



Mood Box: As a Form of Recognizing the Mental Emotions of Kedung Padaringan 2 Elementary School Students as the First Step Towards a Healthy and Comfortable School

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ABSTRACT

Basic education is an important aspect in a country's development. The comfort of children's learning in elementary schools (SD) has a crucial role in determining the quality of their education. Children's emotions can affect their learning comfort, and managing children's moods from an early age is very necessary. One effort to increase children's learning comfort at Kedung Elementary School, Kepanjen, Malang Regency is through the implementation of the Mood Box Work Program (Proker). This program aims to create positive learning conditions, stimulate learning motivation, and reduce the impact of stress due to changes in learning patterns. In this journal, we will describe the Mood Box Program and the results of its evaluation of children's learning comfort at Kedung Elementary School. We will explore the methods, approaches and changes produced by this program in an effort to improve the quality of learning at this school. A deeper understanding of the impact of this program can provide a better view of the importance of a positive and comfortable learning environment for children in these challenging times. Through analysis and reflection on the Mood Box Program, we hope to make a positive contribution in efforts to improve the quality of basic education at Kedung Elementary School, as well as provide insight for policy makers, educators and researchers in understanding the importance of creating a learning environment that is conducive to the development of children in future.

KEYWORDS

Education, Learning, Emotions, Children, Mood Box

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INTRODUCTION

Education is one of the main pillars in the development of a nation. In Indonesia, basic education is realized through elementary schools (SD) as the first educational institutions encountered by most children. The comfort of children's learning in elementary school has a crucial role in determining the quality of their education. Based on Law Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation and state (Arianti, 2017)

To create a comfortable learning environment to improve education, it can be influenced by emotional development factors. Emotions are all forms of mental symptoms where there is a stimulus that influences them and the period of time is not too long. As for emotions themselves, there are what are called positive emotions and negative emotions, emotions have an impact as a result of the stimulus that influences them. , such as positive emotions, for example when children do activities so that they don't get bored. Children are given time to play so that in their activities children feel happy and are directed towards a good mood. (Sholihah, 2017)

Managing moods in children from an early age is very necessary because, when children accumulate problems within themselves, it will cause bad impacts, and the impact is not only on the individual themselves but socially. Increasing a good mood is important because mood can influence a person's thoughts. Good mood and bad mood are the result of certain compounds in the body that influence nervous responses. Most young children find it very difficult to express the mood they are experiencing, which results in a child being lazy about pursuing education because it is not in accordance with what is in their heart and various problems that arise at school, so that if these problems are not addressed, it will result in a student's personality becoming closed (Umaroh, 2021)

Therefore, there are cases of boredom in children's learning activities, and children feel

burdened and a feeling arises due to the influence of learning activities that are not in accordance with the children's hearts and it is feared that it will cause stress and fear so that it can affect the smooth management of the child's personality and character in know a world other than himself. One effort to increase children's learning comfort at Kedung Elementary School, Kepanjen, Malang Regency, East Java is through the implementation of the Work Program (Proker) Mood Box. This program aims to create positive learning conditions, stimulate learning motivation, and reduce the impact of stress due to changes in learning patterns.

In this journal, we will describe the Mood Box Program and the results of its evaluation of children's learning comfort at Kedung Elementary School. We will explore the methods, approaches and changes produced by this program in an effort to improve the quality of learning at this school. A deeper understanding of the impact of this program can provide a better view of the importance of a positive and comfortable learning environment for children in this challenging time. Through analysis and reflection on the Kotak Mood Proker, we hope to make a positive contribution in efforts to improve the quality of basic education at Kedung Elementary School, as well as providing insight for policy makers, educators and researchers in understanding the importance of creating a learning environment that is conducive to children's future development.



MATERIALS AND METHODS

This activity began with a survey with a quantitative method design with a Pre-Experimental approach, the planning used was a Discussion Group with students from SD Negeri II Kedungpedaringan, Kepanjen, Malang Regency. The variables assessed include students' knowledge regarding managing feelings and emotions, where it is hoped that they can create an effective and positive learning atmosphere. The strategy used in counseling is a community-based approach where the problem solving strategy goes directly to the target by optimizing the teacher's role in dealing with emotional and mental problems around students at SD Negeri II Kedungpedaringan, Kepanjen, Malang Regency. So the strategy that has been implemented is providing health education about children's knowledge of emotional and mental problems based on events they have experienced, such as feeling happy when playing, feeling angry when fighting with friends, and other emotional feelings. The instrument is based on essential mental health standards in health care facilities.

The implementation of health assessments regarding children's emotions and mental health at SD Negeri II Kedungpedaringan, Kepanjen, Malang Regency is (1) preparation of the implementing team, coming from students from Group 2 of the Community Development and Organization Course, Offering A Public Health Science Study Program FIK UM Batch in 2022, (2) Emotional and mental introduction to children or pupils who are studying at SD Negeri II Kedungpedaringan, Kepanjen, Malang Regency, carried out through discussion sessions with resource persons representing Offering A Public Health Students who visited SD Negeri II Kedungpedaringan, Kepanjen, Malang Regency (3) Data collection at SD Negeri II Kedungpedaringan, Kepanjen, Malang Regency was carried out for one day for grades 1 to 5 using the interview method for all students from grades 1 to 5 in SD Negeri II Kedungpedaringan, Kepanjen, Malang Regency, (4) Data processing and analysis was carried out manually using the Excel computer program. The results of calculations regarding children's knowledge about emotional and mental problems were analyzed descriptively using WASH FIT criteria. If the indicator achievement is <60%, then significant improvement is needed, if the indicator achievement is 60%-75% it means additional and sustainable efforts are needed, and if it is >75% then it needs to be maintained and improved. (WHO, 2020)

RESULTS AND DISCUSSION

The implementation of this service is carried out by giving a box called a "Mood Box" to the children of Kedungpedaringan Elementary School, Kepanjen, Malang Regency, into which the box will then be filled with paper containing writing about their mood or feelings at that time. However, students in grades 1 and 2 will be given stickers that represent an emotion because students in grades 1-2 are considered to still have difficulty expressing their feelings through writing. Apart from that, the activity will be continued with a story or discussion session that highlights positive values, courage, and ways to overcome existing challenges and encourages children to share their positive experiences in the learning process. Encouraging them to be open and brave enough to talk about their feelings will enable them to carry out the learning process well.





Children's emotional regulation is the child's ability to regulate, evaluate, modify and communicate emotional feelings appropriately, where there are intrinsic and extrinsic processes that underlie it. Regulatory capabilities are influenced by internal and external elements. Internal elements include temperament, while external elements include the environment. Emotion regulation in children has various important benefits, such as managing stress, increasing concentration and focus, improving social relationships, developing empathy, increasing wise decision making and improving mental well-being.

Pouring out their feelings through writing can be an effective way for children to express their feelings and emotions. Writing can be a powerful tool for expressing yourself and processing experiences or feelings that are difficult to express. By writing, children can more clearly understand their feelings and emotions. Writing also helps dig deeper into what children really feel and helps children release the stress and emotional burden they feel. When children express their feelings through writing, other people can read and understand their feelings. This can provide support and understanding to children in dealing with difficult feelings. Apart from that, writing can also improve children's language skills and creativity. By training themselves to express their feelings through writing, children can develop critical thinking skills and broaden their horizons.

CONCLUSIONS

Basic education is an important aspect in the development of a country. To create a comfortable learning environment to improve education, it can be influenced by emotional development factors. Children's emotions can influence their comfort in learning, and managing children's moods from an early age is very necessary.

Increasing a good mood is important because mood can influence a person's thoughts. Most young children find it very difficult to express the mood they are experiencing. One effort to increase children's learning comfort at Kedung Elementary School, Kepanjen, Malang Regency is through the implementation of the Mood Box Work Program (Proker).

This activity begins with a survey with a quantitative method design with a pre-experimental approach. The strategy used in counseling is a community-based approach where problem solving strategies go directly to the target by optimizing the teacher's role in dealing with emotional and mental problems around students. For grades 1 and 2, stickers will be given that represent an emotion. This can help children express their feelings through writing and develop critical thinking in dealing with difficult feelings.

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Thank you for the valuable contributions from all sectors that make this program a success. Hopefully this experience will not only increase students' knowledge in recognizing their emotions/mentality, but also support their enthusiasm to continue to be enthusiastic about learning at school. All of this means a lot to the smooth running of our program. Finally, I hope this program can be useful for all parties and in the future.

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Apart from that, we also provide contributions for each group member so that they don't depend on class sales alone. While we were making this project, there were no problems or obstacles, because in the process we used unused materials with the aim of not spending too much.

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Conflict of Interest

The authors declare no conflict of interest

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