Analysis of the Role of Facial Expression in Media Presence in the Development of Social, Emotional, and Expressive Language Skills in Children Aged 3-4 Years

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<td>This study aims to analyze the role of facial expression media in developing social-emotional and expressive language skills in children aged 3-4 years. A qualitative method was used, with data collected through observations and interviews at several kindergartens. The results indicate that media such as hand puppets, picture books, and digital applications displaying facial expressions significantly contribute to the enhancement of emotion recognition and expression, as well as the development of children's expressive language. This research recommends the integration of facial expression media into early childhood education curricula to support their holistic development.</td>
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INTRODUCTION

The development of social, emotional and expressive language skills in early childhood is an important aspect that supports their future success (Saleha et al., 2022; Warmansyah et al., n.d.; Yuningsih & Sari, 2023). In recent years, research has shown that media featuring facial expressions, such as hand puppets, storybooks, and smartphone-based apps, can play a significant role in supporting the development of these aspects (Devya et al., 2022; Periadi et al., 2018; Sari et al., 2022; Warmansyah, Yuningsih, et al., 2023; Warmansyah, Komalasari, et al., 2024). Halimah et al.,
(Halimah et al., 2020) emphasize the importance of the question and answer method with hand puppet media in developing early childhood language, showing how direct interaction with media that displays facial expressions can enrich children's learning experiences. Fitriani et al., (Fitriani et al., 2019) delves further into how educational media such as busy books can be used to develop expressive language in children, highlighting the importance of visual and interactive media in early childhood education.

Lau-Zhu et al., (Lau-Zhu et al., 2023) explores the role of art education, particularly through singing activities, in supporting social-emotional development and self-expression in children. This research suggests that art, as a form of non-verbal communication, can be an effective means for children to express their feelings and thoughts. Afifah et al., (2021) added that the use of Android-based smartphones in language acquisition offers new opportunities to integrate technology in early childhood education, expanding their access to various forms of facial expressions and emotions through interactive applications.

Supardi et al., (2021) underscores the importance of developing expressive language skills through daily activities in an educational setting, showing how well-designed activities can facilitate children's self-expression. Warmansyah et al., (2023) explores the use of animated media in language learning, highlighting how visualization of facial expressions in animation can improve the ability to listen and understand emotions in children. Taufiq et al., (Taufiq et al., 2020) discusses the analysis of expression visualization in digital comics, showing the potential of digital media in teaching children about various emotional and social expressions.

The importance of designing books that focus on non-verbal communication, such as gestures, in supporting deaf children, showing that an understanding of facial expressions and gestures can enrich children's communication (Artha et al., 2020; Warmansyah, Mudinillah, et al., 2024; Warmansyah, Utami, et al., 2023). Finally, Pratama et al., (2017) examined the impact of mobile phone use on adolescent communication with parents, highlighting how technology can affect communication skills and emotional expression in children and adolescents.

Overall this study shows that facial expression presence media has an important role in the development of social-emotional skills and expressive language of children aged 3-4 years. Through the analysis of various media and methods, this article aims to dig deeper into how these media can be used to support the development of children at this critical age.

**METHODS**

This study used a qualitative descriptive approach to analyze the role of facial expression presence media in the development of social-emotional skills and expressive language in children aged 3-4 years. This method was chosen because it allows
Researchers to gain an in-depth understanding of the phenomenon under study through direct observation and in-depth interviews.

**Research Design**

The study was designed to collect data through observation and interviews with educators and parents. Observations were made in several kindergartens that use facial expression media such as hand puppets, picture books, and digital applications in their learning activities.

**Data Collection Techniques**

Data were collected using two main techniques: observation and interviews. Observations were made to see children's interactions with facial expression media and how these media are used in the context of learning.

**Data Analysis**

The collected data will be analyzed using qualitative analysis methods. It involves coding data to identify key themes related to media use of facial expressions and their effect on a child's social-emotional development as well as expressive language.

**Validity and Reliability**

To ensure validity and reliability, the study will use triangulation of sources and methods, where information obtained from observations will be confirmed and supplemented through interviews. This technique supports the reliability of research findings. Using qualitative descriptive methods, this study is expected to provide valuable insights into how media featuring facial expressions can be used effectively to support the development of social-emotional and expressive language skills in early childhood.

**RESULTS AND DISCUSSION**

This study aims to analyze the role of facial expression presence media in the development of social-emotional and expressive language skills in children aged 3-4 years. Through direct observation in several kindergartens, the study collected data on children's interactions with various media that display facial expressions, such as hand puppets, picture books, and digital applications.

**Development of Social Emotional Abilities**

This study aims to analyze the role of facial expression presence media in the development of social emotional skills in children aged 3-4 years. Observations show that children who interact with hand puppets tend to show improvement in recognizing and expressing their emotions. This is in line with research by Halimah et al., (2020), which found that the question and answer method with hand puppet media can be effective in developing early childhood language, including emotional aspects. Children appear to be more empathetic and responsive to the emotions displayed by dolls, which indicates the development of their social-emotional abilities. For example, in observation sessions, children who interacted with hand puppets showed more positive
reactions to instructions and were more active in group activities. When hand puppets are used to depict emotional stories or situations, children seem more engaged and able to express their feelings more clearly. They showed improvement in the ability to recognize basic emotions such as joy, sadness, anger, and fear.

Another study by Nahar et al., (2022) also highlights the importance of art as a medium of communication at pre-school age. Art, including the use of hand puppets, helps children understand and express their emotions, which is important for their social-emotional development. Using hand puppets, children can practice expressing their feelings in a safe and supportive environment, which in turn helps them in wider social situations. Hand puppets provide opportunities for children to identify and name the emotions they see, as well as practice how to express those emotions verbally and non-verbally. In these activities, children learn to empathize with the characters they play or encounter through hand puppets, which helps in the development of their social skills.

In addition, the use of hand puppets also encourages social interaction between children. When children play together with hand puppets, they must communicate with each other, share stories, and work together to develop play scenarios. These interactions are important in building social skills such as sharing, taking turns, and listening. Through these games, children also learn how to manage conflicts and resolve problems constructively.

Thus, facial expression presence media such as hand puppets not only help children in recognizing and expressing their emotions, but also play a key role in their social development. Observations show that children who interact frequently with hand puppets are better able to identify their own and others' emotions and express those emotions in healthy and appropriate ways. This suggests that the use of this media can be an effective tool in supporting early childhood social-emotional development.

**Expressive Language Development**

The use of picture books rich in facial expressions shows a significant contribution to the development of children's expressive language. Educational media such as busy books can play an important role in facilitating language development in children. In this study, children who frequently engaged in picture book reading showed improvement in the ability to use new words and construct sentences to express their thoughts and feelings (Desmita, Rahmadani, Diyenti, et al., 2023; Desmita, Rahmadani, Kharisma Diyenti, et al., 2023; Febriyenti & Jamilus, 2024; Humaida & Abidin, 2021; Laela et al., 2023).

Follow-up observations revealed that children who engaged in picture book reading activities tended to imitate the facial expressions displayed in the pictures. This brings a positive impact in their emotion recognition, while also enriching their vocabulary with new terms describing different feelings and situations. For example, when they saw a picture of someone smiling, the children learned to associate the word...
"happy" with that facial expression, and thus, understand the associated emotional context.

The use of picture books as a learning medium allows children to visually associate words with pictures that express a wide range of emotions. This not only helps them in expanding their vocabulary, but also facilitates their understanding of the meaning and usage of words in specific contexts. Thus, picture books rich in facial expressions open up opportunities for children to develop their expressive language naturally and sustainably. Latifa et al., (2023) also highlights that picture books can be a very effective tool in introducing children to various concepts and situations of daily life. Through interesting pictures, children can identify and understand various emotions and ways to express them. This provides a solid foundation for the development of expressive language skills, as children can use the images as a starting point to articulate their thoughts and feelings.

In the context of early childhood learning, it is important to acknowledge the important role picture books play in facilitating expressive language development. Children at this age are still in the early stages of language learning, and the use of picture books can be a very effective approach because it provides a strong visual stimulus. By engaging children in reading picture books that present a variety of facial expressions, educators can help them to respond to and perceive emotional concepts in natural and profound ways.

Overall, the use of picture books rich in facial expressions has great potential to improve the expressive language skills of children aged 3-4 years. Through interaction with images that display a range of emotions, children can develop a better understanding of their own emotional world, while also enriching their vocabulary and verbal communication skills. Therefore, picture books can be considered as one of the very effective tools in supporting the expressive language development of children at pre-school age.

The Role of Art Education

Art education through singing activities has been shown to have a significant effect on the development of social, emotional and expressive language in early childhood. According to Kishel & Vollmer, (2023), art as a communication medium plays an important role, especially for preschoolers who are not yet fully able to communicate their thoughts and feelings verbally. Observations show that through singing activities, children not only learn to express themselves but also understand the moral message contained in song lyrics, which ultimately supports the development of their character and personality.

In singing activities, children are invited to imitate songs that contain lyrics about emotions and feelings. This process directly develops their expressive language skills. For example, when children sing songs about happiness, they learn to associate words related to those feelings. Simple children's songs, which tell about happiness, friendship, and empathy, help children understand and express their emotions in fun and
interactive ways. Through often repetitive song lyrics, children gradually expand their vocabulary, especially related to emotions and feelings. For example, songs about friendship teach children about values such as cooperation and mutual respect. These songs also give children the opportunity to recognize and express a range of emotions, such as joy, sadness, anger, and fear, in a context that they can understand and enjoy.

The use of music in art education also supports the development of children's social skills. When singing together in groups, children learn about the importance of listening to each other and waiting for their turn, which is an important aspect of social interaction. In addition, singing together can strengthen social bonds between children, creating a sense of community and solidarity between them.

Further observations showed that children who engaged in singing activities were better able to express their emotions in social situations. They are more open to talking about their feelings and better able to recognize and respond to the feelings of others. This shows that through music and singing, children not only develop their language skills but also improve their emotional intelligence.

The integration of singing activities in the early childhood education curriculum also provides additional benefits in terms of discipline and regularity. Through the rhythm and structure of songs, children learn to follow instructions and understand patterns, which can be applied in other aspects of their lives. In addition, structured singing activities help children develop the ability to focus and concentrate for longer periods of time.

Overall, arts education through singing activities offers a holistic approach in early childhood development. This not only enriches their expressive language skills but also supports social-emotional development which is important for their overall well-being. By incorporating elements of the arts in early childhood education, we can create a learning environment that is fun and supports a child's holistic development. This research confirms that art, particularly through singing, is an effective tool to help children develop various aspects of their abilities, from language to social and emotional skills.

**Use of Technology**

The use of Android-based digital applications also shows a positive impact on children's language acquisition. Papadakis et al., (2018) found that Android-based smartphones can be used for the development of early childhood language acquisition teaching materials. In this study, apps that displayed facial expressions and emotions assisted children in understanding new concepts and improving their vocabulary.

Digital apps designed specifically for early childhood often include interactive features that invite children to participate in games that involve the recognition and expression of emotions (Habiddin et al., 2022; Nurlaila et al., 2023; Warmansyah et al., 2022; Warmansyah, Nurlaila, et al., 2023). For example, apps can ask children to choose facial expressions that are appropriate for a particular situation or teach them new words related to emotions. The use of this technology not only makes the learning
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process more interesting but also allows children to learn independently at their own pace.

Based on the results of observation and analysis, it can be concluded that facial expression presence media plays an important role in the development of social emotional skills and expressive language of children aged 3-4 years. Interactions with hand puppets, picture books, singing activities, and digital apps that display facial expressions contribute to increased empathy, emotion recognition, expressive language development, and moral understanding in children. This research confirms the importance of integrating facial expression media in early childhood education curricula to support their holistic development.

Media that displays facial expressions provide opportunities for children to recognize and understand a wide range of emotions. This helps them in developing empathy and important social skills. In addition, this media also helps in enriching the expressive language of children by adding vocabulary related to emotions and feelings.

In the context of early childhood education, the integration of facial expression presence media can be done through various activities such as reading picture books, playing with hand puppets, singing, and using digital applications. Each medium has its own advantages and disadvantages, but they all contribute significantly to a child's social-emotional development and expressive language.

For example, hand puppets and picture books can be used in face-to-face situations, allowing direct interaction between teacher and child. This provides an opportunity for the child to get immediate feedback and reinforce their learning. On the other hand, digital apps provide flexibility and accessibility, allowing children to learn anytime and anywhere.

Ultimately, it is important for educators and parents to choose media that suits the needs and interests of children. By utilizing a variety of facial expression presence media, we can create a rich learning environment and support children's holistic development.

CONCLUSION

This study has examined in depth the role of facial expression presence media in supporting the development of social-emotional and expressive language skills in children aged 3-4 years. The results showed that interaction with media such as hand puppets, picture books, singing activities, and digital applications that display facial expressions had a significant positive impact on children's ability to recognize, understand, and express emotions and improve their language skills. Media that display facial expressions not only facilitates emotion recognition but also supports richer and more complex language expressions. Children who engage in activities that use this medium show improvements in empathy, social skills, and communication skills. This confirms the importance of selecting and integrating the right media in the early childhood education curriculum to maximize their learning potential. By understanding
more deeply the role of facial expression presence media, we can more effectively design and implement educational strategies that support the holistic development of children at this critical age.

REFERENCES


