

**PENGEMBANGAN FILM ANIMASI BERBASIS *NEUROFEEDBACK*
DALAM MENSTIMULASI REGULASI EMOSI
SISWA KELAS II SEKOLAH DASAR**

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ABSTRAK

Masalah dalam penelitian ini dilatarbelakangi oleh belum optimalnya kemampuan regulasi emosi siswa kelas II sekolah dasar, yang ditunjukkan melalui kesulitan mengendalikan emosi selama proses pembelajaran, mudah terdistraksi, serta munculnya respons emosional yang kurang adaptif dalam situasi belajar maupun interaksi sosial di kelas. Kondisi tersebut diperkuat oleh keterbatasan media pembelajaran yang secara khusus dirancang untuk menstimulasi aspek emosional siswa sesuai dengan tahap perkembangan kognitif dan emosionalnya. Penelitian ini bertujuan untuk merancang serta menganalisis tingkat validitas, kepraktisan, dan efektivitas media film animasi berbasis neurofeedback dalam menstimulasi regulasi emosi siswa sekolah dasar. Penelitian ini merupakan penelitian pengembangan (*Research and Development*) dengan menggunakan model ADDIE dan desain kuantitatif *one-group pretest-posttest*. Subjek penelitian terdiri atas 31 siswa kelas II sekolah dasar. Metode pengumpulan data meliputi observasi, angket regulasi emosi, dan dokumentasi, dengan instrumen berupa lembar validasi ahli, angket respons siswa dan guru, serta angket regulasi emosi. Analisis data dilakukan secara deskriptif dan statistik inferensial menggunakan uji-t berpasangan serta perhitungan N-Gain. Hasil penelitian menunjukkan bahwa media film animasi berbasis *neurofeedback* memiliki tingkat kevalidan dan kepraktisan yang sangat tinggi serta mampu menstimulasi regulasi emosi siswa secara signifikan, dengan nilai N-Gain berada pada kategori sedang. Simpulan penelitian ini menunjukkan bahwa media yang dikembangkan layak dan efektif digunakan, serta berimplikasi sebagai alternatif media inovatif dalam mendukung pengembangan regulasi emosi siswa sekolah dasar.

Kata-Kata Kunci: Film Animasi, *Neurofeedback*, Regulasi Emosi.

**DEVELOPMENT OF NEUROFEEDBACK-BASED ANIMATED FILMS
IN STIMULATING EMOTIONAL REGULATION
IN II GRADE ELEMENTARY SCHOOL STUDENTS**

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ABSTRACT

*The problem in this study is motivated by the suboptimal emotional regulation abilities of second-grade elementary school students, as evidenced by their difficulty in controlling their emotions during the learning process, their susceptibility to distraction, and the emergence of maladaptive emotional responses in learning situations and social interactions in the classroom. This condition is exacerbated by the limited availability of learning media specifically designed to stimulate students' emotional aspects in accordance with their cognitive and emotional development stages. This study aims to design and analyze the validity, practicality, and effectiveness of neurofeedback-based animated films in stimulating the emotional regulation of elementary school students. This study is a research and development study using the ADDIE model and a quantitative one-group pretest–posttest design. The research subjects consisted of 31 second-grade elementary school students. Data collection methods included observation, emotional regulation questionnaires, and documentation, with instruments in the form of expert validation sheets, student and teacher response questionnaires, and emotional regulation questionnaires. Data analysis was conducted descriptively and inferentially using paired *t*-tests and *N*-Gain calculations. The results showed that the neurofeedback-based animated film media had a very high level of validity and practicality and was able to significantly stimulate students' emotional regulation, with *N*-Gain values in the moderate category. The conclusion of this study indicates that the developed media is feasible and effective to use and has implications as an innovative media alternative in supporting the development of emotional regulation in elementary school students.*

Keywords: *Animated Film, Neurofeedback, Emotion Regulation.*