



# Development of Interactive Media Mudig (Digital Mural) for the Ability to Understand Verbal Abuse in Parents of Children Aged 5-6 Years at Muslimat Srimulyo Kindergarten Dampit-Malang

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## ABSTRACT

Parental treatment involving emotional feelings that make parents unconsciously commit verbal violence that can result in changes in children's behavior in everyday life. The purpose of this study is to describe the form of media, materials and results of interactive media development for the ability to understand parental verbal violence in children aged 5-6 years. This study uses a research methodology (R&D). Data collection techniques through observation, instruments/questionnaires, and trials as research data analysis. The findings of this R&D study are based on the identification of forms of social problems expressed in product design through the Canva application with the design form planning stage resulting in a validation of 70% and mapping of verbal violence material indicators resulting in a validation of 93.3%. Strengthening basic research related to the ability to understand parental verbal violence has been tested between 77.8% and 82% through product trials from a comparison of two data groups. The conclusion of this study is that digital mural products are very effective in providing early prevention understanding to parents. Thus, important research is carried out by parents in building an open attitude from the heart to heart through two-way communication techniques including an intensive approach, active communication and providing a sense of security and comfort during the child's growth period.

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## 1. INTRODUCTION

Media is a means that can be used as a tool to channel information and provide stimulation to the recipient. The relationship between media and technology has a good impact in creating media as a means of supporting education. Interactive learning media can be interpreted as everything related to software and hardware as components of devices to facilitate the preparation of interesting material concepts through several applications including Canva, PicsArt, Capcut, kine master, and power point and describe the needs of indicators related to the concept of problem solving (Yustyalatifa et al., 2022; Tanjung et al., 2023). The role of interactive media is to be a form of intermediary for conveying material and learning methods which makes it possible to see to what extent users can respond and respond to what is contained in the media (Gan et al., 2015).

Interactive mural media (Digital Mural) is a form of design using the Canva application that presents images and writings about social problems, namely verbal violence. The results of research on the use of applications are very diverse to create design forms in interactive products can be through the Canva application, the Power Point application, and kine master application of course it can be seen the type of researcher's needs to explore it according to the ease of use (Hastutik et al., 2022; Ramadhani & Yarshal, 2023). Media design is prepared based on the identification of concept development which has been studied in a structured manner starting from the types of *verbal abuse*, factors that cause parents to do so *verbal abuse*, negative impact of *verbal abuse*, examples of sentence differences in *verbal abuse*, and handling when they occur *verbal abuse* as a control for children's psychological changes. Considering that currently is the era of digitalization, the development of digital-based media is more popular than print. Apart from being easy to access, it also doesn't cost a lot. Images that have been designed can be accessed via social media which is often used by parents and children (Fitria & Djoehaeni, 2023; Rahmatullah, 2022; Ghifary et al., 2024).

The advantage of mudig interactive media (Digital Mural) is that it provides information that is effective and efficient. The description of the picture is written in simple sentences so that it is easy for parents to understand the moral message given. Mudig interactive media (Digital Mural) discusses current social problems, namely *verbal abuse*. Children have the potential to experience treatment *verbal abuse* from those closest to them (family), social media, and the social environment (Rijkiyani et al., 2022; Purnamasari, 2023; Andini, 2019). The greatest potential for the child to experience *verbal abuse* is from the person closest to the child in the family environment, namely the parents. However, some parents do not feel like doing so due to a lack of understanding about *verbal abuse*.

Observation data shows that 11 out of 34 children in 2024 explained that children experienced delays in development, such as children experiencing a lack of self-confidence, fear of expressing opinions, and children giving complaints to teachers that did not match the original incident when children experienced problems that were occurring. After observing the background of the child's living environment, the survey results showed that several parents concerned treated their children by involving their emotional feelings when dealing with their children's behavior. So, parents are easily provoked by anger, yelling, and comparing, when their child's behavior does not match their wishes. Parental treatment falls into the category of verbal abuse. If this happens continuously, it can result in the child developing a manipulative attitude in living his life.

*Verbal abuse* is violence carried out through words that hurt and have an emotional impact on children. According to Mahmud, verbal abuse is an act of verbal violence that is carried out continuously, causing delays in the child's development process. The perpetrators of

verbal abuse are usually the people closest to the child who feel they have control over the child, namely the parents (Mahmud, 2020; Fairuzza et al., 2023). In daily activities, whether consciously or not, parents verbally abuse their children. This can happen because parents do not know the needs of their child's growth and development process. Apart from that, parents also do not receive information or do not understand verbal abuse itself.

The period of child growth is a golden age for children to develop their potential, so children need positive affirmation words that can be accepted by the child's brain through their parents such as "you can definitely do it" and "come on, don't give up". So, these words can provide validation to influence changes in children's behavior and way of thinking (Dube et al., 2023). In reality, the form of verbal abuse that parents often do is in the form of threatening, scaring children to obey, speaking with sentences like "you're a stupid child", "you talk a lot", or giving nicknames like "fat one" and so on. There are also parents who punish their children, scold their children, and even compare their children with other children. Continuous handling of verbal abuse can be one of the psychosocial factors that affect children's growth and development (Hafsah et al., 2020).

Looking at the social conditions of children today, it is often found that they have behavior that they should not have, such as behavior *aggressive*, *manipulative*, and *impulsive* (Aldianita & Maryatmi, 2019). Children perform self-protection actions from treatment *verbal abuse* by distorting facts when speaking. According to Robert Barron *aggressive* behavior is carried out on other people by hurting and harming them physically or verbally (Veroude et al., 2015; Yustyalatifa et al., 2022). Action *aggressive* in children can happen when children are playing with their friends, they make fun of each other or threaten other children and even resort to physical violence such as hitting and throwing toys (Rochmawati & Susilo, 2018). Children carry out this behavior to gain benefits from more people and avoid threats that could happen to them. The research aimed to describe the form of media, the concept of understanding abilities, and the results of the development of mudig media among parents of children aged 5-6 years at Muslimat Srimulyo Kindergarten Dampit-Malang.

## 2. METHODS

This research uses a research and development model or what is usually called *Research and Development (R&D)*. Borg and Gall define research and development (R&D) as a process to develop and validate educational products (Gustiani, 2019; Okpatrioka, 2023). This research and development approach uses qualitative and quantitative approaches. A qualitative approach is used in analyzing questionnaires related to interactive media, and a quantitative approach is used to measure the development of interactive media "Mudig" in understanding the abilities of *verbal abuse* in small-group and large-group feasibility tests.

Research and development procedures include (1) Preliminary Study, namely conducting classroom observations, interviews with teachers, and analysis of parents' needs and conditions through direct unstructured interviews. (2) Planning is carried out by formulating learning objectives, developing product designs to be developed, and developing product feasibility test instruments. (3) Product Development, which is carried out through several stages, namely preparing material, developing the product to be developed, and preparing evaluation tools. (4) Product Validation, which is carried out by testing product feasibility with material/content experts, and media experts, and carrying out product revisions. (5) Revision, after validating the product then carrying out revisions according to comments and suggestions from media experts and material experts. (6) Product Trial, which was carried out by testing the product in small groups and large group trials with a total of 34 respondents. (7) Revision, after testing the product with small groups and large groups, then revise the

product according to the test results. (8) Final Results, in the form of final results on the revision of the interactive media "Mudig" for comprehension skills *verbal abuse* parents of children aged 5-6 years group B.

The aspects assessed regarding development are divided into two aspects, including the media aspect with a main indicator focus on coloring and images, use of words and language, graphics, and design. Here the researcher developed five sub-indicators from the main indicator section, including color combinations of image objects, coloring that does not interfere with the writing, image layout (space) that is appropriate and clear, good quality of image objects, suitability of color composition, using informative language, choosing simple words and easy to understand, uses language according, appropriate selection of terms, font size and shape easy to understand and attractive, image objects in accordance with indicators and sub-indicators, attractiveness of graphic objects, quality of selection of graphic objects is clear, graphic forms have a low/medium/high level of difficulty, the size of the media according to the subject used, the beauty of the visual presentation of the design, the creativity and uniqueness of the design, the neatness of the arrangement of image objects in the design, the originality of the design, the media can be used as an alternative learning resource.

Mapping in material aspects of the product focuses on main indicators such as assessments related to learning composition, breadth of indicators, content content, interaction, feedback, and use of errors. This aspect cannot be separated from the material concept developed for the product, including (1) analyzing types of *verbal abuse*. (2) identification of factors causing treatment *verbal abuse*. (3) detecting the impact of treatment *verbal abuse*. (4) evaluate treatment of *verbal abuse*.

If the data in the form of proportions, percentages, or ratios does not match the eligibility criteria. So conclusions cannot be drawn from the results of validation and feasibility tests with corrections according to the substance of the problem. Thus, achieving validation results  $\geq 50\%$ , to obtain objective and maximum results in the concept of developing digital mural products (mudig) for parents of early childhood children.

### 3. RESULTS AND DISCUSSION

Mudig Media (Digital Mural) was developed for social problems that often occur today, namely *verbal abuse*. The material concepts developed in this media are adapted to parents of children aged 5-6 years. This Mudig media is designed using the Canva application with an attractive design and uses simple language so it is easy to capture the message in the media. There is a form of digital mural media (mudig) which can be visualized in 5 main discussion slides. On the first slide, there is an image designed to be transparent to depict children who are scared and feeling sad. Then, in the clarified image, a picture of a mother is shown who seems to be wondering about *verbal abuse*, and for each type of exposure to *verbal abuse*, appropriate pictures are provided to clarify the information. On the second slide, the image items are made with a dark theme to support explanations regarding the impacts of *verbal abuse* on children. The images presented are cartoon images combined with real photos of children's emotional expressions if they are continuously affected by *verbal abuse*. On this third slide, simpler pictures are displayed but still provide meaning that is by the discussion regarding the factors of *verbal abuse*. The fourth slide shows two different sides of the image, one side shows the image *background* which is bad for children, and *background* conditions that support children. These two sides are made according to the concept of comparing positive and negative sentence forms for children. On the fifth slide, pictures show a happy

atmosphere with bright coloring and highlighting several items to show the forms of activities between parents and children.

The material concepts in Mudig interactive media are explained simply according to predetermined indicators. The first slide is about types of *verbal abuse* that parents may do to their children such as threatening, accusing the child, not listening to the child's opinion, scolding the child, and even giving a negative label to the child. This concept is placed, so that parents get to know the shapes first *verbal abuse* apart from scolding and shouting. The second slide presents material with the concept of the impacts that will occur if children receive treatment for *verbal abuse* continuously for a long time. To provide a real picture to parents and make it easier for parents to identify changes in their child's attitude. Then on the third slide, it explains the internal and external factors that cause parents to this *verbal abuse* to children whether consciously or not. The fourth slide provides information on examples of sentences that should be said to children and sentences that should not be said. This concept is given to provide an example to parents on how to best communicate with children. And on the last slide provides conclusions on several tips that parents can give to their children if they parents have already *verbal abused* their children, as an effort to psychologically handle changes in children's attitudes.

The results of the development of this mudig interactive media form were designed by providing items in the form of cartoon images and real photos that have been adapted to the material concepts that have been determined on the indicators for each slide. So looking at the images on the design you can give a real picture to media users. The material presented in this mudig media has been analyzed through observation, indicator analysis, and product development by the needs of parents of children aged 5-6 years regarding types of *verbal abuse*, impact, factors that make parents do it *verbal abuse*, and tips for handling when treatment occurs *verbal abuse* by parents to children as psychological control for changes in children's attitudes. The results of the assessment of experts called media validators and material validators. The validator here is tasked with reviewing and analyzing in determining the accuracy of the results of the validation of the product feasibility test that has been developed by researchers based on several aspects related to the design plan and mapping of indicators in the material. According to the results obtained in **Table 1** and **Figure 1**, as follows:

**Table 1.** Validator development of results.

Component (1)	Validator Assesment of Instrument	
	Design draft of indicators (2)	Product material of indicator (3)
Indicator concept	4	6
sub Indicator	20	30
TSEV to each indicator	56	112
Maximum of value	80	120
Percentage of Result	70	93,3

The results of **Table 1** explain the overall results of 4 main indicators with a mapping of 20 sub-indicators. The score results obtained were 56 from media experts with a max score of 80 from the number of sub-indicators used, so the percentage result was 70%. The score results obtained were 112 from material experts with a max score of 120 from the number of sub-indicators used, then the percentage result was 93.3%. The graphic form of the validator's

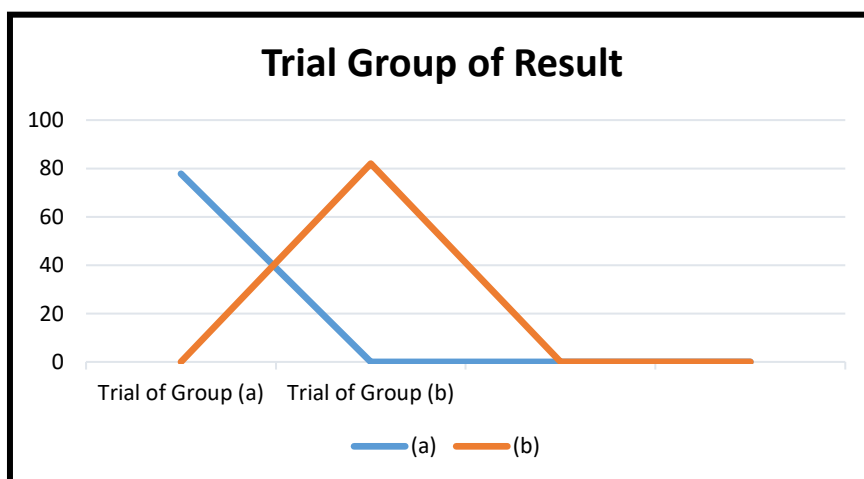


The group trials were conducted on parents of students who have children aged 5-6 years at TK Muslimat Srimulyo with a sample size of 20 parents in the small group trial (a), while the large group trial (b) was conducted on 30 respondents sampled from the existing population. Data processing was obtained from the analysis of indicators and sub-indicators. This test was conducted on small groups and large groups after product validation testing. Of course, this trial was conducted for two days to find the validity of the variables objectively. The results of the trial data that have been carried out and analyzed based on the data in **Table 2**, as follows:

**Table 2.** Results of small and large group trials on mural digital product.

The indicator components of concept (Product)	Average of Indicator	
	(a)	(b)
Types of Verbal Abuse	73,4	82,2
Factors Causing of Verbal Abuse	79	73,6
Impact of Verbal Abuse	76	77,4
Verbal Abuse of Prevention Efforts	76,2	80,4
Feedback of Responsive Aspect	81,8	90,4
Error Handling of Reflection to be Understanding Aspect	80,8	84,6
Average of Percentage	77,8	82

The results of **Table 2** explain the results of 12 respondents in small groups, through mapping the results of 1121 indicators with a maximum assessment of 1440 adjusted to the number of indicators of 30 aspects, and the achievement of a percentage result of 77.8% is categorized as very satisfactory. Meanwhile, the results of the response were 22 respondents in the large group, through mapping the results of 2166 indicators with a maximum assessment of 2640 adjusted to the number of indicators of 30 aspects, and the achievement of a percentage of 82% was categorized as very satisfactory. The graphic form of the product development results after conducting field correspondence trials by dividing from average of indicator on small (a) and large groups (b) with the same subject for parents are in **Figure 3**, as follows:



**Figure 3.** Results of trials group.

The design for assessing material in the media through specifications for the development of digital murals includes types of verbal abuse getting a total of 176 from calculating aspects per item of 5 indicators, factors causing verbal abuse getting a total of 190 from calculating aspects per -items with 5 indicators, the impact of verbal abuse gets a total of 182 from

calculating aspects per item of 5 indicators, efforts to prevent verbal abuse get a total of 183 from calculating aspects per item with 5 indicators, feedback got a total of 196 from calculating per-item aspects of 5 indicators, and error handling got a total of 194 from calculating per-item aspects of 5 indicators. The final data obtained can be concluded that the small group received a total of 1121 with a percentage of 77.8%. Meanwhile, the details of the large group results include: Types of verbal abuse get a total of 361 from calculating aspects per item of 5 indicators, factors causing verbal abuse get several 340 from calculating aspects per item of 5 indicators, the impact of verbal abuse gets a total of 341 from calculating the per-item aspects of 5 indicators, efforts to prevent verbal abuse getting a total of 354 from calculating the per-item aspects of 5 indicators, feedback getting a total of 389 from calculating the per-item aspects of 5 indicators and handling errors obtained a total of 372 from calculating the per-item aspects of 5 indicators. From the final data collection, it can be concluded that the small group received a total of 2166 with a percentage of 82%. Based on the results of the data obtained, it is stated that parents' ability to provide feedback and handle mistakes to children dominates, while parents' ability to understand the indicators of *verbal abuse* is stated to be quite balanced. This is because parents always try to provide the best service and attention to their children. However, not many parents get information about *verbal abuse*.

From the results of the assessment carried out by media experts and material experts, several revisions need to be made. The product revision provided by media experts is that there are no clear instructions and guidelines for using digital mural media, as well as the addition of interesting elements or video and sound effects explaining digital murals. Then the revision from the material expert was that a video related to the product needed to be made so that the media was more interesting. The results of improvements from product revisions by experts are as follows (1) added guide slides for using digital mural media, (2) added video or sound effects explaining digital murals. The video can be seen at the link Youtube or Subtitle hardness of verbal child (intercative media mudig) <https://www.youtube.com/watch?v=kN41WWGr-5s>.

#### 4. CONCLUSION

Based on the results of the research on the development of interactive media, mudig (digital mural) is a form of digital media designed to overcome social problems, namely verbal abuse. The design is made using the Canva software application. The design of the image and color is adjusted to the predetermined concept indicators. In terms of conceptual material, the content of the material is adjusted to the needs of parents in terms of the ability to understand and analyze social problems and verbal abuse in children carried out by people closest to them. In addition, the impacts that occur from verbal abuse include changes in behavior, psychology, and unpatterned ways of thinking. However, thoughts that involve emotional abuse. The results of media experts obtained a percentage of 70%. The results of material experts showed a percentage of 93.3%. While the analysis of the results of small group trials obtained a percentage of 77.8%. In the large group trial, a score of 82% was obtained. It can be concluded that the use of digital mural media (mudig) can be packaged via YouTube so that it is easily accessible to parents for a long time. So that prevention can be done early on. If parents have already committed verbal abuse to their children. Thus, it is important for parents to conduct research to build an open attitude from heart to heart through two-way communication techniques including an intensive approach, active communication and providing a sense of security and comfort during the child's growth period.



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## 6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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