



# Managing Tantrums through Storytelling: A Media Feasibility Study of a Picture Book-Based Intervention for Parents of Children Aged 3–4 Years

Menur Mustikasari<sup>1</sup>, Muthmainah<sup>2</sup>

<sup>1,2</sup>Universitas Negeri Yogyakarta, Indonesia

## Keywords:

Tantrum behavior, Early childhood, Picture storybook, Parental education

## Correspondence to

Menur Mustikasari,  
Department of education  
and psychology, Universitas  
Negeri Yogyakarta,  
Yogyakarta, Indonesia  
**e-mail:**  
[menurmustikasari.2022@student.uny.ac.id](mailto:menurmustikasari.2022@student.uny.ac.id)

Received 26 12 2024

Revised 20 04 2025

Accepted 23 05 2025

Published Online First  
28 06 2025



© Author(s) (or their employer(s)) 2025. Re-use is permitted under CC BY-NC. No commercial re-use. See rights and permissions. Published by JGA.

## Abstract

This study addresses the challenge faced by many parents of children aged 3–4 years who struggle to manage tantrum behaviors due to limited understanding of tantrums and appropriate handling strategies. The primary objective of this research is to develop a picture storybook that is both feasible and easy to read, aimed at supporting parents in addressing tantrum behaviors in early childhood. The study adopts a Research and Development (R&D) methodology using the ADDIE model—Analysis, Design, Development, Implementation, and Evaluation—restricted to the development phase. This phase ensures the validity of the product through expert reviews and user testing. The picture storybook is designed with realistic themes that reflect tantrum-related scenarios and incorporate core values such as empathy, responsibility, and discipline. Key narrative components include characters, settings, linear plots, implicit moral messages, third-person point of view, and the use of simple language suited for early childhood contexts. Validation results show that the picture storybook was rated as highly appropriate by content experts (score: 89.5) and media experts (score: 59.5). Furthermore, parental assessment indicated the book was very easy to read, with scores of 83.8 in a small-scale test and 85.12 in a large-scale test. The results of this study imply that a well-structured picture storybook can function as an effective educational tool for improving parental understanding and strategies in managing tantrum behavior. However, a limitation of this study is the absence of data on long-term behavioral outcomes due to the restriction of the research to the development stage. Future research is recommended to employ a pretest-posttest experimental design to evaluate the book's effectiveness in enhancing parental knowledge and attitudes. Expanding the sample size and duration of book use is also advised to assess its broader applicability.

**To cite:** Mustikasari, M., & Muthmainah. (2025). Managing tantrums through storytelling: A media feasibility study of a picture book-based intervention for parents of children aged 3–4 years. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 10(2), 313-329. <https://doi.org/10.14421/jga.2025.102-08>

## Introduction

Emotion is a psychophysiological phenomenon that influences perception, attitude, and behavior, and it can be observed through specific expressions (Hude, 2006; Karisma et al., 2020). In the context of early childhood development, tantrums represent a critical affective phase that can shape long-term personality and behavior. Tantrums typically occur when children face obstacles in expressing their desires verbally and are often accompanied by intense emotional responses (Dreikurs et al., 2004; Meyriana, Aknes et al., 2021). This behavior most commonly appears in children aged 18–36 months, a period during which their emotional regulation abilities are still limited. If not addressed properly, tantrums may evolve into persistent negative tendencies such as aggression or self-harm in later life (Imtikhani Nurfadilah, 2021; Widyaningrum et al., 2023).

The urgency of addressing tantrums has been emphasized by various studies and health institutions. Carlson et al. (2023) found that children with unmanaged tantrums are three times more likely to develop disorders such as ADHD. The Harvard Center on the Developing Child (2021) highlights ages 3–4 as a critical period for the formation of self-regulation neural

connections. In Indonesia, the 2023 National Health Survey reported that 68% of children continue to experience tantrums beyond age four—surpassing the typical developmental phase—often linked to digital parenting patterns and a lack of emotional stimulation. The WHO (2020) recommends early intervention to prevent learning disabilities and social difficulties. Moreover, a recent meta-analysis revealed that visual media, such as picture books, are 40% more effective than videos in teaching emotional regulation (Yang et al., 2024). These findings underscore early childhood as a crucial “window of opportunity” for developing healthy emotional capacities.

Tantrum behavior can be mitigated through appropriate stimulation and responsive parenting. Parents' understanding of emotional development is key to forming effective parenting strategies. Without adequate guidance, tantrums can evolve into long-term emotional disorders (Fithriyah et al., 2019; Syamsuddin, 2013; Yulianti & Afrianingsih, 2022). Parental responses to children's tantrums significantly influence behavioral outcomes. Inconsistent rules, limited emotional interaction, and the habitual replacement of parental presence with gadgets can exacerbate a child's condition (Mulfiani & Rakimahwati, 2023; Munisa, 2020; Anggraini et al., 2022; Fattikasary & Wulandari, 2022).

Overprotective parenting and ineffective emotional communication further increase the risk of tantrums. When children are not accustomed to facing frustration, they are more likely to react with anger in challenging situations. This is often worsened by the lack of parental role models in emotion management and poor communication (Fadillah K. H. & Wulandari H., 2024; Kirana, 2013). Research also indicates that the risk of tantrums increases by 0.375 times in toddlers who use gadgets for more than 20 minutes per day (Agustina et al., 2018; Kurniati et al., 2023). Therefore, parents play a critical role in limiting and guiding digital media use as part of a comprehensive tantrum prevention strategy.

Tantrums in children are a normal part of emotional development appropriate to their age. Nevertheless, if not managed properly, tantrums can negatively affect character formation and behavioral development. This study developed a picture storybook as an innovative educational tool for parents in managing tantrums, particularly in the Bantul and Sleman regions. The book is designed with a visual-interactive approach, using color illustrations (orange to represent anger, nude to represent calmness) and practical guidelines validated by experts. Data show that tantrum intensity in children aged 18–24 months reaches 87%, decreases to 59% at 30–36 months, and continues to decline by 42–48 months (Aqiyu, 2023; Liani & Fauziyah, 2023). However, approximately 75% of preschool children aged 3–5 years still exhibit tantrum behavior beyond the typical age range (Fadli, 2023; Rifdatul et al., 2021).

Many parents still do not understand that tantrums are expressions of emotion rather than merely bad behavior. This misconception often leads parents to respond inappropriately—by hitting, yelling, or giving in to the child's demands. When a tantrum is met with indulgence or excessive attention, children may learn that such behavior is an effective way to get what they want (Fujiana et al., 2022; Irianti, 2019). This lack of awareness is evident in survey results conducted from March 20–30, 2024, where 75% of parents admitted to feeling confused and unsure about how to manage tantrums. Field observations noted that tantrums are typically marked by loud crying, screaming, or collapsing to the floor—behaviors that often cause parents to panic or respond with anger or distress.

To support healthy emotional regulation in children, picture storybooks serve as both an effective and enjoyable medium. Stories written in simple language and paired with engaging illustrations help children recognize and express their emotions (Lorimer et al., 2002; Powell et al., 2006). Shared reading between parent and child creates a safe and comforting environment conducive to emotional regulation (Hanney & Kozłowska, 2002; Niland, 2023). Picture books also enhance social-emotional learning (SEL) by visually depicting emotional contexts (Chen & Huang, 2023; Garner & Parker, 2018). Interactive discussions during reading offer children opportunities to reflectively understand emotions, while pretend play based on story content

allows them to practice handling emotional situations in a simulated manner (Brokowski C., 2019; Iordanou & Mattock, 2022).

This study distinguishes itself from the development of pocket books commonly used in previous interventions by offering a larger-format book, rich color illustrations, and more comprehensive content. The primary goal is not only to alleviate tantrums in the moment but also to foster children's long-term emotional regulation skills. The book also serves as a practical guide for parents to better understand and appropriately respond to tantrums. Although similar studies remain limited, existing research supports the effectiveness of picture storybooks in early childhood education and parental empowerment. This medium is also reportedly more favored by parents than videos or digital devices, as it promotes both literacy and emotional bonding with the child (Andriani, 2023; Eva et al., 2024; Husna & Amalia Husna, 2023). Thus, picture storybooks hold significant potential as a practical and relevant educational tool for families.

Picture storybooks as an educational medium on tantrums are preferred by parents over other formats such as gadgets, videos, or audio materials. Preliminary research data indicate that 83.7% of parents selected picture storybooks as their primary medium for enhancing children's literacy. This preference is attributed to the ability of picture books to simultaneously foster reading interest and provide positive emotional stimulation. Previous studies support this finding, showing that interactive educational media like picture books are effective in improving mothers' awareness and knowledge in managing temper tantrums in preschool-aged children (Andriani, 2023; Eva et al., 2024; Husna & Amalia Husna, 2023). Additionally, the gentle and compassionate approach portrayed in these books encourages greater parental involvement in a more mindful and reflective parenting process regarding children's emotions.

This research was developed in response to the need for evidence-based educational tools that can support parents in managing children's tantrums effectively. The picture storybook is designed not only to capture children's attention through engaging illustrations and narratives but also to offer practical guidance for parents in helping children regulate their emotions. This medium is expected to serve as a strong bonding tool between parent and child while fostering emotional regulation skills during the critical developmental window of early childhood. In light of the persistent lack of parental knowledge and appropriate attitudes toward tantrum management, the researcher chose to develop this book as a practical and educational solution. Therefore, the primary focus of this study is "The Development of a Picture Storybook to Address Tantrum Behavior in Children Aged 3–4 Years."

## Methods

This study employed a Research and Development (R&D) approach using the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation) developed by William & Owens (2004). The development procedure consists of five stages: analysis, design, development, implementation, and evaluation. The purpose of this research is to produce a picture storybook design that is both feasible for use and easy to read in addressing tantrum behavior in children aged 3–4 years. The analysis stage was carried out to identify needs through observations, interviews, and questionnaires administered to parents regarding their children's tantrum behaviors and parental responses. The design stage involves the development of the book's content, theme selection, colors, illustrations, and language that align with the characteristics of young children.

The development stage includes the creation of an initial product, validation by subject matter and media experts, and revisions based on expert feedback. After the picture storybook is completed and printed, the validation phase is conducted by both content and media experts. This validation aims to assess the feasibility of the media and to obtain suggestions and input from experts to enhance the quality of the educational media product before it is tested with parents and children.

The implementation stage involves small- and large-scale readability testing with parents in Sleman and Bantul Regencies to evaluate the product's usability and ease of use. The evaluation of the development results is conducted through qualitative descriptive analysis of expert input and quantitative descriptive statistical analysis of the questionnaire data. The following is a diagram showing the development model of the picture storybook using the ADDIE approach:

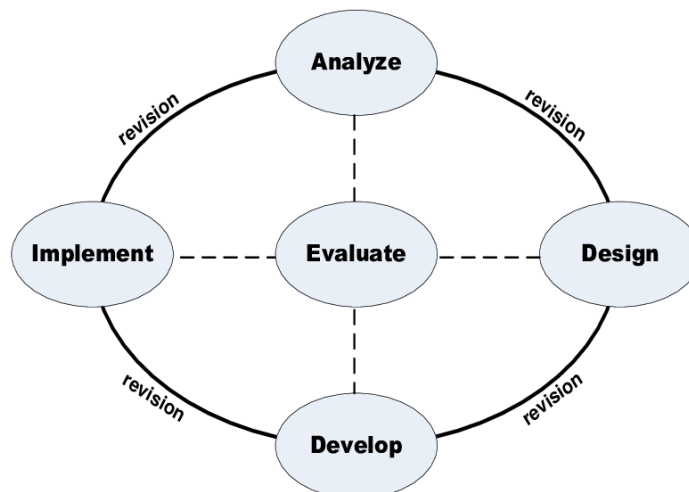


Figure 1. The stages of research ADDIE

Source: Branch, Robert 2009

### Analysis

The initial stage of this research involved conducting a preliminary observational analysis using a questionnaire to assess parents' knowledge of tantrums in children. Subsequently, the researcher analyzed the material to determine the content for the picture storybook aimed at addressing tantrums in children aged 3–4 years.

### Design

The design of the picture storybook learning media includes the analysis of children's tantrum behavior, the analysis of parental responses during tantrums, the selection of appropriate colors, the choice of illustrations for the storybook, and the formulation of language suited to young children's developmental characteristics.

### Development

In the development stage, a picture storybook was created to address tantrum behavior in children aged 3–4 years, following the previously prepared design plan. After the book was produced and printed, it was subjected to validation by content and media experts. This validation aimed to determine the feasibility of the media and to gather feedback and suggestions from experts in order to improve the quality of the educational product before it was tested with parents and children.

Table 1. Material Validation Framework

Aspect	Indicator
Content Substance	Accuracy of the material
	Relevance of the storyline to tantrum-related content
	Appropriateness of character depiction in relation to tantrum themes
	Clarity and ease of understanding of the content
	Consistency of character perspectives with the material
Book Design	Suitability of the book title with the tantrum theme
	Relevance of illustrations to the story content
	Completeness of content in both illustrations and narrative
	Completeness of authorial information
	Clarity of content delivery on tantrum-related material

Table 2. Media Validation Framework

Aspect	Indicator
Color	Use of color components appropriate to the characteristics of early childhood
Illustration	Illustrations in the picture storybook are appropriate to early childhood developmental traits
Language	Language use is tailored to the characteristics of early childhood
Typography	Typography, including font usage and formatting, is adapted to the characteristics of early childhood

### Implementation

After the picture storybook was completed and declared feasible by content and media experts, a readability test was conducted with children and parents who collaborated with the researcher. However, this study is limited to the development and feasibility testing stages and does not yet include effectiveness testing regarding parental knowledge and attitudes. Therefore, further research is needed to evaluate the effectiveness of the media through pretest and posttest trials.

Table 3. Media Readability Instrument Framework

Aspect	Indicator
Content	Relevance of the storybook content for children with tantrums aged 3–4 years
	Depth of the storybook content for children with tantrums aged 3–4 years
	Readability of the content for both parents and children
	Clarity of the content
Language	Appropriateness of language use
Usage	Appropriateness of font used in the book
Media	Attractive illustration design
Feasibility	Color appeal for children
	Engaging media use

Scores obtained from content and media experts were analyzed using descriptive statistics and converted into quantitative data using a Likert scale from 1 to 5.

Table 4. Book Feasibility Categories

Rating	Score
Excellent	4
Good	3
Poor	2
Very Poor	1

Subsequently, the average scores were converted into quantitative data based on various qualitative assessment aspects. The results of this process were used to determine the feasibility of the product as instructional material, as shown in Table 5.

Table 5. Feasibility Assessment Categories for the Picture Storybook

Interval	Category	Readability Criteria
$M_i + 1.5S_{bi} \leq M \leq M_i + 3.0S_{bi}$	Very Feasible	Very Easy to Read
$M_i + 0S_{bi} \leq M \leq M_i + 1.5S_{bi}$	Feasible	Easy to Read
$M_i - 1.5S_{bi} \leq M < M_i + 0S_{bi}$	Less Feasible	Moderately Difficult to Read
$M_i - 3.0S_{bi} \leq M < M_i - 1.5S_{bi}$	Not Feasible	Very Difficult to Read

Source: Mardapi (2008)

### Evaluation

The evaluation stage was conducted as a refinement step based on feedback received during the implementation of the picture storybook media. Data were collected from questionnaires distributed to content experts, media experts, and users to assess the effectiveness of the developed media. Product revisions were made in response to aspects that had not been fully

achieved during the implementation phase. This aimed to improve quality and ensure the media meets user needs while maximizing its benefits in the learning process.

## Result

This picture storybook was designed based on a realistic theme drawn from situations that commonly occur in children's daily lives—namely, tantrums. The process of developing this picture storybook, aimed at addressing tantrum behavior in children aged 3–4 years, consists of the following stages:

## Analysis

The analysis stage in this research included needs analysis and literature review. The needs analysis was conducted by collecting data from parents about their behavior, feelings, and actions in response to their children experiencing tantrums, using a questionnaire. The questionnaire was used to determine the most common behaviors exhibited by children during tantrums, parental responses during such episodes, triggers that lead to tantrums, and how parents feel when their child has a tantrum. The questionnaire was distributed to 31 parents of children aged 3–4 years in Bantul and Sleman Regencies.

Table 6. Survey Data on Parents' Knowledge and Responses to Children's Tantrum Behavior

No.	Question	Percentage
1	Are you unaware that tantrums are a normal part of child development?	86.3%
2	Do you feel confused when your child has a tantrum?	33.3%
3	Do you feel sad when your child is having a tantrum?	33.3%
4	Do you feel emotionally triggered when your child throws a tantrum?	25%

The data analysis shows that the majority of parents (86.3%) were unaware that tantrums are a normal part of child development. Many parents also reported feeling confused (33.3%) and sad (33.3%) when their children had tantrums. A smaller percentage (25%) admitted that their emotions were triggered during these episodes.

The literature review stage was carried out to deepen understanding of the characteristics required for the picture storybook media to be developed. In addition to the needs analysis data collected from parents, literature sources included academic journals, guidebooks on writing picture storybooks, books on tantrums, instructional media books, and other relevant sources. The results from the analysis stage were then used as a foundation for the next stage: design.

## Design

This stage involved planning the storyboard, illustrations, and the development of content structure and visual presentation in the picture storybook. The storyboard development process included five key steps that serve as a guideline for creating a children's picture storybook. The first step is the prewriting stage, where initial planning is carried out. The second step involves drafting or creating a storyboard that outlines the complete script and a coherent storyline. The third step is revision and editing, which serves as the final stage in the creation of the picture storybook.

The development of the storyboard or the writing of the picture storybook includes several key elements that serve as foundational components in shaping its structure and content. These elements are: (1) the *Theme*, which guides the overall message and relevance to children's developmental stages; (2) *Characters and Characterization*, which ensure relatable figures that align with the story's moral and emotional tone; (3) *Setting*, covering both time and place, to provide context and realism to the narrative; (4) *Plot and Structure*, which outline the sequence of events and ensure narrative coherence; (5) *Message*, representing the values and lessons intended for the reader; (6) *Point of View*, which determines the narrative perspective and influences how the story is experienced; (7) *Language and Style*, adapted to suit the comprehension level of young children; and (8) *Illustrations*, which visually support and enhance understanding of the story's content.



### Theme

The theme of this book is based on the developmental stages of early childhood, particularly focusing on the tantrum phase, which typically occurs between 18 and 36 months of age and can extend up to 4–5 years. The daily activities depicted in the picture storybook were adapted based on preliminary data indicating that tantrums often arise when a child's desires are not fulfilled. Therefore, the author chose a realistic overarching theme—portraying situations where children's unmet desires trigger tantrum episodes.



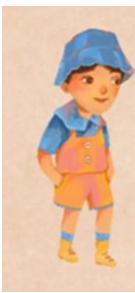

Figure 2. Cover of the Picture Storybook


The title of the book is *"Aku Hebat Tidak Marah-marah Lagi"* (I'm Great—No More Tantrums), with the subtitle *"Tantrum, Lewat..."* (Tantrum, Be Gone...). The values embedded in this theme aim to foster empathy, responsibility, social awareness, discipline, and religious values in children.

### Characters and Characterization

The following table describes the design of the characters and their characterization:

Table 7. Characters and Characterization




No.	Character Design	Description
1.		The main character in this story is Andi, a 3.5-year-old boy. Andi has straight black hair and a small, slender build. At this age, he is in the tantrum phase, frequently displaying rebellious behavior, especially when his desires are not fulfilled.
2.		The second character is the Mother, a 29-year-old woman. She is described as wearing a headscarf and a wedding ring. She is portrayed as a patient person, although she often appears confused when trying to handle her child's tantrums.

No.	Character Design	Description
3.		The third character is the Father, a 30-year-old man with straight black hair. He is described as slightly stocky and wears glasses. In terms of personality, the Father is known for his patience and being a good listener.

Setting: Time and Place

The following table outlines the settings in terms of location and time:

Table 8. Settings in the Picture Book

No.	Setting	Description
1.		Living Room
2.		Inside a Car
3.		On the Street



No.	Setting	Description
4.		Supermarket

The story uses familiar settings that reflect the daily environments and routines of children. The time setting is in the late morning, when both children and parents have typically completed their morning activities—making it a suitable time for outings and shopping.

#### *Plot*

The story begins with character introductions, for example: “Hari minggu pertanda bahwa sekolah andi yang baru memasuki kelas kelompok bermain libur sekolah.” (“Sunday means school is off for Andi, who has just started playgroup.”) This introduction appears in the opening paragraph to help children become familiar with the main character, making the story easier to follow.

Next is the conflict, presented as follows: “...Andi bertanya kepada ibu untuk membeli mainan itu, tetapi ibu menolaknya karna harga mainan yang mahal. Andi menangis dengan kencang, ia berteriak hingga berguling-guling.” (“...Andi asked his mother to buy the toy, but she refused because it was too expensive. Andi cried loudly, screaming and rolling on the floor.”)

The climax occurs when the Mother offers an alternative within the previously agreed budget: “...ibu mengingatkan kepada andi tentang perjanjian sebelum berangkat ke swalayan dan ibu memberikan arahan ke barang dengan harga yang sudah dijanjikan sebelumnya.” (“...the mother reminded Andi of their agreement before going to the supermarket and directed him to a toy within the agreed price range.”)

The resolution follows, with the Father offering advice and guidance: “Ayah juga tidak lupa untuk selalu mengingatkan andi bahwa swalayan maupun tempat memiliki aturannya, sehingga yang dilakukan andi swalayan tadi ialah tindakan yg mengganggu orang lain dan tidak baik. Ayah mengajarkan Andi untuk mengucapkan minta maaf kepada ibu karna perilaku yang sudah dilakukan tadi.” (“The father also reminded Andi that supermarkets and other places have rules, and what he did earlier was disruptive and inappropriate. He taught Andi to apologize to his mother for his earlier behavior.”)

#### *Moral Message*

The moral message in this picture book is conveyed implicitly. Children are indirectly taught to take responsibility for their promises and to be disciplined in fulfilling them. The book emphasizes character expressions to help children understand emotions, build empathy, and develop a sense of care for others.

#### *Point of View*

The picture book uses a third-person point of view, referring to the characters as Andi, Mother, and Father. This creates the sense that a parent is telling Andi's story to the child reader, making the narrative more relatable. Children may identify with Andi, who is 3.5 years old—an age relatable to the book's target readers.

#### *Language and Style*

The story's narrative is supported by illustrations. The language used is conversational and child-friendly, as shown in these examples:

“Apakah Andi boleh ikut Ibu?”

(“Can Andi come with Mother?”)

"Ibu Andi mau beli ini ya?"

("Mother, I want to buy this, okay?")

This everyday language is simple enough to be understood by both children and parents. The style aligns with children's speech—short, clear, and using formal language in a child-appropriate tone.

### *Illustration*

The illustrations in the picture book were created in collaboration with a professional illustrator. These visuals support the narrative by depicting the characters, settings, and plot progression.

## **Development**

The product development stage involves implementing the previously designed framework, resulting in the production of a picture storybook.

### *Instrument for Picture Storybook Development*

After the book is finalized, an instrument is developed to obtain feedback from subject matter experts, media experts, and parents. The assessment instrument used is a validation sheet, which evaluates the guidebook for the project-based learning model using the picture storybook content. The researcher collaborated with media and content experts to revise and improve the product under development.

### *Product Validation*

#### *Content Expert Validation*

The next step is product validation, which assesses the feasibility of the picture storybook in addressing tantrum behavior in children aged 3–4 years. Validation was conducted using questionnaires or assessment sheets distributed to media experts, content experts, and users. The evaluation covered material quality, language, presentation, and the instructional media used. The average scores and standard deviations from the content expert assessments are presented in the following table:

Table 9. Content Expert Validation Results

<b>Evaluator</b>	<b>No. of Items</b>	<b>Total Score</b>	<b>Mean (Xi)</b>	<b>SD (Sbi)</b>	<b>Evaluation Criteria</b>
Expert 1	23	92	57.5	11.5	Very Feasible
Expert 2	23	87	57.5	11.5	Very Feasible
<b>Average</b>		<b>89.5</b>			<b>Very Feasible</b>

Based on the results above, the total average score from content experts is 89.5, which indicates that the storybook content for addressing tantrum behavior in children aged 3–4 years is considered "very feasible" for parental use. However, based on feedback from the validation questionnaires, revisions are needed to improve the final product.

#### *Media Expert Validation*

Validation by media experts was conducted to assess the feasibility of the picture storybook in terms of media usage for addressing tantrum behavior in children. The average scores and standard deviations from the media expert assessments are as follows:

Table 10. Media Expert Validation Results

<b>Evaluator</b>	<b>No. of Items</b>	<b>Total Score</b>	<b>Mean (Xi)</b>	<b>SD (Sbi)</b>	<b>Evaluation Criteria</b>
Expert 1	15	59	37.5	7.5	Very Feasible
Expert 2	15	60	37.5	7.5	Very Feasible
<b>Average</b>		<b>59.5</b>			<b>Very Feasible</b>

Based on the data in Table 10, the total average score from the media experts is 59.5, indicating that the picture storybook media is considered "very feasible" for parental use. However, feedback from the validation questionnaires suggests that product revisions are

necessary to enhance the final version. Suggestions and comments from the media experts will be used as a basis for making these revisions.

### Validation by Parents

After content and media validation, the picture storybook was then validated by parents of children aged 3–4 years. Participant selection was based on perspectives from a working father, a stay-at-home mother who cares for the child, and a mother with expertise in writing children's books. The role of parents as validators is to provide feedback and assess the feasibility of the picture storybook in addressing tantrum behavior in children aged 3–4 years. The assessment includes material content, language, text, illustrations, instructional media, and usability. The results of the parental readability feasibility test are shown below:

Table 11. Feasibility Test Results from Users

User	No. of Items	Total Score	Mean (Xi)	SD (Sbi)	Evaluation Criteria
1	23	78	57.5	11.5	Very Feasible
2	23	91	57.5	11.5	Very Feasible
3	23	65	57.5	11.5	Feasible
<b>Average</b>		<b>78</b>			<b>Very Feasible</b>

The product feasibility ratings from users were 78, 91, and 65. After calculating the average score (78), the product is classified as “very feasible.” Thus, overall, the picture storybook material for addressing tantrum behavior in children aged 3–4 years is considered “very feasible” for parental use.

### Implementation

The implementation stage of this study focused on testing the readability of the product by parents as a means to address tantrum behavior in children aged 3–4 years. The readability testing of the picture storybook was conducted in two phases: a small-scale test and a large-scale test. According to Setyosari (2012), small group testing involves 6–8 participants, while large group testing involves 15–30 participants. The small group test aims to refine the product or design, whereas the large group test is used to evaluate the product or design in a broader context.

In the small-scale test, readability was assessed by 10 parents from the Bantul and Sleman districts in Yogyakarta. Each parent was visited individually and provided with a brief explanation of how to use the picture storybook. They were then asked to read the book to their child at bedtime or during free time to help the child understand the material. Afterwards, the parents completed a readability assessment sheet, which was collected after one week to evaluate the child's comprehension and the book's effectiveness.

Table 12. Small-Scale Readability Test Results

Respondent	No. of Items	Total Score	Mean (Xi)	SD (Sbi)	Assessment Criteria
NN	23	80	57.5	11.5	Very Easy to Read
TD	23	72	57.5	11.5	Easy to Read
T	23	79	57.5	11.5	Very Easy to Read
AA	23	89	57.5	11.5	Very Easy to Read
MA	23	91	57.5	11.5	Very Easy to Read
ES	23	89	57.5	11.5	Very Easy to Read
SR	23	84	57.5	11.5	Very Easy to Read
FK	23	86	57.5	11.5	Very Easy to Read
KM	23	80	57.5	11.5	Very Easy to Read
NK	23	88	57.5	11.5	Very Easy to Read
<b>Average</b>		<b>83.8</b>			<b>Very Easy to Read</b>

Table 12 shows that the total scores from the 10 respondents were NN: 80, TD: 72, T: 79, AA: 89, MA: 91, ES: 89, SR: 84, FK: 86, KM: 80, and NK: 88. The average score was 83.8, which falls

under the “Very Easy to Read” category. Thus, the development of the tantrum-themed picture storybook received positive feedback in the small-scale test.

In the large-scale test, readability was assessed by 31 parents using a similar procedure, but with a larger group to obtain more representative results.

Table 13. Large-Scale Readability Test Results

Respondent	No. of Items	Total Score	Mean (Xi)	SD (Sbi)	Assessment Criteria
AR	23	85	57.5	11.5	Very Easy to Read
AM	23	78	57.5	11.5	Very Easy to Read
MH	23	81	57.5	11.5	Very Easy to Read
MF	23	92	57.5	11.5	Very Easy to Read
AR	23	90	57.5	11.5	Very Easy to Read
HS	23	87	57.5	11.5	Very Easy to Read
SY	23	84	57.5	11.5	Very Easy to Read
PD	23	88	57.5	11.5	Very Easy to Read
AD	23	83	57.5	11.5	Very Easy to Read
YS	23	91	57.5	11.5	Very Easy to Read
WN	23	86	57.5	11.5	Very Easy to Read
ZA	23	82	57.5	11.5	Very Easy to Read
FH	23	79	57.5	11.5	Very Easy to Read
VA	23	85	57.5	11.5	Very Easy to Read
IW	23	80	57.5	11.5	Very Easy to Read
SA	23	87	57.5	11.5	Very Easy to Read
TA	23	78	57.5	11.5	Very Easy to Read
DA	23	84	57.5	11.5	Very Easy to Read
SS	23	83	57.5	11.5	Very Easy to Read
DF	23	89	57.5	11.5	Very Easy to Read
TR	23	77	57.5	11.5	Easy to Read
RV	23	90	57.5	11.5	Very Easy to Read
FJ	23	91	57.5	11.5	Very Easy to Read
FZ	23	88	57.5	11.5	Very Easy to Read
BB	23	92	57.5	11.5	Very Easy to Read
HR	23	79	57.5	11.5	Very Easy to Read
SD	23	85	57.5	11.5	Very Easy to Read
GR	23	86	57.5	11.5	Very Easy to Read
MS	23	80	57.5	11.5	Very Easy to Read
FS	23	91	57.5	11.5	Very Easy to Read
BY	23	88	57.5	11.5	Very Easy to Read
<b>Average</b>		<b>85.12</b>			<b>Very Easy to Read</b>

The average score from the large-scale readability test was 85.12, which falls into the “Very Easy to Read” category. This indicates that the picture storybook developed is easy for parents to read and understand, and can be effectively used to help address tantrum behavior in children aged 3–4 years.

### Evaluation

The evaluation of the picture storybook development considered user feedback on the media's effectiveness in enhancing knowledge and attitudes toward managing children's tantrum behavior. Based on responses to the distributed questionnaires, many parents viewed the picture storybook as an engaging and informative tool. Constructive suggestions were also provided, including the addition of concrete examples of positive approaches for managing tantrum behavior in children.

## Discussion

This study produced an instructional media product in the form of a picture storybook aimed at increasing parents' understanding of children's tantrums in terms of behavior, theory, and appropriate problem-solving strategies. The development was initiated due to the limited availability of picture books addressing tantrum topics in early childhood. Tantrums are a developmental stage of emotional expression that occurs in young children (Rudolf, 2000). As part of the affective domain, emotional development significantly impacts a child's personality and behavior. Therefore, the provision of a resource that equips parents with knowledge and applicable solutions is essential.

Children under the age of three have limited emotional regulation capabilities, which often makes them more susceptible to experiencing tantrums (Fadli, 2023b; Meyriana et al., 2021b). Accordingly, picture storybooks focusing on tantrum behavior are not only beneficial in educating parents but also in guiding them to stimulate children's emotional development. The results of this research showed that the developed book was rated as "very feasible" and "very easy to read," proving its usefulness in addressing behavioral challenges during early childhood. The picture book serves as a practical tool that bridges the gap between parental knowledge and child-centered emotional support. This resource thus addresses a critical need in early childhood education and parenting.

The content and media validation results reinforce the book's effectiveness. The average score from content experts was 89.5, while media experts gave an average of 59.5. In addition, user validation resulted in a score of 78, which categorizes the book as "very feasible" for use by parents of children aged 3–4 years. These results indicate the product's high potential in practical, at-home use. The validation process also offered constructive feedback used to enhance the final product's quality and clarity.

Following validation, a two-stage readability test was conducted involving parents and their children. The small-scale test, involving 10 parents, resulted in an average score of 83.8, while the large-scale test with 31 parents produced an average of 85.12. These scores fall into the "very easy to read" category. The testing procedure required parents to read the book to their children, then assess its readability and the children's comprehension. The findings suggest that the picture storybook is both accessible and engaging, which supports its usability for stimulating emotional development.

The effectiveness of picture books in conveying messages through a combination of text and illustration is supported by Rothlein and Meinbach (1991, as cited in Adipta et al., 2016). Utami et al. (2022) also found that picture storybooks can serve as effective discussion tools between teachers or parents and children in addressing tantrum behavior. Visual elements enhance comprehension and retention, making the storybook a powerful medium for early education. According to Ngura et al. (2020), the visual stimuli in picture books capture children's attention, thereby aiding emotional development. This includes fostering an understanding of behaviors such as tantrums and strategies for emotional regulation.

Further supporting this, Arlyanti and Apriliya (2018) and Mitchell (2003) emphasize the role of picture books in helping children develop and express emotions. Through stories and illustrations, children can explore feelings such as fear, joy, sadness, and happiness—emotions that are integral to everyday experiences. Additional studies (Musafiroh, 2008; Nurgiyantoro, 2015; Purwani, 2020) underline that picture books help children relate to their surroundings and absorb information more effectively. Illustrations also provide context, making abstract emotional concepts more concrete for young readers. These functions highlight the value of visual media in developing emotional intelligence.

The importance of using storybooks as a means of emotional intervention is also supported by child development experts. According to Syamsuddin (2013), repeated reading can help children retain and internalize behavioral expectations and coping strategies. Reading sessions can act as preventive measures against extreme emotional outbursts. Studies by Halim and Munthe (2019), Hijriati (2017), and Zaman (2018) affirm that picture books enhance learning,

enjoyment, social interaction, and emotional awareness. This shows the significant potential of picture books in promoting positive behavioral changes in early childhood. Therefore, such media can serve as a complementary tool to other parenting strategies.

## Conclusion

This study successfully developed a picture storybook that was rated highly feasible and easy to read by parents of children aged 3–4 years. The book received excellent validation scores from material experts (89.5) and media experts (59.5), while readability testing with parents yielded high mean scores in both small-scale (83.8) and large-scale trials (85.12). These results confirm that the book meets the pedagogical and communicative needs of early childhood parenting, particularly in dealing with tantrum behaviors. Designed with relatable narratives, age-appropriate language, emotion-based color coding, and realistic conflict-resolution scenarios, the book also promotes core values such as empathy, discipline, and responsibility. Its practical features—such as clear emotional cues and daily life settings—make it a promising tool for enhancing emotional regulation skills in children while simultaneously guiding parents in supportive responses.

However, the study was limited to assessing feasibility and did not evaluate the book's effectiveness in increasing parental knowledge or altering parenting behavior. Future research should apply a pretest-posttest experimental or quasi-experimental design to measure changes in parents' understanding and attitudes after using the book. Moreover, longitudinal studies are needed to explore sustained behavioral impacts. Expanding the demographic and regional diversity of participants, increasing the duration of use, and integrating digital features—such as audio narration or interactive storytelling—are also recommended. These enhancements would improve user engagement and broaden access, particularly for digitally literate parents. Therefore, while this study contributes a strong foundation, its impact on parenting practice and child development requires further empirical verification.

## References

- Adipta, H., Maryaeni, & Hasanah, M. (2016). Pemanfaatan Buku Cerita Bergambar sebagai Sumber Bacaan Peserta Didik SD. *Jurnal Pendidikan*, 1(5), 337.
- Agustina, R., Lupita Sari, O., Anisfatus Sholihah, L., Rizqi, N., Octavia, L., Laras Pramesthi, I., Prafiantini, E., & Chandra Dewi Kardha, P. (2018). Development of Innovative Picture Storybooks to Empower Parents and Teachers for Early Childhood Education in Nutrition and Social-Behavior in Jakarta. *ASEAN Journal of Community Engagement*, 2(2), 298. <https://doi.org/10.7454/ajce.v2i2.128>
- Andriani, R. (2023). Efektivitas Edukasi Audio Visual Pencegahan Temper Tantrum Pada Anak Pra Sekolah Terhadap Pengatahuan Dan Sikap Ibu. *Masker Medika*, 11(2), 258–270. <https://doi.org/10.52523/maskermedika.v11i2.548>
- Anggraini, D., Sitanggang, T. W., Damayanti, P. A., & Hutasoit, M. L. C. (2022). Pola asuh orang tua terhadap perilaku temper tantrum pada anak usia dini. *Jurnal Kesehatan*, 15(1), 140–149. <https://www.ejurnal.stikesprimanusantara.ac.id/>
- Aqiyu. (2023). *Batas wajar anak tantrum*. Yesdok.
- Arlyanti, I., & Apriliya, S. (2018). Pemilihan Bahan Ajar Cerita Anak berdasarkan Karakteristik Siswa SD. *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 5(1), 221–231.
- Brokowski C, A. M. (2019). Pretending with realistic and fantastical stories facilitates executive function in 3 year old children. *Physiology & Behavior*, 176(5), 139–148. <https://doi.org/10.1016/j.jecp.2021.105090>.Pretending
- Carlson, G. A., Singh, M. K., Amaya-Jackson, L., Benton, T. D., Althoff, R. R., Bellonci, C., Bostic, J. Q., Chua, J. D., Findling, R. L., Galanter, C. A., Gerson, R. S., Sorter, M. T., Stringaris, A., Waxmonsky, J. G., & McClellan, J. M. (2023). Narrative Review: Impairing Emotional Outbursts: What They Are and What We Should Do About Them. *Journal of the American Academy of Child and Adolescent Psychiatry*, 62(2), 135–150. <https://doi.org/10.1016/j.jaac.2022.03.014>



- Chen, M., & Huang, Y.-C. (2023). Analysis on the Role of Picture Books in Children's Cognitive Development Education. *Educational Administration: Theory and Practice*, 30(1), 125–140. <https://doi.org/10.52152/kuey.v30i1.767>
- Dreikurs, R., Cassel, P., & Ferguson, E. D. (2004). *Discipline without tears: how to reduce conflict and establish cooperation in the classroom* (J. W. & Sons (ed.); Rev. ed).
- Eva, N., Machmudah, Farida, I. A., Chusniyah, T., Fitriyah, F. K., Saputri, T., Wahono, & Santy, W. H. (2024). Overcaming Children'S Temper Tantrums Through Emotional Literacy Strategies. *Revista de Gestao Social e Ambiental*, 18(5), 1–19. <https://doi.org/10.24857/rgsa.v18n5-077>
- Fadillah. K. H, & Wulandari . H. (2024). Dampak Perilaku Tantrum Terhadap Penggunaan Smartphone Pada Anak Usia Dini. *Journal Of Social Science Research*, 4(2), 3940–3952. <https://j-innovative.org/index.php/Innovative%0ADampak>
- Fadli, R. (2023). *Kenali jenis tantrum yang sering terjadi pada anak*. Halodoc.
- Fattikasary, A., & Wulandari, H. (2022). Pengaruh Pola Asuh Orang Tua Terhadap Perilaku Ketantruman Pada Anak Usia Dini. *Innovative*, 2(7), 574–580. <https://j-innovative.org/index.php/Innovative/index>
- Fujiana, F., Sari, L., & Murtilita. (2022). The Relationship of Parenting Patterns to Temper Tantrum Behavior in Pre-School Age Children (3-6 Years) in Suka Damai Hamlet, Segedong District. *Journal of Health and Nutrition Research*, 1(1), 21–28. <https://doi.org/10.56303/jhnr.v1i1.2>
- Garner, P. W., & Parker, T. S. (2018). Young children's picture-books as a forum for the socialization of emotion. *Journal of Early Childhood Research*, 16(3), 291–304. <https://doi.org/10.1177/1476718X18775760>
- Halim, D., & Munthe, A. P. (2019). Dampak Pengembangan Buku Cerita Bergambar Untuk Anak Usia Dini. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 9(3), 203–216.
- Hanney, L., & Kozłowska, K. (2002). Healing traumatized children : storybooks in family therapy. *Family Process*, 41(1), 37–65. <http://doi.wiley.com/10.1111/j.1545-5300.2002.40102000037.x>
- Herlia, A., & Sutarno, M. (2022). Effect of Mother's Level of Knowledge on The Event of Tempera Tantrums in Toddlers. *Midwifery.iocspublisher.Org*, 10(2), 2721–9453. <https://midwifery.iocspublisher.org>
- Hijriati. (2017). Pengembangan Model Pembelajaran Pendidikan Anak Usia Dini. *Jurnal Ar Raniry*, 3(1), 74–92. <https://jurnal.ar-raniry.ac.id/index.php>
- Hude. (2006). *Emosi: penjelajahan religio-psikologis tentang emosi manusia di dalam alquran*. Jakarta.
- Husna, A., & Amalia Husna. (2023). The Causes and Efforts of Parents to Overcoming Tantrums in Early Childhood. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 11(2), 301–309. <https://doi.org/10.23887/paud.v11i2.53337>
- Imtikhani Nurfadilah, M. F. (2021). Modifikasi Perilaku Anak Usia Dini untuk Mengatasi Temper Tantrum pada Anak. *Jurnal Pendidikan Anak*, 10(1), 69–76. <https://doi.org/10.21831/jpa.v10i1.28831>
- Iordanou, C., & Mattock, K. (2022). Where the Wild Things Are: understanding of emotions in a picture book. *Education* 3-13, 50(5), 627–639. <https://doi.org/10.1080/03004279.2021.1882526>
- Irianti, B. (2019). Knowledge Relationships Mother With Temper Tantrum Behavior In Children In Puskesmas Payung Sekaki Pekanbaru 2019. *Journal Of Nursing And Midwiferydwifery*, 2(1), 139–143. <https://www.ejournal.iocscience.org>
- Karisma, W. T., Prasetyawati, D., & Karmila, M. (2020). Peran orangtua dalam menstimulasi pengelolaan emosi anak usia dini. *PAUDIA: Jurnal Penelitian Dalam Bidang Pendidikan Anak Usia Dini*, 9(1), 94–102. <https://doi.org/https://journal.upgris.ac.id>
- Kirana, R. S. (2013). Hubungan Pola Asuh Orang Tua Dengan Temper Tantrum Pada Anak Pra Sekolah. *Developmental and Clinical Psychology*, 2(2), 50–55. <http://journal.unnes.ac.id/sju/index.php/dcp>
- Kurniati, N., Novianti, & Asmariyah. (2023). Duration of Playing Gadgets with Temper Tantrum of

- Emotional in Toddlers. *Jurnal Eduhealth*, 14(02), 2023. <http://ejournal.seaninstitute.or.id/index.php/health>
- Liani, A. W., & Fauziah, N. (2023). Pola Asuh Orang Tua Milenial Dalam Mengatasi Temper Tantrum Pada Anak Usia Dini. *Proceeding of The Progressive and Fun Education International Conference*, 8(September), 172–178. <http://www.repository.profunedu.id>
- Lorimer, P. A., Simpson, R. L., Smith Myles, B., & Ganz, J. B. (2002). The Use of Social Stories as a Preventative Behavioral Intervention in a Home Setting with a Child with Autism. *Journal of Positive Behavior Interventions*, 4(1), 53–60. <https://doi.org/10.1177/109830070200400109>
- Mardapi. (2008). *Teknik penyusunan instrumen Tes dan Non* (M. C. Offset (ed.)).
- Meyriana, Aknes, Z., Syafri, F., & Asiyah. (2021). Pengembangan pocket book untuk orang tua dalam mengatasi perilaku tantrum pada anak usia dini. *Jurnal Ilmiah Potensia*, 6(2), 113–119. <https://doi.org/https://media.neliti.com/media/publications>
- Mitchell, D. (2003). *Children Literature: An Invitation to The World*. Ablongman.
- Mulfiani, T. N., & Rakimahwati, R. (2023). Case Study of Tantrum Behavior in Early Childhood. *AL-ISHLAH: Jurnal Pendidikan*, 15(3), 3327–3333. <https://doi.org/10.35445/alishlah.v15i3.4173>
- Munisa. (2020). Parental Understanding to Overcome Tantrums in Early Childhood in Ummul Habibah Kindergarten Kelambir Village V Medan. *International Journal of Research and Review*, 7(September), 148–151. [https://www.ijrrjournal.com/IJRR\\_Vol.7\\_Issue.9\\_Sep2020/IJRR0020.pdf](https://www.ijrrjournal.com/IJRR_Vol.7_Issue.9_Sep2020/IJRR0020.pdf)
- Munthe, A. P., & Halim, D. (2019). Pendidikan Karakter Bagi Anak Usia Dini Melalui Buku Cerita Bergambar. *Satya Widya*, 35(2), 98–111. <https://doi.org/10.24246/j.sw.2019.v35.i2.p98-111>
- Musafiroh, T. (2008). *Perkembangan Kecerdasan Majemuk*. Grasindo.
- Ngura, E. T., Go, B., & Rewo, J. M. (2020). Pengaruh media pembelajaran buku cerita bergambar terhadap perkembangan emosional anak usia dini. *Jurnal Ilmiah Pendidikan Citra Bakti*, 7(2), 118–124. <https://doi.org/https://doi.org/10.38048/jipcb.v7i2.94>
- Niland, A. (2023). Picture Books, Imagination and Play: Pathways to Positive Reading Identities for Young Children. *Education Sciences*, 13(5). <https://doi.org/10.3390/educsci13050511>
- Nurgiyantoro, B. (2015). Tahapan perkembangan anak dan tahapan perkembangan sastra anak. *FBS Universitas Negeri Yogyakarta*, 2014(2), 198–222.
- Powell, D., Dunlap, G., & Fox, L. (2006). Prevention and intervention for the challenging behaviors of toddlers and preschoolers. *Infants and Young Children*, 19(1), 25–35. <https://doi.org/10.1097/00001163-200601000-00004>
- Purwani, R. (2020). Pengembangan Buku Cerita Bergambar Berbasis Karakter Untuk Pembelajaran Membaca Siswa Sd Kelas Iv. *Jurnal Pendidikan Bahasa Indonesia*, 8(2), 180. <https://doi.org/10.30659/j.8.2.180-194>
- Rifdatul, Martati, B., & Prihatining Rahayu, A. (2021). Analisis Penyebab Temper Tantrum Pada Anak Usia Dini Di Tk Aisyiyah Bustanul Athfal 52 Surabaya. *PEDAGOGI: Jurnal Anak Usia Dini Dan Pendidikan Anak Usia Dini*, 7(1), 36–49. <https://doi.org/https://journal.um-surabaya.ac.id>
- Rudolf, D. (2000). *Encouraging children to learn*. Brunner Routledge.
- Schoppmann, J., Severin, F., Schneider, S., & Seehagen, S. (2023). The effect of picture book reading on young children's use of an emotion regulation strategy. *PLoS ONE*, 18(8 August), 1–21. <https://doi.org/10.1371/journal.pone.0289403>
- Setyosari. (2012). *Metode Penelitian Pendidikan dan Pengembangan*. Kencana.
- Sinamo, J., Panjaitan, L. S. W., & Butar Butar, M. L. E. F. (2024). Building Children's Social Skills Through Picture Story Books. *Jurnal Talitakum*, 3(1), 14–21. <https://doi.org/10.69929/talitakum.v3i1.11>
- Syamsuddin. (2013). Mengenal Perilaku Tantrum dan Bagaimana Mengatasinya Understanding Tantrum Behavior and How To Solve It. *Informasi*, 18(02), 73–82. <https://scholar.archive.or1>
- Utami, I. D., Ansari, Y., Batubara, Y., & Suwandi, S. (2022). Peran Guru Dalam Menghadapi Anak Tantrum di Sekolah PAUD Al-Mukhlisin Bandar Sawah. *At-Tadris: Journal of Islamic*

- Education*, 2(1), 14–19. <https://doi.org/10.56672/attadris.v2i1.51>
- Valencia, C., & Wardaya, M. (2024). Perancangan Buku Cerita Interaktif Mengenal Emosi Anak Attention Deficit Hyperactivity Disorder. *Jurnal SASAK : Desain Visual Dan Komunikasi*, 6(1), 185–201. <https://doi.org/10.30812/sasak.v6ino1.3870>
- WHO. (2020). *Guidelines on Early Childhood Development*.
- Widiastuti, L., & Widyorini, E. (2023). Exclusionary time out to improve parents of children with autism' knowledge to manage tantrums. *International Seminar of Multicultural Psychology, 2019*, 101–108. <https://doi.org/https://jurnal.untag-sby.ac.id/>
- Widyaningrum, D. A., Sebtalezy, C. Y., & Elvina. (2023). Dukungan hubungan positif orang tua-balita untuk mengurangi tantrum balita. *Jurnal Penelitian Perawat Profesional*, 5(1), 147–154.
- William, L., & Owens, D. L. (2004). *Multimedia-based instructional design*. Pfeiffer. <https://books.google.co.id/books/>
- Yang, L., Ye, J., Zhu, H., Tang, Y., & Li, X. (2024). Development and evaluation of a family-child reading picture book on reducing autism spectrum disorder caregivers' psychological stress: a mixed method study. *Frontiers in Psychiatry*, 15(May), 1–12. <https://doi.org/10.3389/fpsy.2024.1390430>
- Zaman, A. Q. (2018). Pengaruh Penggunaan Media Pembelajaran Kreatif Terhadap Hasil Belajar IPS Siswa Sekolah Dasar Negeri Di Surabaya Selatan. *Buana Pendidikan: Jurnal Fakultas Keguruan Dan Ilmu Pendidikan*, 11(20). <https://doi.org/10.36456/bp.vol11.no20.a1356>