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PROGRAM OF EMOTION MANAGEMENT TRAINING FOR 4TH GRADE STUDENTS OF SD KEMALA BHAYANGKARI 1 MEDAN

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Abstract

Although emotion regulation has been widely examined in previous studies, research specifically evaluating the effectiveness of emotion regulation training for elementary school students in Indonesia, particularly in private schools emphasizing discipline and character development such as SD Kemala Bhayangkari 1 Medan, remains limited. This study aimed to evaluate the effectiveness of emotion regulation training for students at SD Kemala Bhayangkari 1 Medan. A quantitative approach with a pre-experimental one-group pre-test post-test design was employed, involving 21 fourth-grade students selected through convenience sampling. Data were collected using pre-test and post-test measures and analyzed using the Wilcoxon Signed-Rank Test with JASP software. The findings indicate no significant difference between students' pre-test and post-test scores. This result does not necessarily indicate that the training was ineffective; rather, students' pre-test scores were already in the good category, limiting the potential for measurable improvement after the intervention. The study concludes that emotion regulation remains important in strengthening students' ability to understand, recognize, and adaptively manage their emotions.

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These findings contribute to the development of school-based psychological intervention literature, particularly in relation to emotion regulation among elementary school children. Practically, the study provides insights for educational institutions, teachers, and psychologists in designing emotion regulation training that is better aligned with students' initial emotional competence. Future research should examine the long-term effectiveness of emotion regulation training and its potential impact on students' academic achievement.

Keywords: Emotion Regulation; Elementary School Students; Psychological Intervention; Pre-Experimental Design; Wilcoxon Signed-Rank Test

INTRODUCTION

Emotions are an integral part of everyday human life. According to Gross (1998), emotions are multicomponent responses that arise when an individual appraises an event as relevant to their goals or well-being. These responses can include physiological changes, subjective experiences, and tendencies to act in certain ways. Emotions result from cognitive appraisals of the situation at hand, so the emotions that arise are strongly influenced by how an individual interprets an event. Because emotions do not always emerge constructively, the ability to manage them is crucial (Marqomah & Ichsan, 2023). Emotional regulation or emotion management as the process individuals use to influence what emotions they feel, when they feel them, and how they experience and express them (Rolston & Lloyd-Richardson, 2017). Individuals who are able to manage their emotions well tend to be more adaptive in the face of stress, more effective in social interactions, and better able to maintain focus in completing tasks (Sorić et al., 2013).

Emotional management skills need to be developed early, especially in elementary school-aged children. Santrock (2011) explains that elementary school-aged children, ages 6–12, are at a developmental stage marked by a significant expansion of their social world. At this stage, children begin to interact more with peers, face academic demands, and are confronted with situations that elicit a variety of emotions such as joy, anger, fear, disgust, and surprise. However, the ability to manage and express these emotions appropriately is not yet fully developed at this age.

Emotional management training programs for 4th-grade elementary school students are important in developing the social-emotional skills of elementary school-aged children. Research by Tamami and Mijianti (2025) at Madrasah Ibtidaiyah Muhammadiyah 4 Ampel

Wuluhan showed that social and emotional skills training through role-playing simulations in 30 fourth-grade students improved students' emotional management from a pre-test score of 2.7 to a post-test score of 4.2, with an increase in adaptability from 40% to 85% and empathy from 50% to 88%. A study by Fiqih and Ambarini (2024) with 21 vocational high school student participants found that six sessions of emotional regulation training effectively improved emotional regulation skills ($t = -4.888$, $p < 0.05$) with an effect size of 0.74 in the moderate category, indicating that emotional regulation training is proven to improve students' ability to recognize and manage emotions. Research by Amanda et al. (2025) on 34 students confirmed that students with a positive self-concept and strong emotional abilities tend to be more successful in the learning process, as they can recognize and manage their own emotions and motivate themselves. A systematic literature review by Agustina et al. (2025), which analyzed 20 articles from 157 studies of Social Emotional Learning (SEL) implementation in elementary schools, showed that SEL consistently has a positive impact on emotional regulation, social relationships, learning motivation, and student resilience, with SEL programs integrated into the curriculum and supported by teacher training having higher effectiveness.

Although numerous studies have demonstrated the effectiveness of emotion management interventions for elementary school-aged children, most were conducted in Western cultural contexts, with sample characteristics and school environments that differ from those of the Indonesian educational context. Research specifically examining the effectiveness of emotional management training for elementary school students in Indonesia, particularly in private schools based on discipline and character values, such as SD (Elementary School) Kemala Bhayangkari 1 in Medan, remains very limited. Furthermore, most existing intervention programs primarily target adolescents or adults, whereas programs specifically designed to address the developmental stages of 9–10-year-olds, using a fun, participatory approach, have yet to be systematically developed and evaluated. Therefore, this training aims to address this gap by designing and evaluating an emotional management program that is contextual, grounded in participants' actual needs, and aligned with the developmental characteristics of fourth-grade elementary school students.

This condition was also found in the field through the results of the training needs analysis (TNA) conducted on fourth-grade students of SD Kemala Bhayangkari 1 Medan on April 10, 2026. This school is a private elementary school located on Jl. H. Misbah No. 18-A, Jati Village, Medan Maimun District, Medan City, under the auspices of the Kemala Bhayangkari Foundation, with a total of 294 students divided into 9 classes.

Based on a structured interview with the fourth-grade homeroom teacher who also served as a guidance counselor, it was found that out of approximately 25 students, only 2–3 were able to maintain full concentration during the lesson. Some students had difficulty controlling their emotions, such as being easily angered or overreacting, which also triggered conflicts among students. These conflicts generally began with simple things but developed into more complex problems because students did not yet have adequate strategies for managing emotions and resolving problems adaptively. Eisenberg et al. (2010) also emphasized that low self-confidence in children often stems from underdeveloped emotional regulation skills, as poorly managed feelings of shame and fear of making mistakes inhibit the courage to try.

Based on these issues, an emotional management training program was designed as a form of psychological intervention to help fourth-grade students of SD Kemala Bhayangkari 1 Medan, develop the ability to recognize, understand, and manage emotions more adaptively. Noe (2017) emphasized that effective training must be designed based on the participants' real needs as identified through the TNA process. This program is packaged in a light and fun way that suits the students' age developmental stages, using various methods such as material delivery, games, self-reflection, and commitment-building.

After the training is implemented, evaluation is needed to determine the extent to which the program provided is able to achieve the stated goals. Kirkpatrick and Kirkpatrick (2006) emphasized that training evaluation is an integral part of the training cycle which includes assessment of participant reactions, increased understanding, changes in behavior, and the final results achieved. In this report, evaluation is carried out through pre-test and post-test to measure the increase in participants' knowledge, as well as an evaluation sheet to determine participants' responses and satisfaction with the implementation of the training (Goodman et al., 2012).

This evaluation of emotional management training was conducted with several interrelated objectives. First, the evaluation aimed to determine the training's effectiveness in improving participants' understanding and knowledge of basic emotional concepts and strategies for managing them, as measured by comparing pre-test and post-test scores. Second, the evaluation aimed to determine participants' responses and satisfaction with the quality of the training, including assessments of participants' feelings, the training's systematics, the relevance of the material, and the facilitator's performance during the training. Third, the

evaluation aimed to identify strengths and challenges encountered during the training, both technically and in time management, as a basis for future improvements. Fourth, the evaluation aimed to develop constructive recommendations for participants on applying the training material in their daily lives, as well as to provide input for improving similar training programs in the future.

METHODS

The study employed a quantitative approach with a pre-experimental design, namely a one-group pre-test post-test design. According to Creswell (2018), quantitative research employs experimental strategies that can involve multiple variables and treatments, such as factorial designs and repeated measures. This research can also use longitudinal data to examine the development of a phenomenon over time and apply structural equation modeling to analyze causal relationships and the combined strength of multiple variables.

The participants in this Emotion Management Training were 21 fourth-grade students at SD (Elementary School) Kemala Bhayangkari 1 Medan. Participants were students who attended all training activities held at the school. The selection of fourth-grade students was based on the consideration that at this age, children begin to experience various social and academic situations that can elicit a variety of emotions, such as happiness, anger, sadness, fear, and disappointment, but they do not yet have fully developed the ability to manage and express these emotions appropriately. The sampling technique used was convenience sampling. According to Rosidah et al. (2023), convenience sampling is a sampling technique where researchers select participants based on their availability and willingness to participate in the research.

Training evaluation data were collected using two main instruments. First, a pre- and post-test was distributed to participants, consisting of 10 multiple-choice questions related to the training material, to measure changes in participants' knowledge before and after the training. Second, a training evaluation sheet was distributed to participants at the end of the session. This evaluation sheet consisted of four sections: (A) an assessment of participants' feelings after the training using a facial expression scale; (B) an assessment of the training's systematics, materials, and facilitator performance using a 1–5 star scale, colored according to the participant's level of satisfaction, with more stars indicating a better rating; (C) participants'

messages and impressions of the training implementation; and (D) participants' commitment to one action they would take to manage their emotions effectively after the training.

The data analysis technique we used was the Wilcoxon Signed Rank Test. Prior to data analysis, assumption tests were conducted to determine the appropriate type of statistical test. Normality was assessed using the Shapiro-Wilk test. If the data is normally distributed, as indicated by a p-value > 0.05, then the analysis is continued using the Paired Sample T-Test. Conversely, if the data are not normally distributed and the p-value is < 0.05, an alternative non-parametric test, the Wilcoxon Signed-Rank Test, is used.

RESULTS

Formative Evaluation

1. Analysis of Training Process Advantages

One of the main advantages of this training is its use of comprehensive, structured evaluation instruments. The evaluation does not rely on a single measuring tool but rather combines two main instruments: a pre-post test and a training evaluation sheet, yielding richer data. The evaluation sheet is organized into four sections (A–D), covering affective, cognitive, and post-training behavioral commitment. With this evaluation format, the results reflect not only the extent of knowledge absorbed by participants but also the extent to which the training has had an emotional impact and driven real behavioral changes.

Another advantage is the participants' excellent initial understanding, as demonstrated by the pre-test results. This indicates that the training materials designed by the facilitator team are appropriate for the participants' level of understanding and cognitive abilities. The material is not too difficult, so it doesn't overwhelm the participants, yet remains useful and meaningful. Furthermore, the high initial understanding demonstrates that fourth-grade students already possess a basic awareness of emotions and how to manage them, allowing the training to serve as a reinforcement and development of existing skills, rather than building understanding from scratch.

Another noteworthy advantage is the evaluation instrument's easy-to-understand design, tailored to the characteristics of elementary school-aged children. For example, using a facial expression scale in Part A was an appropriate choice because children find it easier to identify their feelings through visual representations than through more abstract numerical or verbal scales. Similarly, the use of a star scale in Part B provided a fun and non-burdensome

assessment experience for participants. This child-friendly design not only increased participant engagement in completing the evaluation sheet but also ensured more accurate data collection because participants truly understood what they were being assessed.

During the training, the facilitator also demonstrated good adaptability in handling various unexpected situations. For example, when participants began to make noise or were not paying attention to the material, the facilitator was able to restore their focus by effectively using cheers. Furthermore, despite technical constraints such as interference with the infocus device and scheduling conflicts with break times, the facilitator was able to adjust the time well so that the entire series of activities could still proceed according to the established objectives. This adaptability and responsiveness reflect the facilitator team's readiness to manage field dynamics that cannot always be predicted in advance.

2. Analysis of Weaknesses and Obstacles in the Training Process

During the training, several obstacles arose. First, limitations related to time management. The activity schedule overlapped with break times several times, requiring the facilitator to adjust and manage time effectively to ensure the entire series of activities could still be carried out in line with the established objectives. Second, technical difficulties arose with the infocus device we used. Several times, the infocus experienced no signal, preventing the laptop display from connecting properly to the screen. As a result, the facilitator had to repeatedly check and repair the connection between the infocus and the laptop to ensure the PowerPoint slideshow could be displayed.

Summative Evaluation

1. Knowledge Test

Table 1. Pre-test Result

No	Name	Pre-test Score
1	SH	100
2	JW	100
3	RA	100
4	N	100
5	KAZS	100
6	ZAM	100
7	QSAL	100
8	CF	100

No	Name	Pre-test Score
9	ARH	100
10	AS	100
11	MAP	100
12	NW	100
13	A	90
14	D	90
15	GAR	90
16	SZA	90
17	ZHR	90
18	AV	90
19	B	90
20	QPNN	90
21	TNRS	80
Mean		95.24

Based on the results of the pre-test, which involved 21 participants, the average score was 95.24. These results indicate that prior to the study, most participants had a very good understanding of the material presented. This high average score indicates that the participants' initial abilities were already fairly high.

Based on the distribution of scores, 12 participants scored 100, 8 participants scored 90, and only 1 participant scored 80. This indicates that almost all participants were able to answer the pre-test questions effectively. The relatively small variation in scores also indicates that there was no significant difference in initial abilities among participants.

Table 2. Post-test Result

No	Name	Post-test Score
1	SH	90
2	JW	100
3	RA	100
4	N	100
5	KAZS	100
6	ZAM	100
7	QSAL	100
8	CF	100
9	ARH	100

No	Name	Post-test Score
10	AS	100
11	MAP	100
12	NW	100
13	A	90
14	D	100
15	GAR	90
16	SZA	90
17	ZHR	90
18	AV	80
19	B	100
20	QPNN	90
21	TNRS	80
Mean		95.24

Based on the post-test results, which involved 21 participants, the average score was 95.24. This result indicates that after the training, the participants' understanding was in the very good category. Overall, most participants answered the questions correctly, earning high scores.

Based on the score distribution, 13 participants scored 100, 6 scored 90, and 2 scored 80. These results indicate that the majority of participants had a very good understanding of the material presented during the training. Meanwhile, participants who scored 90 and 80 also demonstrated good understanding, although some material remained incomplete.

Table 3. Descriptive Statistics of Pre-test and Post-test Result

Statistics	Pre-test Score	Post-test Score
Valid	21	21
Missing	0	0
Mean (arithmetic)	95.24	95.24
Std. Deviation	6.016	6.796
Shapiro-Wilk	0.713	0.697
P-value of Shapiro-Wilk	< .001	< .001
Minimum	80	80
Maximum	100	100

Table 4. Wilcoxon Signed-Rank Test Results for Pre-test and Post-test

Measure 1	Measure 2	W	z	p	Rank-Biserial Correlation	SE Rank-Biserial Correlation
Nilai Pre-test	Nilai Post-test	5	0	1	0	0.5

Based on the pre-test and post-test evaluation results, all participants completed both stages of the assessment. The average pre-test and post-test scores were the same at 95.24, indicating no overall change in the average score after the training. Although some participants experienced increases or decreases in their scores, these changes did not affect the overall results.

The Wilcoxon Signed-Rank Test showed a W value of 5, z = 0, and p = 1.000 ($p > 0.05$). These results indicate no significant difference between the pre-test and post-test scores. Furthermore, the rank-biserial correlation value of 0.000 indicates no effect of the training on changes in participants' scores. These results indicate that the participants' knowledge levels before and after the training were relatively similar. This was likely influenced by the participants' high initial pre-test scores, which limited the opportunity for score improvement after the training.

2. Training Evaluation

The training evaluation was conducted by providing participants with an evaluation sheet to complete. Participants were asked to rate the training through several questions using a 1-5 star scale, which they had to color in. The more stars they colored in, the more positive the assessment. Four questions related to the training implementation covered their experience during the training and how they received the material delivered by the facilitator.

a. Training Impressions

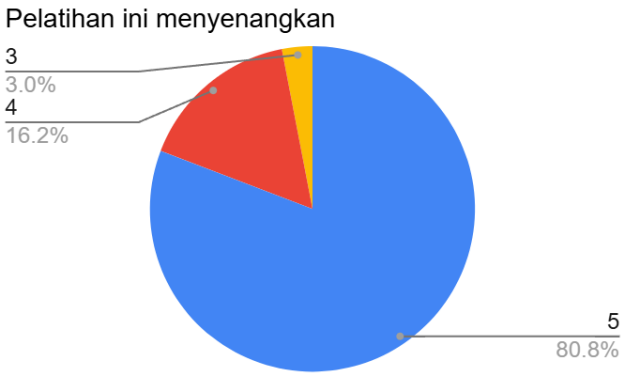


Figure 1. Impression Training Evaluation Diagram 1

In the first question given on the evaluation sheet, 80.8% or 16 participants colored five stars or, in other words, gave a score of 5. 16.2% or 4 participants gave a score of 4, and only 3.0% or 1 participant gave a score of 3. Based on the results of the evaluation assessment, it can be said that most participants agreed that the training provided was enjoyable. This is related to the interactive approach to delivering material accompanied by participatory activities that were designed to increase participant enthusiasm during the training.



Figure 2. Impression Training Evaluation Diagram 2

The next question received a fairly wide range of responses from participants. 61.1% (11 participants) gave a score of 5, 26.7% (6 participants) gave a score of 4, 10% (3 participants) gave a score of 3, and 2.2% (1 participant) gave a score of 2. The results of this evaluation indicate that most participants felt comfortable throughout the training, which is an important condition for supporting an effective learning process. However, there were several participants who gave a score of 3 or 2, which requires attention. There may be things that distract them and make them feel uncomfortable, such as the training activity being stopped in the middle because it coincided with a break or technical problems when presenting material via infocus. In the future, technical readiness and certainty of the time used are needed more strictly to increase participant comfort during the training.

b. Delivery of Material

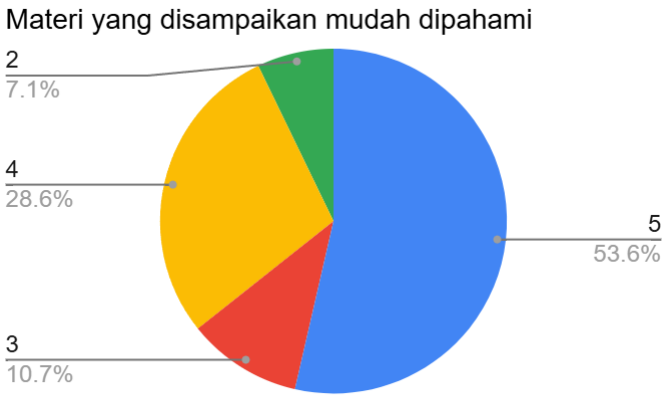


Figure 3. Impression Training Evaluation Diagram 3

In this question, the distribution of answers was divided into 53.6% (9 participants) gave a score of 5, 28.6% (6 participants) gave a score of 4, 10.7% (3 participants) gave a score of 3, and 7.1% (3 participants) gave a score of 2. From these results it can be said that some participants felt they could easily understand the material presented by the facilitator during the training. However, there were still participants who gave a score of 3 or 2 which indicates that they may not be able to understand the material given. This indicates the need for improvement in the implementation of the next training, for example by increasing visual illustrations and simple examples that can be easily understood by elementary school students.



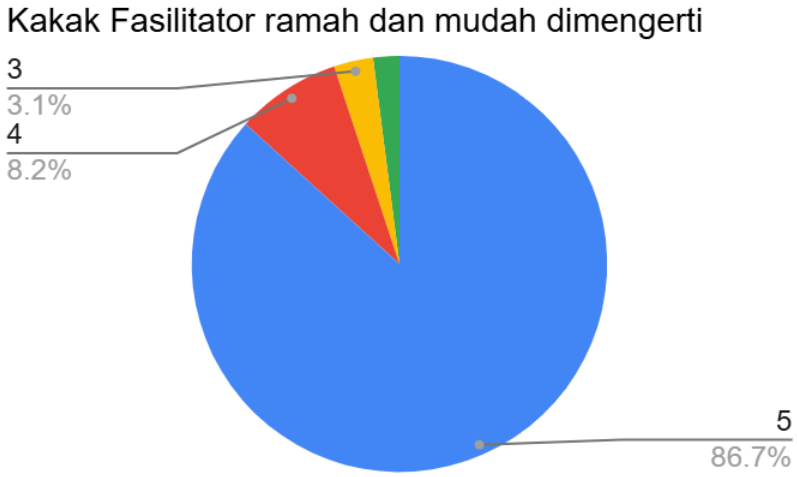
Figure 4. Impression Training Evaluation Diagram 4

The second question remained dominated by participants who gave a score of 5, which was 62.5% (11 students). Then, 18.2% (5 students) gave a score of 3, 17% (4 students) answered a score of 3, and 2.3% (1 student) gave a score of 2. The evaluation assessment results showed that most participants felt they gained new knowledge regarding emotions,

although some participants may have felt familiar with the training material presented by the facilitator. This also relates to the results of the pre-test of participants who had already received high scores even before being given training.

3. Trainer Evaluation

Although based on the results of the participant evaluation of the statement "The facilitator is friendly and easy to understand" obtained as many as 86.7% or around 18 out of 21 students gave the highest score of 5, which indicates that almost all students felt that the facilitator was friendly and able to deliver the material in a way that was easy to understand. In addition, participants considered the way the material was delivered was quite exciting and not boring with a percentage of 8.2% or around 2 students giving a score of 4, and only 3.1% or around 1 student giving a score of 3. Both values from the evaluation statement are considered high. However, based on the trainer's independent evaluation and observation there are still several things that need to be improved. This is because the trainer still has limited experience in interacting with elementary school-aged students, classroom management and adjustment of material delivery strategies have not fully matched the characteristics of the participants and have not yet matched the conditions expected by the trainer.



Gambar 5 Diagram Evaluasi Pelatihan Kesan 5



Figure 6. Impression Training Evaluation Diagram 6

The high level of enthusiasm shown by participants in providing feedback and sharing experiences during the session often led to a less conducive classroom atmosphere, resulting in several interruptions in the delivery of the material, requiring the trainer to provide repeated instructions to regain focus. Furthermore, the language and examples provided need to be more tailored to the participants' developmental level to ensure optimal understanding. Therefore, trainers need to improve their classroom management skills and develop delivery methods that are more suited to the characteristics of elementary school-aged children in future activities.

DISCUSSION

The results of this study indicate that there was no significant difference between the pre-test and post-test scores of the emotion management training participants, as indicated by the Wilcoxon Signed-Rank Test ($W = 5$, $z = 0$, $p = 1.000$ $p > 0.05$). The rank-biserial correlation value of 0.000 further confirms that there was no statistically measurable effect of the training on changes in participants' scores. However, this finding does not necessarily indicate that the designed training program is ineffective. Instead, a more careful understanding of the data distribution reveals a more complex and theoretically meaningful condition.

The very high average pre-test score of 95.24 out of 100, with 12 of the 21 participants achieving a perfect score, indicates that the students' initial abilities were already in the very good category before the intervention. This condition results in what is known in the

psychometric literature as a ceiling effect, namely when the participants' initial scores are already close to the instrument's maximum limit, so that the room for detecting improvement is very limited statistically. This phenomenon directly answers the research problem formulation, namely why there was no significant difference between the pre-test and post-test scores, while also responding to the research objective of evaluating the effectiveness of the training. Thus, the lack of statistical significance does not constitute evidence of the intervention's ineffectiveness, but rather reflects the limited sensitivity of the measurement instrument when applied to a group with already high initial abilities.

These findings have important implications for the scientific context of school-based intervention psychology. The first research objective, which was to measure improvements in understanding through a comparison of pre-test and post-test scores, was not statistically met, but substantively revealed an important finding: fourth-grade students at SD Kemala Bhayangkari 1 Medan already had a fairly mature basic awareness of emotions and their management even before the training was provided. This is in line with Santrock's (2011) view that children aged 9–10 years are in a phase of rapid social development, so that conceptual understanding of emotions can develop naturally through everyday social interactions, without always relying on formal intervention.

On the other hand, participant reactions, measured using a star-based evaluation sheet, provided a much more positive picture and were an important dimension in answering the second research objective. 80.8% of participants gave the highest score to the question about enjoyment during the training, and 86.7% rated the facilitator as friendly and easy to understand. These results reflect the program's success at the first level of Kirkpatrick's evaluation, the reaction level, which measures participant satisfaction and enthusiasm. Although cognitive improvements were not statistically significant, the participants' highly positive affective responses indicate that the training successfully created a fun and meaningful learning experience, an important foundation for long-term behavior change.

Furthermore, the finding that some participants felt they gained new knowledge about emotions, even though 62.5% gave the highest score and others felt familiar with the material, strengthens the argument that training effectiveness cannot be measured solely through changes in cognitive scores. Training programs designed with a participatory, reflective, and behaviorally commitment-based approach, as implemented in this study, are more appropriately evaluated using a multidimensional framework encompassing affective,

behavioral, and long-term impacts. In other words, the absence of statistical differences in knowledge levels does not mean that the intervention's objectives have not been achieved, but rather suggests that the evaluation instrument and design need to be adjusted to capture changes in deeper dimensions, such as coping strategies, self-regulation in real-life situations, and the quality of participants' social relationships after the training.

These results differ from those of Prasetya and Hidayah (2023) who conducted emotional regulation training on adolescents in Yogyakarta and found a significant difference between pre-test and post-test scores of $p = 0.027$. This difference in results can be attributed to the participants' different initial conditions. In their study, participants' pre-test scores were in the low to moderate category with a range of 28-45, which then increased significantly after the intervention. Meanwhile, in this study, participants already had pre-test scores that were in the high category from the start, so the room for improvement was quite low and served more to strengthen understanding of the knowledge that the participants already possessed.

A similar finding was found in Ramadhan and Tarmidi's (2025) study on emotional regulation psychoeducation for adolescents in orphanages in Medan City, which showed a significant decrease in emotional regulation difficulty scores and an increase in knowledge. However, it should be noted that in this study, the participants' initial conditions were considered quite emotionally vulnerable due to major life changes, such as the loss of family and relocation, which then caused their emotional regulation threshold to be below average. This condition, in turn, increased the likelihood of measurable change or improvement after the intervention. It is certainly different from the participants in this study, who were elementary school students in a relatively stable environment, so their initial abilities were already better, even before the training intervention (Bailey et al., 2017).

This study makes a theoretical contribution to the literature on psychological interventions, specifically emotional management training programs for elementary school-aged children. In practice, these findings can serve as a reference for educational institutions, teachers, and psychologists in designing and implementing structured emotional management training programs tailored to students' developmental needs. However, this study does have several limitations that must be acknowledged, including the limited number of subjects, which consisted of fourth-grade students at SD Kemala Bhayangkari 1 Medan, and the short duration of the training, which meant that significant changes were not yet visible.

Based on these limitations, further research is recommended to increase the number of subjects across various schools and classes and extend the training duration to more effectively measure its effectiveness. Furthermore, further research could explore the long-term effectiveness of the emotion management training program and its impact on other aspects such as academic achievement, social relationships, and students' overall psychological well-being. Furthermore, further research could use a mixed-method approach to achieve more effective results.

CONCLUSION

This study demonstrates that emotion management training effectively improves elementary school students' ability to understand, recognize, and adaptively manage emotions—skills that support adjustment, positive social interactions, and psychological well-being. Theoretically, these findings enrich the literature on psychological interventions for elementary school children and, practically, provide a basis for schools, teachers, and psychologists to design structured, developmentally appropriate emotion management programs. However, the study's limitations—including a sample size limited to fourth-grade students at one school and the relatively short duration of the intervention—limit generalizability and the monitoring of long-term effects. Therefore, further studies are recommended that involve larger, more diverse samples, extend the duration, evaluate long-term effects on academic achievement, quality of social relationships, and psychological well-being, and consider a mixed-methods approach and operational improvements, such as scheduling coordination with schools and ensuring training equipment availability, to ensure smooth implementation.

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