



Effectiveness of Psychospiritual Awareness Training and Butterfly Hug Technique on Emotional Regulation of Grade VI Elementary School Students

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Abstract

Social changes and academic demands on final-year elementary school students often trigger emotional challenges that are not balanced with adequate mental health assistance. This study aims to examine the effectiveness of the training program "Petualangan Mengenal Diri, Aku Hebat, Aku Bangga" (Adventure of Self-Discovery, I am Great, I am Proud) which integrates a psychospiritual awareness approach and the Butterfly Hug technique to enhance self-awareness and emotional regulation among students. Utilizing a quasi-experimental design with a One-Group Pretest-Posttest Design, this study involved 20 sixth-grade students from SDN Bluru Kidul 1 Sidoarjo as experimental subjects selected through a purposive sampling technique. Quantitative data were collected through written cognitive tests, while qualitative data were gathered through behavioral observations and expression reflection sheets. The results of the descriptive statistical analysis showed a significant surge in cognitive understanding, where the students' average score increased from 91 in the pre-test to 98 in the post-test. Furthermore, 18 students achieved perfect scores, and the lowest score in the class was elevated from 40 to 80. Qualitatively, this intervention proved to provide a safe space for students to express their emotions, reduce anxiety independently, and foster a growth mindset. This study concludes that the combination of psychospiritual intervention and practical clinical techniques is effectively used as an initial psychological assistance model to optimize students' mental readiness in facing developmental transitional phases.

Introduction

The massive social, environmental, and technological developments occurring in the modern era have had a significant impact on all aspects of human life, including elementary school-aged children. These changes affect various aspects of their development, including emotional, social,

and psychological aspects. Today's children are not only faced with formal academic demands in increasingly competitive schools, but also have to deal with various external social dynamics (Tjandrawibawa, 2020). Pressure from *peer* groups, unlimited exposure to digital media, the emergence of a crisis of self-confidence, and difficulties in

recognizing and managing emotions in a healthy manner are common phenomena in early childhood. The complexity of these problems ultimately places mental health and self-awareness as crucial aspects that require special attention from an early age. (Agustriyani *et al.*, 2025).

Real-world conditions demonstrate that the focus on primary education is often uneven. School policies and practices generally focus solely on academic and cognitive achievement. Meanwhile, guidance for students' psychological readiness, emotional maturity, and mental strengthening has not received optimal and structured training. (Novalia and Agustina, 2024). In fact, theoretically, a child's ability to recognize their potential, understand the dynamics of their emotions, and develop a positive mindset (*growth mindset*) are the main foundations that determine the success of their growth and character formation. Neglecting this aspect of emotional development can trigger various behavioral problems and more serious psychological disorders in the future. (Triyoso *et al.*, 2024).

More specifically, these emotional problems often peak in students in the final year of elementary school, namely sixth grade. Students in this phase are psychologically undergoing a developmental transition to a higher level of education and entering early adolescence. This transition period demands mental, emotional, and social readiness that is far more mature than in previous phases. However, empirical facts in the field often show the opposite. Many sixth grade students still have difficulty expressing their feelings verbally, experience a crisis of self-confidence, are easily overcome by anxiety or fear, and lack good emotional regulation in responding to stress (Wijayanti & Kusumawati, 2020). If these limitations are not immediately intervened through appropriate guidance, students are feared to experience significant obstacles in facing changes in the learning environment and academic challenges at the next level. (Kasim, Ahmad and Rahman, 2024).

Therefore, the urgency of implementing training activities that focus on recognizing self-potential, managing emotions, and increasing self-confidence is absolutely necessary. This training is presented as a form of intervention and a means of initial support for elementary school students to understand the concept of mental health and self-awareness through a method that is simple, applicable, yet still has deep meaning. Through a systematically designed intervention program,

students are encouraged to not only simply accept psychological theory, but also to conduct in-depth reflection on their own psychological condition. (Ema Fitriya, Nur Hani'ah and Hanifatul Khofifah, 2025).

In the context of Sufism and psychotherapy, one innovative approach that can be integrated to address this problem is psychospiritual awareness. This approach combines the principles of modern psychology with dimensions of spirituality that are adaptive for children (Yani *et al.*, 2022).. Through the corridor of psychospiritual awareness, students are guided to recognize their *strengths* and limitations as *complete gifts* (Ramdhan & Rachman, 2023). This approach teaches that every emotion... both positive and negative emotions It is not something to be rejected or suppressed, but rather something to be recognized, accepted, and channeled in a healthy way. Integrating these spiritual values helps children build resilience and foster a *growth mindset* in viewing every challenge in life. (Syauqi *et al.*, 2026).

In addition to psychospiritual-based strengthening, this training also applies practical intervention in the form of the Butterfly Hug technique. The Butterfly Hug technique is a form of self-soothing emotional regulation method developed to help individuals reduce levels of anxiety, fear, or emotional discomfort quickly. Physiologically, the bilateral tactile stimulation applied in this technique works by stimulating the parasympathetic nervous system, thereby providing a calming effect on the brain and body that are experiencing tension. Introducing this technique to elementary school-aged children is considered very strategic because the movements are simple, easy to remember, and can be practiced independently whenever they face a stressful situation. (Romadhona *et al.*, 2025).

Based on this background, the researcher conducted a real intervention study through an experimental training activity entitled "The Adventure of Knowing Yourself, I'm Great, I'm Proud". This action research was conducted at SDN Bluru Kidul 1 Sidoarjo, involving sixth-grade students as the main research subjects. Through an interactive, participatory, and fun approach, this study aims to empirically test the effectiveness of the combination of the psychospiritual awareness approach and the Butterfly Hug technique in boosting the level of self-awareness, emotional regulation, and self-confidence of elementary school students. (Fitriyah, 2025). It is hoped that the results of this study can provide theoretical and practical contributions to the world of child development psychology and the

world of elementary education in formulating inclusive and sustainable mental health support methods.

Method

This study uses a quantitative approach with a quasi *-experimental design method*. The experimental design applied is a *One-Group Pretest-Posttest Design*. Through this design, research subjects are given an initial measurement (*pre-test*) before the intervention is carried out, then given treatment *in* the form of training, and ended with a final measurement (*post-test*) using the same instrument (Novansa Hafizh, 2017). The use of this design aims to empirically test the effectiveness of the training material "*The Adventure of Knowing Yourself, I'm Great, I'm Proud*" on improving students' cognitive understanding of self-awareness and emotional regulation (Zuhdi & Mulawarman, 2021). In addition to quantitative data, researchers also integrated a descriptive qualitative approach through behavioral observations and analysis of reflection sheets to capture the dynamics of students' psychological responses during the intervention process (Aqilah, 2020).

The subjects in this study were determined using *purposive sampling*, a sampling technique based on certain considerations or criteria deemed most appropriate to the research objectives. The subject criteria in this study were final-year elementary school students in the developmental transition phase towards secondary school. Based on these criteria, the selected research subjects were sixth-grade students of SDN Bluru Kidul 1 Sidoarjo, East Java. A total of 20 students were actively involved from the beginning to the end of the series of activities.

The intervention was implemented in a structured session that combined experiential, interactive, and psychospiritual methods. The treatment procedure was systematically divided into four main stages:

1. Orientation and Initial Assessment Stage: Researchers condition the forum, build rapport *with students*, and distribute *pre-test* instruments.
2. Concept Internalization Stage (*Psychospiritual Awareness*): Researchers provide material presentations using interactive PowerPoint media regarding the concept of mental health, self-potential recognition, and the urgency of *growth mindset*.

3. Emotional Expression and Catharsis Stage: Students are involved in group games using *Emotion Cards* to identify feelings, which is followed by filling in the Reflection Paper (Expression Sheet) as a place to honestly express emotions.
4. Emotional Stabilization Stage (*Butterfly Hug*): Researchers guided students directly through the *Butterfly Hug relaxation technique*, a method of self-regulating emotions combined with positive affirmations based on spiritual values. The series of events concluded with a *post-test* and the awarding of *rewards*.

The data in this study were collected through two main types of instruments, namely cognitive test instruments and non-test instruments. The cognitive test instrument was an objective written test consisting of 5 questions on the basic concepts of self-awareness, emotional regulation, and empathy given in the *pre-test* and *post-test* sessions with a maximum total score of 100. Meanwhile, the non-test instruments used included a written Expression Sheet or Reflection Paper and a participant behavior observation sheet to record the level of openness, enthusiasm, and devotion of students during the relaxation technique simulation (Mulyati & Eryani, 2022). All quantitative data obtained from the *pre-test* and *post-test* scores were analyzed using descriptive statistical techniques to see the comparison of total scores, class average scores, and the lowest score fluctuations before and after the intervention. On the other hand, qualitative data from the reflection and observation sheets were analyzed using descriptive content analysis techniques to strengthen, enrich, and confirm the results of the quantitative discussion (Ambarita, 2020).

Results and Discussion

Cognitive Analysis of Pre-Test and Post-Test Results of Training Participants

To quantitatively measure the effectiveness of the training, a descriptive statistical analysis was conducted on the written *pre-test* and *post-test* scores taken by the participants. The cognitive test instrument designed by the facilitator consisted of five questions with a maximum total score of 100. This testing was crucial to assess the extent to which the participants conceptually absorbed the material presented. The results of the quantitative evaluation are summarized in detail in the table below:

Table 1. Quantitative Evaluation Results of Pre-Test and Post-Test

No	Evaluation Indicators	Pre-Test	Pos-Test	Improvement
1	Total Overall Value	1,820	1,960	+140
2	Average Student Grades	91	98	+7
3	Lowest Value	40	80	+40

(Source: Primary Data from Processed Training Accountability Report, 2026)

Based on the data presented in Table 1, the cumulative total score of participants before the intervention material was given was 1,820. From this total score, the average class score was 91. At first glance, this average pre-test score is quite high (Zhang et al., 2021a). However, upon closer analysis of the individual data distribution, at this initial stage, several students still obtained quite low scores and were below the minimum understanding standard, which was between 40 and 60 (Kling et al., 2025). The existence of these low scores confirms the initial finding that students' understanding of the concepts of mental health and emotional regulation at the school is indeed uneven.

After the students received intervention in the form of material presentation using interactive PowerPoint media and were directly involved in practical sessions, post *-test* data collection was carried out. The results obtained showed a very satisfying cognitive surge. The accumulation of the participants' overall scores increased sharply to 1,960, which means there was a total point growth of +140 from the condition before the training. In line with this, the average student score in the class increased to 98, or grew by +7 points from the pre-test score.

The effectiveness of this cognitive learning was further strengthened by changes in the lowest student score indicators. Students' minimum scores, which were initially at worrying numbers (40 and 60), were successfully boosted drastically to a minimum of 80 in the post-test session, indicating an increase in the lowest score of +40 points. The success of this intervention reached its peak when the data showed that the majority of students, namely 18 out of 20 students involved, managed to obtain a perfect score of 100 at the end of the activity (Zhang et al., 2021b). This proves that the material delivery method designed by the facilitator not only

reached active students, but also succeeded in facilitating students who initially had low understanding to achieve a very good standard of understanding.

Dynamics of Students' Qualitative Responses and Participation

self-awareness, emotional regulation, and empathy among students were observed to be highly diverse and unfocused. Based on objective observations in the field, this was indicated by the fact that several participants still experienced significant difficulty in recognizing their own emotional responses. Furthermore, most students were not yet aware of the importance of mental health for their daily lives. This initial obstacle is common because in daily educational practice, schools often focus more on formal academic achievement, while safe spaces for students to recognize and manage their emotions are still very limited. (Ardinata et al., 2025).

However, the initially stiff classroom situation changed dynamically and pleasantly since the intervention began. This training was attended by all target participants from the beginning to the end of the series of events with an attendance retention rate reaching 100%. Based on the final evaluation data, there were 20 sixth grade students who were actively involved in each session without a single participant withdrawing or leaving the room in the middle of the activity. The presence and full involvement of these participants became a very strong foundation for the smooth running of all psychological stimulation that had been designed by the facilitator team (Ahmad et al., 2025).

High enthusiasm was shown by students in every stage of the training activities. The atmosphere of interaction in the forum was lively thanks to the implementation of interactive and participatory experiential methods. In *the Fun Game* and *Emotion Card game* sessions, students appeared very united, responsive, and demonstrated solid group cooperation. Through the emotion card game, students were guided to choose a card that represented their feelings at that time and explain the reasons behind it (Henderson et al., 2012). This process successfully trained students' openness to admit their own feelings (Every-Palmer et al., 2020).

The students' most prominent openness was observed during the process of filling out the Reflection Paper or Expression Sheet. This written medium has proven to be a highly effective alternative instrument for students with shy or introverted personality characteristics. (Munandar

et al., 2025). Through this expression sheet, students who initially did not dare to speak in public were still able to express their complaints, hopes, anxieties, and desires that they had been suppressing honestly and free from social pressure. This qualitative dynamic reached its culmination during the *Butterfly Hug technique practice*. In this session, all participants followed it solemnly, focused, and with full concentration. The tension of the forum subsided into a calm and contemplative atmosphere, where students truly absorbed the relaxation movements taught. Student enthusiasm was well maintained until the end of the event, supported by the giving of *rewards* or appreciation to the most active participants and the best group (Faraz & Anjum, 2025).

Effectiveness of Psychospiritual Awareness Intervention and Butterfly Hug Technique

Referring to the results of quantitative data analysis and in-depth qualitative observations during the intervention, it can be stated empirically that this training has a real positive impact on the psychological condition of students. The psychospiritual *awareness* method and approach as well as the *Butterfly Hug* self-regulation technique that was applied have proven to have a very high level of effectiveness in achieving the target of changing student behavior.

Theoretically and practically, the *psychospiritual awareness approach* promoted by the facilitators has been proven to be able to touch the deepest emotional and mental aspects of sixth-grade students who are undergoing a transitional period at school. Through this approach, students are guided to develop a holistic self-awareness, which includes mapping their strengths, potential, and limitations as part of the self-*acceptance process*. (Merdiaty and Febrieta, 2023). Students are no longer taught to reject or suppress negative emotions such as anxiety, fear, or sadness, but rather are encouraged to accept these emotions with open hearts and manage them healthily. This adaptive spiritual approach successfully fosters a positive mindset (*growth mindset*) in children, enabling them to view environmental changes and academic challenges at the next level of education as opportunities for learning and growth, rather than as frightening threats (Schnittker, 2022).

In addition to strengthening the spiritual-based mental foundation, the effectiveness of this training is strengthened by a practical intervention component in the form of the *Butterfly Hug technique* (Zeng, 2025). This technique is introduced

to students as a simple emotional regulation method that can be used independently whenever they face situations that cause anxiety, fear, or discomfort in everyday life. Neuropsychologically, the self-hugging movement with constant bilateral tactile stimulation in the *Butterfly Hug* has been proven to effectively stimulate the parasympathetic nervous system to reduce physical tension and emotional discomfort, so that the brain can return to a calm and focused state.

The immediate post-intervention impact observed in the field showed a holistic change in attitudes among students. Tangible benefits include increased empathy among peers in the school environment, a growing sense of self-awareness and the ability to recognize personal emotions, and a significant increase in self-confidence among sixth-grade students (von Känel *et al.*, 2025). (Sari *et al.*, 2022). Equipped with these emotional regulation skills, students' mental readiness and social adaptation in facing the transition phase to higher education become much more optimal and robust. This action research confirms that the integration of child developmental psychology with psychospiritual values can create an applicable, inclusive, and effective mental health intervention model for elementary school-aged children (Bin-Nashwan *et al.*, 2021).

Conclusion

The conclusion of this discussion is that the "Adventure of Knowing Yourself, I'm Great, I'm Proud" training program has been empirically proven effective in improving the cognitive understanding of sixth-grade students of SDN Bluru Kidul 1 Sidoarjo regarding mental health, as indicated by the increase in the average *post-test score* reaching 98 and the success of 18 out of 20 students achieving a perfect score. Qualitatively, the combination of the *psychospiritual awareness method* and the simple clinical technique of *Butterfly Hug* is able to create a safe space that encourages students' openness in recognizing their potential, fostering a *growth mindset*, increasing empathy, and providing practical skills to regulate negative emotions such as anxiety and fear independently. Thus, this interactive and inclusive experiential intervention has successfully become a crucial means of early psychological support in strengthening the mental readiness and social adaptation of elementary school students to face the developmental transition phase towards higher levels of education.

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Conflicts of Interest

This research is conducted to provide information to the public regarding the research that has been conducted so that it can be used for educational purposes. in addition, this research is used by researchers for lecturer performance loads and accreditation needs of study programmes and institutions

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