

Development of Komarah Comic Media for Anger Management in Adolescents

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Abstrak. Penelitian ini bertujuan untuk mengembangkan media komik berbasis kecerdasan emosional sebagai pendukung layanan bimbingan dan konseling dalam membantu remaja mengelola amarah. Penelitian ini menggunakan metode Research and Development (R&D) dengan model 4D yang dimodifikasi menjadi tiga tahap, yaitu *define*, *design*, dan *develop*. Subjek penelitian terdiri atas dua validator (ahli materi dan ahli media), 20 siswa kelas VII sebagai responden uji coba, serta satu guru bimbingan dan konseling sebagai pengguna media. Hasil penelitian menunjukkan bahwa media komik yang dikembangkan memiliki tingkat kelayakan yang tinggi, dengan hasil validasi ahli media sebesar 94% dan ahli materi sebesar 90%. Selain itu, hasil uji coba terbatas kepada siswa memperoleh persentase sebesar 89,3% dan tanggapan guru bimbingan dan konseling sebesar 96,6%, yang menunjukkan bahwa media mudah digunakan, menarik, dan dapat diterima dengan baik oleh pengguna. Berdasarkan temuan tersebut, dapat disimpulkan bahwa media komik berbasis kecerdasan emosional yang dikembangkan memenuhi kriteria valid dan praktis sebagai media pendukung dalam layanan bimbingan dan konseling, khususnya dalam membantu remaja memahami dan mengelola amarah. Namun, penelitian ini belum menguji efektivitas media secara eksperimen, sehingga penelitian lanjutan diperlukan untuk mengkaji pengaruh penggunaan media terhadap perubahan perilaku remaja.

Abstract. This study aims to develop emotional intelligence-based comic media as a support for guidance and counseling services in helping adolescents manage anger. This study uses the Research and Development (R&D) method with a modified 4D model into three stages: *define*, *design*, and *develop*. The research subjects consisted of two validators (material experts and media experts), 20 seventh-grade students as trial respondents, and one guidance and counseling teacher as the media user. The results showed that the developed comic media had a high level of feasibility, with validation results from media experts of 94% and from material experts of 90%. In addition, the results of limited trials with students obtained a percentage of 89.3% and responses from guidance and counseling teachers of 96.6%, indicating that the media is easy to use, interesting, and well-received by users. Based on these findings, it can be concluded that the developed emotional intelligence-based comic media meets the criteria for validity and practicality as a supporting medium in guidance and counseling services, especially in helping adolescents understand and manage anger. However, this study has not tested the effectiveness of the media experimentally, so further research is needed to examine the effect of media use on changes in adolescent behavior.

Key word: Comic Media; Emotional Intelligence; Anger Management; Guidance and Counseling; Adolescents.

INTRODUCTION

Adolescence is a developmental phase marked by rapid biological, cognitive, and socio-emotional changes (Santrock, 2018). During this stage, adolescents begin to form their identity, develop broader social relationships, and face various academic and environmental demands. One of the important developmental tasks of adolescence is managing emotions, particularly anger. This ability helps adolescents adjust positively and avoid behaviors that are detrimental to themselves and others.

Anger management issues in adolescents remain a pressing issue. Data from the 2018 Basic Health Research (Riskesdas) showed that the prevalence of mental disorders in the population aged 15 years and older in North Sumatra Province reached 11.57%. This indicates that some adolescents still experience difficulties in managing their emotions adaptively. International research also shows that poor emotional regulation skills are associated with an increased risk of aggressive behavior, social conflict, and various psychological problems in adolescents (Di Giunta et al., 2023; Teuber et al., 2022).

This phenomenon is also found in everyday life in the school environment. Adolescents who have difficulty managing their anger tend to exhibit behaviors such as being easily offended, responding to peers in a loud voice, getting into arguments, or withdrawing from social settings. If not managed properly, anger can impact interpersonal relationships, the learning process, and personality development. Therefore, anger management skills need to be developed early as part of the development of emotional intelligence.

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Interviews revealed that most students, particularly those in junior high school, still exhibit low self-control when experiencing frustration. Frequent manifestations of anger in the school environment include negative verbal behavior such as teasing peers, responding in a high-pitched tone, and engaging in physical altercations after class or during recess. Furthermore, observations indicate that students tend to withdraw from social interactions or exhibit uncooperative behavior in class when offended. If not managed properly, anger can impact interpersonal relationships, the learning process, and adolescent personality development. Therefore, anger management skills need to be developed early as part of the development of emotional intelligence. The existence of this real-life phenomenon in schools underscores the urgent need for adaptive and engaging guidance media to help students manage their anger independently.

According to Goleman (2016), anger management is part of emotional intelligence, encompassing the ability to recognize, manage, defuse, and express emotions assertively. Individuals who possess these skills tend to be better able to cope with stress, resolve conflicts constructively, and build healthy social relationships. Conversely, the inability to manage anger can lead to aggressive behavior and impulsive actions.

In the educational context, guidance and counseling services play a crucial role in helping students develop emotional management skills. However, implementing these services in schools often relies on conventional methods such as lectures and verbal instruction. These methods are sometimes ineffective at engaging students, especially at the junior high school level, where students tend to be more attracted to visual and narrative media. Therefore, innovative media are needed that not only convey information but also increase student engagement in understanding the material.

One medium with potential for use in guidance and counseling services is comics. Comics have the advantage of combining visual and narrative elements, enabling them to present material in a more engaging, concrete, and easily understood manner. Previous research has shown that comics can increase students' interest in learning, engagement, and understanding of the material presented (Nugraheni, 2017; Ridha et al.,

2017). However, research specifically developing comics to help adolescents manage anger in guidance and counseling services is still relatively limited.

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Based on these conditions, this study developed the KOMARAH (Anger Comic) media, a manga-style comic designed to help adolescents understand and manage anger through stories contextualized to everyday life. The material in the comic is structured around aspects of anger management according to Goleman's theory of emotional intelligence: recognizing, controlling, defusing, and expressing anger assertively. This study aimed to identify students' needs related to anger management, develop a prototype of the Anger Comic (KOMARAH) media, and determine the media's suitability as a supporter of guidance and counseling services for adolescents.

METHOD

This research is a research and development (R&D) method, a research approach used to design, develop, and test the validity of a product to ensure its suitability for educational practice (Sugiyono, 2020). R&D aims to develop new products or refine existing ones to make innovative contributions to education (Samsu, 2017).

Methodologically, R&D research has several levels: level 1 (producing a design without product manufacturing and testing), level 2 (testing an existing product without development), level 3 (developing and testing the effectiveness of an existing product), and level 4 (developing a new product while testing its effectiveness) (Sugiyono, 2016). This research focuses on product design and development, and validity testing without conducting experimental effectiveness testing.

The development model used in this research is the 4D model (Define, Design, Develop, Disseminate) proposed by Thiagarajan et al. (1974). However, in this research, the development process was limited to the development stage. At the development stage, validation was carried out by material and media experts, as well as through limited trials with 20 grade VII students and one guidance and counseling teacher to determine the feasibility and practicality of the developed media.

The product developed in this research is "KOMARAH comic media based on emotional intelligence to help adolescents manage anger assertively". The procedural flow is as follows:

1. The define stage was conducted to analyze media development needs, which included an analysis of adolescent characteristics, the need for guidance and counseling services related to anger management, and an analysis of the concept of emotional intelligence as the basis for the material.
2. The design stage involved designing the initial product in the form of a comic storyboard, identifying characters and conflicts relevant to adolescents' lives, and integrating anger management material into the storyline. Furthermore, this stage also developed research instruments, including a material expert validation questionnaire, a media expert validation questionnaire, and student and teacher response questionnaires.

The expert validation questionnaire was constructed using a four-level Likert scale (1–4), ranging from very inappropriate to very appropriate, to encourage more assertive assessments without a neutral option. Meanwhile, the student and teacher response questionnaire used a five-level Likert scale (1–5) from strongly disagree to strongly agree to provide a wider range of responses in measuring the level of acceptance and interest in the developed media (Azwar, 2015).

3. The development stage was carried out through a product validation and revision process. Material experts and media experts conducted validation to assess the appropriateness of the comic's content, language, presentation, and visual aspects. Product validation in this study was conducted by two expert validators: one material expert and one media expert. The material expert was tasked with assessing the comic's content's suitability to the concept of emotional intelligence and the objectives of guidance and counseling services, while the media expert assessed the comic's visual appearance, design, readability, and appeal. After receiving input from the validators, the product was revised until it was deemed suitable for limited testing. The product trial was conducted with 20 seventh-grade students as respondents and one guidance and counseling teacher as the media user.

This research was conducted at SMP Negeri 42 Medan, located on Jl. Platina III, Titi Papan, Medan Deli District, Medan City, North Sumatra. Subjects were selected purposively based on their suitability to the research objectives, with students as the target of the classical guidance and counseling services and guidance and counseling teachers as the media users.

The data collection method used in this study was a questionnaire. The validation questionnaire was used to obtain expert assessments of product feasibility. In contrast, the student and teacher response questionnaires were used to determine the practicality and acceptance of the comic media. The instrument was developed based on the principle of content validity, ensuring that each statement item aligns with the measured indicators (Azwar, 2015).

The data analysis technique used was quantitative descriptive analysis, which calculated the average score and the percentage of feasibility. The scores obtained from

each respondent and the validator were summed, and then the percentage was calculated using the formula:

$$\text{Feasibility Percentage} : \frac{\text{Score obtained}}{\text{Maximum score}} \times 100\%$$

The percentage results are then interpreted into feasibility categories: very feasible, feasible, fairly feasible, and not feasible. This analysis aims to determine the level of validity and practicality of the emotional intelligence-based comic media developed before their wider use.

Table 1. Eligibility Criteria

Percentage	Eligibility Criteria (Experts)
81% - 100%	Very Eligible
61%-80%	Eligible
41%-60%	Fairly Eligible
21%-40%	Less Eligible
0%-20%	Not Eligible

RESULTS AND DISCUSSION

This research was conducted in the seventh grade of SMP Negeri 42 Medan, located on Jl. Platina III, Titi Papan, Medan Deli District, Medan City, North Sumatra. The final result of this R&D was a comic developed as a supporting medium for guidance and counseling services to help adolescents manage their anger. This comic features an attractive cover, a contextual storyline, and material on anger management. Furthermore, the comic provides an explanation of anger, its causes, its impact, and steps for managing it effectively. The material is presented through dialogue between characters and illustrations that support student understanding. The development of the comic media involved several stages: planning, content design, illustration creation, and final product preparation.

The purpose of this research was to produce a comic media suitable as a supporting medium to help adolescents manage their anger. The approach used in this research was Research and Development with the 4D development model proposed by Thiagarajan. This model consists of four stages: define, design, develop, and disseminate. However, this research is limited to the development stage, as per the

research objectives. The findings in this study were obtained based on the comic media development process that was carried out:

Define

The define stage is the initial stage in the 4D development model, which aims to identify and formulate basic needs for media development. This stage analyzes the actual field conditions regarding anger management among adolescents and the media's need for guidance and counseling services. The needs analysis indicates that adolescents still experience difficulties in managing anger appropriately. This is characterized by irritability, excessive anger, and difficulty controlling emotional responses in certain situations. These conditions can impact students' social relationships, learning environments, and personal development.

The analysis also shows that school guidance and counseling services still tend to rely on conventional methods, such as lectures, which are less engaging for students. The media used in these services is also limited and does not fully leverage visual media that are appropriate for adolescents' characteristics. Therefore, a medium that is engaging, communicative, and easy for students to understand is needed. Comics were chosen as the medium for development because they offer the advantage of presenting information through a combination of visuals and contextual stories, thus helping students understand the material on anger management more effectively.

Design

The design stage is the product development phase, based on the results of the needs analysis in the define stage. At this stage, the comic media concept is developed, starting with the design of the content, storyline, and visual appearance.

The comic material is designed around aspects of anger management, including recognizing anger, controlling emotional responses, defusing emotions, and expressing feelings assertively. This material is structured into a storyline so that its delivery is not theoretical, but contextual and easily understood by adolescents. Researchers designed a storyline depicting the daily lives of adolescents, including situations at school and in the family environment that could trigger anger. The comic's main characters are depicted as experiencing realistic emotional conflicts, allowing readers to reflect on similar

experiences. The storyline is structured sequentially, starting with the emergence of conflict, emotional reactions, the impact of anger, and efforts to manage emotions.

The design also includes determining the comic format to be used, namely a one-episode (one-shot) comic that presents a complete story in a single flow. The visual design is tailored to teenagers, featuring attractive illustrations, appropriate colors, and clear, easy-to-understand language.

Development

The development stage is the product development stage based on the design developed during the design stage. This stage involves creating comic media, obtaining expert validation, conducting product revisions, and conducting limited trials to gather user feedback. In the initial stage, researchers began developing the comic media according to the established design.

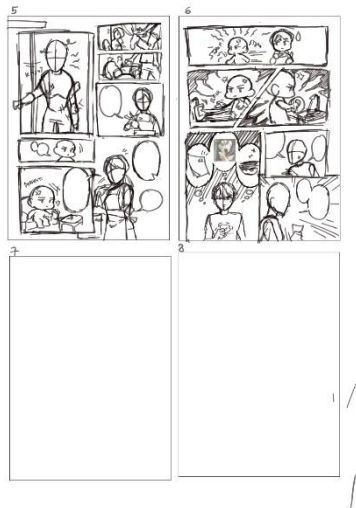
a. KOMARAH Media Prototype

The initial prototype is the first media design, developed before validation by subject matter and media experts. At this stage, researchers developed the story concept, determined the characterization, developed anger management materials, and designed the comic illustrations.

Table 2. Developmental Stages of the KOMARAH Media Prototype

No.	Description	Visualization
1.	Storyline creation	

2. Story board



3. Sketch



4. Line art



5. Coloring process



6. Final result



7. Cover



10. Calm down anger



Mom gave instructions on Three Simple Things to calm anger: Stop for a moment, take a deep breath, ask yourself: "What am I really angry about?".

11. Expressing anger assertively



Raka expressed his feelings assertively: "I know they were just juking, Mom... but I am really upset...". He calmly explained the reasons for his annoyance (low grades, being teased by friends, and the condition of the house).

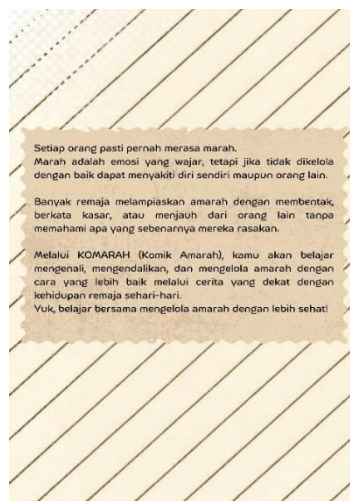
b. Komarah Media's revised results

1) Cover.



A more specific title was added, eliminating the name KOMARAH. The title's font size and type were also clarified for easier reading, and the author's identity was added to the comic's cover.

2) Adding a prologue to the comic.



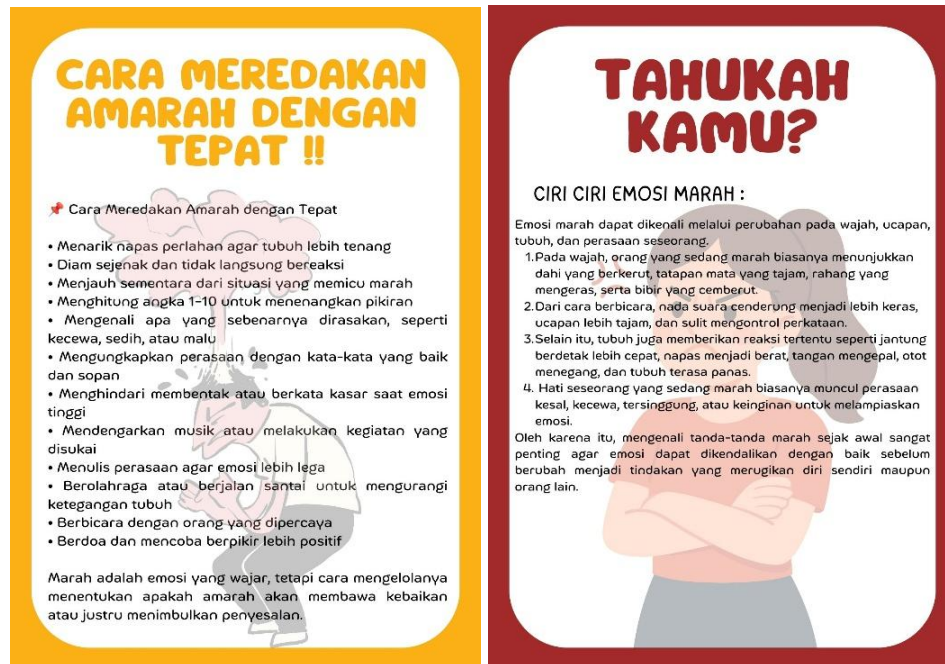


Figure 4. Educational Content

5) Addition of games and notes section in the comic.



Figure 5. Addition of Games and Notes

Material experts and media experts validated the developed product to assess the suitability of the comic's content and presentation. The material expert validation focused on the content's suitability to the concept of anger management, clarity of delivery, and relevance to adolescent characteristics.

Meanwhile, the media expert validation assessed aspects of visual appearance, readability, and appeal.

Media Validation Test

The validation of comics as a medium for anger management was carried out by Ms. Manna Wassalwa, M.Pd., a lecturer at BKPI and a member of the BKPI Study Program staff.

Tabel 3. Media Expert Validation of Comics

No.	Assessment Criteria	Score
1.	Attractive cover design	4
2.	Illustrations support story comprehension	4
3.	Panel layout is systematically arranged	4
4.	Font size is easy to read	4
5.	Visually appealing illustrations	4
6.	Dialogues are easy to understand	3
7.	Language is appropriate for teenagers	3
8.	Coherent and well-structured storyline	4
9.	Comic sparks students' interest in reading	3
10.	Media is practical for use in Guidance and Counseling services	4
11.	Comic is suitable as a Guidance and Counseling media	4
12.	Comic is flexible for use in various service situations	4
13.	The comic has a clear educational value	4
Total		49
Percentage		94%
NP= $\frac{49}{52} \times 100\% = 94\%$		

Description :

Total score obtained : 49

Maximum score : 52

After converting using the conversion table, the achievement rate was 94%, which qualifies as suitable for use and requires no revision.

Material Expert Testing

The validation of the comic material as a medium for anger management was conducted by Dr. Ahmad Syarqawi, M.Pd., a lecturer at BKPI and specializing in Guidance and Counseling.

Tabel 4. Material Expert Validation of Comics

No.	Assessment Criteria	Score
1.	The content in the comic aligns with the concept and definition of anger	4
2.	The comic's content includes aspects of recognizing anger emotions	4

3.	The comic's content includes aspects of controlling anger and emotions	3
4.	The comic's content includes aspects of mitigating anger emotions	3
5.	The comic's content includes assertive expressions of anger and emotions	4
6.	The material is appropriate for teenage characteristics	3
7.	Case examples in the comic are relevant to teenage life	3
8.	The storyline supports the understanding of anger management	3
9.	The message delivery is not patronizing	4
10.	The material is presented and is easy to understand	4
11.	The comic supports the goals of Guidance and Counseling services (personal-social)	4
12.	The comic is educational and preventive in nature	4
13.	The comic can be utilized in Guidance and Counseling classroom guidance services	4
Total		47
Percentage		90%
NP = $\frac{47}{52} \times 100\% = 90\%$		
52		

Description :

Total score obtained : 47

Maximum score : 52

After conversion using the conversion table, the achievement level was 90%, which meets the qualification for use and does not require revision.

Small Group Trial

The small-group trial was conducted on April 23, 2026, at SMP Negeri 42 Medan. The small group trial involved 20 students as respondents to evaluate the comic development product. The assessment instrument for this trial used a 10-item questionnaire covering aspects of appearance and content.

Tabel 5. Small Group Trial

No.	Assessment Instrument	Score
1.	I can recognize when I am angry after reading the comic.	84
2.	I know what triggers my anger after reading the comic.	83
3.	I understand the signs when I start to get angry after reading the comic.	78
4.	I know how to control my anger after reading the comic.	96
5.	I know how to calm myself down when angry after reading the comic.	96
6.	I understand what causes anger to arise after reading the comic.	99
7.	I know the consequences of unmanaged anger after reading the comic.	85

8.	I know how to express my anger appropriately after reading the comic.	91
9.	After reading the comic, I can express my feelings without hurting others.	88
10.	I think before acting when I am angry after reading the comic.	93
Total		893
Percentage		89,3
$NP = \frac{893}{1000} \times 100\% = 89,3\%$		

Description :

Total score obtained : 893

Maximum score : 10 (statements) x 20 (number of students) x 5 (highest score for each statement) = 1000

Based on the conversion table used, the achievement level reached 89.3%. This result is recommended as very good, so the product does not require revision.

c. User Test (Guidance and Counseling Teacher Responses)

The results of the product user test were given to one guidance and counseling teacher at SMP Negeri 42 Medan. The guidance and counseling teacher was given a Komarah comic strip to revise before testing the product with students.

Tabel 6. User Test

No.	Evaluation Statements	Score
1.	The comic media is easy to utilize within guidance and counseling service activities.	5
2.	The comic media is practical for guidance and counseling teachers to use when delivering anger management materials.	4
3.	The comic's visual appearance is attractive and aligns with adolescent characteristics.	5
4.	Students easily understand the language used in the comic.	5
5.	This media assists guidance and counseling teachers in engagingly delivering anger management materials.	5
6.	The comic clearly presents materials on anger.	4
7.	The comic helps students understand the causes of anger.	5
8.	The comic provides examples of methods to mitigate anger emotions.	5
9.	The comic is relevant for supporting guidance and counseling service activities.	5
10.	This media can serve as an innovative alternative for guidance and counseling services.	5
11.	The comic can enhance students' interest in participating in guidance and counseling services.	5
12.	This media is viable for continuous use in guidance and counseling services.	5
Total		58

Percentage	96,6%
$NP = \frac{58}{60} \times 100\% = 96,6\%$	

Description :

Total score obtained : 58

Maximum score : 60

After converting using a conversion table, the achievement rate was 96.6%, qualifying as "very good", indicating no need for revision. Based on the results, the comic, which has undergone large-group and teacher-guided counseling trials, is valid and practical.

This research aims to develop emotionally intelligent comic media as a supporting tool for guidance and counseling services to help adolescents manage anger. Based on the research results, the developed media demonstrated high validity and practicality. However, it should be emphasized that this research was development-focused on product feasibility, not experimental effectiveness testing.

The validation results by media experts showed a 94% achievement rate, categorizing it as "suitable for use without revision." This high achievement indicates that the KOMARAH design meets the principles of adaptive visual media for adolescent cognitive development. These findings indicate that, visually and technically, the comic media meet the principles of good learning media, such as clarity of display, consistency of layout, and readability, which support message delivery. This aligns with Arsyad (2016) visual media theory, which states that attractively and systematically designed visual media not only increase attention but also structure students' thinking, facilitating the understanding of abstract material. The visual illustrations in KOMARAH effectively convey complex anger management concepts as a series of concrete psychological messages that are easily absorbed by adolescents' visual memory.

Thus, the comic serves not only as an entertainment medium but also as an effective educational tool for conveying psychological messages.

The validation results from the material expert showed a 90% confidence level, with the category suitable for use. This high assessment proves that the substance of the comic content has a strong theoretical foundation within the framework of psychological guidance, specifically the theory of emotional intelligence from Goleman (2024). The material presented in the comic covers important stages, namely recognizing anger (self-awareness), controlling anger (self-management), calming anger, and expressing anger assertively (social skills). Conceptually, the comic content follows the principles of Social Emotional Learning (SEL) outlined by Goleman (2024). The ability to recognize emotions from an early age is an important part of emotional intelligence that helps individuals control impulsive responses and prevent the emergence of aggressive behavior. The integration of contextual storylines provides adolescents with opportunities to engage in cognitive reflection. The use of comic media in guidance and counseling services makes material originally delivered verbally more engaging and easier to understand by combining stories, dialogue, and visual illustrations that are close to students' lives. Through storylines that depict various emotional situations, students can identify feelings, understand the consequences of their behavior, and reflect on more adaptive ways to deal with conflict. Luawo dan Nugroho (2018) stated that comics are an effective tool for developing students' emotional understanding and helping guidance counselors deliver information in a more engaging way than lectures alone.

The results of a student trial showed a score of 89.3%, categorized as very good. The subjects in this study were seventh-grade junior high school students, who are developmentally categorized as early adolescents. Early adolescence generally occurs between the ages of 12 and 15, a transitional phase characterized

by unstable hormonal development, fluctuating emotional changes, and a tendency toward more impulsive behavior (Hurlock, 2012). The students' positive response demonstrates that manga comics are a guidance medium suited to the psychological needs of their generation. The characteristic of early adolescents, who tend to reject formal doctrinal advice, can be persuasively addressed through comics. This finding aligns with a study by Sularjo (2026), which demonstrated that educational comics can increase adolescent engagement and understanding by integrating engaging narratives and visuals. Therefore, selecting junior high school students as research subjects is relevant to the research objectives, which focus on developing adolescents' ability to manage anger without making them feel judged.

These findings indicate that comics are highly practical and well-received by users. However, it is important to understand that these data reflect students' perceptual responses to the media, not direct measurements of behavioral change. Nevertheless, it is indicative that students demonstrated a better understanding of anger management, such as recognizing signs of anger, understanding the causes of emotions, and knowing how to control and express anger appropriately. In the context of guidance and counseling services, this positive reception demonstrates that comics can increase student engagement, a key prerequisite for successfully internalizing psychological values in guidance (Ridha et al., 2017; Nugraheni, 2017). This aligns with findings (Şentürk, 2022) that confirm that instructional comics effectively increase student interest and motivation by presenting material that is engaging, easy to understand, and close to the reader's experience.

The results of the guidance and counseling teacher responses showed a 96.6% rate, categorized as very good. Teachers considered comics easy to use, practical, and effective for delivering material more engagingly and

communicatively. This high practicality score confirms KOMARAH's position as an innovative medium for guidance and counseling services. Conventional classroom instruction often relies on lectures that lack interaction, leaving students passive. This comic provides a fresh alternative guidance medium, enriching the range of teaching aids available to school guidance and counseling teachers in providing more effective, recreational, and psychologically educational personal-social guidance.

Conceptually, the effectiveness of comics can be explained by Bandura's (1977), social learning theory, which emphasizes that individuals learn through observation, imitation, and identification with models. Bandura (1977) stated that learning occurs when individuals observe the model's behavior, store it in memory, and then reproduce it in real-life behavior based on the motivation and reinforcement received. In the context of comics, characters serve as symbolic models that allow students to observe various forms of behavior and their consequences, thereby facilitating the internalization of values and the development of more adaptive emotional management strategies. In the developed comic, the main character represents a realistic adolescent emotional experience as seen in scenes where the character experiences heightened emotions, marked by physical responses ("DEG! DEG! DEG!"), and impulsive reactions, such as slamming doors. This representation of conflict, which is close to students' daily lives, enables self-identification. When students read about the conflict, an emotional connection arises, prompting them to become aware of their own emotions. Furthermore, presenting simple strategies such as "pause, take a breath, and self-reflect" provides concrete examples of emotional regulation skills that students can quantify and imitate in their real lives.

This study has limitations that require consideration. This is a level 1 development study focused solely on the product's validity and practicality.

Therefore, it has not empirically tested the media's effectiveness in improving anger management skills through an experimental design. Furthermore, the limited number of test subjects also limits the generalizability of the research results.

Based on these results, the emotional intelligence-based comic media developed meets the criteria for validity and practicality for use as a supporting medium for guidance and counseling services. This media has the potential to be a relevant innovation in helping adolescents understand and manage anger more adaptively. However, further research is needed to more comprehensively test the effectiveness of this media in promoting behavioral change.

CONCLUSION

Based on the research and development results, the emotional intelligence-based comic media developed through the 4D model (define, design, and develop stages) has met the validity and practicality criteria as a support for guidance and counseling services. This product is considered feasible and high-quality by media and materials experts, with strong content, presentation, and manga-style visuals. The results of student trials and responses from guidance and counseling teachers also confirm that this comic is interesting, easy to use, and practical for helping young adolescents understand anger management concretely. However, because this research is still in the development stage, limited to product feasibility testing, it is recommended that guidance and counseling teachers utilize this comic as an alternative innovative media in classical personal-social services, with full support from the school. Meanwhile, for future researchers, it is recommended to empirically test the effectiveness of this media using an experimental design to measure changes in students' emotional management behavior in depth and to expand the variety of comic stories for more optimal results.

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