntax for saying “no” or “don't”	5	4	4	4	4	5	4	0.82	0.75	Valid
9.	Lesson plan material 1	5	5	5	5	5	4	5	0.96	0.75	Valid
10.	Lesson plan material 2	4	5	5	4	5	4	4	0.86	0.75	Valid
11.	Lesson plan material 3	5	5	4	4	5	4	4	0.86	0.75	Valid
12.	Lesson plan material 4	5	4	5	5	5	5	5	0.96	0.75	Valid
13.	Lesson plan material 5	5	4	4	4	5	5	4	0.86	0.75	Valid
14.	Lesson plan material 6	4	5	5	5	4	4	4	0.86	0.75	Valid
15.	Lesson plan Material 7	5	5	5	5	5	5	5	1	0.75	Valid

In calculating the validation, the researchers set the  $V_{table}$  value, which is the same as the model validation, with an error of 5% or  $p < 0.05$ . It means that there is a 5% chance of error, so the score can be seen in the second row of each number of raters. Based on Table 2, all items are declared valid because  $V_{table}$  was greater than  $V_{count}$ . Thus, based on the results of the assessments of the seven material experts, the scale of developing coping skills learning media for managing children's negative emotions was declared valid and feasible for field trials.

The inputs at the development stage of this material are changing the word "coping," changing the word "happy," eliminating the "squeezing" coping, simplifying sentences to make them easier to understand, and improving layout and systematics so that users more clearly understand it. Researchers used input from experts and practitioners to improve and complete the book on coping skills to manage children's negative emotions in preparation for field trials. Media Validation, The learning media developed in this research were posters, emoticons for jumping activities, emotional expression pictures, story books, cartoon films, and Children's Activity Sheets (LKA).



**Figure 2.** Coping Skills Poster

The results of the validation of the seven media experts can be seen in the following tables.

(1) Poster Media

**Table 2.** Validation Results Poster Media

No	Item	Value Expert							V-count	V-table 5 %	Conclusion
		1	2	3	4	5	6	7			
1.	Durability	4	5	5	4	4	4	4	0.82	0.75	Valid
2.	Practicality	5	5	5	4	5	5	5	0.96	0.75	Valid
3.	The suitability of learning objectives	4	4	4	5	4	5	4	0.82	0.75	Valid
4.	Design suitability	5	5	5	4	5	4	4	0.89	0.75	Valid
5.	Size suitability	5	5	4	5	4	5	5	0.92	0.75	Valid
6.	Color compatibility	4	4	5	4	4	4	5	0.82	0.75	Valid
7.	Interesting image	5	5	4	4	5	5	4	0.89	0.75	Valid

Based on Table 2, it can be seen that the  $V_{table}$  for each item is greater than  $V_{count}$ . Therefore, all items are valid and suitable for use in the field. The input for the poster media to be consistent between the image and the explanation. The eighth coping picture is written dare to say "no," but in the picture, it is written dare to say "stop."

(2) Emoticon for Jumping Activities

**Table 3.** Validation Results for Emoticon

No	Item	Expert Value							V-count	V-table 5 %	Conclusion
		1	2	3	4	5	6	7			
1.	Durability	5	4	5	4	5	5	5	0.92	0.75	Valid
2.	Security	5	5	5	4	5	5	5	0.96	0.75	Valid
3.	Practicality	5	5	5	5	5	5	5	1	0.75	Valid
4.	Conformity with learning objectives	5	5	5	4	5	5	4	0.92	0.75	Valid
5.	Size suitability	5	5	4	5	4	5	5	0.92	0.75	Valid
6.	Color compatibility	5	4	5	5	5	5	5	0.96	0.75	Valid
7.	Interesting image	5	5	4	5	5	5	4	0.92	0.75	Valid

Based on Table 3, it can be seen that the  $V_{table}$  for each item is greater than  $V_{count}$ . Therefore, all items are valid and suitable for use in the field. The input on the emoticon is that the image size should be relatively the same or proportional for the four emotional expressions. For expressions of anger and fear, the size needs to be enlarged. Also, the images of angry expressions do not need to use squares.

(3) Emotional Expressions for Basic Emotion Recognition

**Table 4.** Result of Validation of Expression of Emotion Media

No	Item	Expert Value							V-count	V-table 5 %	Conclusion
		1	2	3	4	5	6	7			
1.	Durability	4	5	5	4	5	4	4	0.89	0.75	Valid
2.	Security	5	4	4	4	5	5	5	0.89	0.75	Valid
3.	Practicality	4	5	5	5	4	5	5	0.92	0.75	Valid
4.	Conformity with learning objectives	4	4	4	5	5	4	4	0.82	0.75	Valid
5.	Size suitability	5	4	4	5	4	4	5	0.86	0.75	Valid
6.	Color compatibility	4	4	5	4	4	4	5	0.82	0.75	Valid
7.	Interesting image	5	5	4	4	4	5	4	0.86	0.75	Valid

Based on Table 4, it can be seen that the  $V_{table}$  for each item is greater than  $V_{count}$ . Therefore, all items are valid and suitable for use in the field. In the emotional expression image media, the expert has no written input because it is considered very appropriate.

(4) Storybooks Media

**Table 5.** Validation Results of Storybook Media

No	Item	Value Expert							V- count	V- table 5 %	Conclusion
		1	2	3	4	5	6	7			
1.	Durability	4	5	5	4	4	4	4	0.82	0.75	Valid
2.	Security	5	5	5	4	5	5	5	0.96	0.75	Valid
3.	Practicality	4	4	4	5	4	5	4	0.82	0.75	Valid
4.	Conformity with learning objectives	5	5	5	4	5	4	4	0.89	0.75	Valid
5.	Size suitability	5	5	4	5	4	5	5	0.92	0.75	Valid
6.	Conformity color	4	4	5	4	4	4	5	0.82	0.75	Valid
7.	Interesting image	5	5	4	4	5	5	4	0.89	0.75	Valid

Based on Table 5, it can be seen that the  $V_{table}$  for each item is greater than  $V_{count}$ . Therefore, all items are valid and suitable for use in the field. The input on storybook media is using more contrasting and bright colors to make it look more attractive. Also, the number of images needs to be reduced so that the story is not too long.

(5) Cartoons Film Media

**Table 6.** Validation Results of Cartoon Film Media

No	Item	Value Expert							V - count	V- table 5 %	Conclusion
		1	2	3	4	5	6	7			
1.	Security	5	5	5	4	5	5	5	0.96	0.75	Valid
2.	Suitability with learning objectives	5	5	5	4	5	4	5	0.92	0.75	Valid
3.	Color compatibility	5	5	4	5	5	5	5	0.96	0.75	Valid
4.	Image attractiveness	5	5	5	4	5	5	4	0.92	0.75	Valid



Based on Table 6, it can be seen that the  $V_{table}$  for each item is greater than  $V_{count}$ . Therefore, all items are valid and suitable for use in the field. There is no written input for cartoon film media, so this media is declared suitable for use.

(6) Children's Activity Sheets

**Table 7.** Result of Validation of Children's Activity Sheet

No	Item	Value Expert							V-count	V-table 5 %	Conclusion
		1	2	3	4	5	6	7			
1.	Practicality	4	4	4	5	4	5	4	0.82	0.75	Valid
2.	Suitability with learning objectives	4	5	4	4	5	5	4	0.86	0.75	Valid
3.	Color compatibility	5	5	4	4	5	5	4	0.89	0.75	Valid
4.	Image attractiveness	5	5	5	4	5	4	4	0.89	0.75	Valid
5.	Size fit	4	4	4	5	4	5	4	0.82	0.75	Valid

Based on Table 7, it can be seen that the  $V_{table}$  for each item is greater than  $V_{count}$ . Therefore, all items are valid and suitable for use in the field. The children's activity sheet input is that the coping sequences should be the same. If it is a boy, the next picture is also a boy, and vice versa.

**B. Discussion**

Validity is the level of reliability and validity of the measuring instrument used. The instrument is said to be valid, meaning that the instrument used to obtain the data is valid or can be used to measure what should be measured (Sugiyono, 2010). Validity also refers to the accuracy and the validity of a measuring instrument. The measurement of absolute validity is carried out because if the instrument used is not valid, it is certain that the research results will not be valid. Valid research means that if there are similarities between the data collected and the data that occurs in the object under study.

In this research, the researcher calculated the validation results using Aiken's V formula. All items are valid because  $V_{table}$  for each item is greater than  $V_{count}$ . Thus, based on the results of the assessments of the seven model experts, it can be concluded that the scale of developing a learning model for coping skills to manage children's negative emotions is declared valid and feasible to be used for field trials. A Likert scale measures attitudes, opinions, and perceptions of a person or group of people about social events or phenomena

(Sugiyono, 2010). The measurement method is carried out by confronting a respondent with a statement and then asking them to choose five answer choices.

The learning media developed in this research supports the implementation of the learning model. The question items in the learning model assessment scale are based on the theory developed by (Joyce et al., 2015), namely 1) Syntax. It leads to the overall flow or sequence of learning activities. The syntax or phase of a model describes the activities in the model. This research tries to develop a sequence of steps for learning coping skills to manage negative emotions for children aged 4-6. 2) Social system, describing the relationship between various parties, especially in developing coping skills for children aged 4-6 years, including teachers. 3) The principle of reaction is related to the way teachers develop coping skills for children, both as teachers, educators, mentors, trainers, motivators, evaluators, and other roles. 4) Support systems, including facilities, materials, and tools used in model development. In this research, the support system is in the form of facilities such as various media and infrastructure such as classrooms and other relevant spaces for model development. 5) Impact, the developed model is expected to impact increasing children's knowledge and coping skills, child development in aspects others, and the creation of fun learning. It was then developed into 15 statement items from the theoretical basis to obtain input related to syntax and lesson plans in the guidebook.

The statement items for the guidebooks or materials are based on eight types of coping that are trained on children in the learning model and the learning program plans. The type of coping comes from the theory by Lazarus and Folkman and the findings of Chalmers, Frydenberg, and Dean (Gardner et al., 2021; Pang et al., 2018). Of the 15 statement items assessed by seven validators, all items were considered valid because  $V_{table} 5\%$  was greater than  $V_{count}$ . The statement item is based on the theory of learning media. The requirements for making learning resources include media supporting the learning model, including storybooks, posters, emoticons, pictures of emotional expressions, cartoon films, and children's activity sheets. From the statement items made, all items are considered valid because  $V_{table}$  is 5% greater than  $V_{count}$ .

First In terms of educational/educational values, Compatibility with the learning activity program/PAUD curriculum or didactic/method (teaching rules), among others: according to the child's ability level, can encourage children's activity and creativity and help smooth teaching and learning activities. Second in terms of techniques/steps and manufacturing

procedures, such as correctness, accuracy (does not cause misunderstandings), durability (strong and durable), durability (effectiveness remains even though the weather changes), safety, size accuracy, and compatibility (broadness/flexibility) of the product. Parts of a tool so that it can be used with other tools.

Third Aesthetics/beauty aspects include elastic shape, size fit, and color/matching color combination. The learning media developed in this research answered the needs of educators in helping children manage negative emotions. Based on input from experts, learning media, both guidebooks and learning support products need to be improved to make them more feasible before being used in research. The novelties in this research include: 1) The existence of a coping skill learning guidebook to managing children's negative emotions that previously did not exist. This manual can be a reference for educators and parents in training their children's coping skills; 2) The existence of learning tools that include Learning Program Plans (RPP), teaching materials, learning media, Student Activity Sheets, and emotional learning-based assessment instruments that previously did not exist; 3) The learning media developed include visual media such as LKA and audio-visual such as learning videos that are relevant and interesting for children; 4) The use of media involves parents and teachers simultaneously. Teachers and parents actively synergize in developing children's coping skills; 5) Promote emotion-based education for children aged 4-6 years so that it does not only focus on cognitive development.

## **CONCLUSIONS**

Based on the results of assessments from experts, it can be concluded that the media for learning coping skills to manage negative emotions for children aged 4-6 years are declared valid. All items are considered valid because  $V_{table}$  is 5% greater than  $V_{count}$ . Models, guidebooks, and supporting products for coping skills learning models to manage children's negative emotions are declared valid and worthy of use for field trials. Further research needs to be done to develop other learning models that can be used to manage negative emotions in early childhood. The involvement of parents in the use of learning media is very important. Intensive communication and training need to be carried out to improve the skills of educators and parents to be better at training children's coping. Improved child coping skills can support children's adjustment and mental health.

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