

FINAL PROJECT

**DESIGN OF AN INTERACTIVE STORYBOOK ON EMOTIONAL
REGULATION FOR MARGINALIZED CHILDREN AGED 8–10**

To Fulfill Partial Requirements for Obtaining a Bachelor's Degree (S-1)



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APPROVAL PAGE

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FOR MARGINALIZED CHILDREN AGED 8-10**

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**DESIGN OF AN INTERACTIVE STORYBOOK ON EMOTIONAL REGULATION
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I declare that this scientific document of Final Project there is no part of another scientific work that has been submitted to obtain an academic degree at a Higher Education institution, and there is also no work or opinion that has been written or published by another person/institution, except those that are writtenly cited in this document and stated in full in the bibliography.

And I declare that this scientific document is free from elements of plagiarism. If in the future there is an indication of plagiarism in this Final Project, I am willing to accept sanctions in accordance with applicable and regulations.

Thus, I make this statement letter truthfully without any coercion from anyone and to be used as it should be.

Surabaya, May 21, 2026

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ABSTRACT

This design project addresses the issues of emotional vulnerability and aggressive behavior among marginalized children in low socioeconomic environments, such as the Wonokromo railway area in Surabaya. Marginalized children often face social pressure and ridicule that trigger negative emotions and lack the ability to manage their emotions appropriately. Although the WE POSE Community has conducted emotional regulation training using the *Stop Think Do* and *Emotional Toolbox* techniques, there is currently no interactive visual medium available that children can use independently or with the guidance of a facilitator. Observations of media at Gramedia also indicate the absence of interactive pop-up storybooks addressing emotional regulation with a contextual focus on marginalized children.

The method used is Design Thinking, following the stages of *empathize, define, ideate, prototype, and test*, oriented toward user needs. Data was obtained through interviews with interviews with experts and target children. as well as direct observation of children's behavioral actions and interactions. Supporting data was obtained through literature reviews. Data analysis was conducted using qualitative descriptive methods, focusing on children's psychological needs, the appropriateness of visual styles, and the effectiveness of interactive formats in emotional learning media.

The analysis results indicate that marginalized children possess a basic awareness of emotions but struggle to manage them constructively. Children tend to express anger through aggressive behavior and still require reinforcement in understanding the concept of emotional regulation. Based on these findings, the concept of the Interactive Emotional Regulation Storybook was developed, integrating contextual narratives with the "*Stop Think Do*" technique and the "*Emotional Toolbox*." This book is designed with expressive illustrations, warm psychological colors, and interactive mechanisms such as *pop-ups, pull tabs, and lift-the-flap* features to encourage children's active participation.

Through this design, it is hoped that the book will serve as an empathetic and sustainable learning medium for marginalized children in understanding and managing their emotions. This book functions not only as an educational tool but also as a reflective medium that connects children's emotional experiences with positive and enjoyable self-control strategies.

Keywords: Marginalized Children, Emotional Regulation, Interactive Storybook, Aggression

FOREWORD

The author offers all praise and thanks to Allah SWT for His mercy, blessings, and grace, which have enabled the author to successfully complete this final project report titled “Design of an Interactive Pop-Up Storybook on Emotional Regulation for Marginalized Children Aged 8–10 Years.” This report was prepared as one of the requirements for obtaining a Bachelor of Design degree in the Visual Communication Design Program.

The design of this Final Project was motivated by the importance of emotional learning media that is more relatable, engaging, accessible, and understandable for marginalized children, particularly those under the care of the WE POSE community. Through this design process, the author gained valuable experience, insights, and support from various parties who contributed to the completion of this report.

Therefore, the author would like to express his deepest gratitude to:

1. Allah SWT and the Prophet Muhammad SAW for all the blessings and ease granted to the author throughout the process of completing this design.
2. The author’s parents and entire family, who consistently provided prayers, emotional and material support, care, and encouragement throughout the process of completing this Final Project.
3. Dr. Aris Sutejo, S.Sn., M.Sn., as the first academic advisor, and Ms. Masnuna, S.T., M.Sn., as the second academic advisor, who provided guidance, constructive criticism, suggestions, and mentorship throughout the design process until this report was completed.
4. Ms. Tabitha Naema Christy, S.Psi., as a Psychologist and Founder of WE POSE, who granted permission, assistance, and the opportunity for the author to conduct observations and data collection.
5. Nurmalita Herdiana, as the facilitator resource person, all community facilitators, and the young members of the WE POSE community who participated and assisted in the research and media design processes
6. Rosita Amalia and Dinda Rachma, S.Ds., as illustrator sources and design validators who assisted in this design process.
7. All lecturers from the Visual Communication Design Program at UPN “Veteran” Jawa

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8. My fellow authors Diba, Prames, Nala, Utami, and Devina, as well as my fellow book design peers under the guidance of Mr. Aris, Daniela, and Azwa, who also helped and accompanied me throughout this design process, and of course, my other peers in the same guidance group.
9. All of our 2022 Visual Communication Design classmates at UPN who consistently reminded us, provided feedback, support, and assistance throughout our studies.
10. All respondents who took the time to provide information, thereby helping to complete this design project.
11. All those who cannot be mentioned individually but who have provided assistance and support to the author.

The author acknowledges that this report still has shortcomings. Therefore, the author welcomes constructive criticism and suggestions to improve this work. The author hopes that the design of this interactive picture book will be beneficial, particularly as a more engaging and accessible learning tool for children to help them regulate their emotions.

Surabaya, May 11, 2026

Diva Irmaliya Indra

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