

Expert Validation and Participant Validation of Emotion Regulation Training Module for Reducing Preschool-Aged Child Abuse

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ABSTRACT

The object of the study was validation of training module by experts. The data were collected using questionnaire and were analyzed using frequency distribution to find out the mean of quality of the module. The validation was conducted by 4 experts and 40 participants. The participant's assessed training method and media, and suitability and usefulness of the module. Experts assessed content suitability, conformity with construct requirement, and conformity with technical requirement. The score obtained for training method and media was 267, which was categorized as highly valid. Regarding the suitability and usefulness, the mean score was 1094, which was categorized as valid. According to the experts, the content suitability scored 72, conformity with construct requirement scored 75, and conformity with technical requirement scored 74, which were categorized as highly valid. The study concluded that the training module is feasible to be used for reducing child abuse perpetrated by parents

Keywords: *emotion regulation module; parents; violence; preschool-aged children*

1. INTRODUCTION

Abuse refers to violence committed by the stronger to the weaker, which makes the weaker powerless. Violence may also occur in children. This is shown by survey conducted by KPAI reporting that issues on violence against children increase every year. In 2011-2015, KPAI mapped children cases in terms of their filed, namely, law case, parenting, education, health and narcotics, psychotropics, and addictive substance, and porn and cybercrime. There were 6006 children law cases, 3160 parenting cases, 1764 education cases, 1366 health and narcotics, psychotropics, and addictive substance cases, and 1032 porn and cybercrime cases.

Violence adversely affects oneself, other individuals, or the surroundings. Its effects on oneself are trauma, stress, depression, withdrawal, among other effects. Its effects on the surrounding may be in the form of other violence, resulting in worse problems. Violence may bring psychosocial effects both on the actors or the victims. Victims of violence will experience serious adjustment in academic matters (1), while the perpetrator also receives negative effects (2).

Child abuse makes children powerless, adversely affects their psychological development. Some of the perpetrators of child abuse are those who suppose to be the protector, for instance, parents, close relatives, neighbors, and even teachers. This occurs since many parents see violence against children is something normal and is a part of

disciplining(3) whereas they are the most responsible party to attempt for the children's well-being, protection, and optimized quality of life, and optimized growth and development.

Child abuse refers to intentional or unintentional behavior that aims to harm children, both physical or psychological. Family functions as the primary key in providing love, optimizing the children's potential. Family members should care each other, understand each other, and be able to do many things to build proximity. Besides, family members should also consciously love and understand the character of other family members.

Indonesian Penal Code (KUHP) and National Development Planning Agency explain that perpetrators of child abuse can be categorized into three, parents, family, or individuals who are close with home environment. Child abuse makes children powerless, adversely affects their psychological development. The types of child abuse cover physical and emotional abuse (3).

Child physical abuse refers to maltreatment resulting in physical injury due to kick, punch, slap, and other mistreatments (4). While emotional abuse refers to maltreatment hurting feeling and mental, leading to unstable emotion. The form of emotional abuse may be mockery, degradation, property damage, torture, pet damage, excessive criticism, improper demand, labeling, and insulting (5).

The number of child abuse in Yogyakarta was categorized as high, 23% of it was physical abuse and 21% of it was nonphysical abuse. Child abuse was committed to discipline

the children (49%), because of children's deemed misbehavior (30%), and crying (28%). Thus, it can be said that child abuse refers to maltreatment resulting in physical injury and mental disorder or instability. It may bring an adverse effect on children's growth and developmental period (6).

The perpetrator of abuse should be concerned about doing self-control, among other attempts, so that the violence does not occur again. If this issue does not get a solution immediately, a state's destruction may soon come, degrading human dignity. Act. no. 35 of 2014 state that every child have the right to obtain protection from violence and discrimination.

The preliminary study revealed that the underlying factors of child abuse were the parent's emotional adjustment, parent's attitude toward parenting, and parents' behavior. These factors are the element of emotion regulation. Emotion regulation is one of the attempts that can be made to help parents to facilitate their emotional needs. Parents need skills to reduce their emotion so that they can assess their emotions, regulate it, and express positive and negative emotions properly. Emotion regulation is individual's skill to stay calm under stressful conditions (7). Emotional regulation is one's process in regulating and transforming his/ other's emotions (8).

Emotion regulation consists of three pivotal aspects in shaping behavior. The first aspect is emotional assessment. Parents are trained to be aware of negative emotions they feel, identify it, and interpret it so that they can properly control their emotions. The second aspect is emotion regulation. This can be done through training and relaxation. Training and relation are the way to regulate negative emotion. The third aspect is emotions expression. Parents are asked to describe what they are thinking and feeling so that they can find proper ways to express emotion.

Based on the research, child abuse occur because parents see children as misbehaving. That assumption affect parent's emotion so that they pinch and shout to their child. The parents then feel sorry after doing such action. Parents' inability to regulate their emotions is one of the reasons for child abuse.

Following up on the result of preliminary study, we developed an emotion regulation module for parents who perpetrate child abuse. This article is the description of expert and participant validation. It is expected that this module can be utilized broadly.

2. LITERATURE REVIEW

2.1. Emotion Regulation

A Emotion regulation refers to intrinsic and extrinsic processes that account for monitoring, evaluation, and modification of emotional reactions to achieve a certain goal (9). An individual who is able to control his emotion, and his attempt is in line with the goal and the situation, that individual can be considered having adaptive emotion

regulation. Otherwise, individuals who find it difficult to control their emotion following the purpose, they are considered undergoing emotion dysregulation (10).

Emotion that arises when an individual is in progress toward certain purpose. This emotion is involved in changes of feeling (sad, happy, afraid), expression (smile, shout, frown) and what is done by one's body and brain (sweating, heartbeat, neuron activities) (11). Being aware of emotional experiences is a requirement for an individual to regulate his emotions. For instance, one recognizes the emotional output of experience of losing, injustice, success, and so forth. This is associated with individual's propensity to behave, express emotion, and its implication toward himself and other people (12).

Emotion regulation is different from coping, mood regulation, defense mechanism, and feeling regulation (13). Emotion regulation is associated with emotion activation. This involves emotional change itself and psychological process. Individuals with emotion regulation can select the emotion they feel, when and how he/she experiences and expresses the emotion. The process of emotion regulation can occur automatically, consciously or unconsciously, and affect one or more matters in emotion generalization process (13).

2.2. Process of Emotion Regulation

Bouchekir and Boukala [19], He et al. [20], Komuravelli et There are five strategies of emotion regulation based on the model of self-regulation process (14). Emotion regulation strategies are as follow:

Situation selection, this refers to a stage where the individual select emotion that probably occurs in a certain situation. This emotion is the basis of attitude to be taken next. An example of situation selection strategy is when a mother tends to bring their children to the zoo compared to the supermarket. This occurs since the mother brings their children to the supermarket, they will cry, asking for toys, triggering the mother's negative emotion.

Situation modification, in this stage, an individual change or modify his/her surrounding situation to influence his/her emotion. An example of situation modification can be seen when mother and her children's plan to have an afternoon bike ride is canceled due to rainfall. The child cries and gets angry due to failed plan. The mother then asks children to play indoor camping to substitute the first plan.

Attentional deployment, in this stage, the individual deploys or distract attention so that he/she does not focus only on one thing. Distracting attention can be a strategy to change negative emotional situation, An example of attentional development can be seen when a mother finds it difficult to ask his child to take a bath before going to school. The child keeps making excuses not to take a bath, then their mood starts to change. The mother then reminds the child that his school is going to visit a farm. The mother tells the child a story about the farm, which the child finds interesting. In the end, the child is willing to take a bath immediately to join the farm visit.

Cognitive change, an individual attempt to change his/her mindset relating to the situation, or to see the situation from different perspectives. By changing perspectives, the individual will have an alternative emotion. For instance, a mother who finds her child plays water, making their house muddy, attempts to understand the child's mindset, such as thinking of maybe her child imagine about swimming in the swimming pool, or trying to remember her past that she used to do the same thing and it was enjoyable.

Response modulation, in this stage, an individual changes feeling, attitude, behavior, and physiology after negative emotion arises. For instance, when a mother angry and she tries to take a deep breath, calm herself down, and so forth.

2.3. Child Abuse and its Impact

One caregiver's behavior that results in physical injury or is potentially harmful (15). Child abuse could be manifested in the form of mockery with various levels (16).

The study showed that obedience is parents' one of the most favorite behavior. Parents sometimes physically or nonphysically force their children to obey them. This is usually done by shouting, threatening, or scaring children. Besides, violence against children may be in the form of generalized criticism toward children. Parents say that the children always do wrong things although the children do it infrequently.

A child who becomes the victim of violence experiences trauma in the most critical phase of his/her life, a phase when he/she build a perception about his/her self, about other people, and about the world. This trauma is a deep wound that leaves long-last adverse effects until the child grows up (17). Child abuse could be associated with injury or even death. Many children lose their life due to violence (15).

A mother who uses verbal violence when caring for her children may result in children's emotional and behavioral problems. Psychologically, a child who grows with verbal violence tends to find it difficult to make self-adjustment, blame themselves, and have unstable emotions (18). Child internalizes negative words or opinion, making them see that opinion as a truth and they see themselves as a negative individual. This may lower the child's self-esteem (16)

3. METHOD

&Carey sand Alessi&Trollip (19). The content validity of the module was judged by four experts consisting of 2 psychologists, one trainer, one language experts. The assessment covers conformity of the material, the conformity with construct requirement, and technical conformity. Besides, face validity was assessed by forty participants consisting of parents of children aged 2-7 years old. The assessment includes conformity and usefulness of the module in helping to regulate emotion. The assessment

score range from 1 (not good) to 4 (very good). The gathered data were analyzed using mean formula.

4. RESULT AND DISCUSSION

The content validity of the was judged by four experts consisting of psychologists trainer, language experts. Table 1 shows the result of expert validity.

Table 1. Result of Expert Validation

	Assessment	Actual Score	Criteria
A	Method and Training	267	Highly Valid
B	Suitability and Usefulness	1094	Highly Valid
	Total of validation score	1361	Highly Valid

Content suitability covers suitability with theoretical aspect, theoretical indicator, the purpose of local culture training, and completeness of material coverage. Conformity with construct requirement covers grammar, instruction clarity, sentence structure, positive sentence meaning, and effective language use. Conformity with technical requirement covers professionalism of module appearance, instruction clarity, Worksheet instruction clarity, readability, and module completeness.

The score of expert validation is in the range of 72-74. Each score was categorized as highly valid, meaning that according to the experts, this emotion regulation training module is feasible to use.

Mean while, the result of face validation from the participants is shown in table 2.

Table 2. Result of Participant Validation

		Actual Score	Criteria
A	Content or Material Suitability	72	Highly Valid
B	Conformity with construct requirement	75	Highly Valid
C	Conformity with technical requirement	74	Highly Valid
	Total Score	221	Highly Valid

Item of participant assessment involves material suitability with parent's need, usefulness of the module in daily life, module understandability, and language use. The score of

the validation was 267 for method and training and 1094 for suitability and usefulness, both were categorized as highly valid. Thus, it can be concluded that, according to the participant, the module is feasible to use. participant, the module is feasible to use.

Child abuse occurs due to parent's lack of emotion regulation (6). Violence adversely affects children's development. Parents or caregivers with poor emotion regulation may result in children's disruptive behavior such as anger, aggressive, and so forth (14). Accordingly, child abuse should be prevented. One of the preventive attempts is emotion regulation training. Training and relaxation are ways to regulate negative emotion (14). Emotion regulation training aims to train parents to positively regulate their emotions, preventing them from abusing their children, either physically, verbally, or non-verbally.

5. CONCLUSION

Based on the result of expert and participant validation, Emotion Regulation Training Module is considered as valid and feasible to use. The module is then used as a guide in carrying out emotion regulation training for parents of preschool-aged children to reduce violent behavior.

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