

## Research Article

# The effect of emotion bingo board to improve the ability to recognize emotional expression of children aged 4-6 years

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### Abstract

This study aims to determine whether learning through visual media images can aid young children in understanding their own and other people's emotional expressions. Quantitative experimentation using a pretest-posttest control group design was used in this investigation. The subjects of this study were 19 youngsters who were in classes B1 and B2 of the early childhood education school Mutiara Bunda Post in Malang City. The data collection method in this study uses a pretest-posttest of the ability to recognize emotional expression consisting of 10 items and the Emotion Bingo Board developed by researchers based on the theory of Stewart (1985) and Muhammad (2011) while still paying attention to the characteristics of early childhood. Pretests, various treatments administered to the experimental and control groups, and post-tests are all part of the experimentation process. Research data analysis to test hypotheses using t-tests of experimental and control groups, exhibiting results  $t = 0.003$  (sign. < 0.05). At the end of the study, there was a difference in ability between the experimental and control group students. Since the learning outcomes in this study were better for the experimental group than the control group, the hypothesis was accepted, indicating that the Emotion Bingo Board impacted young children's capacity to recognize emotional expression. Other preschools can use the Emotion Bingo Board and its necessary processes.

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## Introduction

Early infancy is a crucial developmental or "golden age" period. At this point, most of the brain's network of cells controllers all human qualities and activities (Nurmalitasari, 2015). According to Schunk (2012), the first two years of a person's existence are crucial for the child's development. The environment around the child stimulates the child's language, emotional, sensory, visual, and auditory abilities. If specific experiences are missed, the child's development will be irreparably hampered. However, the development of emotions was mainly the focus of interest at that time.

The youngster must recognize and identify each emotion that arises in himself and others. Some young children have difficulty identifying and comprehending their own and other people's emotions. According to studies, children can express their emotions, although they require assistance and time to understand them (Raising Children Network, 2016). In the meantime, the facts in the field were discovered. The child must be able to identify and name all emotions that arise in him or her and others. Some young children have difficulty identifying and comprehending their own and others' emotions. Research indicates that children can express their emotions even if adults require assistance and time to comprehend children's emotions (Raising Children Network, 2016). During this time, it was observed that several children, including one at the Mutiara Bunda Early childhood education school Post, were still incapable of identifying the emotions that had developed within them.

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The social development of young children between the ages of 4 and 6 has commenced. Their ability to carry out group activities demonstrates this. The cooperative endeavors take the form of a game. The following signs of development characterize this stage: The child begins to know the rules, both in the family environment and the play environment; The child has begun to submit to the rules gradually; The child begins to recognize the rights or interests of others; and The child begins to be able to play with other children, or peers (peer group). According to the American Academy of Pediatrics (2012), the social development of emotions refers to the child's ability to know about, manage, and express positive and negative emotions, establish relationships with other children and adults, and actively explore the environment through learning.

In this situation, the display of emotions plays a significant part in the relationships between children. Youngsters who struggle to articulate their feelings significantly impact other children. When youngsters attempt to form relationships with their peers, they are viewed as unskilled and ineffectual in social interactions (Kavale & Mostert, 2004). The child will be rejected by his or her peers (Wiener, 2004). Children who experience peer rejection are at risk of developing childhood and adult mental and behavioral illnesses (Bagwell, Newcomb, & Bukowski, 1998). The more prolonged youngsters process emotions in a maladaptive manner, the greater their susceptibility to developing psychopathological patterns. When youngsters can better communicate their emotions, their emotional development will peak.

Cases found at the Mutiara Bunda Early childhood education school Post include Kaysha, a 4-year-old girl who is hyperactive and constantly repeats the same faults and does not comprehend why her parents reprimand her. Hafiz, a 5-year-old boy who was oblivious and frequently caused his peers to cry by stealing their food without permission, was identified as a second case. There are also children in this Early childhood education school Post who cannot manage their emotions, such as eagerly waiting in line to enter the classroom because they are too embarrassed to voice their desires. Moreover, the Mutiara Bunda Early childhood education school Post lacks the media necessary to introduce youngsters to emotional expressiveness.

The results of a study conducted by Syarkiah (2018) detailed social-emotional difficulties of early childhood 2-3 and 3-4 years old and demonstrated that some children in daycare parks and playgroups encountered problems with social-emotional development. Alhasin (2019) found that students in Sun 1 and Moon 2 classes that used researcher learning media at UPT ABK education services in Malang City were better able to perceive emotions. Roudloh's (2013) research indicates that the construction of Visual Learning Media for Photo Expression has proven to be an excellent method for fostering emotional intelligence in children aged 5-6 at Kindergarten Pertiwi 45 Kalisegoro, Gunungpati district. According to research conducted by Dewi (2020), the medium of learning serialized tale images affects kindergarteners' emotional intelligence.

Due to the need for effective treatment for youngsters who are unable to comprehend and recognize emotions, it is necessary to recruit subjects around ages 4-5. If youngsters cannot grasp and recognize emotions, they will not locate emotions that correspond to the expectations of the community in which they live (Raising Children Network, 2016). The treatment provided may include educational instruction and intervention. According to the National Education Association (NEA, 1969), learning media are printed and audiovisual modes of communication and equipment. Media must be manipulable, perceptible, audible, and readable. Arneet (in Scherr, S., et al., 2019) suggests that the usage of media allows children to explore the expression of emotions and develop (or release) impulse control. This relates to Scherr, S., Mares, M. L., Bartsch, A., and Goetz, M.'s research. In addition to parents, learning media have a vital role in enhancing children's emotional expression, as demonstrated by research published in 2019.

They saw how sad it would be if these little youngsters did not receive the proper education. Researchers are very interested in developing a program that young children can use to improve their ability to recognize emotional expression, entitled *The Influence of Media Emotion Bingo Board (EBB) To Improve The Ability To Recognize Emotional Expression In Children Aged 4-5 Years*.

## Emotion

The term emotion is derived from the Latin words "emotus" or "emovere" or "revile" (to stir up) and means something that pushes towards something; for instance, the emotion of joy encourages laughter. Alternatively, emotion is defined as a state of the inner turmoil of self-adjustment that arises from within and involves almost the entire individual self (Sujiono, 2009).

According to Stewart (1985), the varieties of human emotions comprise four fundamental emotions: pleasure, anger, fear, and sadness. According to Reynold (1987), these basic emotions can grow into a vast range of emotions, categorized into groups of positive and negative emotions. According to Reeve (2014), there are three primary parts of emotion: biology, cognitive, and socio-cultural.

### **Expression of Emotions**

According to Gross (1998), the emotional expression refers to a person's vocal and nonverbal communication of emotional feelings. White, Hayes, and Livesey (2013) define emotional expression as learning when, when, and how to exhibit appropriate and anticipated emotions. According to White, Hayes, and Livesey (2013), the dimensions of emotional expression consist of Latency, Onset, Apex, Offset, and Intensity. Additionally, there are distinct styles of emotional expressiveness. Muhammad (2011) classifies

a variety of emotional expressions, including facial emotions, voice expressions, physiological changes, gestures and gestures, and emotional acts.

### **Learning Media**

"media" is derived from the Latin word "medium," which means "intermediate" or "introductory."

The media is a way of disseminating messages or acquiring information that the message's source wants to convey to the recipient or target of the message (Mahnun, 2012). According to Zaman and Eliawati (2011), there are three major categories of learning media: visual media, audio media, and audiovisual media.

### **Early Childhood**

Early childhood is defined by the National Association for the Education of Children (NAEYC, 2004) as a human between the ages of 0 and 8 undergoing rapid development and vital to the next life.

### **Learning to Know Emotional Expression with *Emotion Bingo Board***

Using an image board of basic emotions and their growth, young children are taught how to recognize, comprehend, and express their emotions using the Emotion Bingo Board (EBB) media. Colors and pictures in the form of customized emojis are utilized to make the Emotion Bingo Board as visually appealing as feasible. In its execution, this learning involves interaction and other body actions to make it more enjoyable, as well as the use of visual media to pique the interest of young children and reduce their boredom.

Research on early children's emotional expression recognition has been extensively studied. Alhasin (2019) has previously conducted research pertaining to the expression of emotions using various media and subjects. In this situation, the capacity to recognize the expression of emotions is crucial to the development of children's relationships. Therefore, if youngsters are unable to comprehend and identify emotions, they will not locate emotions that are consistent with the expectations of the society in which they live.

Numerous media development studies aimed at enhancing the capacity to perceive emotional expression have been conducted thus far. Roudloh (2013) did a study utilizing visual learning media for picture expression in KINDERGARTEN Pertiwi 45 Kalisegoro. At Kumara Dharma Kerti Kindergarten, Dewi (2020) conducted research using the medium of serialized tale visuals. Yuliwandari (2018) research employs visual image media at KINDERGARTEN IT Hikmatul Fadhilah Medan. The most recent study, conducted by Jamila (2021), utilized the visual learning medium Emotion Bingo Board at the Mutiara Bunda Early childhood education school Post in Malang City, where the Emotion Bingo Board is effective in improving the ability to recognize emotional expression in young children. However, the Emotion Bingo Board has yet to be extensively studied in Indonesia.

The Emotion Bingo Board was created by researchers using the theories of Stewart (1985) and Muhammad (2011) in consideration of early childhood features. The topic examined on the Emotion Bingo Board includes the essential emotional expression and its evolution, how to label the expression of emotions, and how to vent or release these emotions. In addition to enhancing children's capacity to understand the emotional expression, Emotion Bingo Board media can enhance their

memory, fine motor skills, and social skills. Moreover, researchers believe that learning processes utilizing the Emotion Bingo Board are more significant for enhancing early childhood ability to understand the emotional expression.

## **Method**

### **Research Design**

The research design employs experimental research to determine the impact of the Emotion Bingo Board on the expression of early childhood emotions at the Mutiara Bunda Early childhood education school Post in Malang City. The experimental model design employed is a pretest-posttest control group design experimental model. In this study, the independent variable is the Emotion Bingo Board, whereas the dependent variable is the display of emotions. Using this approach, the experimental and control groups have the same characteristics, as they are randomly selected from a homogeneous population using simple random sampling.

### **Subject of Research**

The subjects of the study were group B students at the Mutiara Bunda Malang Early childhood education school Post who met the following criteria: (1) they were male or female; (2) they had attended the Mutiara Bunda Early childhood education school Post for at least three years; (3) they could read and write; and (4) they were between the ages of four and six. According to the data collected by researchers, 19 individuals met the requirements.

The experimental research was conducted in the vicinity of Jl. Mutiara Bunda Early childhood education school Post. Simpang Raya Langsep for four weeks per the researcher's schedule while adhering to the Covid-19 health protocol.

### **Instruments**

The instruments used for the pretest and post-test are measuring instruments for the recognition of emotional expression in the form of pretests and post-tests of the ability to recognize emotional expressions with ten items and fourteen questions. The validity test will evaluate the validity of the content using three professional testers. Based on the validation results of the expert test, the total value of the post-test pretest instrument for recognizing the emotional expressions of young children was 93.33 percent. In the meantime, the Alpha value of the reliability test utilizing the Alpha Cronbach statistical test on the measuring instrument in this study was 0.936, indicating that the measuring instrument in this study was reliable.

The intervention/treatment instrument is an Emotion Bingo Board with 30 emojis developed by researchers based on theoretical investigations. The validity test will evaluate the validity of the content using three professional experts. The overall value of the Emotion Bingo Board instrument is 93.33%, according to validation results from expert examinations. In the meantime, the Alpha value of the reliability test utilizing the Alpha Cronbach statistical test on the measuring instrument in this study was 0.936, indicating that the measuring instrument in this study was reliable.

### **Data Analysis Techniques**

This study employed the following data analysis techniques: (1) Descriptive analysis of data; (2) Normality test; (3) Homogeneity test; and (4) Hypothesis Test employing t-test to determine differences in group abilities to perceive emotional expression.

### **Procedure**

In early childhood, informed consent is obtained in the form of an Informed Consent Form, considering the risks and inconveniences associated with the activity, with the principal's approval.

The stages that the subject will go through are as follows:

**Pretest.** Two groups, the experimental group and the control group were given pretests. Before administering a different treatment, the initial test (pretest) is administered to determine the subject's capacity to perceive emotional expressions.

**Intervention/treatment.** After completing the initial pretest, both groups will get therapy, with the experimental group receiving instruction using the Emotion Bingo Board and the control group receiving instruction using conventional methods, which involve the researcher speaking and the students listening. For the experimental group, as many as five therapy sessions were administered. The first meeting covered the fundamentals of emotional expression. The purpose of the second meeting

was to review knowledge on emotional expression and provide knowledge regarding the Emotion Bingo Board. With the aid of researchers and homeroom teachers, the third meeting involved using the Emotion Bingo Board. The third lesson consists of applying the Emotion Bingo Board with the assistance of researchers and homeroom instructors. The sixth meeting consisted of peers applying the Emotion Bingo Board without assistance from researchers or homeroom teachers.

**Post-test.** After the two groups, a post-test will be administered to measure the patients' abilities after receiving various interventions.

## Results

### Statistical Descriptive Analysis

The descriptive analysis obtained is as follows: In the pretest of the experimental group, the minimum score achieved was seven and the maximum score obtained was 14, with a mean of 11.20 and a standard deviation of 2.201. The minimum score on the post-test increased to 11, and the maximum score increased to 14, with a mean of 12.80 and a standard deviation of 1.033. In the Experimental group, there is a substantial difference between the pretest and post-test scores. While the Results of the Descriptive Analysis of the Ability to recognize Emotional Expression pretest and post-test Control Group are as follows: In the pretest of the control group, the minimum score obtained is 8, the maximum score obtained is 12, and the mean score is 10.00 with a standard deviation of 1.225. The post-test resulted in a minimum score of 10 and a maximum score of 13, with a mean of 11.22 and a standard deviation of 0.97. In the Control group, it was observed that there was a difference between the pretest and post-test scores.

**Table 1.** Descriptive analysis

| Variables            | N  | Min | Max | Mean  | Standard Deviation |
|----------------------|----|-----|-----|-------|--------------------|
| Pretest Experiments  | 10 | 7   | 14  | 11,20 | 2,201              |
| Posttest Experiments | 10 | 11  | 14  | 12,80 | 1,022              |
| Pretest Control      | 9  | 8   | 12  | 10,00 | 1.225              |
| Posttest Control     | 9  | 10  | 13  | 11,22 | 0.972              |

### Test assumptions

Normality test and homogeneity test with early stage (pretest) and late stage (post-test) (post-test). Where both the study of the first stage (pretest) and the final stage (post-test) reveal normally distributed and identically distributed data (homogeneous).

**Table 2.** Normality test

| Variables            | Sig.  | $\alpha$ | Interpretation               |
|----------------------|-------|----------|------------------------------|
| Pretest Experiments  | 0.519 | 0,05     | Data is normally distributed |
| Pretest Control      | 0,830 |          |                              |
| Posttest Experiments | 0,273 |          |                              |
| Posttest Control     | 0,194 |          |                              |

**Table 3.** Homogeneity Test

| Variables | Sig.  | $\alpha$ | Interpretation      |
|-----------|-------|----------|---------------------|
| Pretest   | 0,079 | 0,05     | Data is homogeneous |
| Posttest  | 0,700 |          |                     |

### Hypothesis Test

#### Pretest t-test with posttest (Experimental and Control Group)

According to the table of pretest and post-test t-tests of the experimental group, the 2-tailed probability (significance) value is 0.011 0.05. So there are changes in the experimental group's ability to distinguish early childhood emotional expression before (pretest) and after (post-test) (post-test). Moreover, based on the control group's pretest and post-test t-test tables, the 2-tailed

probability (significance) value is known to be 0.016 0.05. Therefore, there are changes in the control group's capacity to distinguish the expression of early childhood emotions between before (pretest) and after (post-test) (post-test).

**Table 4.** Hypothesis test

| Variables                    | Sig.  | $\alpha$ | t score |
|------------------------------|-------|----------|---------|
| Pretest-posttest Experiments | 0.011 | 0,05     | 3,207   |
| Pretest-posttest Control     | 0.016 |          | 3,051   |

### Pretest and Post-test Average Difference Test

Using a t-test with a two-tailed significance level to calculate the average difference between the experimental and control classes' pretest data, the P-value (Sig.2-tailed) = 0.167 was determined. Such conditions show whether H0 is accepted or not if there is an initial ability difference between the experimental class and the approved control class to recognize emotional expression. It is determined by the P-value (Signature (2-tailed)), whose value is more significant than = 0.05. Thus, there was no significant difference between the experimental and control groups' early abilities. In the meantime, a P-value (Sig.2-tailed) = 0.003 was calculated based on the findings of the computation of the average difference in the post-test data between the experimental group and the control group using a t-test with a two-tailed significance level. Such conditions indicate that H0 is rejected or that the experimental group and the accepted control group differ in their final capacity to recognize emotional expression. It is based on the obtained P-value (Signature (2-tailed)), the value of which is determined from = 0.05. Thus, there were substantial disparities between the experimental and control groups in terms of final competency. The table is available for review in the appendix.

### Average Increase in *Pretest and post-test* Scores in the Experimental Group and Control Group

The average pretest value for the control group was 10.00, and the average post-test value was 11.22; the difference between the pretest and post-test values for the control group was 1.22 on a scale with a maximum of 14. The experimental group had an average pretest score of 11.20 and a post-test score of 12.80, the difference between the post-test and post-test scores. The experimental group's pretest score was 1.60 on a scale with a maximum score of 14. The difference between the experimental and control groups' post-test scores was 1.58. Because the average experimental group score was 0.38, it can be assumed that, after the study, the experimental group students had the final ability or, in this case, superior learning outcomes than the control group. The table is available for review in the appendix.

## Discussion

Based on the findings of a study conducted on group B students at the Mutiara Bunda Early childhood education school Post in Malang City, it was determined that the experimental group was better able to discern emotional expression than the control group. Based on the findings of the hypothesis test utilizing the Independent Sample T-Test differential test, it was determined that playing and learning with the Emotion Bingo Board media improved the experimental group's capacity to recognize emotional expression with a significant level of 0.003 0.05. In addition, based on the Gen-score, where the difference between the experimental and control group's post-test and pretest averages is more significant than 0.38, the experimental group outperformed the control group.

Indirectly, the Emotion Bingo Board improves the experimental group's children's ability to recognize emotional expression and fine motor skills, eye-hand coordination, and memory. This Emotion Bingo Board learning tool also improves the experimental group's speaking, communication, and social skills.

Students can enhance their capacity to recognize emotional expressions without recognizing them because they are learning while playing with the Emotion Bingo Board. Cognitively, pupils will become more familiar with the appropriate emotional expressions and how to categorize these expressions. Arneet claims (in Scherr, S. et al., 2019) that media use allows children to explore emotional expressiveness and learn (or release) impulse control. This is pertinent to the studies of Scherr, S., Mares, M. L., Bartsch, A., and Goetz, M. In addition to parents, learning media has a crucial role in increasing children's emotional

expression, according to a recent study (2019). Effective implementation of learning utilizing the Emotion Bingo Board medium is also the result of effective communication between the homeroom instructor, researchers, and students. Being careful and meticulous helps youngsters retain what they have learned so that it lasts and leaves a lasting imprint, making the learning process highly effective.

Research conducted by Jayanto (2017) also demonstrates an increase in the ability to manage emotions in early childhood when audio media are used to teach Indonesian children traditional games. According to research conducted by Roudloh (2013), the development of Photo Expression Visual Learning Media has proven to be an effective method for fostering emotional intelligence in children aged 5-6 at Pertiwi Kindergarten 45 Kalisegoro, Gunungpati district. Additionally, Dewi (2020) research demonstrates that kindergarten children's emotional intelligence is enhanced by learning media containing serial story images. Kusumadana (2016) found in another study that video-learning media increased the emotional intelligence of group A kindergarteners.

Early childhood can be assisted in recognizing the expression of emotions and taught how to use them in everyday situations in a creative, non-boring manner if the Emotion Bingo Board is implemented with the proper processes in various Preschool / Kindergarten settings. As a result of receiving treatment, the subject can comprehend the expression of emotions, the sorts of fundamental human expressions of emotion can express what he feels, and labels the feelings they are presently experiencing. The latter's improvement is that the person becomes more sociable with peers and others in his immediate environment. The application of the Emotion Bingo Board requires the following considerations: (1) installation time, (2) additional patience, and (3) the availability of supporting resources.

### **Conclusion**

Based on the study's findings and discussion, the experimental group is more capable than the control group. The Emotion Bingo Board learning media enhances the class B Mutiara Bunda Early childhood education school Post experimental group's capacity to perceive emotional expression. The results of the hypothesis test conducted with SPSS indicated that the post-test value of the experimental class was more significant than the post-test value of the control class; therefore, the hypothesis was accepted, indicating that the Emotion Bingo Board influences the ability to recognize the expression of emotions in young children in Class B of the Mutiara Bunda Early childhood education school Post, Malang City. The Emotion Bingo Board and its methods are transferable to other preschools.

Based on the above discussion, childhood traumatic events affected emotion regulation but did not affect early adult attachment styles in Malang. This can be attributed to each individual's personality and their retained attachment style from childhood; hence, there is no change in an individual's adult attachment style.

### **Recommendations**

These findings can serve as a resource for studying Psychology, particularly Developmental Psychology. Further improvement in this study will allow for the refinement of this study's flaws. Based on the findings of this study, the following recommendations can be made: For Preschool Instructors. AUD instructors recommend maintaining students' study motivation through engaging supporting material to get optimal outcomes in enhancing the ability to perceive emotional expression. For Future Scholars. The outcomes of this research can then be used as a library or reference material to perform additional research.

Researchers can also add variations of the Learning Method with Emotion Bingo Board media so that early childhood is not oversaturated with monotonous learning methods, and it is recommended to extend the duration of experimental treatment so that the effects of this treatment can be observed over time.

In the study preparation, more participants still need to be. Therefore, the researcher recommends that future researchers increase the size of the research sample to collect more diverse data and employ early screening during the data collection process to identify subjects who have experienced childhood trauma. Additionally, future researchers might examine the variables in the

study with different age groups. In addition, future researchers can perform research using alternative methodologies, such as a qualitative methodology, so that the variables addressed in this study can be examined in greater detail.

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