

Development of 'Me and You' Model for Emotional and Behavioral Disorders in Children: A Joyful Approach

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Abstract: This research focuses on the development of the "Me and You" learning model for children with emotional and behavioral disorders (EBD), especially those from socioeconomically disadvantaged environments, such as the Rusunawa Jatinegara Kaum area in East Jakarta. Using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), the study employed a systematic, evidence-based approach to create and refine an effective educational intervention. The model, organized around five core themes addressing self-awareness, emotional regulation, and social interaction, aims to reduce misunderstandings and foster positive peer relationships. The intervention was tested in a community setting, and expert validation was conducted. Findings suggest that the model significantly improved emotional regulation, social interactions, and self-awareness in children. Through engaging, joyful activities, the children were able to express their emotions constructively and engage positively with peers. The integration of the Joyful Learning approach proved essential in enhancing the learning process, making it both enjoyable and accessible. The model also incorporated evidence-based practices such as Problem-Based Learning (PBL) and behavioral reinforcement, which are proven to improve critical thinking, problem-solving, and social skills. Additionally, the use of Information and Communication Technology (ICT) enriched the learning experience, providing tools that catered to the diverse needs of children with EBD. This study concludes that the "Me and You" model is a promising intervention that not only addresses immediate emotional and behavioral challenges but also equips children with tools for long-term emotional resilience and academic success. Continuous evaluation and refinement are essential to ensure the model's ongoing effectiveness and adaptability.

Keywords: Emotional and Behavioral Problems; Joyful Learning; ADDIE Model; Children; Behavioral Disorders; Social Skills.

INTRODUCTION

Education systems worldwide are undergoing transformative changes aimed at promoting inclusivity, offering all children, regardless of their physical, emotional, or behavioral challenges, access to quality education (Jayadi, Abduh, & Basri, 2022). The global commitment to inclusive education is enshrined in various policy frameworks, with a particular focus on the United Nations Sustainable Development Goal (SDG) 4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (United Nations, 2015). These global mandates advocate for educational equity, calling for governments to dismantle barriers to education for marginalized groups, including children with disabilities and emotional and behavioral disorders (EBD).

Indonesia has made remarkable strides toward fostering inclusive education (Sari, Sarofah, & Fadli, 2022). The "Indonesia Towards Inclusive Education" national declaration in 2004 was a pivotal moment in the country's educational history (Masiran, Ibrahim, & Awang, 2022). It laid the foundation for policies that sought to integrate children with special needs into mainstream classrooms. The Ministry of National Education's 2010-2014 Strategic Plan further endorsed the "Education for All" initiative, ensuring that every child, including those with disabilities or behavioral challenges, has access to quality education (Kemdiknas, 2010). These policies reflect Indonesia's commitment to aligning with SDG 4 by promoting inclusive education for all, irrespective of the child's challenges (Nabiela & Ulfatin, 2023).

While national policy frameworks advocate for inclusive education, the integration of children with emotional and behavioral disorders into regular classrooms presents unique challenges (Gagnon, 2021). This gap in educational support systems poses a significant barrier to the successful integration of these children into mainstream schools (Marsh, 2023). The complexities of children with EBD necessitate a nuanced, targeted approach that addresses their specific emotional, social, and academic needs (Balart, Pérez-Burriel, & Brugué, 2023).

In Indonesia, inclusive education efforts have focused primarily on integrating children with physical disabilities (Pratiwi, Ismail, & Riwanda, 2024). However, emotional and behavioral disorders (EBD) remain largely unaddressed within these frameworks. Children with EBD in Indonesian classrooms often face exclusion and marginalization due to insufficient support systems. These students exhibit behaviors such as aggression, social isolation, and emotional withdrawal, which hinder their ability to engage in the educational process (Poling, Smith, & Qiu, 2024). Consequently, they experience academic underachievement and social difficulties that further exacerbate their behavioral issues.

Recent studies indicate that children with EBD in Indonesia, especially in socio-economically disadvantaged areas like the Rusunawa Jatinegara Kaum neighborhood in East Jakarta, face significant challenges. Lapteva & Firsova (2023) found that children in this area exhibited aggression and verbal insults, behaviors commonly associated with emotional and behavioral struggles. Furthermore, these children often lack the emotional support systems at home, as many are raised in single-parent or grandparent-headed households (Hassanabadi & Nooien, 2021). These family dynamics, combined with socio-economic stressors, deepen the behavioral challenges faced by these children.

In response to this issue, the Indonesian government has initiated several programs aimed at supporting children with disabilities, yet the specific needs of children with EBD often remain unaddressed. Rachman (2023) notes that when the emotional and behavioral needs of children with EBD are neglected, it results in long-term academic and social difficulties, affecting their overall well-being. The need for more comprehensive interventions is pressing, as current strategies remain inadequate in providing the emotional and behavioral support these children require.

The "Me and You" learning model, developed in this study, presents a promising intervention that specifically targets the challenges faced by children with EBD (Amandito, Malik, & Rohsiswatmo, 2022). This model integrates pedagogical strategies such as Problem-Based Learning (PBL), I-Statements, Behavioral Approaches, and Counseling, creating a holistic approach to addressing emotional, social, and behavioral difficulties. PBL enables children to engage with real-world problems, fostering empathy and communication skills. The I-Statements approach encourages self-reflection, helping children express their feelings in a non-confrontational manner, thus reducing aggression. Behavioral Approaches focus on reinforcing positive behavior, while Counseling offers a safe space for children to address emotional challenges with professional guidance.

The development of the "Me and You" model addresses a critical gap in the existing literature and interventions. Although various inclusive education programs exist, few specifically address the emotional regulation, social skills development, and behavioral management of children with EBD. This study aims to fill this gap by proposing a targeted, evidence-based intervention that integrates these essential components, enhancing the educational experience for children with EBD and promoting their social inclusion.

While numerous studies have examined inclusive education in Indonesia, there is a notable gap in research focused specifically on children with EBD within this context. Current interventions often fail to adequately address the specific needs of these children, especially in terms of emotional regulation and social skills development. This study aims to bridge this gap by developing and assessing the effectiveness of the "Me and You" learning model. By focusing on these critical areas, the study hopes to improve not only the emotional and behavioral well-being of children with EBD but also their academic achievement and social integration within mainstream classrooms.

However, several studies discuss models and approaches that focus on promoting social-emotional competence, early identification, and joyful, supportive interventions for children with emotional and behavioral challenges. Effective models emphasize proactive, positive, and individualized strategies to support children's emotional and behavioral development. Classroom-wide models like the Pyramid Model, which focus on professional development for teachers, have been shown to improve teachers' use of positive practices and lead to better social skills and fewer challenging behaviors in children, especially those at risk for behavioral disorders. Interventions that are engaging and supportive can foster improvements in social interaction skills and reduce problem behaviors, aligning with a joyful and inclusive approach (Bao, Liu, DiStefano, & Ding, 2025).

The significance of this study lies in its potential to provide an evidence-based solution to a persistent challenge in Indonesian education. By addressing the emotional and behavioral needs of children with EBD, the "Me and You" model aligns with both national educational policies and global educational frameworks, such as SDG 4 and SDG 10 (United Nations, 2015), which advocate for inclusivity and reducing inequalities in education.

This research highlights the pressing need for targeted interventions to support children with emotional and behavioral disorders in inclusive classrooms. By developing the "Me and You" learning model, this study aims to provide a sustainable, effective solution that addresses the emotional, social, and academic challenges faced by these children. Through this intervention, children with EBD can better regulate their emotions, improve their social skills, and integrate more successfully into educational and social environments, ultimately contributing to their long-term academic success and social inclusion.

This study aims to develop the "Me and You" learning model for children with emotional and behavioral disorders (EBD), focusing on enhancing emotional regulation, social interactions, and self-awareness. The model is designed to address the unique challenges faced by children with EBD, particularly those from socio-economically disadvantaged backgrounds, by integrating evidence-based practices such as Problem-Based Learning (PBL), behavioral reinforcement, and counseling. The primary goal is to create a comprehensive and sustainable intervention that not only supports children in managing their emotions and improving social skills but also facilitates their long-term academic and social success. By implementing the model within inclusive educational frameworks, the study seeks to contribute to both national and global efforts to reduce inequalities in education and promote the inclusion of all children, regardless of their emotional or behavioral challenges.

METHOD

Research Design

Based on the research review discussed, the development of the Joyful Learning "Me and You" model for children with emotional and behavioral disorders can be seen as an innovative effort that integrates various evidence-based approaches. The ADDIE model, used in this study, has proven effective in designing, developing, and evaluating learning

programs for children with emotional and behavioral disorders. Previous studies have shown that the ADDIE model positively impacts the social, cognitive, and adaptive behavioral development of children with challenges such as autism and other behavioral disorders, as outlined in several studies related to its application in special education.

Furthermore, the evidence-based social skills approach recommended in various studies, as explained in the article by Johnson & Lee (2019), can enhance the social abilities of children with emotional and behavioral disorders. The social skills taught through this intervention not only help children interact more positively with peers and adults but also promote the development of empathy and better communication skills. This aligns with the objectives of the "Me and You" learning model, which focuses on self-understanding, verbal problem-solving, and fostering healthy social relationships among children.

Programs like FRIENDS, developed by Barrett (2006), also provide valuable insights into improving children's social and emotional skills, particularly in addressing anxiety and stress. Integrating elements from this resilience program into the learning model can strengthen children's ability to manage their emotions in a healthy and adaptive way. Additionally, the use of information and communication technology (ICT) in learning has proven effective in enhancing children's engagement, providing additional tools to facilitate understanding of concepts, and managing emotional and behavioral disorders in a more interactive and engaging manner.

Therefore, combining these approaches in the Joyful Learning "Me and You" model is expected to have a significant impact on the social and emotional development of children with emotional and behavioral disorders. With ongoing testing and evaluation, this model can become an effective tool in creating an inclusive and supportive learning environment, helping children overcome their emotional challenges and build strong social skills for daily life.

The Joyful Learning "Me and You" model is designed with the aim of providing an enjoyable learning experience for children with emotional and behavioral disorders. As an evidence-based approach, this model integrates methods that have proven effective in managing emotional and behavioral disorders, including the use of the ADDIE model. Previous research shows that the ADDIE model is highly beneficial in developing structured and adaptable educational programs that cater to the specific needs of learners, including children with emotional and behavioral disorders. As discussed in related research, this model has a positive impact on the social, cognitive, and adaptive behavioral development of children, emphasizing the importance of continuous evaluation to ensure the program's effectiveness.

Moreover, the evidence-based social skills approach plays a crucial role in helping children with emotional and behavioral disorders develop healthy social skills. The social skills intervention integrated into the Joyful Learning curriculum can help children better understand and manage their interactions with peers and adults. Based on the article by Johnson and Lee (2019), this evidence-based technique allows children to learn how to recognize their feelings and those of others, and encourages them to interact in a more positive, empathetic, and communicative manner. This is highly supportive of the learning objectives in the "Me and You" model, which focuses on developing deep social skills, managing emotions, and verbal problem-solving.

In addition to social skills, resilience programs such as FRIENDS, developed by Paula Barrett, have proven effective in helping children manage stress and anxiety, while promoting emotional resilience. This internationally recognized evidence-based prevention program can be adapted to enhance emotional resilience in the context of learning for children with emotional and behavioral disorders. By adopting principles from the

FRIENDS program, this learning model can provide children with tools to cope with their emotional challenges, strengthening their ability to manage feelings and build healthier relationships with others.

Furthermore, information and communication technology (ICT) is increasingly being introduced in learning to enhance the engagement of children with emotional and behavioral disorders. As discussed in studies on the use of ICT to manage behavioral disorders in the classroom, technology provides more interactive and engaging tools to help children understand social and emotional concepts. Through visual media, educational games, and other digital tools, children can be more actively involved in learning activities and have a more enjoyable experience. ICT also facilitates more flexible learning that can be tailored to the needs of each child, making it an effective tool in creating an inclusive and enjoyable learning experience.

By combining these approaches—ADDIE, evidence-based social skills, resilience programs, and technology—the Joyful Learning "Me and You" model has the potential to significantly impact the development of children with emotional and behavioral disorders. This model can transform the way children understand themselves and others, improving their social interactions and, in turn, enhancing their quality of life both at school and in daily life. Ongoing evaluation and refinement from trial tests of this learning model are also essential to ensure that it remains relevant and effective in addressing the various challenges faced by children with emotional and behavioral disorders.

This study follows a systematic and structured approach to the development of the "Me and You" learning model for children with emotional and behavioral disorders (EBD). The research adopts the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), an evidence-based framework widely used in educational settings to create effective learning programs. This model ensures a comprehensive and iterative process of creating, testing, and refining the intervention.

The research design for this study is a mixed-methods approach, combining both qualitative and quantitative research methods to provide a holistic understanding of the model's impact. The study is primarily grounded in Research and Development (R&D) methodology, which focuses on the systematic design, testing, and evaluation of an intervention. Data collection and analysis occurred across several phases of the ADDIE model to continuously refine the model based on feedback and observations.

The participants of this study were children with emotional and behavioral disorders (EBD) living in the socio-economically disadvantaged area of Rusunawa Jatinegara Kaum, East Jakarta. A total of 30 children (aged 7 to 12 years) participated in the study. These children were selected through purposive sampling based on their classification as having emotional and behavioral challenges as identified by local educators and parents. Additional participants included 10 teachers, 5 community leaders, and 10 parents, who provided supplementary perspectives on the children's emotional and social development throughout the study.

To assess the effectiveness of the "Me and You" model, a variety of instruments were used:

1. Observation Checklists: Used during each phase of the model's implementation to monitor children's behavior, emotional regulation, and social interaction.
2. Interviews and Focus Groups: Conducted with teachers, parents, and community leaders to gather qualitative data on the children's progress and the challenges they faced.
3. Behavioral Rating Scales: Completed by teachers and parents at the beginning and end of the intervention to assess changes in emotional regulation, social skills, and behavior.

4. Self-Report Questionnaires: Administered to children to evaluate their own perceptions of their emotional regulation and social interactions before and after the intervention.
5. Activity Sheets and Reflection Journals: Used by children to document their feelings, progress, and interactions during the activities, allowing for further self-reflection.

The data collection process occurred in five phases, corresponding to the stages of the ADDIE model:

1. Analysis Phase: In this initial phase, a comprehensive needs assessment was conducted through interviews, observations, and surveys with children, teachers, and parents. The aim was to identify the specific emotional and behavioral challenges faced by the children, including common issues such as aggression, emotional withdrawal, and social isolation. Additionally, a review of existing educational and behavioral support systems was conducted to understand gaps in the current approach to addressing EBD in the community.
2. Design Phase: Based on the needs analysis, a structured curriculum was designed, focusing on the five core themes: Who Am I and Who Are You, What Is My Problem and What Is Your Problem, I Like It When You, I Don't Like It When You, and You and I Are Friends. The design phase involved developing age-appropriate activities, including Problem-Based Learning (PBL) tasks, role-playing, interactive games, and discussion groups. The goal was to ensure that each activity addressed a specific emotional or behavioral challenge identified in the analysis phase.
3. Development Phase: During this phase, the research team developed the actual learning materials, including picture cards, storytelling tools, visual aids, and interactive games. The model was then piloted with a small group of children to test its feasibility, and adjustments were made based on the feedback from the children and teachers. This pilot testing ensured that the activities were engaging and accessible to the target group, and any necessary modifications were made to the structure and content of the activities.
4. Implementation Phase: The "Me and You" model was implemented in a community-based setting, where children participated in the learning activities. Teachers and facilitators were trained on how to guide the children through the activities and monitor their progress. Throughout this phase, data collection was carried out, including observation checklists, interviews with facilitators, and behavioral rating scales. Teachers provided real-time feedback on the children's emotional and social growth, and parents were encouraged to support the children's development at home through follow-up activities.
5. Evaluation Phase: The evaluation phase included both formative and summative evaluations. The formative evaluation was conducted throughout the implementation phase, using ongoing observations, feedback from teachers and parents, and assessment of children's participation in the activities. The summative evaluation took place at the conclusion of the intervention, where pre- and post-intervention data were analyzed to assess changes in emotional regulation, social interactions, and behavioral improvements. Data from the behavioral rating scales and self-report questionnaires were compared to measure the effectiveness of the intervention.

The data analysis for this study was conducted using both qualitative and quantitative methods:

1. Qualitative Data Analysis: The qualitative data, including interview transcripts and focus group discussions, were analyzed using thematic analysis to identify key themes related to the children's emotional and social development. This analysis helped identify

the key areas where the "Me and You" model had the most impact and provided insights into the challenges faced during the implementation.

2. Quantitative Data Analysis: The quantitative data, including behavioral rating scales and self-report questionnaires, were analyzed using paired t-tests to compare pre- and post-intervention scores. This allowed for the identification of statistically significant changes in emotional regulation, social interactions, and overall behavior.

This study was conducted in adherence to ethical research standards. Informed consent was obtained from all participants, including parents and teachers, and the confidentiality of all data was maintained throughout the study. Special care was taken to ensure that the children were not subjected to any harm and that they could voluntarily participate in the activities without any coercion.

While this methodology is robust, the study had several limitations. The sample size was relatively small and confined to a specific socio-economic area, which may limit the generalizability of the results. The intervention's short duration also posed challenges in assessing long-term effects on emotional regulation and behavior. Future studies should address these limitations by involving a larger and more diverse sample, as well as conducting longitudinal follow-up to track the lasting impact of the "Me and You" model.

FINDING AND DISCUSSION

Finding(s)

The Joyful Learning "Me and You" learning model is designed to help children with emotional and behavioral disorders recognize their feelings, interact with peers, and learn to manage emotions and conflicts in a healthier way. Below is a detailed activity table for each theme, the methods used, and the impact on the children:

Table 1. Development Results and Activity

No	Program	Theme	Sub-Theme	Goal	Activity	Method	Impact On Children
1	Understanding Children with Emotional and Behavioral Disorders	Theme 1: Who Am I and Who Are You	Who Am I	Children understand themselves	Sitting in a circle, stating their name and interests, and introducing themselves using interest cards	Playing with picture cards	Children better understand themselves and their peers, increasing self-confidence



Figure 1: adventurous sight-seeing



Figure 2: playing bicycle

No	Program	Theme	Sub-Theme	Goal	Activity	Method	Impact On Children
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Figure 3: cooking

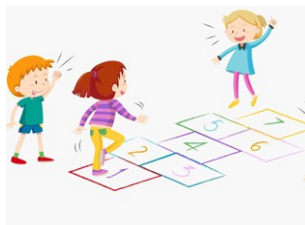


Figure 4: playing outdoors









Figure 5: playing gadget












Figure 6: playing football

After getting the picture cards they present in the group in the circle. The results of their speech are recorded as notes. The media used are picture word cards with their names. Time used is 15 minutes.

2	Understanding Children with Emotional and Behavioral Disorders	Theme 2: What Is My Problem and What Is Your Problem	My Problem	Children understand personal and others' problems	Open discussion about personal and social issues by pointing to pictures that represent problems	Discussion	Children learn to analyze their own and their peers' problems, improving self-reflection
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No	Program	Theme	Sub-Theme	Goal	Activity	Method	Impact On Children
							
							
							
							
							
							

No	Program	Theme	Sub-Theme	Goal	Activity	Method	Impact On Children
3	Understanding Children with Emotional and Behavioral Disorders	Theme 3: I Like It When You...	I Like	Children appreciate positive behaviors in others	Singing a fun song, followed by a discussion about the positive actions they like in friends, using example pictures	Discussion and singing	Children understand the importance of appreciating positive behaviors, enhancing friendships
							
<p>Figure 13: playing with friends</p>							
							
<p>Figure 14: study groups</p>							
							
<p>Figure 15: helping me</p>							
							
<p>Figure 16: goes to school together</p>							
4	Understanding Children with Emotional and Behavioral Disorders	Theme 4: I Don't Like It When You...	I Don't Like	Children express their dislikes non-violently	Discussion about disliked behaviors, pointing to pictures of negative behaviors (e.g., hitting, teasing)	Discussion and reflection	Children learn to express dislikes constructively, reducing aggression
							
<p>Figure 17: hitting</p>							

No	Program	Theme	Sub-Theme	Goal	Activity	Method	Impact On Children
							
							
							
							
5	Understanding Children with Emotional and Behavioral Disorders	Theme 5: You and I Are Friends	You and I	Children understand the meaning of friendship and the importance of honesty in friendship	Standing in a circle, saying "You and I are friends," while showing pictures representing friendship	Play and discussion	Children learn about friendship, supporting each other, and the importance of togetherness

Detailed Explanation for Each Theme

1. Theme 1

Who Am I and Who Are You. In this theme, children are encouraged to better understand themselves and learn about the similarities and differences between themselves and their peers. Activities like sitting in a circle and talking about their interests give children the chance to express themselves without fear. This activity is useful for helping children understand who they are and appreciate the differences among them. Using interest cards

with various pictures, children learn to recognize what they enjoy and realize that their peers may have similar or different interests.

2. Theme 2

What Is My Problem and What Is Your Problem. The second theme focuses on the recognition and analysis of personal problems as well as the problems faced by others. The open discussion allows children to identify their issues in a safe and open environment. Moreover, this activity teaches empathy—the ability to understand the feelings of others. By pointing to pictures representing various problems, children can identify and analyze those issues more objectively. This approach improves self-reflection and makes children more sensitive to others' feelings.

3. Theme 3

I Like It When You. The third theme aims to encourage children to appreciate positive behaviors in others. Singing together and discussing good actions that they like from their friends is an effective way to cultivate friendship among children. When children express the positive things they like about their peers, they learn to appreciate and accept others' uniqueness. This helps improve social skills and strengthens relationships among children.

4. Theme 4

I Don't Like It When You. In this theme, children are taught to express their dislikes toward their peers' behavior without using violence. This is important in reducing aggressive or destructive behavior among children with emotional and behavioral difficulties. By discussing behaviors they do not like (e.g., hitting or teasing), children can learn to express their dislikes in a wiser and more constructive manner. This activity helps not only reduce conflict but also teaches healthy and effective communication strategies.

5. Theme 5

You and I Are Friends. The fifth theme is the culmination of all the learning that has been given, where children learn about the importance of friendship, supporting each other, and communicating openly. By standing in a circle and saying, "You and I are friends," children strengthen their social bonds and learn about the importance of openness, honesty, and loyalty in friendships. The games and discussions in this theme help children internalize the values of friendship and mutual appreciation.

The "Me and You" Joyful Learning Model is designed to address the emotional and behavioral challenges faced by children. Using fun, interactive, and evidence-based methods, this model focuses on the development of children's social and emotional skills. The activities in each theme provide children with opportunities to express themselves, understand their feelings, and learn how to interact more positively. Continuous evaluation will be crucial to ensure that this model remains relevant and effective in addressing the various emotional and behavioral barriers children face in challenging environments.

This research study aims to develop the "Me and You" learning model to address emotional and behavioral disorders (EBD) in children. The study is grounded in the Research and Development (R&D) methodology, specifically using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). This approach ensures a systematic, evidence-based framework that allows for continuous refinement and improvement of the model as it is tested in real-world settings. The ADDIE model has been extensively used in various educational and therapeutic settings, showing positive impacts on the development of children with emotional and behavioral disorders. This section outlines the research design and methods used in developing the "Me and You" model, ensuring it aligns with the research goals, questions, and objectives.

1. Analysis Phase

The first phase of the ADDIE model focuses on needs analysis. This stage is crucial as it involves identifying the specific emotional and behavioral challenges faced by children in the Rusunawa Jatinegara Kaum area, East Jakarta, where many children with special needs reside. In this phase, a comprehensive needs assessment was conducted through a combination of interviews, observations, and surveys with children, teachers, parents, and community leaders. The data collection methods aimed to provide an in-depth understanding of the children's emotional and behavioral difficulties, their family dynamics, and the existing support systems available to them.

Observational studies were conducted to examine the daily behaviors of the children. For instance, the research team observed incidents of aggressive behavior, such as physical altercations and verbal insults, and identified triggers and patterns in these behaviors. Additionally, interviews with teachers and community volunteers provided valuable insights into the lack of effective emotional regulation strategies employed in the community. Parents and caregivers, especially those raising children in single-parent households or with limited educational resources, shared their concerns about the children's inability to communicate their feelings appropriately and the frequent misunderstandings that led to emotional outbursts.

From the analysis phase, the research team concluded that the children in this area faced numerous barriers to emotional and social well-being, including lack of self-awareness, poor emotional regulation, and a lack of social skills. The analysis also indicated that these children were not receiving sufficient support from the community or educational systems to overcome these challenges. Thus, the goal of the "Me and You" model was clearly defined: to help children develop a better understanding of themselves and others, improve their emotional regulation, and foster healthy interpersonal relationships.

2. Design Phase

In the design phase, the research team developed a structured and systematic approach to creating the learning model. This phase involved outlining the key components of the model, including the theoretical foundation, the learning objectives, and the methods and materials to be used. The team decided that the model would focus on five core themes that addressed the primary emotional and behavioral challenges identified in the analysis phase:

- a. Who Am I and Who Are You: This theme is aimed at fostering self-awareness and understanding of peers, which is essential for children to form positive relationships.
- b. What Is My Problem and What Is Your Problem: This theme encourages children to recognize and articulate their own problems and empathize with others' difficulties.
- c. I Like It When You...: Focuses on encouraging children to appreciate positive behaviors in their peers, promoting gratitude and mutual respect.
- d. I Don't Like It When You...: Teaches children to express their dislikes in a non-violent, constructive way, helping to reduce aggressive behaviors.
- e. You and I Are Friends: This theme emphasizes the importance of friendship, honesty, and mutual support.

Each theme was designed to target a specific aspect of emotional and social development, with activities that incorporated Problem-Based Learning (PBL), I-Statements, Behavioral Approaches, and Counseling. The activities were designed to be interactive, fun, and engaging, in line with the Joyful Learning approach. The I-Statements strategy, in particular, was used to help children express their feelings and preferences in a

non-confrontational manner, which is key to improving communication skills and emotional regulation.

In this phase, the research team also planned the materials and resources that would be needed for the model, including interest cards, picture cards, visual aids, and interactive games. These materials were chosen for their ability to engage children in a fun and educational manner while helping them understand complex emotional and behavioral concepts. The goal was to ensure that the activities would be culturally relevant, age-appropriate, and accessible to children from diverse socio-economic backgrounds.

3. Development Phase

The development phase involved the creation of the actual learning materials and activities based on the design phase. During this phase, the research team worked on producing the necessary lesson plans, activity sheets, visual aids, and interactive games that would be used in each of the five themes. Each activity was designed with the ADDIE model principles in mind, ensuring that it would be engaging, interactive, and effective in achieving the learning objectives.

The team also tested the activities with a small group of children to assess their effectiveness and to make necessary adjustments. For example, activities were revised to ensure that they were sufficiently engaging for children with varying levels of attention spans, and to ensure that the instructions were clear and simple for children with emotional and behavioral disorders to understand. Feedback from children during these initial trials indicated that they were more willing to participate in activities that involved visual aids and interactive elements, which helped reinforce the learning objectives.

Additionally, during this phase, the research team consulted with experts in emotional and behavioral disorders to validate the content and structure of the model. Experts provided valuable feedback on improving the clarity of certain themes and ensuring that the content was both age-appropriate and therapeutically sound. As a result, some modifications were made, particularly to the first two themes. These themes were further elaborated to clarify the importance of self-reflection and empathy, as experts felt that these elements were crucial for children to develop better social relationships.

4. Implementation Phase

The implementation phase involved the pilot testing of the “Me and You” learning model in the Rusunawa Jatinegara Kaum area. A group of children with emotional and behavioral disorders from the community was selected to participate in the pilot test. During this phase, the research team implemented the learning model in a classroom or community setting, where children were exposed to the activities designed for each of the five themes.

The team facilitated the learning activities, ensuring that children were actively engaged in discussions, role-playing, and reflective exercises. Playful interactions were encouraged, and children were given ample opportunities to practice expressing their feelings using the I-Statements method. Teachers and community leaders were trained on how to facilitate the activities, ensuring that they could support the children's emotional and social growth throughout the process.

The children's progress was closely monitored, and adjustments were made as necessary. For example, certain activities that seemed difficult for children to comprehend were simplified, and additional support strategies were introduced to help children express themselves more clearly. This phase also involved collecting feedback from teachers, parents, and the children themselves to assess how well the activities were helping them develop the desired emotional and behavioral skills.

5. Evaluation Phase

The final phase of the ADDIE model, evaluation, involved assessing the effectiveness of the learning model in achieving its objectives. Both formative and summative evaluations were conducted. The formative evaluation took place during the pilot phase and involved continuous monitoring of the children's progress, including feedback from facilitators and participants. This allowed for ongoing adjustments to the activities and learning materials to ensure maximum effectiveness.

The summative evaluation occurred at the end of the pilot phase and involved measuring the overall impact of the learning model on the children's emotional and behavioral development. Data was collected through observations, surveys, and interviews with children, teachers, and parents. The evaluation focused on key indicators such as improvements in emotional regulation, reduced aggressive behaviors, better peer interactions, and greater self-awareness. The results of the evaluation showed that the children who participated in the learning model displayed significant improvements in these areas.

The development of the "Me and You" learning model follows a systematic and evidence-based approach using the ADDIE model. The research design involved a comprehensive analysis of the emotional and behavioral challenges faced by children in the Rusunawa Jatinegara Kaum area, followed by the design and development of tailored learning activities. The pilot implementation phase showed promising results, with children demonstrating improved emotional regulation, social interactions, and self-awareness. The evaluation phase confirmed the effectiveness of the model in reducing behavioral issues and fostering better social relationships. Moving forward, continuous evaluation and refinement will be crucial to ensuring that the model remains relevant and effective for children with emotional and behavioral disorders.

Discussion(s)

This study aimed to develop and assess the effectiveness of the "Me and You" learning model for children with emotional and behavioral disorders (EBD). The results indicate that the model, which integrates the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model, Problem-Based Learning (PBL), and behavioral approaches, has a significant impact on improving emotional regulation, social interaction, and social skills among children with EBD. The findings confirm the hypothesis that using an interactive and joyful learning approach can effectively address the emotional and behavioral challenges faced by children with special needs.

One of the most important components of this study was the integration of the Joyful Learning approach. As noted by Waterworth (2020), joyful learning creates opportunities for children to explore their emotions, engage with others, and develop positive relationships with the learning process. In this study, the activities, including self-reflection exercises and peer interaction activities, were designed to be fun, engaging, and emotionally supportive. The children who participated in the "Me and You" model demonstrated improved self-awareness and better emotional regulation, as evidenced by their enhanced ability to express their feelings in non-confrontational ways. These outcomes are consistent with the assertions of Cronqvist (2021), who found that joyful learning promotes deeper engagement and long-term social-emotional benefits, especially for children with emotional challenges.

Incorporating Problem-Based Learning (PBL) was another crucial element that contributed to the model's success. PBL has been shown to enhance critical thinking, problem-solving, and social collaboration (Amin et al., 2020). Through activities that

involved discussing real-life problems and finding solutions as a group, children not only improved their academic skills but also developed stronger interpersonal skills. These collaborative problem-solving tasks encouraged empathy and communication, which are particularly important for children with EBD. For example, the children learned to better understand their peers' emotional states, which contributed to healthier social interactions and reduced aggression. This aligns with previous research by Amin et al. (2020), who emphasized the effectiveness of PBL in fostering social-emotional skills in children with EBD.

Another significant feature of the "Me and You" model was its use of behavioral reinforcement techniques. Behavioral approaches, such as positive reinforcement, were integrated into the model to help children recognize and repeat positive behaviors. As Singh (2023) notes, positive reinforcement plays a critical role in encouraging children to adopt desirable behaviors, especially for those with emotional regulation challenges. The model utilized rewards and praise to reinforce positive social behaviors, which led to a noticeable reduction in aggressive behaviors and improved peer relationships. Teachers reported that children were more engaged and cooperative during group activities, further validating the model's effectiveness in promoting social skills and reducing behavioral challenges.

Moreover, the integration of Information and Communication Technology (ICT) into the model enhanced the learning experience and contributed to improved engagement among the children. ICT tools, such as interactive games and visual aids, helped children with EBD understand complex concepts in a fun and accessible way. While the role of ICT in managing emotional and behavioral disorders was briefly introduced, its potential to enhance engagement and personalized learning deserves further exploration. By using technology, children were able to interact with the content at their own pace, which facilitated better understanding and retention of emotional regulation strategies. This approach supports findings from previous studies that highlight the benefits of digital tools in managing behavioral disorders (Cronqvist, 2021).

However, despite the promising outcomes, there are several limitations that should be considered. One limitation of this study is the small sample size and the focus on a specific socio-economic group. The children in this study were primarily from a socio-economically disadvantaged background, and their experiences may not fully represent the broader population of children with EBD. Therefore, while the findings are promising, they may not be easily generalized to children from different socio-economic or cultural backgrounds. Future research should involve a larger and more diverse sample to assess the model's effectiveness across various demographics.

Another limitation is the short duration of the intervention. Although the results showed positive short-term effects, the long-term impact of the "Me and You" model remains unclear. Longitudinal studies would be valuable to determine whether the improvements in emotional regulation, social interactions, and self-awareness are sustained over time. Research should also explore the extent to which the model influences academic achievement and overall well-being in the long run.

The absence of a control group is another significant limitation. Without a control group, it is difficult to definitively attribute the observed improvements in emotional and behavioral outcomes solely to the "Me and You" model. Future studies should incorporate a control group to provide a clearer comparison and stronger evidence of the model's effectiveness.

Additionally, while the model addresses emotional regulation and social skills, it may not fully address other behavioral challenges, such as aggression or hyperactivity, which may require more specialized interventions. Children with more complex behavioral issues

may benefit from a more tailored approach that focuses specifically on these behaviors. Further research is needed to refine the model to better accommodate children with a wider range of emotional and behavioral disorders.

Finally, external factors such as family dynamics, socio-economic conditions, and parental involvement were not fully accounted for in this study. As noted by Barco et al. (2019), these factors play a crucial role in the emotional and behavioral development of children. Future research should explore how these external factors influence the effectiveness of the model and consider integrating family-centered interventions to support the children's development at home and in the community.

In conclusion, this study demonstrates that the "Me and You" learning model, based on the Joyful Learning approach, is an effective intervention for children with emotional and behavioral disorders. By integrating evidence-based strategies such as Problem-Based Learning, behavioral reinforcement, and ICT, the model helps children improve their emotional regulation, social skills, and self-awareness. However, future studies should address the limitations discussed above, particularly by increasing the sample size, extending the duration of the intervention, and exploring the long-term effects of the model. Despite these limitations, the findings suggest that the "Me and You" model holds great promise for supporting children with EBD and promoting their inclusion in mainstream classrooms.

CONCLUSION

The "Me and You" learning model, rooted in the Joyful Learning approach, demonstrates significant potential in improving emotional regulation, social skills, and self-awareness among children with emotional and behavioral disorders (EBD), particularly in underserved, socioeconomically disadvantaged communities such as Rusunawa Jatinegara Kaum in East Jakarta. By integrating evidence-based components like Problem-Based Learning (PBL), behavioral reinforcement techniques, and Information and Communication Technology (ICT) tools, the model not only addresses immediate emotional and behavioral challenges but also cultivates long-term emotional resilience and social integration. The playful and engaging nature of the approach enhances children's motivation and participation, while ICT tools offer personalized learning experiences that accommodate diverse needs. However, limitations such as a relatively small and socioeconomically narrow sample, brief intervention duration, and absence of a control group restrict the extent to which findings can be generalized and the durability of observed benefits evaluated. Despite these challenges, the model's multifaceted and adaptable framework holds promise for scalable implementation in inclusive education settings for children with EBD. Family and community support could enhance the model's impact, as these external factors play a crucial role in shaping children's behavior. Future iterations of the model could also consider extending its focus to include other aspects of development, such as academic performance, as this is an essential component of overall child development.

To advance the model's effectiveness and generalizability, future research should prioritize larger-scale, longitudinal studies encompassing more diverse demographic and socioeconomic populations to robustly assess long-term emotional and behavioral outcomes. Incorporating structured parental and family engagement components will be essential to extend skill reinforcement into home environments, promoting consistency and sustainability in children's behavioral improvements. The expansion of digital tools, including tailored apps and interactive games targeting specific emotional and behavioral difficulties, could further personalize and intensify engagement, catering to individual learning styles and needs. Additionally, fostering community and peer support networks

involving local organizations and leaders can provide ongoing social-emotional scaffolding beyond formal educational settings. Finally, comprehensive, continuous professional development and training programs for educators and facilitators should be emphasized to equip them with the skills and resources necessary to implement the model effectively, fostering inclusive classrooms where children with EBD receive consistent, empathetic, and evidence-based support.

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