

Development and Feasibility of the “Momen Aha” Card Media to Support Emotion Regulation Among Adolescent Flood Survivors

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Abstract

Flooding can affect adolescents' emotional experiences and create a need for guidance and counseling media that facilitates emotion regulation. This study aimed to analyze the needs of adolescents affected by flooding, develop the Momen Aha card media, determine its feasibility based on expert assessments, and examine its practicality and initial user acceptance. This study employed a Research and Development (R&D) approach using the 4D model, consisting of the Define, Design, Develop, and Disseminate stages. The needs analysis involved 32 seventh-grade students, of whom 29 students affected by flooding participated in the development and limited trial stages. Data were collected through observation, interviews, questionnaires, and documentation and analyzed using quantitative and qualitative descriptive methods. The results showed that the Momen Aha card integrated five processes: emotion recognition, experience expression, self-reflection, meaning-making, and adaptive response. Media feasibility reached 90.0% from the media expert and 93.3% from the material expert, both categorized as very feasible. The guidance and counseling teacher response reached 43 of 48 points (89.6%), while 29 students obtained 1,273 of 1,392 points (91.4%), indicating positive practicality and user acceptance. The card provides reflective activities for adolescents to recognizing emotions, expressing experiences, reflecting on emotions, deriving meaning, and identifying adaptive responses. In conclusion, the Momen Aha card is a feasible and practical medium for guidance and counseling services. However, its effectiveness in improving emotion regulation cannot yet be established because the study did not include pretest-posttest measurement or a comparison group. Further experimental research with standardized measures and larger samples is recommended.

Keywords: Aha Moment Cards; Emotion Regulation; Adolescent Flood Victims; Guidance and Counseling

Abstrak

Banjir dapat memengaruhi pengalaman emosional remaja sehingga diperlukan media dalam layanan bimbingan dan konseling yang dapat mendukung regulasi emosi. Penelitian ini bertujuan untuk menganalisis kebutuhan remaja terdampak banjir, mengembangkan media kartu Momen Aha, mengetahui kelayakan berdasarkan penilaian ahli, serta mengetahui kepraktisan dan penerimaan awal pengguna. Penelitian ini menggunakan metode Research and Development (R&D) dengan model 4D yang terdiri atas tahap Define, Design, Develop, dan Disseminate. Analisis kebutuhan melibatkan 32 siswa kelas VII, dengan 29 siswa terdampak banjir sebagai subjek pengembangan dan uji coba terbatas. Data dikumpulkan melalui observasi, wawancara, angket, dan dokumentasi, kemudian dianalisis secara deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa kartu Momen Aha mengintegrasikan lima proses, yaitu pengenalan emosi, pengungkapan pengalaman, refleksi diri, pemaknaan, dan respons adaptif. Kelayakan media memperoleh skor 90,0% dari ahli media dan 93,3% dari ahli materi, keduanya termasuk kategori sangat layak. Respons guru bimbingan dan

konseling memperoleh skor 43 dari 48 atau 89,6%, sedangkan respons 29 siswa memperoleh skor 1.273 dari 1.392 atau 91,4%, yang menunjukkan tingkat kepraktisan dan penerimaan pengguna yang positif. Kartu ini menyediakan aktivitas reflektif bagi remaja untuk mengenali emosi, mengungkapkan pengalaman, merefleksikan emosi, menemukan makna, dan menentukan respons adaptif. Dengan demikian, kartu Momen Aha dinyatakan layak dan praktis digunakan dalam layanan bimbingan dan konseling. Namun, efektivitasnya dalam meningkatkan regulasi emosi belum dapat ditentukan karena penelitian tidak menggunakan pengukuran pretest-posttest atau kelompok pembandingan. Penelitian selanjutnya disarankan menguji efektivitas melalui desain eksperimen dengan instrumen terstandar dan jumlah sampel yang lebih besar.

Kata Kunci: Media Kartu Momen Aha; Regulasi Emosi; Remaja Korban Banjir; Bimbingan dan Konseling

Introduction

Flood disasters can have consequences that extend beyond physical damage and material losses, affecting the psychological and developmental well-being of children and adolescents. Adolescents are particularly important to consider because they are undergoing a developmental transition characterized by increasing self-awareness, identity formation, emotional development, and growing capacity for reflection. Exposure to flooding may involve fear, loss, uncertainty, disruption of daily activities, and concerns about future disasters. These experiences may be associated with anxiety, concentration difficulties, reduced motivation, and emotional instability among adolescents living in flood-prone areas (Niman et al., 2022). Therefore, post-disaster support for adolescents needs to address not only immediate physical and psychological stabilization but also opportunities to understand and process their emotional experiences. The psychological consequences of disasters may continue after emergency conditions have subsided. Adolescents who experience disaster-related loss, fear, or environmental disruption may experience psychological distress and difficulties in adapting to changes in their surroundings (Carmenita et al., 2024; Septian et al., 2023).

Previous disaster-related psychosocial programs have included psychological first aid, psychological preparedness, early detection of emotional and mental health problems, trauma healing, play-based activities, and other forms of social or psychological support (Agustina et al., 2022; Hidayah et al., 2023; Jamali et al., 2022; Susanti et al., 2024; Wula et al., 2021). These approaches provide important support for reducing distress and restoring psychological functioning. However, many interventions are primarily oriented toward stabilization, coping, and recovery, while fewer approaches provide a structured medium through which adolescents can gradually identify emotions, express disaster-related experiences, reflect on those experiences, derive personal meaning, and consider adaptive responses.

This need is also relevant to guidance and counseling services in schools. Adolescents may not always communicate difficult emotional experiences directly through conventional verbal counseling. A concrete, interactive, and developmentally appropriate medium may provide an alternative entry point for communication and reflection. Card-based media has been used in educational and developmental contexts because its visual, interactive, and simple format can encourage participation and facilitate communication (Adawiyah and Kowiyah, 2021; Hafidz and Novanita, 2022; Kartini and Putra, 2020). However, previous card-based media has largely been developed for learning activities, educational content, or general student development. Its specific use as a reflective medium within guidance and counseling for adolescents with disaster experiences remains relatively limited.

Research on emotion-related interventions has also demonstrated the importance of providing adolescents with opportunities to identify, express, and manage emotional experiences. Nevertheless, interventions designed specifically to support emotion regulation are often implemented through structured psychological or counseling programs rather than through a context-specific card medium. Similarly, disaster-related psychosocial interventions have emphasized psychological first aid, trauma recovery, preparedness, and emotional support, but have not consistently integrated these processes into a single reflective medium specifically designed around adolescents' lived disaster experiences.

This indicates a research gap concerning the development of an interactive medium that connects disaster experience, emotional awareness, reflection, and adaptive response within guidance and counseling services. The present study addresses this gap through the development of the Momen Aha card media. The novelty of the Momen Aha card lies in the integration of five sequential processes within one card-based medium: emotion recognition, experience expression, self-reflection, meaning-making, and adaptive response.

The sequence is designed to guide adolescents from identifying what they feel, to expressing what they experienced, reflecting on their thoughts and responses, identifying meaning or personal insight from the experience, and considering more adaptive ways of responding to difficult situations. Thus, the novelty of the product is not merely its card format, but the structured reflective process and its specific contextualization to adolescents' flood experiences. The term Momen Aha refers to the intended moment of insight that may emerge when adolescents connect their emotional experiences with their thoughts, personal strengths, sources of support, lessons learned, or possible ways of responding to difficult situations.

In this study, an aha moment is not treated as a psychological outcome that has been experimentally measured. Rather, it represents the design concept underlying the reflective activities in the card media. The cards are intended to create opportunities for adolescents to arrive at new understanding through guided reflection and meaning-making. The theoretical foundation of the study is primarily based on the concept of emotion regulation proposed by Gross. Emotion regulation concerns the processes through which individuals influence the emotions they have, when they experience them, and how they experience and express those emotions (Gross, 2007).

From this perspective, emotion regulation is not limited to suppressing negative emotions but involves processes related to the emergence, experience, and expression of emotions. This conceptualization provides a clearer theoretical basis for the development of the Momen Aha card because the activities are designed to encourage adolescents to become aware of their emotional experiences, reflect on emotional responses, and consider appropriate ways of responding to difficult situations. The five components of the Momen Aha card are therefore treated as design features informed by the conceptualization of emotion regulation, rather than as direct psychometric indicators of emotion regulation.

Emotion recognition provides an initial opportunity to identify emotional experiences; experience expression facilitates articulation of feelings and disaster-related experiences; self-reflection encourages adolescents to examine their thoughts, feelings, and responses; meaning-making provides an opportunity to construct personal understanding from the experience; and adaptive response encourages consideration of alternative responses to difficult situations. This structure allows the theoretical concept of emotion regulation to be translated into developmentally appropriate reflective activities without claiming that the card itself measures or improves emotion regulation.

The need for such a medium was identified through preliminary observations and needs analysis conducted among seventh-grade students. The initial needs analysis involved 32 students, of whom 29 reported experiencing the impact of flooding.

The students demonstrated varied responses to their disaster experiences and expressed a need for an attractive, simple, and accessible medium through which they could communicate and reflect on their feelings. These findings provided the empirical basis for developing the card rather than assuming the needs of adolescents solely from theoretical considerations. The needs identified in the Define stage were subsequently translated into the design characteristics of the Momen Aha card, particularly its reflective questions, emotional stimuli, and activities related to disaster experiences.

Importantly, the purpose of this study is limited to product development and initial evaluation. The study distinguishes development, feasibility, practicality, and effectiveness as separate aspects. Development refers to the process of producing the Momen Aha card using the 4D model. Feasibility refers to the assessment of the product by media and material experts. Practicality refers to the extent to which the medium is perceived as easy to use and applicable in guidance and counseling activities based on user responses. Effectiveness refers to evidence of changes in emotion regulation resulting from the use of the medium and was not examined in the present study because no pretest-posttest measurement or comparison group was employed.

Therefore, this study aimed to: (1) analyze the needs of adolescent flood survivors as a basis for developing the Momen Aha card media; (2) develop the Momen Aha card media using the 4D development model; (3) determine the feasibility of the developed media based on media and material expert assessments; and (4) examine the practicality and initial user acceptance of the media based on responses from a guidance and counseling teacher and adolescent participants. The study does not aim to establish the effectiveness of the Momen Aha card in improving emotion regulation. Instead, it seeks to produce a feasible and practically acceptable reflective medium that has the potential to support emotional recognition, expression, reflection, and meaning-making among adolescent flood survivors. Evidence concerning its effectiveness in changing emotion regulation remains an important direction for future experimental research.

Methods

This study employed a Research and Development (R&D) design using the 4D development model, consisting of Define, Design, Develop, and Disseminate stages, and was conducted at SMP Swasta Dwi Tunggal in 2026. The needs analysis involved 32 seventh-grade students aged approximately 12-13 years and was conducted through observation and an initial questionnaire to identify students who had experienced the impact of flooding and their need for an appropriate medium to support emotional expression and reflection. The screening identified 29 students (90.6%) who had experienced the impact of flooding, while three students (9.4%) had not; therefore, the 29 affected students became the subjects of product development and limited trials. The level of flood impact was recorded only to describe the students' disaster experience and was not used as a measure of emotion regulation. The Momen Aha card was developed through the Define, Design, and Develop stages and consisted of activities organized into five categories: emotion recognition, emotional expression, reflection, meaning-making, and adaptive response. The cards were designed using simple language, age-appropriate illustrations, and reflective questions and were implemented in guidance and counseling activities with the assistance of a guidance and counseling teacher. Product feasibility was assessed by one media expert and one material expert. The media expert assessed 18 items covering media appearance, writing, and quality, while the material expert assessed 12

items covering content, presentation, graphics, and language. Both instruments used a five-point Likert scale. User responses were obtained from one guidance and counseling teacher and 29 students to assess the practicality and initial acceptance of the product. The assessment percentage was calculated using $P = (F/N) \times 100\%$, where P represents the percentage of assessment, F represents the obtained score, and N represents the maximum score. The maximum score was 90 for the media expert instrument (18×5) and 60 for the material expert instrument (12×5). The media expert obtained a score of 81 (90.0%), while the material expert obtained a score of 56 (93.3%). Teacher and student responses were analyzed separately to determine practicality and initial user acceptance. The assessment results were interpreted using percentage criteria, with 81%-100% categorized as very feasible, 61%-80% as feasible, 41%-60% as moderately feasible, 21%-40% as less feasible, and 0%-20% as not feasible. Data were analyzed descriptively using quantitative and qualitative approaches to determine the feasibility, practicality, and initial user acceptance of the developed medium. Ethical procedures were implemented by obtaining parental or guardian informed consent and student assent before participation. No pretest-posttest measurement or comparison group was used; therefore, the study did not measure the effectiveness of the Momen Aha card in improving emotion regulation.

Results and Discussion

1. Needs Analysis For The Development Of The Momen Aha Card

The needs analysis was conducted at SMP Swasta Dwi Tunggal and involved 32 seventh-grade students. The selection of seventh-grade students was based on the initial identification of flood-affected students within the same grade level and the consideration that early adolescents require a medium that is simple, interactive, and appropriate for their developmental characteristics. Screening through observation and an initial questionnaire identified 29 students who had experienced the impact of flooding, while three students had not been directly affected.

Thus, the 29 students were subsequently identified as the target users of the Momen Aha card. It is important to distinguish the identification of flood impact from the assessment of emotion regulation. The classification of students as being affected by flooding does not indicate that they had poor emotion regulation. In this study, the flood-impact data were used to determine students' experiences and needs as the basis for product development, rather than to diagnose psychological conditions or determine the level of emotion regulation.

Among the 29 students affected by flooding, 12 students (41.4%) were classified as experiencing mild impact, 10 students (34.5%) moderate impact, and seven students (24.1%) severe impact. These categories describe the degree of impact experienced by students as identified during the initial needs analysis and should therefore be interpreted as descriptive classifications rather than measures of emotion regulation. The classification was used to identify the diversity of students' flood experiences and to ensure that the developed medium was relevant to different experiences.

The initial questionnaire also identified several emotional experiences reported by the students, including sadness, fear, anxiety, confusion, and worry about the possibility of future flooding. Because the available needs-analysis data do not provide item-level frequencies for each emotional response, these findings are presented descriptively rather than as prevalence estimates. The findings nevertheless indicate that students needed opportunities to recognize and communicate their experiences in a structured and developmentally appropriate manner.

The results of the needs analysis were subsequently mapped onto the features of the Momen Aha card. The need to recognize feelings was addressed through the emotion recognition category; the need to communicate personal experiences was addressed through the expression category; the need to understand personal reactions was addressed through reflection activities; the need to derive personal lessons from difficult experiences was addressed through meaning-making activities; and the need to identify constructive responses was addressed through the adaptive response category.

This mapping became the basis for the Design stage of the 4-D development process. Thus, the Define stage did not assume that all flood-affected students experienced the same psychological difficulties. Instead, it identified their common experiences and support needs and translated these needs into specific product features. This distinction is important because the severity of a disaster's material or situational impact cannot automatically be interpreted as an indicator of the severity of emotional or emotion-regulation difficulties.

2. Development Of The Momen Aha Card

The Momen Aha card was developed as a guidance and counseling medium designed to facilitate adolescents' recognition and communication of experiences following flooding. The product follows a structured sequence consisting of five main components: emotion recognition, expression, reflection, meaning-making, and adaptive response. This five-stage structure represents the main design feature of the product and distinguishes the Momen Aha card from a conventional question-and-answer card. The emotion recognition component introduces stimuli that encourage students to identify and name feelings associated with their experiences.

The expression component provides prompts that encourage students to communicate experiences, thoughts, or feelings related to the flood. The reflection component encourages students to examine their reactions and identify factors that influenced their feelings or behavior. The meaning-making component guides students to identify lessons, personal strengths, sources of support, or positive insights that may be derived from their experiences. Finally, the adaptive response component encourages students to identify constructive ways of responding to difficult emotional situations.

The term Momen Aha in this study refers to a moment of personal insight that may emerge when students connect an experience with an emotion, reflection, personal strength, lesson, or possible response. It does not refer to a clinical intervention or a logotherapy process. Rather, the aha moment is positioned as the intended reflective outcome of the sequence of prompts in the cards, particularly when students recognize something about themselves or their experiences that they had not previously articulated. The product was designed for use in guidance and counseling activities with the guidance and counseling teacher or counselor facilitating the process.

The teacher's role was not to provide direct psychological treatment but to guide the activity, explain the instructions, provide a supportive communication environment, and assist students in discussing the prompts when necessary. The sequence begins with recognizing emotions, continues with expressing and reflecting on experiences, proceeds to meaning-making, and ends with identifying an adaptive response. The development of the product was based on adolescent developmental characteristics. Adolescents increasingly develop the ability to think abstractly and reflect on personal experiences. Therefore, the Momen Aha card uses short questions, visual stimuli, and reflective activities rather than lengthy written explanations. The design is intended to make the process more communicative and accessible to early adolescents.

The use of an interactive and visually supported medium is also relevant to the characteristics of adolescent learners, as appropriately designed learning media can facilitate students' engagement and make information easier to understand and communicate. This consideration supports the use of cards as a simple and interactive medium for guidance and counseling activities (Wula et al., 2021). The five components also provide a clear theoretical and practical model for the product:

Emotion Recognition → Expression → Reflection → Meaning-Making → Adaptive Response

This sequence does not imply that completion of the five stages automatically improves emotion regulation. Instead, it represents the mechanism through which the product is designed to facilitate emotional awareness, expression, reflection, and identification of constructive responses.

3. Media And Material Expert Validation

The feasibility of the Momen Aha card was assessed through expert evaluation involving a media expert and a material expert. The media expert assessed aspects related to the visual and technical characteristics of the product, while the material expert assessed the appropriateness, relevance, clarity, and suitability of the content with the development objectives and characteristics of adolescent users. The validation results indicated high levels of assessment for both components. The media expert obtained a score of 81 out of a maximum score of 90, resulting in a feasibility percentage of 90.0%.

The material expert obtained a score of 56 out of a maximum score of 60, resulting in a feasibility percentage of 93.3%. Both results were interpreted as very feasible based on the percentage criteria established in the study. However, the terms used for expert assessment need to be distinguished from those used for user responses. Expert assessment concerns the feasibility or validity of the product from the perspective of media and content experts, whereas responses from teachers and students concern practicality, usability, and user acceptance.

Therefore, the present study uses very feasible or very valid only according to the specific purpose and scoring criteria of the respective instrument and does not treat teacher or student responses as evidence of content validity. The expert validation focused on the extent to which the product was visually appropriate, readable, understandable, relevant to the development objectives, and suitable for adolescent users. The high scores indicate that the developed product generally met the expected feasibility criteria in terms of media appearance, writing, quality, content, presentation, graphics, and language. The validation process also served as the basis for product revision.

Comments and suggestions from the experts were used to refine aspects of the card before the user-response stage. Therefore, validation was not merely a numerical assessment but also an important stage for improving the quality and suitability of the developed medium. Because the available data indicate one media expert and one material expert, the scope of expert validation should be interpreted accordingly. Validation involving a larger number of experts in future studies would provide broader evidence regarding the content and media quality of the product.

4. Guidance And Counseling Teacher And Student Responses

After expert assessment and revision, the Momen Aha card was evaluated through responses from the guidance and counseling teacher and the 29 student users. These responses were interpreted as indicators of practicality, usability, and user acceptance rather than as measures of validity or effectiveness. The guidance and counseling teacher obtained a score of 43 from a maximum of 48. The percentage was recalculated as follows:

$$\frac{43}{48} \times 100\% = 89,6\%$$

Thus, the teacher response was 89.6% after rounding to one decimal place. This result indicates a very high level of practicality and user acceptance based on the criteria established in the study. The student response was obtained from 29 students, with a total score of 1,273 from a maximum of 1,392. The percentage was:

$$\frac{1,273}{1,392} \times 100\% = 91.4\%$$

Thus, the student response was 91.4% when rounded to one decimal place.

Table 1. Expert Validation and User Response Results

Assessment	Obtained Score	Maximum Score	Percentage	Interpretation
Media expert validation	81	90	90.0%	Very Feasible
Material expert validation	56	60	93.3%	Very Feasible
Guidance and counseling teacher response	43	48	89.6%	Very Practical/Accepted
Student response (29 students)	1,273	1,392	91.4%	Very Practical/Accepted

Source: Research Data, 2026

The results show that the Momen Aha card obtained a feasibility percentage of 90.0% from the media expert and 93.3% from the material expert, indicating that the product was categorized as very feasible. The teacher response was 89.6%, while the student response reached 91.4%, indicating very high practicality and user acceptance. These findings provide initial evidence that the product was considered appropriate, understandable, attractive, and usable by the intended users. The teacher response indicates that the card was considered sufficiently easy to use and relevant to guidance and counseling activities. Meanwhile, the high student response indicates positive acceptance of the product.

These responses can be understood through four practical dimensions: attractiveness, ease of use, relevance, and willingness to use. Attractiveness relates to the visual presentation and interactive nature of the cards. Ease of use concerns whether the instructions and activities can be understood and followed. Relevance concerns the extent to which the content corresponds with students' experiences and needs. Willingness to use refers to students' acceptance of participating in activities using the medium. The high response percentages provide evidence of positive initial acceptance of the product. However, they cannot be interpreted as evidence that the Momen Aha card improves students' emotion regulation because no standardized pretest-posttest measure of emotion regulation was administered in this study.

5. The Momen Aha Card For Emotion Recognition And Expression

The needs analysis identified emotional experiences such as sadness, fear, anxiety, confusion, and worry among the flood-affected students. The Momen Aha card was therefore designed to provide structured prompts that could facilitate students' recognition and expression of these experiences. The product's potential in this area is based primarily on the design of the activities and the initial responses of the users, rather than on an experimental measurement of emotional change. The emotion recognition component asks students to identify feelings, while the expression component provides opportunities to communicate experiences associated with those feelings.

This sequence is conceptually relevant to emotion regulation because recognizing an emotional state is an important step before an individual can consider how to respond to it. However, recognizing or expressing an emotion should not be equated with successful emotion regulation. A student may be able to identify sadness or fear without necessarily being able to regulate that emotion effectively. Therefore, the findings support the interpretation that the Momen Aha card has potential as a medium for facilitating emotional recognition and expression, rather than demonstrating that it improves emotion regulation.

6. The Momen Aha Card, Reflection, Insight, And Meaning-Making

The central characteristic of the Momen Aha card is its reflective sequence, particularly the transition from emotional recognition and expression toward reflection, meaning-making, and adaptive response. The term aha is used to describe the potential moment when students gain an insight into their own experiences through this reflective process. In this context, an Aha moment is not treated as a psychological diagnosis or as evidence of a therapeutic process. Rather, it represents an intended product outcome in which students may connect an experience with a previously unrecognized feeling, personal strength, lesson, source of support, or possible response.

The card's reflective questions are designed to create opportunities for such insight to emerge. The reflection component encourages students to examine what they experienced, how they responded, and what they learned from the situation. Meaning-making then extends this reflection by encouraging students to identify lessons, strengths, support systems, or constructive perspectives related to the disaster experience. This process is conceptually consistent with the idea that individuals can construct new understanding by connecting experiences with reflection and existing knowledge.

Ausubel's perspective on meaningful learning supports the importance of connecting new experiences with existing cognitive structures. In the present study, however, the concept is applied only as a theoretical basis for designing reflective activities and does not imply that the Momen Aha card constitutes a meaningful-learning intervention in the formal educational sense. Similarly, Frankl's concept of meaning can be used to support the general idea that individuals may search for meaning when facing difficult life experiences.

However, the present study did not implement logotherapy. Therefore, the findings should not be interpreted as demonstrating a logotherapeutic process. Frankl's work serves only as a theoretical reference for the meaning-making component of the product. The novelty of the Momen Aha card therefore lies in its structured progression from emotion recognition to expression, reflection, meaning-making, and adaptive response. This sequence provides a practical framework through which adolescents can be encouraged to process their experiences without claiming that the process itself constitutes psychological treatment.

7. The Momen Aha Card as a Potential Support For Emotion Regulation

Overall, the findings indicate that the Momen Aha card has potential as a supportive medium within guidance and counseling services for adolescents affected by flooding. The product was developed from the needs identified during the Define stage and translated into five sequential components: emotion recognition, expression, reflection, meaning-making, and adaptive response. The results of the needs analysis demonstrated that 29 of the 32 students screened had experienced the impact of flooding. The variation in reported flood impact further demonstrated that students had different experiences.

Importantly, these levels of impact were not interpreted as levels of emotion-regulation problems. Instead, they served as contextual information for identifying the needs that the product should address. The expert assessments and user responses provide initial evidence that the Momen Aha card is feasible and well accepted. The media and material expert assessments were 90.0% and 93.3%, respectively, while the guidance and counseling teacher response was 89.6% and the student response was 91.4%. These results indicate that the product has favorable initial characteristics in terms of feasibility, practicality, usability, and user acceptance.

Nevertheless, the findings do not demonstrate that the Momen Aha card improves emotion regulation. The study did not administer a standardized emotion-regulation instrument using a pretest-posttest design, nor did it include a comparison group. Therefore, the appropriate conclusion is that the card has the potential to support activities related to emotion recognition, emotional expression, reflection, meaning-making, and identification of adaptive responses. The distinction between supporting emotion regulation and improving emotion regulation is therefore essential.

The present findings support the former because the product was intentionally designed around processes that are theoretically relevant to emotion regulation and received positive feasibility and user-acceptance assessments. Evidence for actual improvement in emotion regulation requires an outcome-based study. Future research should examine the effectiveness of the Momen Aha card using a stronger experimental or quasi-experimental design. A standardized emotion-regulation instrument should be administered before and after the intervention, preferably with a comparison group.

A larger and more diverse sample should also be involved to strengthen the generalizability of the findings. Taken together, the Momen Aha card represents a developed guidance and counseling medium that translates identified adolescent needs following flooding into a structured five-stage activity: emotion recognition, expression, reflection, meaning-making, and adaptive response. Its high feasibility and user-response results support its potential practical use, while its actual effectiveness in improving emotion regulation remains an empirical question for subsequent research.

The study also has several limitations. First, the expert validation involved only one media expert and one material expert, limiting the breadth of expert judgment. Second, the study was conducted at one school and involved only seventh-grade students, which limits the generalizability of the findings to adolescents from other educational settings and age groups. Third, the study did not include a standardized psychometric measurement of emotion regulation, so the findings cannot establish changes in students' emotion-regulation ability. Finally, follow-up evaluation was not conducted, so the sustainability of the product's usefulness over time remains unknown.

Conclusion

Based on the research and development process, the Momen Aha card was successfully developed as a guidance and counseling medium for adolescents affected by flooding using the 4D development model. The needs analysis provided the basis for developing the product, which consists of five components: emotion recognition, emotional expression, reflection, meaning-making, and adaptive response. Expert assessment indicated that the product was very feasible, with a media expert score of 90.0% and a material expert score of 93.3%. The product also received positive responses from the guidance and counseling teacher (89.6%) and students (91.4%), indicating very high practicality and user acceptance. These findings demonstrate that the Momen Aha card is feasible and acceptable as a supporting medium in guidance and counseling activities to facilitate adolescents in recognizing, expressing, and reflecting on their

emotional experiences following flooding. However, this study does not establish that the Momen Aha card improves emotion regulation, because no standardized psychometric measurement, pretest-posttest design, comparison group, or follow-up evaluation was conducted. Future research should therefore examine its effectiveness using an experimental or quasi-experimental design with a larger and more diverse sample, multiple validators, standardized emotion-regulation measures, and follow-up assessments.

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