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## Consistency of Children's Emotions Through Water Play Activities Group A

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### ABSTRACT

Emotional consistency is an important aspect of early childhood social emotional development that needs to be stimulated through meaningful learning experiences. However, many children still experience difficulties in controlling and expressing their emotions appropriately during classroom activities. Therefore, learning activities that involve sensory experiences are needed to help children develop better emotional regulation. This study aimed to improve the emotional consistency of early childhood through water play activities using bubble water media. The research employed a classroom action research design conducted in two cycles, each consisting of planning, action, observation, and reflection stages. The participants of this study were children in early childhood education. Data were collected through observation, interviews, and documentation, and were analyzed descriptively to examine the changes in children's emotional behavior during the learning process. The result of study showed that the implementation of water play activities encouraged children to practice patience, follow play rules, and interact positively with peers. These activities also provided calming sensory stimulation that helped children regulate their emotional responses. In conclusion, water play activities using bubble water media can serve as an effective play based learning strategy to support the development of emotional consistency in early childhood.

## 1. Introduction

Early Childhood Education (PAUD) is an important stage that forms the foundation for children's holistic development, including cognitive, social, emotional, and motor aspects. At this stage, children are in a critical phase of self-development, therefore, they require a comprehensive educational approach that aligns with their developmental characteristics. Previous studies indicate that children's readiness to enter formal education is not only determined by cognitive abilities, but also by

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social emotional development, mental health, family support, and the read lines of the education system and contextual curriculum (Christy et al., 2025; Qotimah & Rusman, 2024; Saputri & Risnawati, 2024). Among these aspects, emotional development plays a crucial role in supporting children's read lines to learn and socialize. Children who are able to recognize, express, and regulate their emotions tend to be better prepared to face academic and social demands at school (Ainiyah & Rosiana, 2025; Andriani & Hariyani, 2022). At the age of 4-5 years, particularly in group A, children are at a crucial stage of learning to manage their emotions, although they still require continuous stimulation through meaningful learning experience (Apriliyanti, 2022; Chasanah et al., 2022).

Emotional consistency in early childhood refers to a child's ability to display relatively stable and appropriate emotional responses in various learning situations and social interactions. Children with good emotional regulation are generally able to manage their feelings in a balanced manner and calm down after facing challenging situations. (Tamwifi & Akbar, 2023) state that children with good emotional regulation skills tend to have more positive social experiences and are better able to adapt to the school environment. However, emotional inconsistency is still commonly observed in 4-5 year old children in group A, emotional inconsistency still often occurs, such as being easily angry, crying, or feeling disappointed when facing changes situations (Warmansyah et al., 2023). This condition often occurs during activity transitions, which may cause emotional stress if children are not emotionally prepared (Gerda & Syamsuddin, 2023). Emotional inconsistency can hinder children's learning engagement and social interaction if it is not addressed through appropriate learning stimulation (Al Baqi, 2023; Setiakarnawijaya et al., 2024). Therefore, learning activities that support social emotional development are essential, particularly those that allow children to express and regulate their emotions in a natural and meaningful way. Play based learning is widely recognized as the most appropriate learning approach for early childhood because it is in line with how children learn through direct experience. Through play, children can explore their environment, construct knowledge, and develop social and emotional skills naturally.

(JIA & NGADNI, 2024) emphasize that play based learning forms an important foundation for children's read lines for lifelong learning. In addition, play provides contextual and meaningful learning experiences that encourage active participation. (Nurani et al., 2024) highlight that play activities integrated with local cultural values can strengthen value based learning, while (Fuadat et al., 2020) explain that well designed games can enhance children's cognitive abilities and social interactions. One form of play that is particularly relevant to emotional development is sensory play. Sensory play involves children's five senses help them recognize, express, and manage their emotions while interacting with their environment (Hockey et al., 2025). Such activities also provide a safe space for children to express their emotions positively and develop emotional intelligence in social life (Aisyah et al., 2024; Priadi & Fatria, 2024).

One type of sensory play that provides meaningful experiences for children is water play. Waterplay uses water as the main medium and allows children to engage

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directly through touching, observing, and exploring their environment. (Warmansyah et al., 2023) explain that water play offers interesting sensory experience and supports children's motor development. In addition, Water play is exploratory, enjoyable, and involves tactile and visual stimulation that enriches children's learning experience (Lopatovska et al., 2022; Zhong et al., 2023). This activity also encourages social interaction, such as cooperation and sharing among children (Napoleon et al., 2024). From an emotional perspective, water play can reduce tension and provides a safe space for children to express their emotions positively (Chan et al., 2025; Curnow & Wang, 2022). Furthermore, through activities such as waiting for turns, sharing, materials, and cooperating with peers, children can learn patience and self-control (Gigliotti et al., 2025; Uygun et al., 2025). Although several studies have examined water play in early childhood education, most of them still focus on motor and cognitive development. Research that specifically explores the relationship between water play and children's emotional consistency remains limited. (Syafrudin, 2023) notes that aspects of emotional regulation and stability in water play activities have received relatively little attention in previous studies.

In addition, (Nurbaiti et al., 2023) emphasize that research discussing emotional consistency in preschool aged children, particularly in group A, is still very limited. This indicates the need for further studies that connect emotional development theory with play based learning practices in early childhood education. Therefore, this study aims to analyze the emotional consistency of children in group A during water play activities and to examine the role of water play in helping children regulate and maintain emotional stability in the learning process. The findings of this study are expected to contribute theoretically to the integration of emotional development theory with play based learning practices and provide practical references for early childhood educators in designing meaningful play activities that support children's social emotional development.

## **2. Methodology**

This research applies the Class Action Research (CAR) method which is focused on efforts to improve the quality of learning and develop early childhood abilities through the implementation of learning actions that are designed systematically and continuously. This research was carried out at Kober Al Falah, which is located in Cirea Village, Mandirancan District, Kuningan Regency. The study subjects were early childhood who were members of Group A with age range of 2-4 years. The conduct of the research is carried out in two cycles, each of which includes the stages of planning, implementing action, observation and reflection. In the first cycle, learning activities are carried out through water play activities using bubble water media. Children are involved in the activity of blowing soap bubbles in turns as a form of educational and enjoyable play stimulation.

Furthermore, in the second cycle, water play activities using bubble water media were again implemented with a more directed and structured learning design. In carrying out this cycle, teachers provide examples in the form of an attitude of

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patience and calm, as well as guiding children in expressing their feelings positively during the learning process, the refinement of the actions in the second cycle is based on the reflection result from the implementation of the previous cycle. Data collection in this study was carried out through observation, interview and documentation techniques. Observations are used to record children's behavior and responses during learning activities, interviews aim to obtain supporting data from teachers, while documentation is used as complementary data in the form of notes and result of activities during the research process.

### 3. Results and Discussion

This class action research was carried out in two cycles through water play activities using bubble water media with the aim of increasing the emotional consistency of group A children. The emotional consistency observed includes the child's ability to wait their turn, control emotions during play activities, express feelings positively, and maintain a calm attitude in the learning process. To provide a clearer overview of the development of children's emotional consistency during the research process, the result of observations from the pre-cycle, cycle I, and cycle II stages are summarized in Table 1.

Tabel 1. Development of Children's Emotional Consistency in Each Research Stage

Research Stage	Number of Children Achieving Emotional Consistency	Percentage	Category
Pre-cycle	4 of 10 children	40%	Not yet optimal
Cycle I	8 of 10 children	80%	Developing well
Cycle II	10 of 10 children	100%	Excellent development

Based on Table 1, it can be seen that there was a gradual improvement in the emotional consistency of group A children throughout the implementation of the classroom action research. In the pre-cycle stage, only 40% of children showed good emotional consistency, indicating that most children still experienced difficulties in managing their emotions during learning activities. After the implementation of water play activities in cycle I, the percentage increased to 80%, showing that the activity began to provide a positive impact on children's emotional development. Furthermore, in cycle II, the improvement became more optimal where all children (100%) were able to demonstrate good emotional consistency during learning activities.

These findings indicate that structured water play activities accompanied by teacher guidance can support the development of children's emotional regulations abilities. Through sensory play experiences involving water and bubble media, children are given opportunities to express feelings, practice patience while waiting their turn, and interact positively with peers. As the learning activities become more structured and guided by the teacher, children gradually develop better emotional control and

stability. The detailed explanation of the development of children's emotional consistency at each stage of the research is described as follows.

Based on the result of pre-cycle observations held on November 5 2025 in group A Kober Al Falah, Kuningan Regency, it was found that children's emotional consistency has not developed optimally. Of the total of 10 children, only 4 children (40%) have shown good emotional consistency development, while the other 6 children (60%) still require special attention. This condition is caused by several factors, including choosing inappropriate learning media, planning learning concepts that have not been systematically prepared, and carrying out activities that do not fully accommodate children's emotional development needs. Specifically, some children have not been able to maintain a relatively stable mood during activities, have not been able to control emotions with a calm response when facing unpleasant situations, have not been able to express feelings according to context, and have not been able to regulate the duration of negative emotions and show consistent emotional responses in similar situations.

Based on these pre-cycle findings, the research continued in cycle I which was held on February 10-11 2026. Based on the result of observations in cycle I, children show quite high enthusiasm for water play activities. The child look happy and interested in blowing soap bubbles, but the child's emotional consistency has not developed optimally. Some children still have difficulty waiting their turn, show rash behavior, and easily feel disappointed when they have to take turns with friends. This condition shows that even though water play activities are able to give rise to positive emotions, children still need clearer assistance and activity structures to help manage emotions consistently.

On the first day of cycle 1, there is an increase in the development of the child's emotional consistency. Of the 6 children who previously required special attention in pre-cycle, 3 showed improvement and have reached the well developed category, while the other 3 children still showed emotional consistency that was not optimal. Furthermore, on the second day of cycle 1, of the 3 children who were not optimal, only 1 child experienced an increase in development, while the other 2 children still needed further assistance. These result show that water play activities using bubble water media are starting to have a positive impact on children's emotional consistency, even though not all children have achieved optimal development.

The result of cycle 1 reflection form the basis for improving the implementation of lessons learned in cycle 2. In this cycle, water play activities are designed to be more structured by providing clear playing rules, examples of patience and calm by teachers, and guidance in expressing emotions positively. To obtain maximum results, the research continued in cycle 2 which was carried out of for two days, namely on 12-13 February 2026. On the first day of cycle 2, of the 2 children who were still not optimal in the previous cycle, 1 child showed increased development of emotional consistency, so that 1 child remained who still needed special attention. Furthermore, on the second day of cycle 2, all children in group A Kober Al Falah, numbering 10 children, showed excellent emotional consistency development. Thus, at the end of cycle 2, the percentage of development of

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children's emotional consistency research 100%, which shows that the implementation of water play activities designed in a more structured manner and accompanied by teacher's example's of being patient and calm can increase children's emotional consistency optimally. To strengthen the findings of the observation results, researchers conducted interviews with teachers from group A classes. A summary of the interview result is provided in Table 2. Summary of teacher interview results on consistency of children's emotions through water play activities. The teacher also said that children experience development in terms of patience, the ability to wait their turn, and how to express feeling, especially after the implementation of cycle 2.

Tabel 2. Summary of Teacher Interview Results on Consistency of Children's Emotions Through Water Play Activities

No.	Question	Answer
1.	What is the child's emotional condition when participating in classroom learning activities before waterplay activities?	In General, a child's emotional condition is not yet stable. Some children still easily changes their mood. Especially when learning activities do not suit his wishes.
2.	Does the child easily change mood (easily crying, angry, or disappointed) when playing?	Yes, some children easily show emotional changes such as crying or getting angry when a toy is snatched, having to wait their turn, or experiencing difficulties in activities.
3.	How does a child respond when unpleasant situations, such as waiting their turn or toys do not meet expectations?	Children tend to show uncontrolled emotional responses, such as crying, whining, or leaving activities, and need teacher help to calm them down.
4.	Is the child able to express his feelings naturally according to the situation he is experiencing?	Some child are not yet able to express their feelings appropriately. Children more often express emotions through crying or impulsive behavior compared to verbal expressions.
5.	How long do emotions feel good when they feel disappointed or angry (quickly subside or drag on)?	The duration of children's emotions tends to be quite long. Children need time and teacher assistance so that their emotions stabilize again.
6.	Does the child show emotions that tend to be consistent from day to day during learning?	The child's emotional consistency is not yet well formed. Children's emotions often change and are difficult to predict from one activity to another.

The result of the interviews with teachers summarized in table 1 support the result of the observations regarding the emotional consistency of group A children during the implementation of water play activities. The teacher explained that before the implementation of structured water play activities, children's emotional condition still tends to be unstable. Children often show emotional changes, such as crying easily, getting angry, or feeling disappointed, especially in situations that require children to wait their turn or share game media with peers. This condition is in line with the findings of (Ritonga et al., 2024) who revealed that early childhood children who have not received directional play stimulation generally have emotional regulation abilities that have not developed optimally.

The result of the interview also revealed that in the early stages of learning, children have difficulty expressing emotions according to the situation they are experiencing. Emotional expressions appear more often in the form of impulsive behavior than in appropriate verbal expressions. In addition, some children show relatively long duration of negative emotions, requiring intensive mentoring from teachers to help children the opinion of (Pusparini & Musayyadah, 2026), who affirm the importance of the role of teachers in guiding children to recognize and manage emotions through play activities.

After water play activities using bubble water media were implemented, the teacher observed an increase in the child's emotional consistency. Children appear to be better able to wait their turn, show a calmer attitude during activities, and can express feelings of joy or disappointment in a more controlled way. The teacher also said that children are quicker to relieve negative emotions than before the action was given. These findings are in line with the results of research by (Alivandidarani et al., 2024; Lestari et al., 2025) which show that water – based play activities contribute positively to improving emotional regulation of water play activities that are systematically designed and accompanied by teacher assistance has proven effective in supporting the development of emotional consistency in early childhood. As a support for the result of observations and interviews, this study also utilized documentation data obtained during the implementation of water play activities. Based on the documentation results, children were seen to be actively involved in in water play activities using bubble water media. Children are able to interact with peers, wait their turn when blowing soap bubbles, and show more positive and controlled emotional expressions during learning activities.

Visual documentation also shows changes in children's emotional behavior, especially in terms of a calmer, more patient and focused attitude during activities. These findings indicate that the implementation of water play activities that are systematically designed and accompanied by teacher assistance provides a learning experience that supports the development of children's emotional consistency. The documentation of the activities is presented in figure 1 and Figure 2 as evidence of the implementation of water play activities using bubbles water media during the research cycles.

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Figure 1. Water Play Activity Documentation Using Bubble Water Media (cycle 1)



Figure 2. Water Play Activity Documentation Using Bubble Water Media (cycle 2)

Based on the documentation of activities presented in Figure 1 and figure 2, it appears that there is an increase in the emotional consistency of group A children from the implementation of cycle 1 to cycle 2. In cycle 1, children begin to be actively involved in water play activities, but some children still show difficulty in controlling emotions, such as being impatient when waiting their turn and easily feeling disappointed. In cycle 2, changes in emotional behavior are seen more clearly, where children show a calmer, more patient attitude, and are able to express feelings positively during activities. These findings show that carrying out water play activities using bubbles water media which is designed in stages and accompanied by teacher assistance contributes to helping children develop emotional consistency more optimally.

In addition to showing improvements in observational data, these findings indicate that water play activities function as an effective form of sensory play that supports children's emotional development. Sensory play allows children to explore materials through direct sensory experiences such as touch, movement, and visual stimulation. According to (Hockey et al., 2025), sensory based activities help children process emotional experiences and develop more appropriate emotional responses. When interacting with water and bubbles, children receive calming sensory stimulation that helps reduce emotional tension and supports more stable emotional behavior.

Furthermore, water play activities also support the development of emotional regulation, which is an important component of emotional consistency in early childhood. Through structured play activities, children learn to wait their turn, follow simple rules, and express feelings during interactions with peers. This process gradually helps children control impulsive reactions and develop more positive emotional responses. These findings are consistent with previous studies which state that sensory based play environments can improve children's emotional

control and social interaction skills (Hockey et al., 2025; Uygun et al., 2025). Thus, the improvement in children's emotional consistency in this study confirms the important role of play based learning, particularly sensory play, in supporting early childhood social emotional development. Through structured water play activities and teacher guidance, children are able to practice patience, regulate emotions, and interact positively with peers, which ultimately contributes to the development of emotional regulation and emotional stability in early childhood.

#### 4. Conclusion

This study aimed to examine the effectiveness of water play activities using bubble water media in improving the emotional consistency of early childhood. Based on the result of the classroom action research conducted through two cycles, the implementation of water play activities demonstrated positive outcomes in supporting children's social emotional development. Through these activities, children were able to engage in direct sensory experiences, interact with peers, and participate in structured play situations that encouraged them to express emotions more appropriately. The findings indicate that water play activities function as a meaningful form of sensory play that help children develop emotional regulation skills. During the activities, children gradually learned to wait for their turn, follow simple rules, and manage their emotional responses while interacting with peers. These learning experiences contributed to the development of calmer, more patient, and more stable emotional behavior in children. Therefore, water play activities using bubble water media can be considered an effective play based learning strategy to support emotional consistency in early childhood education. These findings also highlight the importance of integrating sensory based play activities and teacher guidance in creating learning environments that foster children's emotional development.

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