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Development of Feeling Board Media to Stimulate Social-Emotional Development in Children Aged 5-6 Years

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Abstract
This study aims to develop and evaluate the effectiveness of the Feeling Board media as an instrument to stimulate the social-emotional development of children at PAUD Al-Huda. This research was motivated by field observations indicating that children still experienced difficulties in identifying personal emotions, regulating themselves, and engaging in peer cooperation. This study employed a Research and Development (R&D) approach adapted from the Borg and Gall model, consisting of six stages: data collection, planning, product development, preliminary testing, revision, and field testing. Data were collected through observation, interviews, documentation, and developmental assessments involving 10 children aged 5–6 years. The results of material expert validation showed an average score of 4.1 (categorized as good), indicating that the media is feasible for implementation. Furthermore, field testing demonstrated a significant improvement in children's social-emotional competence, with all participants achieving the "Very Well Developed" (BSB) category and a success rate of 87%. These findings confirm that the Feeling Board media is an effective interactive tool for optimizing early childhood social-emotional development.

Keywords: Feeling Board Media; Social-Emotional; Early Childhood;

INTRODUCTION

The development of high quality human resources is inextricably linked to the quality of the implemented educational system. Education serves as a strategic medium to foster individual potential across intellectual, spiritual, and social dimensions (Sujiono, 2013). Within this framework, Early Childhood Education (PAUD) holds a paramount position because it operates during the golden age a critical developmental phase that fundamentally shapes a child's future character and personality (Mansur, 2014). The urgency of early childhood education is further reinforced by national policies through Law Number 20 of 2003 concerning the National Education System, which underscores the importance of guidance from an early age.

Additionally, the Ministry of Education and Culture Regulation (*Permendikbud*) Number 137 of 2014 establishes standards for children's developmental achievements, highlighting social-emotional development as a core indicator of early education success.

Social-emotional development refers to a child's ability to recognize, understand, and manage emotions while establishing positive social interactions with their environment. This competence plays a critical role in shaping personality and ensuring future social success (Hurlock, 2015; Santrock, 2011). This developmental process does not occur instantly; rather, it emerges through the interplay between an individual's maturation and appropriate environmental stimulation. However, empirical reality reveals that children's social emotional development is often not fully optimized. Observations at *PAUD Al-Huda* indicated that many children still struggle with emotional regulation, exhibit low self-confidence, and face difficulties cooperating with peers. This condition implies that the current classroom stimulation has not been fully effective in fostering the children's psychosocial aspects.

A primary factor contributing to this issue is the limited and conventional use of instructional media. Instructional media is vital for transforming abstract concepts into concrete, easily digestible ideas for young learners (Arsyad, 2017). Consequently, innovative learning media is urgently required to capture children's interest and support their emotional growth. One potential solution is the "Feeling Board," a visual educational tool designed to help children identify and express emotions. Through this media, children can associate internal feelings with specific visual symbols, thereby facilitating self reflection and emotional management. This visual interactive approach is deemed more effective than purely verbal methods in helping young children grasp emotional concepts.

Previous studies indicate that the utilization of interactive visual media can significantly enhance children's social emotional development (Mayar et al., 2023; Aulia et al., 2021). Furthermore, a supportive learning environment is proven to reinforce children's social abilities (Muzzamil, 2021). Nevertheless, a research gap persists; most existing literature focuses on the general application of visual media without specifically developing emotional boards through a systematic Research and Development (R&D) approach. This study addresses this gap by developing a visual interactive "Feeling Board" and empirically testing its feasibility and effectiveness. The main objective of this work is to provide a validated, concrete instructional tool tailored to enhance emotional regulation and cooperative skills, thereby offering an accessible solution for optimizing early childhood psychosocial development.

METHODS

This research applied a Research and Development (R&D) method. The strategy adopted a systematic and simplified Borg and Gall development model to design, develop, and validate the "Feeling Board" instructional media. This model was selected due to its comprehensive procedural steps in verifying product validity, ranging from field issue identification to empirical effectiveness testing (Sugiyono, 2019). Given the constraints of time and institutional resources, this study focused on six core operational stages: (1) research and preliminary information gathering, (2) planning, (3) development of the preliminary form of product, (4) preliminary field testing, (5) main product revision, and (6) operational field testing.

The research was carried out at *PAUD Al-Huda*, located in *Cianjur*, West Java, Indonesia. The participants consisted of 10 early childhood students from Group B (aged 5–6 years), selected through a purposive sampling technique based on specific criteria,

namely children exhibiting noticeable behavioral indicators of delayed social-emotional and self regulation skills. The study spanned one full academic semester. Within this developmental research framework, the researcher acted as an active participant observer, serving both as the core product designer and the primary classroom observer during the media implementation phases.

The "Feeling Board" media was engineered using non-toxic, child-friendly, and durable materials to ensure physical safety during classroom interactions. The technical specifications of the primary components included a lightweight yet robust polyvinyl chloride (PVC) backing board measuring 60x40 cm, high-grade *art paper* with glossy lamination for the emotion-indicator cards to enhance longevity against high-frequency physical wear, and premium velcro fasteners to facilitate intuitive detachment and attachment by young children. The integration of surface lamination was a direct technical enhancement derived from the preliminary refinement loop to ensure structural resilience. The exact developmental procedures are detailed as follows:

1. *Research and Information Collecting.* A field needs analysis was conducted at PAUD Al-Huda using structured observations and semi-structured interviews with early childhood educators to identify instructional gaps in emotional stimulation.
2. *Planning.* This phase involved establishing a micro curriculum framework, conceptualizing the visual interface of the board, and designing validation evaluation matrices for subject matter and media design experts.
3. *Development of Preliminary Product.* This stage comprised the physical manufacturing of the "Feeling Board" prototypes along with a structured instructional handbook for teachers.
4. *Preliminary Field Testing.* The initial prototype was deployed in a restricted setting with 10 children to evaluate media legibility, physical ergonomics, and initial user engagement.
5. *Main Product Revision.* Formative modifications were executed based on expert appraisal feedback and initial field observations; a critical modification included reinforcing the edges and thickness of the emotion cards.
6. *Operational Field Testing.* Full implementation was conducted within the regular classroom schedule to empirically measure the capacity of the media to stimulate actual psychosocial developments.

Data collection instruments comprised structured observation rubrics, expert judgment evaluation scales, and teacher interview protocols. The structured observation rubrics monitored shifts in children's social-emotional behaviors before and after the operational field intervention. The expert judgment evaluation scales utilized a five-point Likert matrix to establish design validity and conceptual alignment. To ensure qualitative data trustworthiness, technical triangulation was implemented by corroborating the researcher's observational data with daily anecdotal records from the classroom teacher and photographic evidence of student actions.

Data analysis was conducted using a descriptive qualitative and simple quantitative approach. Evaluative data from expert validation matrices and behavioral observation checklists were computed using percentage formulas to establish the feasibility threshold of the media. The quantitative measures calculated the specific advancement scores of children's social emotional competencies comparing baseline assessments with post intervention data to determine product effectiveness in optimizing the subjects' psychosocial capabilities (Arikunto, 2013).

RESULTS AND DISCUSSION

Results

A. General Profiles and Preliminary Conditions (Pre-test)

This research was conducted at *PAUD Al-Huda, Cianjur*, involving 10 early childhood students from Group B (aged 5–6 years) as the research subjects. Baseline observations during the pre-test phase indicated that the children's social-emotional competencies were predominantly categorized as *Mulai Berkembang* (MB) or Initially Developing. Students frequently exhibited difficulties in identifying personal emotions, a low tolerance for waiting or queuing, impulsive behaviors such as fighting over toys, and a lack of self-confidence when interacting in front of their peers. This substandard baseline condition was closely linked to the minimal availability of innovative Educational Learning Tools (*Alat Peraga Edukatif*/APE) focusing on psychosocial dimensions. Consequently, educators heavily relied on conventional lecturing methods, which left emotional concepts abstract and difficult for young learners to comprehend. When interpersonal conflicts arose, students tended to react through non-verbal, aggressive outburstssu ch as crying or throwing tantrums without being able to articulate the underlying causes of their distress.

B. Development Process of the Feeling Board Media

The engineering and validation of the "Feeling Board" media strictly followed a systematic, simplified six stage framework based on the Borg and Gall development model. The operational execution of each phase is detailed as follows:

1. *Research and Information Collecting (Needs Analysis).* Classroom observations and semi-structured teacher interviews at PAUD Al-Huda confirmed a substantial pedagogical gap in emotional regulation stimulation and highlighted the urgent need for interactive visual aids.
2. *Planning.* This phase involved designing a micro-curriculum based on the Ministry of Education and Culture Regulation (Permendikbud) Number 137 of 2014, defining eight core visual emotion indices (happy, sad, angry, afraid, disappointed, proud, embarrassed, and calm), and drafting expert validation instruments.
3. *Development of Preliminary Product.* The physical prototype was manufactured using a polyvinyl chloride (PVC) backing board and *art paper* emotion cards. A structured teacher's manual was also compiled to guide classroom integration.
4. *Preliminary Field Testing.* The initial prototype was deployed with the 10 subjects. While the children exhibited high enthusiasm, observations revealed a technical vulnerability: the paper emotion cards quickly creased and wore out when handled frequently by the children.
5. *Main Product Revision.* Formative adjustments were executed to resolve the technical issues. A high gloss lamination layer was applied to all emotion cards to enhance physical durability. Additionally, the color contrast between the disappointed and sad visual expressions was sharpened to help children distinguish between these two complex emotions more easily.
6. *Operational Field Testing.* The refined "Feeling Board" media was fully implemented over an eight-session cycle to empirically evaluate its impact on the children's social emotional growth.

C. Implementation and Final Evaluation (Post-test)

The operational field intervention spanned eight systematic sessions. During Sessions 1–2 (Introduction), the children began to recognize the visual emotional symbols and started mimicking the teacher's prompts to state simple reasons behind their feelings. By Sessions 3–4 (Internalization), student engagement rose significantly, allowing them to accurately distinguish complex emotions, such as differentiating

disappointment from anger. In Sessions 5–6 (Socialization and Empathy), the focus shifted toward interpersonal dynamics; students began displaying empathy toward downcast peers and showed marked improvements in cooperative tasks and patience. Finally, during Sessions 7–8 (Independence and Stabilization), the children's emotional regulation became self-sustained, and they spontaneously expressed their psychological states with consistent confidence.

The empirical data tracking the children's progress from the baseline (pre-test) to the final evaluation (post-test) are summarized in Table 1.

Table 1. Percentage Shifts in Children's Social Emotional Development Categories

Development Category	Pre-test %	Post-test %
Belum Berkembang (BB) / Not Yet Developing	20%	0%
Mulai Berkembang (MB) / Initially Developing	60%	0%
Berkembang Sesuai Harapan (BSH) / Developing as Expected	20%	13%
Berkembang Sangat Baik (BSB) / Very Well Developed	0%	87%

(Source: Research Findings, 2025)

The quantitative data presented in Table 1 demonstrates a profound shift in the children's psychosocial competencies. Prior to the intervention, 80% of the students were trapped in the lower developmental bands (*Belum Berkembang and Mulai Berkembang*), reflecting their struggles with self regulation and peer cooperation. Following the systematic implementation of the "Feeling Board" media, these lower categories were completely eradicated (0%). Conversely, the premier developmental tier, *Berkembang Sangat Baik* (BSB), escalated from 0% to an impressive 87% success rate.

The formulation and evaluation of the "Feeling Board" instructional media were systematically executed based on six simplified operational stages adapted from the Borg and Gall research and development framework, which are detailed as follows:

1. Research and Information Collecting (Needs Analysis)

   The development process initiated with field observations and baseline diagnostic assessments within *Group B* at *PAUD Al-Huda, Cianjur*. The preliminary diagnostic investigation indicated that out of the 10 targeted students, a significant majority exhibited substantial developmental barriers in emotional self-regulation and prosocial behaviors. These behavioral boundaries were characterized by a low tolerance for waiting or queuing, recurrent behavioral impulses such as fighting over classroom toys, and a severe lack of confidence when requested to verbally express personal emotions. The empirical reality in the classroom revealed a critical pedagogical gap: there was a complete absence of innovative Educational Learning Tools (*Alat Peraga Edukatif*/APE) engineered specifically to address emotional or psychosocial competencies. Consequently, the instructional climate was dominated by conventional, teacher centered lecturing methods, which left emotional literacy concepts completely abstract and unengaging for young learners.

2. Planning

   To bridge the gap identified during the baseline fieldwork, a conceptual blueprint for the "Feeling Board" media was established. The planning phase encompassed three primary operational components: (a) formulating structural behavioral indices derived directly from the early childhood social emotional competency metrics

standardized under the Ministry of Education and Culture Regulation (*Permendikbud*) Number 137 of 2014; (b) conceptualizing the visual semiotics and graphic layout for eight fundamental emotional spectrums (happy, sad, angry, afraid, disappointed, proud, embarrassed, and calm); and (c) constructing comprehensive expert judgment validation matrices utilizing a five point Likert scale to evaluate both content alignment and visual ergonomics prior to mechanical prototype manufacturing.

3. Development of Preliminary Form of Product

This stage involved the actual material fabrication and engineering of the preliminary "Feeling Board" prototype. The core platform was structured using a lightweight, non-toxic polyvinyl chloride (PVC) backing board, while the accompanying interactive components were printed on high grade *art paper*. To ensure an inclusive pedagogical ecosystem, the material package was bundled with a highly detailed teacher's instructional handbook. The media was designed around an interactive, hands on architectural concept, enabling young learners to physically pick and anchor specific emotion icons that tangibly represented their daily, subjective psychological dynamics.

4. Preliminary Field Testing

The fabricated prototype was deployed within a controlled environment to evaluate user ergonomics and ergonomics driven interaction behaviors among the 10 early childhood participants at *PAUD Al-Huda*. The qualitative measurement during this pilot phase focused heavily on evaluating student media interfaces, initial semantic comprehension, and intrinsic motivation levels. Although the participants demonstrated exceptional emotional resonance and curiosity toward the board, the preliminary trial exposed a technical vulnerability regarding material integrity: the paper-based emotion icons quickly creased, bent, and showed physical degradation when subjected to continuous manipulation by the children.

5. Main Product Revision

Formative structural modifications were immediately implemented to address the physical durability limitations observed during the preliminary field test. To maximize product longevity against rigorous student manipulation, a premium high-gloss lamination layer was thermally sealed over each interactive emotion icon. Furthermore, following feedback regarding initial legibility, the color values and contrast boundaries for complex emotional visual profiles specifically differentiating disappointed from sad were sharply intensified to help early childhood learners differentiate between closely related affective categories without experiencing visual cognitive load.

6. Operational Field Testing

The structurally optimized "Feeling Board" media was integrated into the core classroom curriculum over an experimental cycle consisting of eight sequential sessions. The developmental paths of the participants were continuously monitored through structured behavioral rubrics, which revealed a distinct dual-phase transformation:

a. *Sessions 1–4:* The pedagogical focus yielded an accelerated acquisition of emotional vocabulary. Students demonstrated a progressive leap from passive recognition to verbal expression, confidently forming explicit self-reflective statements, such as: "I feel proud because I was able to color my drawing neatly."
b. *Sessions 5–8:* Shifts in peer interaction became explicitly visible. Students spontaneously initiated empathetic acts, such as actively comforting downcast

peers, demonstrated an increased capacity for delayed gratification (waiting for their turns), and displayed strong confidence during public speaking exercises. The final post-test monitoring confirmed a complete eradication of the lower developmental bands, with the children's socio emotional competencies escalating remarkably from *Mulai Berkembang* (MB / Initially Developing) into the highly desired benchmarks of *Berkembang Sesuai Harapan* (BSH / Developing as Expected) and *Berkembang Sangat Baik* (BSB / Very Well Developed).

Discussion

The empirical findings of this study demonstrate that the systematic implementation of the "Feeling Board" media serves as a highly potent instructional mechanism for stimulating the social-emotional development of early childhood learners. This profound advancement is fundamentally anchored in the cognitive characteristics of children aged 5–6 years, who operate within the concrete operational precursor and late preoperational stages. According to Arsyad (2017), young learners require tangible visual mediators to bridge abstract conceptual definitions into explicit, observable forms. In this research, the "Feeling Board" effectively objectifies the internal, complex nature of human emotions into distinct, concrete visual icons, allowing children to recognize and label their subjective psychological states without experiencing high cognitive load.

1. Social-Emotional Intelligence and Interpersonal Competence

The capacity of the "Feeling Board" to elevate students' socialemotional profiles from *Mulai Berkembang* (Initially Developing) to *Berkembang Sangat Baik* (Very Well Developed) aligns with Daniel Goleman's emotional intelligence architecture. The routine deployment of this media directly fosters the primary pillars of emotional literacy, specifically self awareness and empathy (Ramadhani et al., 2025). By anchoring specific emotion icons onto the board during daily classroom routines, children systematically cultivate self awareness by identifying internal affective shifts. Concurrently, this interactive practice reinforces social intelligence; as notes by Zulqaidah et al. (2025), early childhood social literacy is highly critical for enabling young learners to resolve peer conflicts peacefully and establish positive interpersonal relationships.

Social intelligence comprehensively encompasses the fundamental capacity to effectively interact with and interpret the subjective feelings of others. From an Islamic pedagogical perspective, the critical importance of constructive social interaction and mutual understanding is deeply emphasized in the Holy Qur'an, specifically within Surah Al-Hujurat Ayat 13, where Allah SWT states:

يٰٓاَيُّهَا النَّاسُ اِنَّا خَلَقْنٰكُمْ مِّنْ ذَكَرٍ وَّاُنْثٰى وَجَعَلْنٰكُمْ شُعُوْبًا وَّقَبَاۤىِٕلَ لِتَعَارَفُوْا ۚ اِنَّ اَكْرَمَكُمْ عِنْدَ اللّٰهِ اَتْقٰىكُمْ ۗ اِنَّ اللّٰهَ عَلِيْمٌ خَبِيْرٌ

Meaning: "O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted."

This sacred verse explicitly teaches that mankind was intentionally created with distinct differences to foster a continuous process of mutual recognition (*li-ta'arafu*). Within a preschool classroom ecology, this foundational process of "knowing one another" must be initiated through a child's micro level ability to decode, acknowledge, and respect the emotional expressions of their peers. Ultimately, this visual emotional literacy serves as the primary catalyst that nurtures a strong supportive attitude, mutual assistance, and prosocial cooperation among young learners during group based learning activities.

In a preschool setting, this process of "mutual recognition" begins when a child learns to read, decode, and respect the emotional states of their peers. The field observations confirmed that through this visual tool, children developed a functional understanding of the continuous relationship between their thoughts, feelings, and behavioral actions. When a student could explicitly identify and declare their disappointment, they exhibited significantly calmer self-regulation compared to their chaotic outbursts prior to the intervention. This empirical outcome strongly reinforces Naimah's (2022) assertion that social intelligence must encompass bidirectional communication skills and adaptive emotional control within varied social environments.

2. Self-Regulation, Behavioral Control, and Empathetic Responding

The psychological paradigm of Daniel Goleman establishes five fundamental pillars of emotional intelligence: self-awareness, self regulation, motivation, empathy, and social skills (Ramadhani et al., 2025). Within this theoretical framework, the "Feeling Board" directly targets cognitive self awareness as the primary gateway to emotional literacy. When young learners learn to visually identify and vocally label their subjective emotional states, they are actively engaging in the initial phases of self-regulation. Furthermore, a substantial advancement in empathetic responding was explicitly observed during the operational field testing; children demonstrated an acute sensitivity toward decoding the visual facial cues of their peers. This emerging ability to decipher subtle social signals serves as a critical foundation for cultivating healthy, adaptive interpersonal relationships in their future social environments.

The behavioral application of the "Feeling Board" is deeply aligned with the principles of self-governance and emotional restraint anchored within Islamic ethics. A child's capacity to exercise patience, practice delayed gratification while waiting for a turn, and manage internal aggressive impulses represents a practical implementation of the *Muttaqin* (*pious*) character. In the sacred text of the Holy Qur'an, Surah Ali 'Imran Ayat 134 explicitly elucidates the virtues of those who master internal self-control:

الَّذِيْنَ يُنْفِقُوْنَ فِى السَّرَّآءِ وَالضَّرَّآءِ وَالْكٰظِمِيْنَ الْغَيْظَ وَالْعَافِيْنَ عَنِ النَّاسِ ۗ وَاللّٰهُ يُحِبُّ الْمُحْسِنِيْنَ ۚ

Meaning: "Who spend (in the cause of Allah) during ease and hardship and who restrain anger and who pardon the people and Allah loves the doers of good."

Within the pedagogical context of *PAUD Al-Huda*, this interactive visual medium trains children to suppress impulsive hostility by first identifying and confronting the emotion before it manifests as an aggressive action. By structurally naming an internal state such as articulating, I am currently angry young learners establish a cognitive buffer. This practice allows them to achieve self regulation in accordance with Qur'anic injunctions, transforming chaotic internal impulses into controlled, balanced psychological states. This physical practice allowed them to convert chaotic emotional outbursts into constructive, respectful, and well managed speech, aligning directly with the strategic frameworks of dynamic ethical communication and soft interpersonal approach (Ulum & Nurhidayati, 2024).

Empirical evidence confirms that identifying and naming emotions is the critical baseline for efficient behavioral regulation. Prior to the research intervention, students routinely manifested disappointment and interpersonal distress through disruptive, non-verbal outbursts, such as crying or physical tantrums. However, the introduction of this educational tool provided the children with an alternative "affective vocabulary" for classroom socialization. This visible transformation strongly corroborates the stance of Wahyuningsih (2020), which asserts that early childhood socio emotional development

requires structured, goal oriented stimulation; the "Feeling Board" systematically delivers this pedagogical intervention by successfully diverting raw, impulsive motor reactions into constructive, verbalized communication.

3. The Strategic Role of Instructional Media and Responsive Educators

An emotion represents a psychological and physiological response to both internal and external stimuli, fundamentally influencing an individual's physical and mental state (Karisma et al., 2020). Within the paradigm of Islamic education, directing and refining these emotions is considered a core element of *tazkiyatun nafs* (purification of the soul). Consequently, social-emotional progression cannot be left to develop naturally without structured guidance. Targeted stimulation via interactive learning media serves as an essential bridge for delivering these vital educational messages (Wahyuningsih, 2020). which can significantly elevate students' operational engagement and structured task motivation (Ulum, 2023).

Beyond the optimized structural quality of the media achieved through the R&D revision loops, the success of this intervention was heavily accelerated by responsive teacher scaffolding. The instructional interaction during the selection of emotion icons established a warm, transparent, and secure student teacher connection. This supportive classroom ecology directly reflects the educational philosophy embedded in Surah An-Nahl Ayat 125, where Allah SWT commands:

اُدْعُ اِلٰى سَبِيْلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِيْ هِيَ اَحْسَنُۗ اِنَّ رَبَّكَ هُوَ اَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيْلِهٖ وَهُوَ اَعْلَمُ بِالْمُهْتَدِيْنَ

Meaning: "Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is (rightly) guided."

The deployment of the "Feeling Board" represents a practical application of *hikmah* (*wisdom*) within early childhood pedagogy. It utilizes an intuitive, developmental-appropriate apparatus that aligns precisely with the cognitive capacities of young learners, ensuring that moral and emotional literacy is effectively integrated.

Furthermore, this empirical success reinforces the theory that social-emotional learning requires consistent habituation within a nurturing and compassionate environment (Naimah, 2022). This approach directly mirrors the prophetic model of gentleness toward children. In a prominent tradition, Prophet Muhammad SAW stated:

لَيْسَ مِنَّا مَنْ لَمْ يَرْحَمْ صَغِيرَنَا وَيَعْرِفْ شَرَفَ كَبِيرِنَا

Meaning: "He is not one of us who does not show mercy to our young ones and recognize the honor/rights of our elders." (HR. Tirmidzi No. 1920).

The educators at *PAUD Al-Huda* operationalized the spiritual essence of this Hadith by acting as active, empathetic listeners during the "Feeling Board" routines, thereby generating a profound psychological bond with the participants. This humanistic strategy successfully shifted the instructional environment from a passive, conventional structure into a dynamic, participatory learning model. In this setup, the teacher serves as a vital facilitator who validates the child's emotional reality, mirroring the prophetic tradition of granting absolute attention whenever a child spoke.

Theoretically and practically, the continuous use of the "Feeling Board" yields an enduring, positive impact on children's behavior. Young learners do not merely advance individually in emotional literacy; they also grow socially, establishing group harmony within their peer environment a tangible manifestation of *Hablun minannas* (harmonious

human relations) initiated through mutual affective understanding. Therefore, this visual tool is highly feasible for institutional integration within daily preschool morning circles to monitor children's psychological well being early on, while fulfilling the educator's role as a guardian of divine trust in fostering a pious (*muttaqin*) generation.

From a conceptual standpoint, the high efficacy of this emotional board can be systematically explained through cognitive constructivism, where children construct authentic knowledge via direct, hands-on experiences. The media functions not merely as a passive visual aid, but as a dynamic mechanism for self-reflection that allows children to connect subjective affective experiences with concrete, physical symbols. Additionally, these results corroborate Albert Bandura's social learning theory, which posits that children acquire behavioral patterns through social observation and modeling within their immediate environment. Consequently, the "Feeling Board" media simultaneously advances both intrapersonal competencies, such as emotional self awareness, and interpersonal competencies, including empathy, delayed gratification, and prosocial cooperation.

CONCLUSION

Based on the empirical findings, it can be concluded that the visual-interactive "Feeling Board" media developed through a systematic Research and Development (R&D) framework is highly feasible, valid, and effective in stimulating the social-emotional growth of children aged 5–6 years. The implementation of this instructional tool successfully enhances early childhood capacity to recognize, articulate, and manage subjective emotions in a structured manner. Furthermore, the intervention catalyzed a profound behavioral transformation among the participants, characterized by a significant escalation in empathetic responding, proactive group cooperation, and adaptive self-regulation within the classroom environment.

The distinct *novelty* of this study lies in its methodological approach; while previous literature heavily relies on generic visual media, this research bridges cognitive constructivism and Albert Bandura's social learning theory with Islamic pedagogical values to create an empirical R&D loop tailored for preschool psychosocial interventions. Practically, these findings imply that integrating visual-interactive apparatuses is highly recommended to support early childhood character development optimally. As a concrete application, the "Feeling Board" should be systematically integrated into institutional daily routines, such as morning circle activities. This routine serve as a strategic diagnostic mechanism to detect children's psychological well-being early on, while simultaneously building a solid foundation for a pious (*muttaqin*) generation equipped with well-balanced intrapersonal and interpersonal emotional intelligence.

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