

CHAPTER V

CONCLUSION

5.1 Conclusion

The design of the interactive illustrated storybook “Don’t Get Angry Yet, Jalu!” as an educational tool for emotional regulation for children aged 8–10 is based on the phenomenon of high levels of impulsivity among marginalized children when facing everyday conflicts, such as explosive outbursts of anger. Additionally, the lack of visual literacy media that specifically adapts community-based emotional regulation training materials into narrative stories serves as the primary rationale for this design. By adapting the Stop-Think-Do module from the WE POSE community, this design successfully offers an alternative solution for parents and educators to teach self-control to children without coming across as patronizing. Through this book, the originally formal training material is simplified into an exciting adventure following Jalu’s story as he completes three daily missions. With Tilu as the guide, readers are invited to understand the Stop, Think, and Do steps through the symbolism of the three “powers” of *the emotional toolbox*, represented as stones in a magic box.

The results of this design were exhibited at the UPN “Veteran” East Java Visual Communication Design Final Project Exhibition at the Balai Pemuda Building in Surabaya. Based on the author’s observations, visitors especially children showed high enthusiasm while exploring each interactive feature. They not only read the story to the end but were also eager to explore interactive pop-up features such as pulling *the waterfall card*, opening the pop-up lids, and lifting *the flaps one by one*.

5.2 Recommendations

In future designs, it is recommended to enhance the durability of materials in each interactive feature to ensure they last longer when actively used by the target audience of children, who exhibit high levels of motor exploration. Additionally, to avoid excessive book thickness while still expanding the variety of emotional scenarios, content development could be directed toward separate series versions, each focusing on a specific emotional theme, allowing the narrative to be explored more deeply. The scope of knowledge and emotional regulation material is also expected to continue expanding beyond the current version by adopting

a wider variety of self-calming techniques from the WE POSE community. Finally, mass production as a formal educational medium in schools or as supplementary material for community programs is highly recommended so that the benefits of the *Stop-Think-Do* method can reach a broader audience and have a positive, sustainable impact on children's character development.