

Designing Board Games as Educational Media to Overcome Temper Tantrums in Preschool Children

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ABSTRAK

Temper tantrum atau yang biasa dikenal sebagai *tantrum* merupakan suatu sikap yang masih terkategori wajar dalam proses pertumbuhan fisik atau raga, kognitif, serta emosi anak. Namun masih banyak orang tua yang tidak bisa membedakan anak yang mengalami *temper tantrum* dengan anak yang hanya menangis saja. Terus meningkatnya jumlah anak yang mengalami *tantrum* karena kurangnya edukasi dan ketidakpahaman anak tentang emosi dan mengekspresikan emosi. Penelitian ini membahas tentang edukasi emosi kepada anak sejak dini dengan media *board game*. Penelitian ini bertujuan merancang *board game Pirate Party Pulau Kambara* sebagai sarana media pembelajaran terkait emosi pada anak Pra sekolah. Penelitian ini didasarkan dengan menggunakan metode *mixed method* dengan tahapan *Cyclic strategy*. Hasil dari penelitian ini diperoleh, anak-anak sangat menyukai pembelajaran sambil bermain dengan menggunakan *board game* serta psikolog menilai bahwa *board game* ini efektif sebagai media pembelajaran yang disukai anak-anak dan orang tua dapat bermain bersama dengan anak secara tidak langsung mereka mengedukasi, mengenalkan jenis emosi serta mengekspresikan emosi.

Kata Kunci: media pembelajaran, *temper tantrum*, emosi, *board game*, pra sekolah

ABSTRACT

Temper tantrums, also referred to as tantrums, are regarded as a natural aspect of the developmental process, encompassing physical, cognitive, and emotional aspects, in children. Nevertheless, a significant number of parents continue to demonstrate an inability to differentiate between children who experience tantrums and those who are merely crying. The increasing prevalence of childhood tantrums can be attributed to a lack of education and understanding regarding emotional expression. The present study explores the potential of board game media to facilitate emotional education for children from an early age. The objective of this research is to design the *Pirate Party Pulau Kambara* board game as a medium for learning about emotions in preschool children. The present research employs a mixed-method approach, utilizing a cyclical strategy framework. The findings of this study demonstrate that children derive great enjoyment from the process of learning through play, facilitated by board games. Psychologists have concluded that these board games are effective learning tools that children find engaging. Parents can play these games with their children, thereby indirectly contributing to their children's education, fostering emotional intelligence, and facilitating the expression of emotions.

Keywords: learning media, *temper tantrums*, emotions, *board game*, preschool

INTRODUCTION

Child development stages are stages in which children undergo a unique, interesting, and diverse process of growth and development. The stages of child development until they enter preschool age, which is 0-6 years old, are outlined in Law No. 20 of 2003 concerning the national education system, article 1 No. 14 (Rohmah, 2021). During this stage, there is a phase of initiative and guilt, commonly known as the preschool stage (Fithriyah, Yunias, &

Yuniar, 2019) . Preschool children are children before they enter elementary school, in other words, preschool children are children aged 3–6 years.

In the preschool stage, children learn to freely try out activities and develop the ability to work on and carry out tasks and goals. Children begin to play with their friends, work on planned tasks, and show curiosity. During the preschool period, children also like to show aggressive behavior, or temper tantrums, dare to take action, and are very active in exploring. Temper tantrums, commonly known as tantrums, are a normal part of a child's physical, cognitive, and emotional growth process. Temper tantrums are also characterized by emotional outbursts and excessive behavior resulting from anger and frustration in children (Fithriyah et al., 2019) . As part of the growth process, tantrum episodes will certainly end with understanding the child's condition (Yiw'Wiyouf, Ismanto, Babakal, & Program, 2017) . In general, parents often forbid and restrict their children. When parents or teachers are not aware of the child's condition and do not support the child in expressing their initiative, they often criticize and restrict the child. This will make children feel that they are a nuisance and feel guilty towards others. According to Mrs. Joana Ariesta Puspasari, S.Psi., M.Psi., a professional in the field of psychology, there are still many parents and adults who cannot distinguish between children who are experiencing temper tantrums and children who are just crying.

The incidence of tantrums in Indonesia reached 152 per 10,000 children (0.152%) in 2019, a sharp increase from only 2-4 per 10,000 children a decade ago. Putri, 2021 in Kompas (2024), in a seminar titled "Tantrums: How to Prevent and Overcome Them" by the central board of the Indonesian Pediatric Society (IDAI) revealed that 65% of 166 children who played with gadgets for more than 20 minutes experienced tantrums. According to Mrs. Joana Ariesta Puspasari, S.Psi., M.Psi., a professional in the field of psychology, many children have already harmed themselves by hitting their heads, throwing themselves on the floor and banging their heads on the floor or wall, throwing objects at others around them, and damaging property, which indicates a serious issue requiring special attention to prevent harm to the child and their future development.

Generally, the causes of tantrums include children being unable to express their desires and goals due to impaired cognitive development (Fithriyah et al., 2019) . Psychologically, children experience failure, parental expectations that burden them, parenting styles, and communication. Environmental factors include the home and family environment. Other factors that can influence temper tantrums in children are parental education, attitude, occupation, age, gender, and number of siblings (Supriyanti & Hariyanti, 2019). The high risk of children experiencing tantrums, according to Mrs. Krismi Diah Ambarwati M.Psi., a professional psychologist and lecturer at Satya Wacana Christian University (UKSW) in an interview, mentioned that when children are experiencing tantrums, they can be trained to recognize types of emotions and manage their emotional experiences more appropriately because they can learn to manage themselves so that they are not impulsive. Children learn to regulate themselves and practice tolerance in the face of frustration. It is hoped that with board games as a specialized medium, there will be interaction and discussion about understanding emotions.

Board games are a useful medium for training psychomotor, cognitive, and emotional skills, improving socialization, reducing stress, and conveying messages, morals, or material in a fun and helpful way for children in building social relationships with their friends (Herawarman, Prasida, & Prestiliano, 2024). The process of playing and learning makes it easier for children to understand the material or lessons and problems in the game (Herawarman et al., 2024). Therefore, the use of interactive media or action and interaction

in the form of board games is an appropriate medium for educating children to understand emotions and overcome temper tantrums.

METHOD

The method used in this study is a mixed method with a Cyclic strategy stage. Mixed method research is research that combines qualitative and quantitative approaches. Both approaches aim to utilize their strengths to create a more complete understanding of the phenomenon being studied. The qualitative approach is research that emphasizes natural life phenomena (Muhammad, 2021). The quantitative approach is research that is precise and systematic so that it is valid and measured with appropriate statistical analysis (Denok and Sidik 2021).

Data collection for this research was carried out using the Cyclic strategy, often referred to as the rotating strategy, in which stages can be repeated and feedback can be received at any stage. The stages of research design can be seen in **Figure 1**.

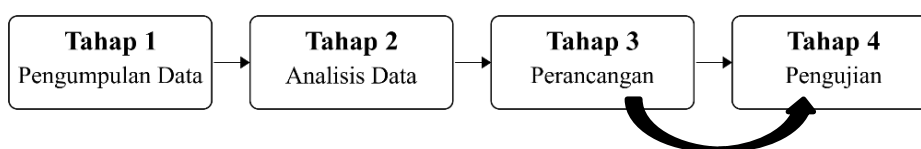


Figure 1. Cyclic strategy

Data collection is the first stage, which is carried out qualitatively and quantitatively. Qualitative data were obtained through interviews with professional practitioners, namely psychologist Mrs. Joana Ariesta Puspasari, S.Psi., M.Psi., and lecturer at the Faculty of Psychology, Satya Wacana Christian University, Mrs. Krismi Diah Ambarwati M.Psi. Quantitative data were obtained through questionnaires distributed to parents and observations of students in class B of the Satya Wacana Christian Laboratory Kindergarten, aged 4-6 years. The results of the data collection were then analyzed to determine the appropriate concept for the board game design to achieve the design objectives.

In the design stage, the design of learning media appropriate for the board game will be carried out. The design method used is Kummara's game making process method, which consists of several stages, namely:

1. Concepting phase: at this stage, the basic concept of the board game is obtained, which includes the theme, components, mechanics, rules, prizes, duration, and content of the game in accordance with the results of the data analysis.
2. Design phase: this stage involves creating a prototype in the form of a dummy to identify the game's shortcomings and the visual aspects of the board game.
3. The development phase, in the final stage, is the stage for producing the final board game (PT Arka Buana Kummara, 2021). In addition, it is necessary to conduct playtests to test and find flaws in the board game at each stage in order to minimize defects in the board game. Kummara's game development method can be seen in Figure 2.

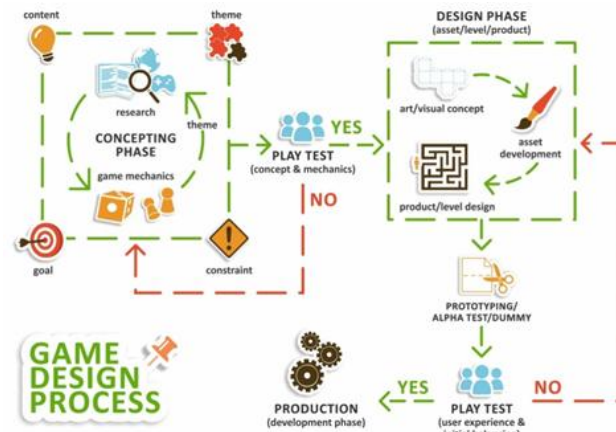


Figure 2. Game development process method (Kummara, 2021)

RESEARCH RESULTS

Research on the topic of children's temper tantrums and board games as educational media is not discussed in a single study and has different target audiences and media. Previous research has addressed similar themes related to educational media using a board game approach. The first researcher, "Strategies for Overcoming Temper Tantrums in Children Aged 3-5 Years Through Snakes and Ladders Games in Kindergartens in the Tumpang District of Malang Regency" by Eka Supriyanti and Tanti Budhi Hariyanti (2018), explained that educational games can play a role in reducing the intensity of children's tantrums. The results of this study indicate that the strategy of overcoming temper tantrums in children with the Snakes and Ladders game can minimize the occurrence of temper tantrums or eliminate them altogether. This provides evidence that board game educational media can be used to help children who experience temper tantrums.

The next researcher is "Holistic Temper Tantrum Prevention Education for Preschool Children Using Audio-Visual Media" (Andriani, 2023) . This study explains that parents play an important role for children who experience tantrums and that educational media in the form of videos can teach parents how to deal with children who experience temper tantrums. The results of this study are holistic temper tantrum education strategies for parents of preschool children using audio-visual media with lecture content and questions to prevent children from experiencing temper tantrums.

This study does not focus on parents who have preschool children but focuses on preschool children with the aim of educating children to manage their emotions so that they do not experience tantrums. To achieve this, this study uses educational media in the form of board games specifically designed for preschool children so that children can understand the types of emotions, respond to events with the appropriate emotions, and parents and adults can understand the meaning and reasons behind the children's emotions so that parents can understand their children before tantrums occur. This study focuses on gameplay and a combination of " " mechanics, such as storytelling and hand management. The purpose of using these mechanics in this study is to encourage children to learn and recognize different types of emotions, such as how children respond to a story in an event with selected cards, children can explain the reasons for their choices, and so on.

Preschool children are children who have a relatively rapid development period. One specific aspect of development is social behavior based on the child's social-emotional aspects. This aspect is very important for parents to pay attention to because it plays a role in the child's growth and development. In this aspect, children will learn, manage, and

express their emotions. If children are able to control their emotions, they will be able to socialize and communicate with their environment and surroundings (Imtikhani Nurfadilah, 2021) .

Children who can control and express their emotions appropriately will display calm emotions (Fatimah, Iriyanto, & Anisa, 2021) . Examples of emotional control include when children are angry, they express their emotions through facial expressions, body movements, and words. If children can process these expressions, they can control their own emotions. However, if children cannot control their emotions, they will experience uncontrollable emotional outbursts. These emotional outbursts are forms of excessive emotional behavior, also known as temper tantrums.

A temper tantrum is an explosive or excessive outburst of emotion that is uncontrollable and occurs in active children. Tantrum behavior can be overcome in various ways, either by communicating with the child or through educational media in the form of games that are familiar to children's play world (Rohmah, 2021) .

Educational media is a tool used to educate children with learning materials. This educational media serves to develop children's knowledge about the learning materials presented, making the materials easier to understand. Young children usually still tend to prefer the world of play over the world of learning. Therefore, parents and teachers of children can combine learning and playing into fun activities with the aim of developing the child's maximum potential (Kristanto et al., 2019) .

Board games are a type of tabletop game, or games played on a table, in accordance with the rules of each type of board game, which cover all aspects of learning. There are many different types of board games, ranging from general to specific themes (Avianto & Prasida, 2018) . Through playing board games, children can learn about cognitive, social, and emotional development. The benefits of board games are as an educational medium that encourages players to think, solve problems, take action, and learn the game.

Storytelling is a game mechanism that provides interaction to players and an engaging story experience. The storytelling mechanics in the game involve interactions within the game and the story that bring players closer to the game (Souki, 2009).

Hand Management is a game mechanism where players are required to perform actions and timing correctly while still following the existing rules to earn points. Cards are the most common component optimized using hand management mechanics. Hand management mechanics allow players to choose cards to play from the set that has been dealt in the game (Belladino, 2019).

A. Data Collection

The first stage of data collection involved gathering information for the design of the board game concept. The data collected consists of qualitative and quantitative results. The first data was obtained from distributing questionnaires to parents and observing students in the B class of the Satya Wacana Christian Laboratory Kindergarten, aged 4-6 years. The questionnaire contained questions about temper tantrums and board games, with the aim of adjusting the board game to be designed. The results of the data collection showed that parents tended to apply an authoritarian parenting style rather than a pampering parenting style. Parents preferred and agreed to teach their children through play while learning using board games. Parents tended to still see their children as confused about expressing their emotions. The results obtained from the children showed that they preferred adventure games, pirates, dinosaurs, and gifts or rewards.

The second data was obtained from interviews with Mrs. Joana Ariesta Puspasari, S.Psi., M.Psi., a professional psychologist, and Mrs. Krismi Diah Ambarwati M.Psi., a lecturer at the Faculty of Psychology, Satya Wacana Christian University (UKSW). The conclusion drawn from the interviews is that children aged 4-6 years old still do not understand emotions and how to express them. Children prefer to play while learning and find it easier to memorize and are more interested in paying attention to things with colors. It is very important to train children to manage their emotional experiences more appropriately, because children can learn to manage themselves so that they are not impulsive, learn to regulate themselves, and train themselves to tolerate frustration. He also added that board games are considered suitable for training children to manage their emotions more appropriately at their current age, which is the world of children's play. Additionally, psychologically, children's attitudes of not understanding emotions and expressing themselves will have an impact on their future social development.

B. Data Analysis

The data will be analyzed to produce a board game that supports and is appropriate for the concept of an educational board game about emotions and expressions for children aged 4-6 years. The mechanics are tailored to the issues and made as interesting as possible so that children can play at school and at home, accompanied by a guardian or adult. Hand management is used as a mechanic to facilitate and teach effective card management and decision making.

Design

1. Concepting Phase

At this stage, the data is processed to obtain the basic concept, objectives, and content of the board game. The basic concept is developed into the Pirate Party Pulau Kambara board game. The Pirate Party Pulau Kambara board game tells the story of players becoming pirate captains. Players enter a mysterious island believed to be Pulau Kambara and are tasked with finding medicine in a cave for the sick child of the dino king. To enter each room in the cave, players must solve a code using their expression cards. Room by room, players advance until they reach the final room containing treasure, gold scattered on the floor, and the medicine needed by the dino king. The player who reaches the treasure room first is the winner.

2. Design Phase

At this stage, the prototype is refined through adjustments to illustrations, text, and layout to make it more engaging to play. Components included in the board game: space board, pirate cards, card exchange, card draw, card rejection, card collection, card shuffle, reference cards & glossary, two expressions, event cards, codes, champion tokens, time tokens, dino coins, parent notes, rule book, player pawns, and first player.

The game board consists of a cave door, a 1-door room, a 3-door room, a treasure room, and each board has a place to put code cards. The game board can be seen in

Figure 3.

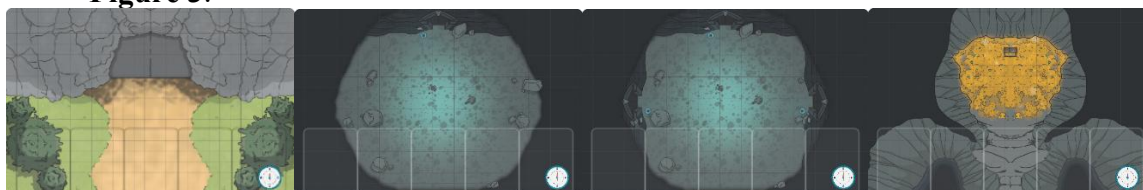


Figure 3. Space Board

The deck consists of pirate cards, exchange cards, nodding cards, reject cards, picking up cards, and shuffling cards. The pirate cards consist of happy, sad, scared, loving, angry, disgusted, surprised, and illustrations of expressions on each card. The pirate cards can be seen in **Figure 4**.



Figure 4. Pirate Cards

Swap cards consist of 3 cards containing text names, symbol illustrations, and colors. Their function is to swap cards with selected opponents. Request cards consist of 3 cards containing text names, hand illustrations, and colors. Their function is to request one of the cards belonging to selected opponents. The opponent cannot refuse if they have the requested card. Card Swap and Card Request can be seen in **Figure 5**.

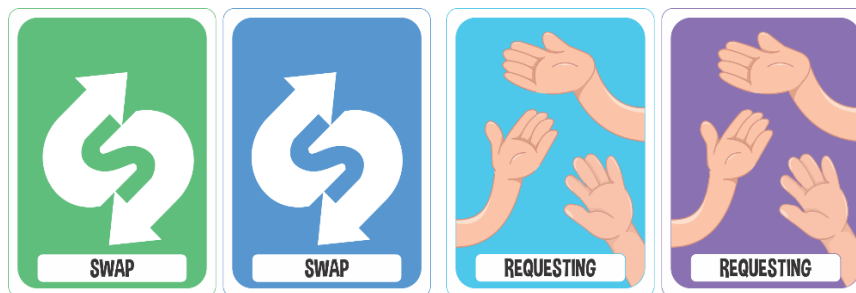


Figure 5. Cards for Swapping Cards and Requesting Cards

Reject cards consist of 3 cards containing text names, hand illustrations, crosses, and colors. These cards are used to reject when an opponent uses a swap or request card. Reject cards can be seen in **Figure 6**.

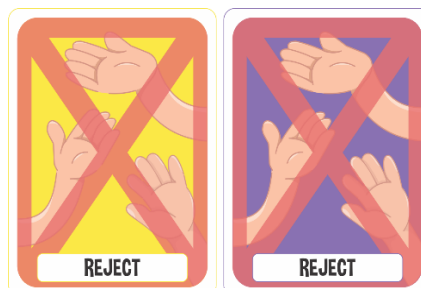


Figure 6. Reject Cards

The scavenger card contains text, an illustration of a hand holding a magnifying glass, and a pile of pirate cards in the hand. Its function is to search for and take one card from the pile of discarded cards. The shuffle card contains the name, an

illustration of a hand, and a collection of cards being shuffled. Its function is to return all cards in the hand to the deck, reshuffle the deck, and then draw the same number of cards that were returned previously. The scavenger and shuffle cards can be seen in **Figure 7**.

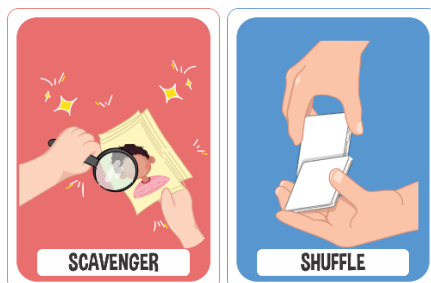


Figure 7. Pick Up and Shuffle Cards

The Reference & Glossary card is a double-sided card containing text that will help players take action. The Reference & Glossary card can be seen in **Figure 8**.

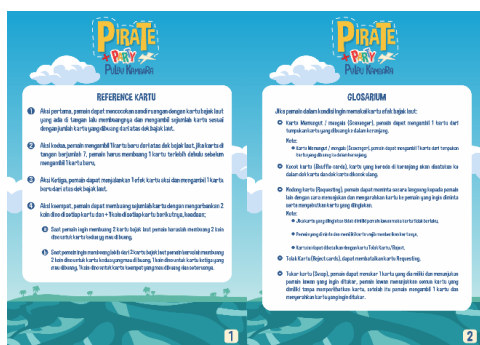


Figure 8. Reference & Glossary Cards

The two-expression cards consist of 14 cards containing illustrations of expressions and code icons. Players can choose to use one of the two expressions, but cannot choose both when creating a code. The two-expression cards can be seen in **Figure 9**.



Figure 9. Two Expressions

Event cards consist of 3 difficulty levels: very easy & easy, normal, difficult, and event titles and explanatory notes. Event cards can be seen in **Figure 10**.



Figure 10. Event Cards

The code consists of 7 cards, including happy, sad, scared, loving, angry, disgusted, surprised, and expression icons on each card. In addition, there are 2 types of difficulty levels for code cards: very easy, easy, and normal cards, as well as code cards with a separate difficult level. The code cards can be seen in **Figure 11**.



Very easy, easy, and normal

Difficult

Figure 11. Code

Player pawns consist of 4 types distinguished by red, blue, green, and yellow colors. Pawns can be seen in **Figure 12**.



Figure 12. Player Pawns

There are 4 champion tokens, each with a different color: 1st place is gold, 2nd place is silver, 3rd place is bronze, and 4th place is copper. Dino coins have a value of 1, are gold in color, and feature a silhouette of a dino king. These dino coins have many functions as described in the rule book and glossary. Champion tokens and dino coins can be seen in **Figure 13**.



Figure 13. Champion Tokens and Dino Coins

The Time Token has two distinct sides: the first side depicts nighttime, and the other side depicts daytime. The Time Token can be seen in **Figure 14**.

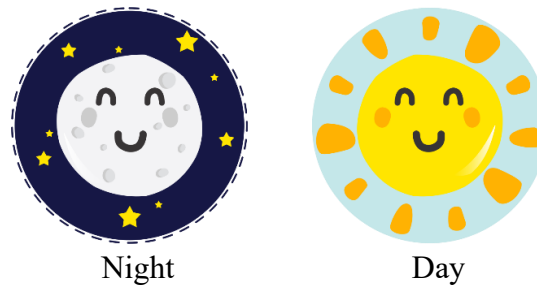


Figure 14. Time Token

The First Player Token serves as a marker for the first player, featuring a combination of an anchor and a ship's wheel. The First Player Token can be seen in **Figure 15**.



Figure 15. First Player Token

The Rule Book contains the story, components, rules, setup, how to play, and other explanations. The Rule Book can be seen in **Figure 16**.



Figure 16. Rule Book

Parent Notes contain actions or activities specifically designed to guide parents. Parent Notes can be seen in **Figure 17**.

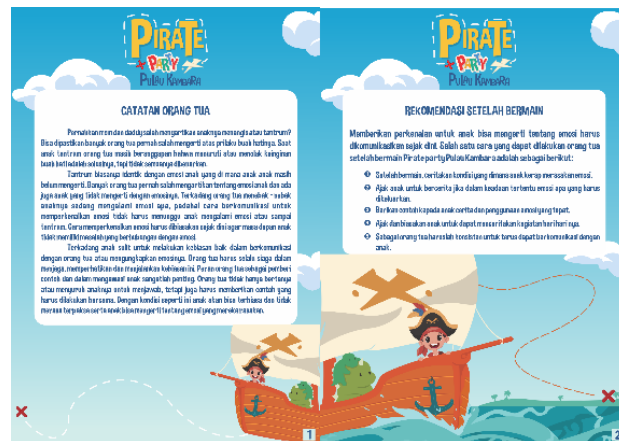


Figure 17. Parent Notes

3. Development Phase

The board game will be developed for testing. After several playtests, the board game will be balanced for components, revised illustrations, text, tokens, additions to the rulebook, reference cards & glossary, parent notes, and packaging. At this stage, the board game is complete and ready for testing. Setup for the Pirate Party Pulau Kambara board game. The board game setup can be seen in **Figure 18**.



Figure 18. Board Game Setup

How to play the Pirate Party Pulau Kambara board game. The game will take place over several rounds, each round starting with the first player, continuing clockwise, and each player taking a turn. Each turn, players can choose one of four actions. Players sort the pirate cards according to the code; all cards must be complete and cannot be paid in installments. After that, players must express the same facial expressions and gestures as the illustrations in sequence according to the pirate cards.

The pirate cards that are the code are discarded into the basket, and the player takes new pirate cards from the deck according to the number of pirate cards discarded. When expressing themselves, players are allowed to make sounds, such as a sad expression with a crying sound. After that, the first player to enter the room

will receive 2 dino coins as a reward, and the next player will only receive 1 dino coin as a reward.

The player's pawn enters the room and the player's turn ends. The second player's turn begins, and so on. After one round is completed, the time token flips to night, and the game starts again. When the time token shows daytime, the event card is revealed, and the first player reads it aloud. Players must complete the event. After the player completes the event, the game resumes with the first player. If one of the players reaches the treasure room at the end of the room, the game ends, and the player who entered becomes the winner. Rounds continue until one player reaches the end of the room (treasure room), and the game ends.

Discussion

A. Testing

After the design was completed, the board game was ready for testing. Before testing was conducted on the target audience of kindergarten students at Satya Wacana Christian Laboratory, the board game was first tested by validators in each field.

The first test in the field of child psychology was conducted with Joana Ariesta Puspasari, S.Psi., M.Psi., a psychologist. Based on the test, the Pirate Party Pulau Kambara board game was found to be supportive, good, quite good, and interesting. There are notes on the key cards where the cards could be more colorful, and the message and purpose of the board game have been conveyed. Not only that, but the board game is considered to have effective objectives at every level of difficulty. The testing by the child psychologist can be seen in **Figure 19**.

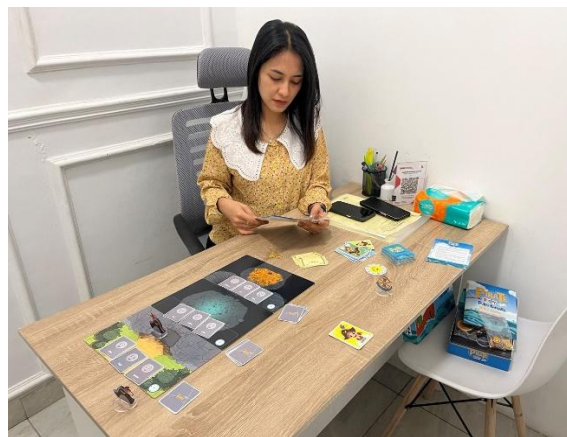


Figure 19. Testing by a child psychologist

Further testing was conducted by a game design expert from Hompimpa Games, Mr. Hery Prasetya. The results indicate that the board game is appropriate, with the number of components and challenge levels being suitable. For the event cards, there are notes where each event is designed so that children do not feel frustrated. There are also notes for the expression cards, which include additional iconography. The message and education are conveyed well and are also enjoyable, and the playing time is relatively short. Not only that, the board game is considered effective if the notes and parental guidance are followed. The testing by the game design expert can be seen in **Figure 20**.



Figure 20. Testing with *game design* experts

After testing with child psychology and game design experts, the Pirate Party Pulau Kambara board game will be tested with the target audience, namely 46 students in class B of the Satya Wacana Christian Laboratory Kindergarten, including 3 children who experience tantrums by throwing things and throwing a fit, 1 child who destroys things, 12 children who experience tantrums with mood swings, 5 children who experienced tantrums by becoming silent or frozen, and 25 children who experienced minimal tantrums. The testing was carried out by dividing the students into several groups, and each group played the Pirate Party Pulau Kambara board game with the help of an assistant. The testing of the students of class B of the Satya Wacana Christian Laboratory Kindergarten can be seen in **Figure 21**.



Figure 21. Testing of students in class B
at Satya Wacana Christian Laboratory Kindergarten

The Pirate Party Pulau Kambara board game was tested in one day with a duration of 2 hours and 30 minutes for all groups. Board game evaluation questionnaires were distributed to students to take home and fill out with the help of their parents. Data obtained from the Pirate Party Pulau Kambara board game testing was used to determine the percentage of students' opinions using the Likert scale (). The percentage results of the evaluation questionnaire from the target respondents can be seen in **Table 1**.

Three children who experienced tantrums were difficult to invite to play but eventually agreed to play. At the beginning of the game, they experienced difficulties but needed time and were eventually able to play. They were able to blend in with other children who did not experience tantrums, and everything went quite smoothly. The evaluation questionnaire results showed that all students liked and found it easy to play *the Pirate Party Pulau Kambara board game*, with percentages of 100% and 96%. The children also felt that they were able to interact well with each other with the presentation (76%) and that *the board game* was easy to set up with the presentation (87%). All of the children wanted to play *the Pirate Party Pulau Kambara board game* again (100%) and also wanted to invite their friends to play (100%). Children also liked the illustrations on *the Pirate Party Pulau Kambara board game* (94%), and most children did not need much time to play (88%). Most children did not find it difficult to play *the Pirate Party Pulau Kambara board game* (90%). After playing *the Pirate Party Pulau Kambara board game*, the children understood that there are various emotions (94%) and understood how to show expressions that match the type of emotion (94%). In conclusion, *the Pirate Party Pulau Kambara board game* is considered effective as an educational medium that children like and that introduces types of emotions and expressions. Above average, children can understand and play excitingly.

Table 1. Percentage results of the evaluation questionnaire

No	Statement	Answer Scale			
		STS	TS	S	SS
1	I find this <i>board game</i> fun to play	0	0	28	72
2	I find this <i>board game</i> easy to play	0	4	24	72
3	I feel that my friends interact with each other in this game	0	24	35	41
4	I feel that this <i>board game</i> can be easily assembled	0	13	76	11
5	I feel like playing <i>the Pirate Party board game</i> on Kambara Island again	0	0	17	83
6	I feel like inviting my friends to play <i>the board game Pirate Party</i> Kambara Island	0	0	15	85
7	I find the <i>board game</i> illustrations interesting	0	6	22	72
8	It took me a long time to be able to play <i>the Pirate Party board game</i> on Kambara Island	9	79	8	4
9	I find it difficult to play <i>the board game Pirate Party</i> Kambara Island	66	24	8	2

10	I understand there are many emotions after playing <i>the board game Pirate Party</i> Kambara Island	6%	0	17	77
11	I understand showing expressions of many emotions after playing <i>the board game Pirate Party</i> Kambara Island	6	0	24	70

Explanation: Strongly Disagree (STS), Disagree (TS), Agree (S), Strongly Agree (SS)

CONCLUSION AND RECOMMENDATIONS

Understanding emotions and expressing them is very important to teach from an early age because it greatly influences a child's attitude when they are having *a tantrum*. Children who understand emotions instinctively can communicate their feelings to their parents or adults. *The Pirate Party* Pulau Kambara *board game* is an innovative, interactive, and engaging educational medium that can help overcome *tantrums* in children and help parents understand and communicate with their children.

This research is expected to serve as a reference and add to existing knowledge. *The Pirate Party* Pulau Kambara *board game* is expected to include a storybook and story guide to make it easier for parents to play with their children.

Recommendations for future research include developing more engaging educational aspects by utilizing various new media types, such as digital games, embedded media, or technologies like *augmented reality* or *virtual reality*, to make learning more interesting and enjoyable for children.

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